

# Charting the Path Forward: Insights From Carnegie Staff on the Revised 2026 Carnegie Community Engagement Application

April 8, 2024



# Agenda



1. Welcome & Introductions
2. Values & Motivation
3. 2024 Application Cycle Data
4. 2026 Cycle Framework
5. Strategies to Approach the 2026 Application (Sections 1-10)
6. Gathering the Evidence Activity
7. Resources
8. Questions (Questions can be asked throughout the pre-con)



## Pre-Con Facilitators



**Cammie Jones**

Director

Carnegie Elective Classification for  
Community Engagement



**Reddgo Long**

Graduate Fellow

Carnegie Elective Classification for  
Community Engagement



## Introductions: Table Talk (15 Minutes)

- Name
- Institution
- Role
- Classification : First Time or Reclassification
- Session Goals

**Share out with the audience!**

**#GOALS**

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# **Our Values and Motivation**

# Electives Team's Values and Goals



Elective  
Classifications of and  
by the field:  
people-centered,  
driven by equity and  
collective action

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Push without pulling  
along: balanced rigor

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Increase participation,  
transparency & field  
learning

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Understand and use  
data: Who is  
participating?  
Where and how can  
we do work better?





# Carnegie Community Engagement Definition

Community engagement describes **collaboration between institutions of higher education and their larger communities** (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge and resources** in a context of partnership and reciprocity. The purpose of community engagement is the **partnership** of college and university knowledge and resources with those of the public and private sectors to **enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.**



# Institutional Motivation

**Institutional Identity:** Declare an institutional identity and mission that **distinguishes the institution** from peers.

**Institutional Self-assessment and Self-study:** Bring the disparate parts of the campus together to **advance a unified agenda** and identify **promising practices** that can be shared across the institution.

**Accountability:** Demonstrate that the institution is **fulfilling its mission** to serve the public good, as well as a new level of **legitimacy, public recognition, and visibility** for your work.

**Catalyst for Change:** Foster **institutional alignment** for community-based teaching, learning, and scholarship or interdisciplinary leadership development



# Highlights of the Application Process



- The questions themselves helped provide a **road map** for us to reflect upon our community engagement and **how to continue to grow**.
- The application process **brought together** community-engaged **faculty and staff in a new way** that allowed us to identify many effective ways we engage with community, and **also opportunities for improvement**.
- This application was a wonderful opportunity to reflect on where our institution **has been, currently is, and hopes to be regarding civic/community engagement**. We also were able to **celebrate** each stage with our **community partners**. It also provided a great opportunity to hear from a wider **range of departments** about their community engagement activities.
- We realized we were too **decentralized**
- From our report this also gave way to opportunity for **state funding request**.
- It was a very helpful self-study. It helped to **highlight great work** that was occurring and to **illuminate important areas of growth**.
- The fact that we need to strategically **align our budget** and we need to **engage a standard measurement, mixed methods, data collection protocol**
- **Strengthened relationship with system offices** in public engagement, highlighted areas of **improvement and strengths**, assisted with goal setting for further efforts

**Audience Pulse Check:  
What motivates you to  
participate in this  
process? What worries  
you?**



**YOU GOT THIS!**

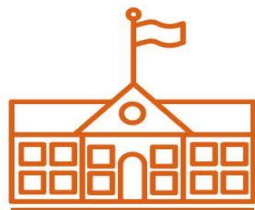
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# Our Data

# 368 campuses

are currently categorized under the  
Elective Classification for Community  
Engagement (2015, 2020, and 2024 cycles)

49 states and territories  
are represented



19 community colleges  
are represented

89 minority serving  
institutions are  
represented

7 HBCUs                      1 PBI  
53 HSIs                      1 ANNH  
24 AANAPISIs            3 NASNTIs

230

162

● Public ● Private

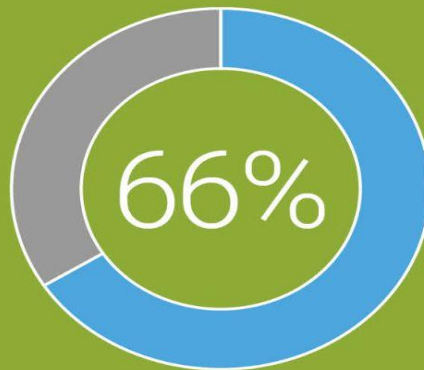
**THIRD-TIME APPLICANTS:  
Institutions Eligible for  
Second Re-classification  
in 2026**

