



Carnegie Foundation for the Advancement of Teaching

Community Engagement Elective Classification

Summary

According to the Carnegie Foundation for the Advancement of Teaching,

Colleges and universities **with an institutional focus on community engagement** were invited to apply for the classification, first offered in 2006 as part of an extensive restructuring of The Carnegie Classification of Institutions of Higher Education. Unlike the Foundation's other classifications that rely on national data, this is an "elective" classification—institutions participated voluntarily by submitting required materials describing the nature and extent of their engagement with the community, be it local or beyond. This approach enabled the Foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities.

According to John Saltmarsh, Director of the New England Resource Center for Higher Education, "These are campuses that are improving teaching and learning, producing research that makes a difference in communities, and revitalizing their civic and academic missions."

The classification uses a "documentation framework" to assess the institution's commitment to community engagement. The framework asks institutions to provide descriptions and examples of institutionalized community engagement and alignment among mission, culture, leadership, resources and practices.

In 2015:

- 241 first-time applicants registered to receive the application
- 133 submitted the application
- 83 were successfully classified as community engaged institutions

The first-time recipients of the classification included:

- 33 states and US territories
- 47 public and 36 private institutions
- 29 research universities
- 28 master's colleges and universities
- 17 baccalaureate colleges
- 3 community colleges
- 5 specialized institutions

The state of Arkansas has only two classified campuses. Philander Smith College received the classification in 2015, and UALR received the classification in 2010.

Definition of Community Engagement

The Carnegie Foundation defines **community engagement** in the following way:

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.

2020 Classification Timeline

- Data for the 2020 classification will come from the 2017-2018 academic year
- A working group will complete the application framework during the 2018-2019 academic year
- Applications will be due in April 2019
- Classification results will be announced in January 2020

Foundational Indicators

The most important factor for UCA's success with the Carnegie Elective Classification application is the foundational indicators. These are criteria that demonstrate institutional commitment to community engagement, and include items such as the inclusion of community engagement in the university mission and strategic plan; official statements from the executive staff; policy documents related to recruitment and hiring of community engaged faculty; policy documents related to recognition of community engagement as teaching, research, and service in promotion and tenure; and a centralized system for community engagement data collection.

Data Collection Strategy

- Representatives from across campus will be needed for a Carnegie Elective Classification task force to gather the data and complete the application.
- A reporting structure for community engagement has been built into the PAWS assessment system to allow for centralized annual reporting of community engagement projects and partnerships and their outcomes.
- Additional data for the application might come from Digital Measures, annual reports, or a survey or other method created specifically for the purpose of the application framework. We appreciate your input and assistance in this process.

OUTREACH AND COMMUNITY ENGAGEMENT

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Examples of Data Needed from Colleges & Departments

- Promotion & tenure policies that include community engagement
- Department or disciplinary learning outcomes for students' community engagement and how they are assessed
- Examples of how community engagement is integrated into student research, student leadership, internships, and/or study abroad
- Examples of how community engagement is integrated into graduate studies, core courses, capstones, first-year sequences, general education, the majors, and the minors
- Examples of outreach programs and institutional resources provided for the community through the colleges (such as learning centers, tutoring, extension programs, non-credit courses, evaluation support, training and professional development, work/study student placements, cultural offerings, faculty consultation, etc.)
- Examples of faculty scholarship associated with community engagement (research studies, conference presentations, pedagogy workshops, publications, etc.) or outreach (technical reports, curriculum, research reports, policy reports, publications, etc.)
- Examples of community partnerships (particularly longstanding partnerships)