



# Building a Classification Team & Aligning Data and Resources

Carnegie Elective Classification for Community Engagement



# Overview



This session will support first-time and re-classifying applicants in the initial steps of building a classification team and aligning data & resources:

- Institutional Motivations
- Approaching the Framework
- Identifying and Gathering Evidence
- Assembling Your Team

# Introductions



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# Activity: What is your Why?



# 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.

# Institutional Motivation



From the Director of the Center for Community engagement at a classified campus:

...this is one of the highest forms of recognition possible in our field.

... If you are at all interested in a process of self-assessment and quality improvement, applying for this Carnegie Classification is a fine way to achieve that goal.

...This opportunity allowed us to lift up elements of our institutional mission and distinctiveness that are not necessarily represented in the national data on colleges and universities, and it also helped us prepare for both re-accreditation and our current strategic planning process.

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# Strategies for Approaching the Framework

# Effective Approaches to the Application



1. The First-Time Classification Framework and Re-Classification Framework are available on GivePulse. Printable copies and a **“guide”** for applicants are available on our website. Applicants are advised to review information from the “guide” prior to initiating an application.
2. Many classified campuses report that it has been highly beneficial to form a **cross-institutional team with community representation** to work on the application.

# Effective Approaches to the Application



3. An authentic understanding of community engagement is enhanced when campuses **describe successes as well as activities that didn't go as planned.** The latter provide opportunities for learning and improvement and can be described accordingly.
4. While it is understandable that you will want to tell everything about your campus' community engagement activity, it is necessary to be judicious in **selecting the most important and compelling evidence** for the application. Each section of the application has word limits.



# Community-engaged vs Community-based

Community-engaged	Community-based
<ul style="list-style-type: none"><li>❖ Campus and community share decision-making power</li><li>❖ Campus and community co-define problems and co-create goals and outcomes</li><li>❖ Asset-based: strengths, skills, and knowledges of those in the community are validated and legitimized</li></ul>	<ul style="list-style-type: none"><li>❖ Campus holds decision-making power</li><li>❖ Campus defines the problems, goals, and outcomes</li><li>❖ Campus knowledge prioritized</li></ul>



# Breakout:

What evidence might you need and where might it be found?

# Identifying and Gathering Evidence



1. What kinds of evidence will we need to address the questions in the framework?
2. What data do we have from systematic assessments and strategies ?
  - a. Where can this evidence be found – where does it live?
3. What data do we still need?
  - a. How do we improve the systematic assessments already in place? What new assessments of impact and/or outcome can we pilot now *and continue using*?
4. Are we investing in a strong and sustainable relationship with the institutional research office or other offices or individuals charged with institutional assessment?
5. Who are we involving in data collection and are we missing any key players?

# Aligning Institutional Data Gathering



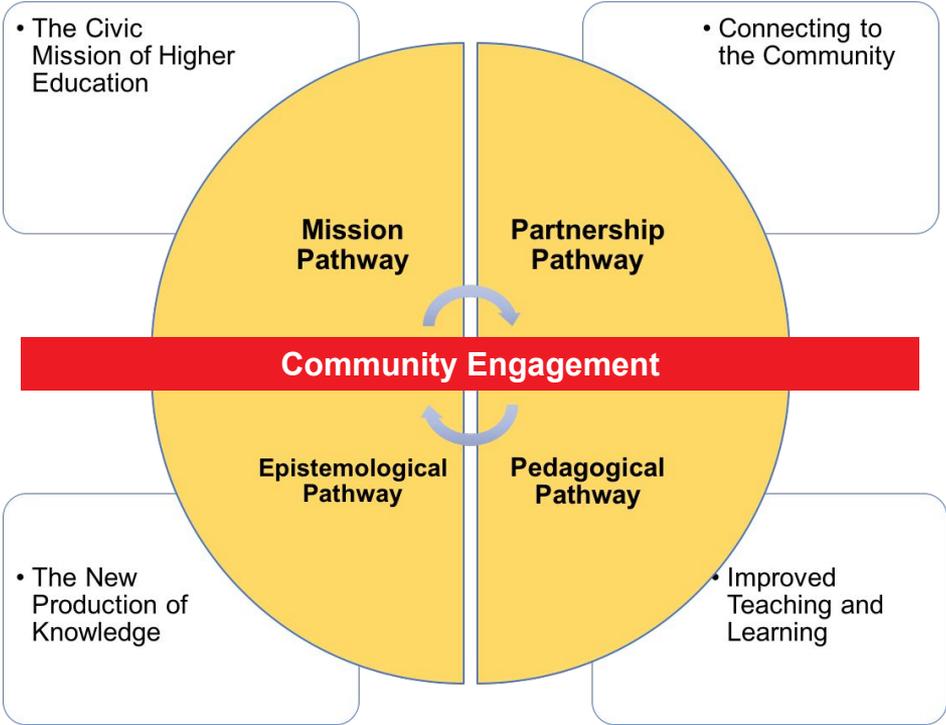
1. What other efforts on campus gather evidence of community engagement (e.g. strategic planning, re-accreditation, civic action plan)?
2. Are we involving someone who chairs or is knowledgeable of institutional accreditations and strategic planning in our core team?
3. What can we learn from our re-accreditation, strategic planning, and civic action plan processes to inform our (re)classification process and vice versa?