135  
private

193  
public

45 states and territories  
are represented

**CLASSIFICATION  
ATTAINMENT FROM 2024:  
All Institutions**



# Elective Classification for Community Engagement 2015, 2020, and 2024

368 Currently Classified Institutions



● Private ● Public ● Closed ● Consolidated



# Community Engagement Elective Classification Roadmap

## 2024 Application Cycle Data

### Community Colleges

3 Applied / 3 Classified  
100% Classified

### HBCUs

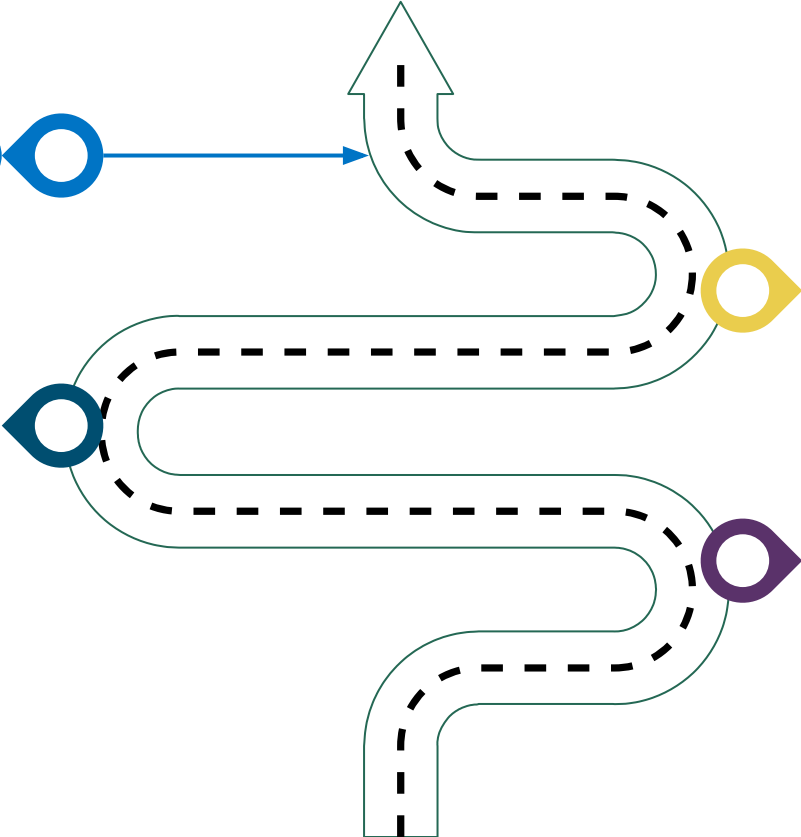
3 Applied / 2 Classified  
67% Classified

### Hispanic Serving Institutions

7 Applied / 4 Classified  
57% Classified

### All Applicants

61 Applied / 40 Classified  
66 % Classified



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# 2026 Application Cycle Framework



# 2026 Classification Draft Application Framework



Context  
Partners  
Assessment  
Infrastructure

1. Campus Contact Information
2. Campus, Community, Infrastructure, and Community Engagement Context
3. Institutional Identity and Culture

Academic  
Core &  
Assessment

4. Quality of Community Engagement Relationships & Academic Partnerships
5. Faculty and Staff
6. Curricular Engagement
7. Co-Curricular Engagement

Civic  
Learning,  
CE  
Initiatives &  
Assessment

8. Civic Learning and Life - \*\* added in 2026
9. Community Engagement and Other Initiatives
10. Reflection and Other Initiatives

**\*(Institutional Tracking, Monitoring, and Assessment & Outcomes/Impacts integrated into each Section)**



# Revision Process for '26 Cycle

Purpose of revision is to reconnect the field with our initial goals of creating a CE Classification while acknowledging how things have changed from the initial application launch to now.

## SWOT of current CE Classification:

- CE is the theoretical framework that legitimized and institutionalized CE in higher education. CE has value and led to a standard of practice and core definition (Strength)
- Lack of accessibility for underrepresented institutions (MSI's, HBCU'S,CC's); Long Application, Redundant (Weakness)
- ACE, Staff Infrastructure, Research Co-Labs, Capacity of partners (Opportunity)
- Different perceptions of CE, Anti-higher ed rhetoric, Resistance to change (Threat)

Critical time to review and revise how we position the classification in an ever changing world that is faced with false-truths and narratives about high education and democracy.

