Carnegie Classification Initiative

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Department Chairs - APO
Wednesday, February 1, 2023
Overview of Carnegie Classification Initiative
Carnegie Elective Classification for Community Engagement Application Timeline

- **January 27, 2022**: Framework release (including application questions)
- **October 31, 2022**: Deadline to secure application and initiate process
- **December 2023**: Notification to campuses of their classification status
- **March 1, 2022**: Application available on GivePulse
- **May 1, 2023**: Application deadline
- **January 2024**: Public announcement of 2024 Carnegie Elective Classification for Community Engagement designated campuses
Defining Community Engagement

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.

Emphasis added

From https://carnegieelectiveclassifications.org/the-2024-elective-classification-for-community-engagement/
Looking for examples of and policy supporting:

- **Community engaged teaching and learning** (i.e. utilizing community engaged pedagogy in a course)

- **Community engaged research and creative activity** (i.e. community-engaged or public-facing scholarship)

- **Community engagement as a form of service** (i.e. individual contributions such as judging science fairs, serving on community boards, etc.)
Examples of Resources and Guidelines from Other Campuses

From UCLA's Promotion & Tenure Report (including examples from Berkeley and Minnesota) and Purdue’s Guide for documenting, evaluating, and recognizing engaged scholarship.)
Our framing: the problem

Impediments and disincentives to community-engaged research and teaching, despite their being core to the UCLA’s mission as a public university and central to the academic/intellectual identity of increasing numbers of faculty.

At UCLA, faculty report that the academic review process discourages community-engaged scholarship by not recognizing the distinctive process and products of such work.

The question of how to treat community-engaged scholarship as scholarly activity and not as service in tenure and promotion has been the focus of discussion among faculty at UCLA for years.
Our framing: why engaged scholarship matters for the future

- Expectation from the public and funders to conduct research for broader societal impact
- Current students are looking to connect their studies to critical societal issues
- Greater interest among new and future faculty:
  - Will UCLA retain the junior faculty committed to community-engaged scholarship if our tenure review processes discourage or don’t recognize work that is central to their intellectual, professional, and personal identities?
Tips for Strengthening and Contextualizing Cases Involving Community-Based Research and Other Public Interest-Focused Research

“It is essential that the quality and impact of the work be articulated and not just described. You help your own case when you provide context and explain why the award or paper is important.”

– Emily Ozer
From Purdue University:

Characteristics of Scholarship of Engagement

- Reciprocal relationship with communities (organizations, governmental agencies, schools, business/industry)
- High level of disciplinary expertise
- Innovative
- Capable of being replicated and elaborated
- Documented results
- Professionally and/or peer-reviewed
- Impactful

Examples of Scholarship of Engagement

- Laws/public policy
- Video archives, documentaries, films
- Delivery of products/services (e.g., training materials, courses, workshops)
- Professionally and/or peer-reviewed publications
Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, and service.

Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example.
Full text of Carnegie Classification Questions - Section 9

- Describe professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who seek to develop or deepen community engaged approaches and methods.
- Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example.
- Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods.
  - Text of policy that reward faculty for Community engaged teaching and learning
  - Text of policy that reward faculty for Community engaged research and creative activity
  - Text of policy that reward faculty for Community engagement as a form of service
- Describe the pervasiveness of the policies in the 3 questions above.
- Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, and service.
- Describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).
- If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).
- Provide 5-10 examples of faculty scholarship from as many different disciplines as possible - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement.
Community engaged course criteria:
- Mutually-beneficial, respectful, and sustained collaboration that creates reciprocal value for students and community partners
- Enriches the scholarship of the institution by accessing community cultural wealth and expertise
- Addresses community-identified needs and enhances community well-being
- Deepens students’ civic and academic learning, and promotes connections between these through opportunities for critical reflection
- Integrated into the course design, including assessment of student learning

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<th>Question</th>
<th>Response</th>
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<td>Number of for-credit community engaged designated courses (both undergrad and grad)</td>
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<tr>
<td>Number of faculty teaching for-credit community engaged designated courses (and please designate whether full time or part time; tenure-track or non-tenure track)</td>
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<td>Total number of faculty (FT/PT and tenure-track/non-tenure track) in the department</td>
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<td>Number of students enrolled in for-credit courses community engaged designated courses (UG/G)</td>
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<td>Other relevant community engaged learning activity</td>
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Community-Engaged Teaching and Learning

The XCITE Center is available to support community-engaged teaching and learning

- Pedagogy workshops
- Course design support
- Evaluation and assessment strategies for community-engaged student projects
- Faculty Learning Communities
Open Discussion and Q&A:

- Questions? Concerns? Thoughts?
- What might be some of the actionable next steps we should pursue as a campus?
- What might be some of the departmental or faculty support needs we need to consider?