# Breakout:

Who should be included on your classification team?

# Pathways to Community Engagement = Pathways to a Team



# Example: University of La Verne's 2015 classification team



## Mission

### Vision, Mission, and Core Values

The University of La Verne will be nationally recognized for its enriching and relevant educational experience, which prepares students to achieve more than they ever imagined.

#### University Mission

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners, preparing them for successful careers and a commitment to lifelong learning across the liberal arts and professional programs.

#### Core Values of the University of La Verne

- **Ethical Reasoning:** The university affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.
- **Diversity and Inclusivity:** The university supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.
- **Lifelong Learning:** The university promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.
- **Civic and Community Engagement:** The university asserts a commitment to improving and enhancing local, regional, and global communities.

## Partnerships

The Office of Civic and Community Engagement is a testament to the University of La Verne's dedication to its founding values and deep commitment to improving and enhancing local, regional, and global communities, as well as preparing our students to be socially engaged leaders in their communities.

Our model of engagement draws from Asset Based Community Development and seeks to recognize the gifts, talents, abilities, and assets of our local communities and our students, faculty, and staff. Together we work collectively toward addressing the most pertinent issues that communities identify by being partners in the process.

## Epistemology

- Community-based Research projects

## Pedagogy

- Engaged Departments
- Faculty Development
- Partnership with Teaching and Learning
- Community as Co-educator model

# Assembling Your Team



1. Who should be on the working group guiding the classification process?
  - Who has the data or can collect it for you?
  - Who can serve as your team's data collectors?
  - What voices and perspectives do we want at the table?
2. Where do we want buy-in for the process?
3. Who do we want to educate about community engagement?

# Power Mapping



1. Who has institutional/community power + could be an ally/asset
2. Who has institutional/community power + could be a challenge/problem
3. Who doesn't have institutional power but still could be an ally/you'd be an ally to by involving in this process?
4. Who doesn't have institutional power and is not necessary to engage
  - **Field 1:** Internal to the institution
  - **Field 2:** Outside the institution

# Our campus does not have the resources for a big committee. Now what?



You might:

- ❖ Collect needed information by visiting institutional websites, strategic planning documents, press releases, annual reports, etc.
- ❖ Contact the heads of programs to contribute to relevant questions, such as the Directors of Student Life, Foundation, Finance, DEI, etc. This can be process inclusive but as not time intensive as participating on a committee (yet heavy lifting to organize for the application chair).
- ❖ Negotiate for a faculty course release for support
- ❖ Negotiate for a stipend to hire a consultant



# 2024 Classification Cycle Timeline

January 27, 2022	PDF of Applications available online
March 1, 2022	GivePulse portal opens
October 31, 2022	Deadline to initiate applications
May 1, 2023	Applications due in the GivePulse portal
December 2023	Review process completed/campuses notified
January 2024	National Announcement of Classified Campuses



Questions?

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[www.carnegieelectiveclassifications.org](http://www.carnegieelectiveclassifications.org)



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