Goal: Balanced rigor and practical, streamlined process for institutions

# Additions, Modifications & Revisions to the 2026 CE Application



- ❖ Demonstration of Community Engagement based on **institution type** and community (Vision)
- ❖ Civic & Democratic Engagement (**embedded and separate section**)
- ❖ Space to elaborate on narrative of **Community Engagement** story
- ❖ CE Content, Impacts/Outcomes, Finance and Infrastructure, Tracking/Monitoring Assessment **integrated throughout app now**
- ❖ Access and interest for **underrepresented institutions**
- ❖ **Streamlined, balanced rigor, high quality work**
- ❖ Updated **guidebook to assist 2-Years, HBCUs, MSIs** etc.
- ❖ **Weblinks** accepted in certain sections in **both frameworks**



# Strategies to Approaching the 2026 CE Application

# First-Time Application



The **first-time documentation** framework is designed for an evidence-based **reflective process** focusing on **institutionalization** of community engagement and the **alignment** of community engagement as a priority across the campus. It is designed to include narrative responses, **demonstrating institutional commitment and excellence through systems and structures that are deep, pervasive, and integrated.**

The narratives are designed to address:

1. What currently exists, and
2. Relevant supporting evidence

# Re-Classification Application



The **re-classification** documentation framework is intended to facilitate an evidence-based reflection process that focuses on **what has changed** to improve community engagement since the classification. It is designed to incorporate narrative replies **indicating institutional commitment and excellence through deep, pervasive, and integrated processes and structures**, as well as **explanations of changes** from the previous classification.

The narratives are designed to address:

1. What currently exists,
2. Changes since the last classification, and
3. Relevant supporting evidence



# Class or Re-class: Advantages and Challenges

## Re-Class

### *Advantages*

- Potential for continuity in narrative/storytelling: **linkages to prior achievements and challenges**
- Tell a story of deepening **transformation** and/or broadening growth, **impact, outcomes.**

### *Challenges*

- Transitions (leadership and champions), financial conditions, internal circumstances and changing priorities
- Access to resources and support

## (New) Classification

### *Advantages*

- With sufficient lead time, policy, resource, practice weaknesses/gaps can be addressed
- Opportunity for deep-dive, reflective self-study, potential alignment with other processes (reaccreditation, strategic planning.)

### *Challenges*

- Building consensus on the story, commitment to new outreach, improving/enhancing systems, engaging in dialogue requires leadership and resources
- Difficult to tell the story of why and how the self study will impact the CE work
- Access to resources and support

# Application Fast Facts



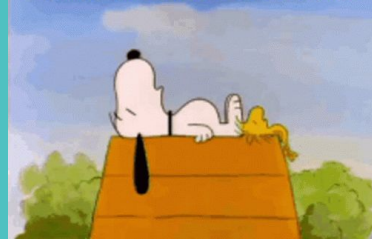
- ❖ Application frameworks reside on **GivePulse**
- ❖ Schools can view application fee prior to purchase based on **IPEDs number/FTE**
- ❖ **Guidebooks** available on ACE website
- ❖ Application has **10 sections** and can be broken into the following themes:
  - Institutional and Community Partner's Context
  - Academic Core including research
  - Co-Curricular, Civic and Additional Institutional Initiatives
- ❖ Same data is being gathered, **streamlined process** with **balanced rigor**
- ❖ Assessment and Outcome Questions are **integrated in each section**
- ❖ Based on our 2024 Resource Survey, it takes campuses **8-12 months** to complete, depending on resources
- ❖ **State Legislation Impact**





# Audience Pulse Check: Questions/Stretch 5 Minutes

Time to take a break



# Strategies to Approaching the 2026 CE Application Continued

# Application Grounding: “Ignore the Perfect! Focus on the Progress”



Institutional commitment and excellence to community engagement are demonstrated through systems and structures that are:

**Deep**  
**Pervasive**  
**Integrated**

Which leads to outputs, outcomes and processes!



# Section 1: Applicant's Contact Information



1. Institutional Types
2. For reclassification applications, 3rd-Time check button
3. President and Chief Academic Officer Information Requested



## Section 2: Campus, Community, and Community Engagement Context



This section is the foundation of helping reviewers understand your institution's unique perspective(s) and practice(s) of community engagement.

1. **Define community engagement**
2. Explain what is your institution like? **Students, core areas of academics, research, and institutional priorities.**
3. **Characteristics of the community(ies) . The people that you partner with? Areas of strength, opportunity, ensures accountability and need.**
4. Institutional and community **priorities** that shape community engagement activities
5. **How the institution ensures that students, faculty, staff, and community partners have equitable access and opportunity to community engagement activities and partnerships.**
6. Campus **ensures** that community partners have “**significant voice**” and **input** into institutional or **departmental planning and collective goals**
7. Resources made available to community partners that support community engagement (e.g. **professional development, compensation, materials, space, acknowledgement, awards**)
8. **Infrastructure, Covid-19 and social justice** questions in the section as well.

