The Carnegie Classification for Community Engagement - An Institutional View

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Overview

- **Defining key concepts**
  - Civic Engagement and service-learning
  - Institutionalization
- **Assessing civic engagement**
  - Frameworks
  - Tools
  - Carnegie Classification for Community Engagement

Defining Civic Engagement

Civic Engagement

Civic engagement means creating opportunities for civic learning that are rooted in respect for community-based knowledge, experiential and reflective modes of teaching and learning, active participation in American democracy, and institutional renewal that supports these elements.

<div align="right">John Saltmarsh, NERCHE</div>

One Institution's Definition of Civic Engagement

Civic engagement is

(a) active collaboration

(b) that builds on the resources, skills, expertise, and knowledge of the campus and community

(c) to improve the quality of life in communities

(d) in a manner that is consistent with the campus mission

(IUPUI, 2002)

Civic Engagement: A Caution

Engagement has become "shorthand for describing a new era of two-way partnership between America's colleges and universities and the publics they serve…while that breadth fosters great diversity of activity, it also presents the risk that the term can say everything and nothing at the same time…the lack of clear definition can leave some campuses and their leaders with the impression that they are 'doing engagement,' when in fact they are not."
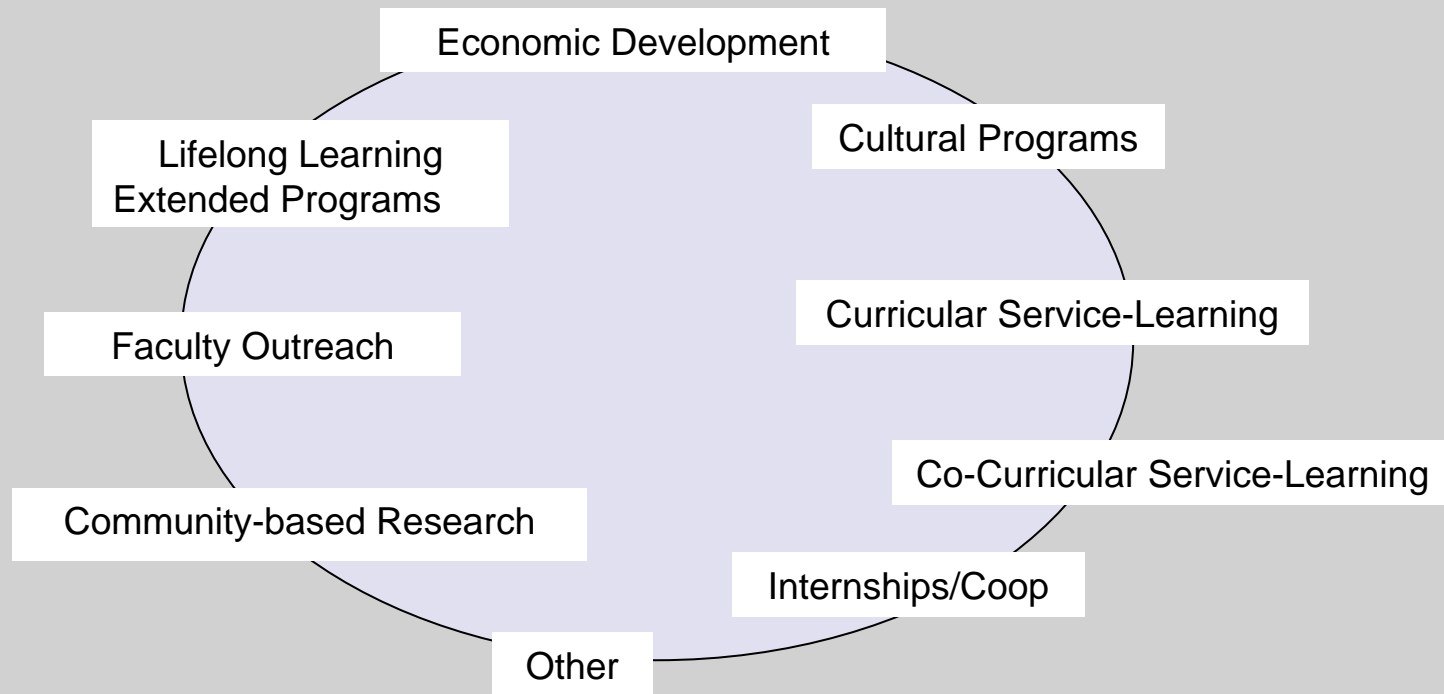
AASCU 2002

Service-Learning

In the case of civic engagement, service-learning constitutes a necessary component of achievement because, when service-learning is institutionalized on a campus (i.e., integral, enduring, and meaningful to all stakeholders), it produces transformations of the work of colleges and universities on the broader spectrum of civic engagement.