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**Complicated  
Scenarios Table  
Discussions: Section 2**



## Section 2: Complicated Scenarios

- What if the institution **doesn't have a community engagement definition**? Some campuses use different terminology and policies. How can a campus arrive at a shared understanding of community engagement in the application?
- Some campuses have **one office** to coordinate community engagement while some have **multiple centers** interact with one another to advance institutional community engagement. How would you approach answering these infrastructure scenarios in the application?
- The application asks about the communities to which the institution is **accountable**. How is this actually determined at your institution?
- How best to **state the unstated**/assumed? (Mission of HBCUS, MSIs, faith-based institutions?)

## Section 3 & 4: Institution Identity and Culture/Quality of Relationships



Describe how **executive leadership** of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promotes community engagement as a priority.

1. Provide a **letter from the President/Chancellor or Provost** (Vice President for Academic Affairs)
2. Describes community engagement's relationship to the institution's **core academic identity, strategic direction, and practices**, and discusses how community engagement is institutionalized for sustainability in the institution.
3. Describe how community engagement is emphasized as part of the **institution's brand message** identity or framework
4. Reclassification: Recent statements of affirmation of community engagement (**Description and weblinks**)

### Section 4: New Addition to Quality of Community Engagement Relationships and/Academic Partnerships

*.All partners from this section should be included in the partner survey specified in section 10.*

1. Strategies for assessment of partnerships as well as partnership development;
2. Five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of the campus—which includes teaching, learning, and research.



**Complicated  
Scenarios: Sections  
Table Discussion 3&4**



## Section 3&4: Complicated Scenarios

- Mind Mapping Activity: Selecting Academic-Community Partnerships: **Strategize ways** with your table on how your campus **can deepen and improve partnership practices and relationships**—in initiating, sustaining, and assessing partnerships
- What kind of **systematic actions and strategies** can be used to ensure the institution, academic units (colleges, departments), and faculty and staff **are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships.**
- What **does a strong letter** need to convey the campus understanding of community engagement?

## Section 5: Faculty and Staff



1. Community engaged **resources and support services** for faculty in any employment status lists to develop or deepen community engaged approaches and methods
2. Community engaged **professional development programs** for faculty and staff that are provided.  
  
(Topics and categories listed for these question. Must include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate.)
3. Examples of **student scholarship** from as many different disciplines as possible in addition to faculty and staff.

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**(Topics and categories listed for these question. Must include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate.)**

3. Examples of **student scholarship** from as many different disciplines as possible in addition to faculty and staff.
4. **Part 2 of section:** Assessment and policies/standards for rewarding faculty and staff who participate in engagement (institution, departmental and promotion and tenure). Descriptions are key as well as highlighting how faculty status impacts rewards and revisions to policies.

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**Complicated  
Scenarios: Section 5  
Table Discussion**



## Section 5: Complicated Scenarios

- How do you provide a complete narrative of **professional development and ongoing resources** provided to faculty and staff that participate in engaged learning? How do you show an evolution in this work as a reclassification applicant.
- How can you **make sure scholarship examples provided are deep and pervasive** representations of your institution and community?
- One question asks, describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. **What are some examples of centralized data collection opportunities?** Where can you find **existing mechanisms for sharing outcomes?**
- How does your institution **implement policies and practices** that support faculty community engagement for faculty at your institution such as search and **recruitment, annual review, reappointment, promotion, bonuses, and/or merit pay.**

## Section 6: Curricular Engagement



1. Institutional-wide **definition and standards** used for **community engaged courses**.
2. Describe how community engagement is integrated into **traditional curricular structures**. These may include, **core courses, capstone/senior-level project, first-year course/sequence, general education, in the majors/departments, minors, graduate courses, or medical education, training or residencies**. Provide at least two but not more than four examples.
3. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program. These may include, but are not limited to: **Student Research, Student Leadership, Internships, Co-ops, Career exploration, Study Abroad/Study Away, Alternative Break** tied to a course and Campus Scholarship Program. Provide one but not more than two examples.
4. Community engaged courses data table AKA curriculum table-**Decoupled UG/G** by adding a separate reporting box for each. This minor change in structure will yield more useable data for research.

**Complicated  
Scenarios: Section 6  
Table/Audience**





## Section 6: Complicated Scenarios

- ***Key point: Save your answers, you'll have two opportunities to show how engaged learning is embedded in traditional academic structures(offered for credit and/or required by a curricular program and academic activities. You also will reflect on evidence from an insitution and section standpoint(departmental/programmatic) \*For-credit activities only!***
- How do you **define community engaged courses** at your institution? What common terms are used?
- What if you **don't have an institution wide course designation process?** How do you track and uphold standards of practice to ensure course design?
- If **you do** have a course designation process, **what does that look like** on your campus?

# Section 7: Co-Curricular Engagement



1. Describe how community engagement is **integrated into institutional co-curricular practices** by providing two to four examples from the following categories:
  - Social Innovation/entrepreneurship
  - Civic engagement, electoral engagement
  - Intergroup Dialogues
  - Community service projects - outside of the campus
  - Community service projects - within the campus
  - Alternative break - domestic
  - Alternative break - international
  - Study Abroad/Away
  - Student leadership
  - Student internships/co-ops/career exploration
  - Student research
  - Work-study placements
  - Opportunities to meet with employers who demonstrate Corporate Social Responsibility
  - Living-learning communities/residence hall/floor
  - Athletics
  - Greek Life

2. Describe how your campus has **designed new co-curricular programs and initiatives, or re-designed existing ones**, to both increase students' access to and participation in community engaged activities

3. Integrates pathway question from 2024 framework and co-curricular transcript or record of community engagement. Concludes with assessment and SLO's of community engagement.

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**Complicated Scenarios:  
Section 7  
Audience Conversation**



## Section 7: Complicated Scenarios

- How do you **gather and track co-curricular** engagement when typically this work is dispersed throughout an institution? **How often?**  
**Who collects**
- Who should **you connect with on campus to gather evidence** of co-curricular engagement?
- Is a transcript feasible? How else **can you record/document** co-curricular engagement?
- What are some **examples of co-curricular engagement** occurring at your institution?

## Section 8: Civic Learning and Agency



1. **Practical Experience** - Similar to section 4 with academic partnerships Strongest examples that support CE definition;
2. **Civic Skills** - Curricular/co-curricular, student learning outcomes, assessment Define “civic skills” first - use the provided list to focus the campus;
3. **Civic Identity** - Pathways & opportunities available to students at your institution to develop their civic identity Pathways suggests a developmental approach - SLOs reflect increasing levels of civic identity exploration, formation, and affirmation

## Section 8: Civic Learning and Agency



**4. Civic Knowledge** - Part of the community engaged student learning outcomes inside and outside of the curriculum Course tagging will be helpful here; syllabi and SLOs; Reflection assignments

**5. Free Speech** - Programming, Partnerships, Policies and Training (dialogue)

Consider answering the technical questions first (Do you have/what is...policy; programming; training?) then explain how “free speech” shows up on campus.

**6. Tracking & Assessment of Civic Engagement** - NSLVE, All in Campus Challenge, etc. Participation in ALL-IN Challenge - track and assess is an element; Internal surveys; Bonner program; Newman Civic Fellowship;

**Complicated Scenarios:  
Section 8  
Table and Audience  
Conversation**



## Section 8: Complicated Scenarios

- New Section: Who do you work with **on campus to collect evidence on civic skills, civic identity and civic knowledge?** The approach might be similar to evidence gathering for section 7.
- Where can you find **free speech policies on campus?**
- How can campuses illustrate understanding of ideas in this section if they are unable to due to **legislation?**
- **How can we help with this section? What do you need from us?**



## Section 9 & 10 : Institutional Initiatives and Reflection



### Section 9:

1. Institutional priorities -two examples

### Section 10:

2. Space to **elaborate** on any question(s) for which you need more space
  3. What is a question you would like us to ask that was **not included** in the application
  4. Provide a **list of community partners** that should receive the partnership survey. Include the partners described in Section 4
- 2026 Resource Survey shared post application completion