Bringle, Hatcher, Hamilton, and Young (2001). Planning and Assessing campus/community engagement, *Metropolitan Universities*.

CIRCLE OF CIVIC ENGAGEMENT ACTIVITIES

Economic Development

Cultural Programs

Lifelong Learning Extended Programs

Curricular Service-Learning

Faculty Outreach

Co-Curricular Service-Learning

Community-based Research

Internships/Coop

Other

What lets you know your institution is serious about something?

Institutionalization

AN INSTITUTIONALIZED PRACTICE IS:	A MARGINALIZED PRACTICE IS:
Routine	Occasional
Widespread	Isolated
Legitimized	Unaccepted
Expected	Uncertain
Supported	Weak
Permanent	Temporary
Resilient	At-Risk

Models for Assessing Civic Engagement at the Institutional Level

Assessment

Quality and outcomes can best be measured through structured assessment activities that generate and use "information about performance so that it is fed back into the system from which it comes to improve that system."

Barbara Cambridge (1999). Effective Assessment, in Bringle, et al., *Colleges and Universities as Citizens.*

Models for Assessing Civic Engagement: *Frameworks*

- Kellogg Forum
- Committee on Institutional Collaboration and NASULGC
- Furco Rubric for Institutionalizing Service-Learning
- Gelmon Rubric Capacity for Community Engagement
- Holland Matrix on Relevance to Mission
- Campus Compact
    - Wingspread Statements
    - Indicators of Engagement
    - MN Campus Compact Civic Engagement Indicators
- NCA – Higher Learning Commission
- **Carnegie Elective Classification – Community Engagement**

Models for Assessing Civic Engagement: *Tools/ Instruments*

- Michigan State University OEM
- IUPUI
- Other campus based efforts – see the National Service-Learning Clearinghouse for examples (servicelearning.org)

New Elective Carnegie Classification – **Community Engagement**

Community Engagement describes the collaboration between higher education institutions 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.

Community engagement may achieve the following:

- Enhanced teaching and learning
- Expanded research and scholarship
- Preparation of engaged citizens
- Response to societal issues
- Contribution to the public good
- Strengthened civic responsibility

The first stage – meeting these "Foundational Indicators"

1. Institutional Identity and Culture

2. Institutional commitment

These indicators *must* be demonstrated by both required and optional documentation.

The second stage – selecting a category of Community Engagement

1. **Curricular Engagement** (5 institutions)

2. **Outreach and Partnerships** (9 institutions)

3. **Both** (62 institutions)

    The documentation process is extensive and substantive, focused on significant qualities, activities, and institutional provisions that insure an *institutionalized* approach to community engagement.

    Carnegie Endowment for the Advancement of Teaching

Curricular Engagement

- …teaching, learning, and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

Carnegie Endowment for the Advancement of Teaching

Outreach and Partnership

- *Outreach* focuses on the application and provision of institutional resources for community use with benefits to both campus and community.

- *Partnership* focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, economic development, capacity building, etc.).

Carnegie Endowment for the Advancement of Teaching

Advantages of Using Carnegie

- Affirms and documents diversity of approaches to CE

- Recognizes good work while encouraging on-going development

- Legitimacy of Carnegie

- Accountability strategy

- Catalyst for change

- Institutional Identity and market niche

Using Carnegie

What was hardest to answer? Issues?

What strategies need to be employed to make needed changes?

How can intermediaries and networks help?

Self study process

- Focuses institution-wide attention
- Assures public on institutional quality
- Supports institutional improvement
- Creates critical data sets and on-going record keeping
- Facilitates decision making and planning
- Spurs institutional strategic change

PA 2006 Carnegie Community Engaged Institutions

- Allegheny College
- Bryn Mawr College
- Gettysburg College
- University of Pennsylvania
- Widener University

Change

- Change requires a fundamental shift of perspective
- Change must be systemic
- Change requires people to relearn their own roles.
- Change require constant and consistent leadership
- *Change requires systematic ways to measure progress and guide improvement.*
- *Change require a visible "triggering" opportunity.*

Peter Ewell, Organizing for Learning, AAHE Bulletin, Dec. 1997.

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