**Complicated Scenarios:  
Section 9 & 10  
Table  
Conversation/Audience**

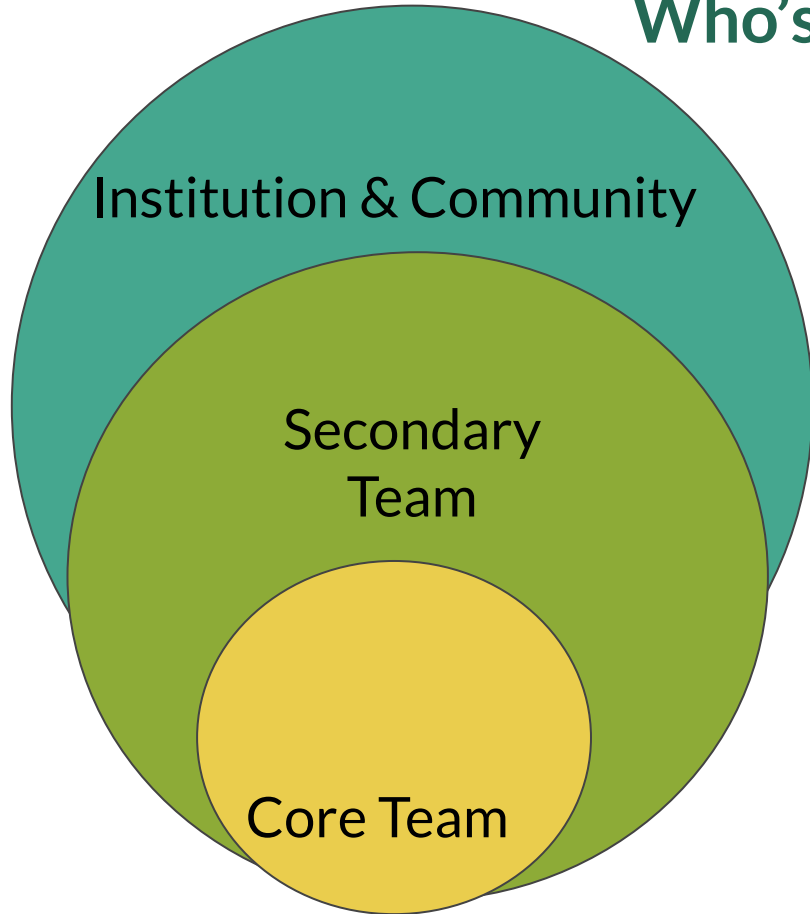


## Sections 9 & 10: Complicated Scenarios

- What **institutional priorities** in this section are intentionally implemented within your institution and connected to community engagement. What **does it look** like? How is this **shared with the campus and community**?
- How do you **engage with community partners** in the application process?
- How do you **prepare them for the partner survey**?

# Resources

# Who's on Your Squad?



# Application Data



We recognize the many challenges institutions have faced in the wake of COVID-19, many of which have impacted the institutionalization of community engagement.

In the **2026** application, campuses will **use data from AY 2021-2022, 2022-23 and/or AY 2023-24** (if the data is assessed).

\*Moving to 3 year cycle after 2026

# 2026 Cycle Timeline



## 2026 Carnegie Elective Classification for Community Engagement Application Timeline



**November 4, 2024**

Deadline to secure application and initiate process



**December 2025**

Notification to campuses of their classification status



**January 26, 2024**  
Applications Available on GivePulse and Carnegie Elective Classifications Website



**April 1, 2025**  
Application deadline



**January 2026**  
Public announcement of 2026 Carnegie Elective Classification for Community Engagement designated campuses

# Capacity Building



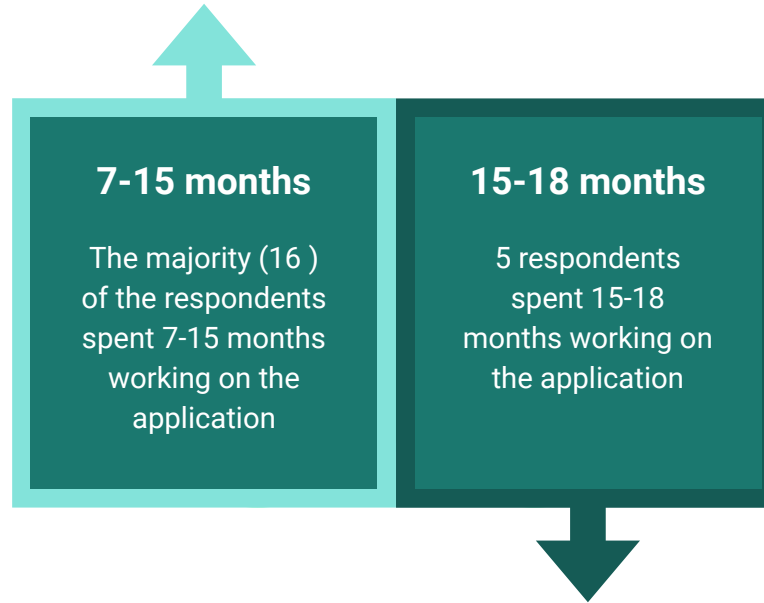


# Website and Give Pulse Site Overview

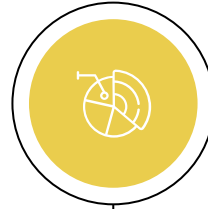




# Staff hours spent on the application



# Application Preparation Working Timeline



**Months 1-4**

## Process Launched

Core Team  
Secondary Team  
Institution and  
community support  
Buy-In  
Explore where evidence  
is located

**Months 4-8**

## Planning and Gather Evidence

Kick off meetings to  
strategize application  
approach  
Gather Evidence  
Map out foci areas  
re:application

**Months 8-12**

## Writing & more writing

Finalize evidence  
gathered  
Work towards  
completing threshold  
sections  
Ongoing meetings  
with team(s) and  
supporters

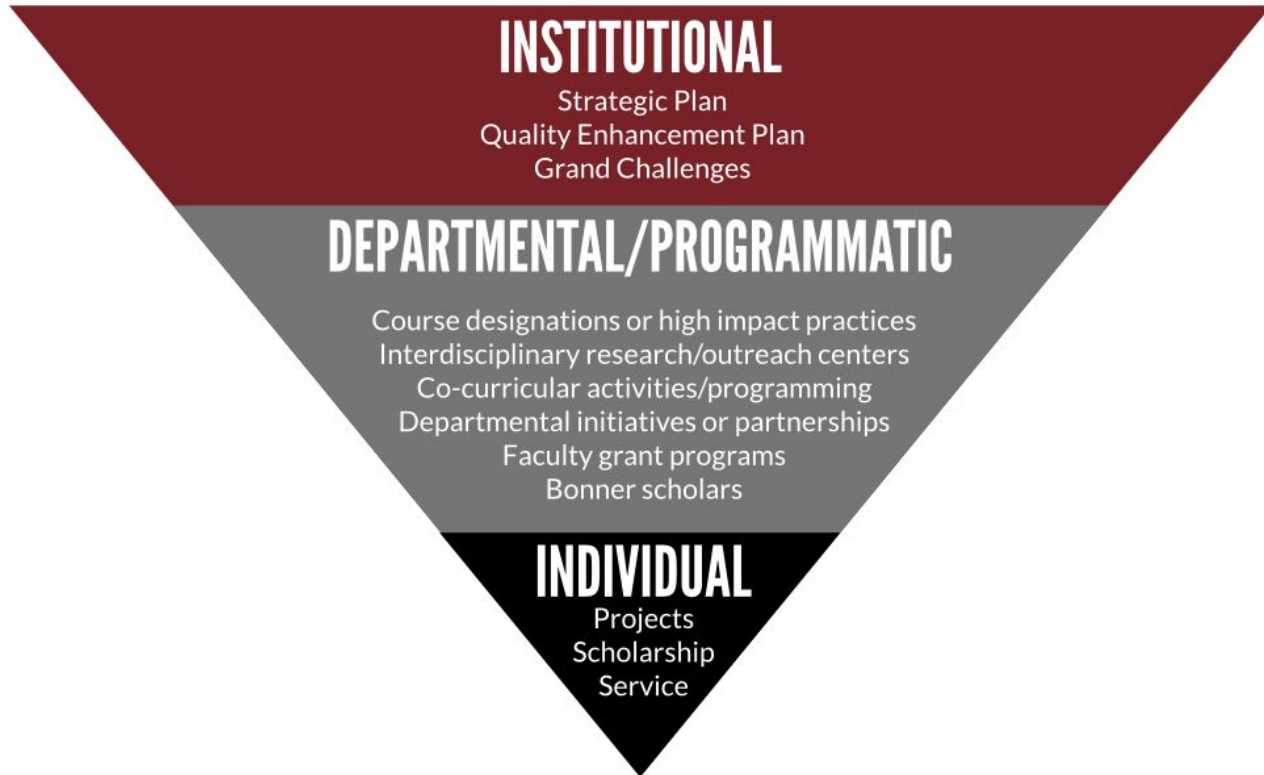
**Months 12-14/16**

## Application Submission

Finalize  
application-prepare for  
surprises  
Review final draft  
Prepare partners for  
survey  
Submit application on  
April 1, 2025

April 2024 to April 1, 2025 (12 months remain)

# Institutional Tracking + Assessment



# Community Engagement Classification Consultants



As a service to the field and campuses who are interested in **hiring consultants** generally, the Carnegie Elective Classifications team has provided training to individuals interested in being consultants and developing their understanding of the Elective Classification for Community Engagement generally and its application processes in particular.

Twenty three (24) individuals were selected to:

- ❖ Build up skills and knowledge of the current (2026) Carnegie Elective Classification for Community Engagement Framework
- ❖ Build an understanding of the roles and responsibilities of Carnegie Elective Classification consultants
- ❖ Build a curriculum and that will be delivered as a training for future cohorts of Carnegie Elective Classification for Community Engagement consultants
- ❖ Participated as 2024 Consultants and reviewers, experts in the field with deep knowledge of the application
- ❖ **Campuses are encouraged to contact consultants earlier in the process as we expect a high volume of interest. All bios and contact information is on our website.**

# 2026 Cycle CE Peer Review Process



## Acquire by Date

November 4, 2024:  
Campuses applying for 2026 cycle must purchase application.

## Call for Reviewers

November 11 - December 13, 2024:  
Call for Reviewers

## Training Reviewers

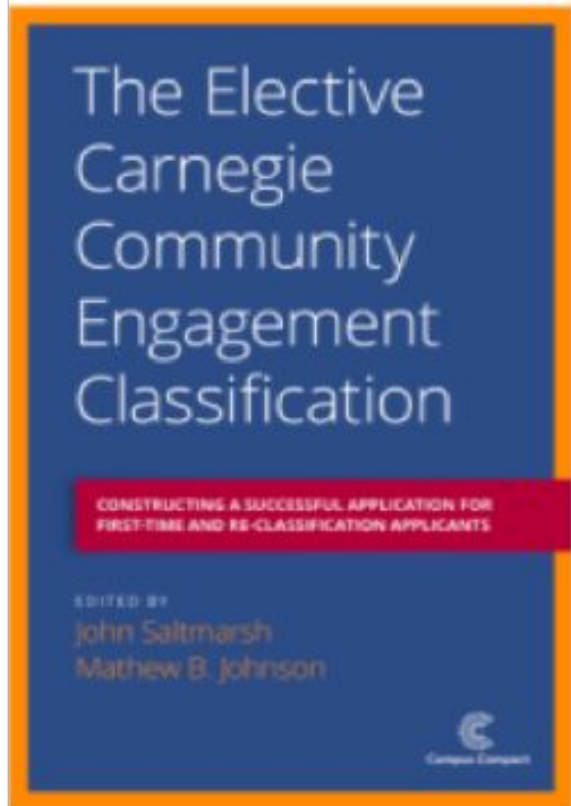
January/February 2025 - March 2023: Train reviewers and assign review teams

## Reviews

May 15 - September 1, 2025:  
Team-based reviews, 7-10 applications per reviewer. Senior review committee in Fall 2025



# Resources



1. A guide is available on the website for both applications to offer additional information on questions and sections within the framework
2. [carnegieclassifications.acenet.edu](http://carnegieclassifications.acenet.edu): resources and information on forthcoming webinars and workshops, as well as how to request such training
3. We do not want to exclude a campus from participating due to the inability to cover the application fee. Campuses may request a fee waiver by emailing us at [aortiz@acenet.edu](mailto:aortiz@acenet.edu).

# ACE Engage



The screenshot shows the ACE Engage web application interface. At the top, there is a dark blue header with the ACE Engage logo on the left, a search bar in the center containing the text "Search Carnegie Community Engagement Elective", and a user profile icon on the right. Below the header is a navigation bar with a "Create" button and a gear icon. The main content area is titled "Carnegie Community Engagement Elective" and has tabs for "Feed", "Documents", "Members", "Events", and "Chat". The "Feed" tab is active. A text input field with a plus icon and the placeholder "Share what's on your mind..." is visible. Below this, there are filters for "SHOWING EVERYTHING" and "SORTED BY LAST ACTIVITY". A post by Marisol Morales, Admin and Executive Director, is displayed with the title "Crowd Sourcing request - Tracking software". The post content begins with "Hi folks," and "We received a request asking institutions to share what type of software they are". A "More Activity" button is located at the bottom left of the page. The URL "https://ace-engage.mn.co/discovery" is visible at the bottom left.





# Upcoming Outreach & Engagement: Connecting with the Field



## Spring and Summer 2024

- *Campus Compact Annual Conference - April 7-10, 2024 - Pre-conference, Denver*
- *Gulf South Summit-April 15-17, 2024, Auburn Alabama*
- *North Carolina Community Engagement: CEAC Conference Carnegie-In-Action Workshop-June 12, 2024, Elon University*

## Drop-In Virtual Office Hours: with ACE and GivePulse Staff ; Spring 2024 (March-May 2024)

- 2nd Wednesdays at noon to 1pm ET
- 4th Tuesdays at 3pm to 4pm ET

## Spring 2024 Exemplar Series hosted by ACE

- *The Process is the Prize: Strategies for Enhancing Your Community Engagement Application and Transforming Your Institution's Narrative , Panelists will include successful HBCUs and 2-Year Institution Applicants, April 25th, 12pm ET*

## 2026 Application Prep Sessions with Collaboratory

- May 7, 2024, 3:00 pm ET:  
-Session 3: Topic: Institutional Identity + Culture (Section 3)



Register for exemplar workshop on April  
25, 2024





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