Comparing the Carnegie Elective Classification Applications
Community Engagement & Leadership for Public Purpose

2024 Application Cycle

Last Updated: October 2022

Type of Information Requested	Carnegie Elective Classification for Community Engagement		Carnegie Elective Classification in Leadership for Public Purpose	
	Section Name/number	**Summary of requested information**	**Section Name/number**	**Summary of requested information**
Applicant and institutional identification	Section 1: Applicant's Contact Information	Official Institutional name, IPEDS number, Single campus or multi-campus system; individual applicant contact information; President/ Chancellor email address; Enrollment and staff count *System will use IPEDS to fill in information on enrollment and staff where an IPEDS Unit ID is available.*	Section 1: Applicant's Contact Information	Official Institutional name, IPEDS number, Single campus or multi-campus system; individual applicant contact information; President/ Chancellor email address; Enrollment and staff count *System will use IPEDS to fill in information on enrollment and staff where an IPEDS Unit ID is available.*
Description of the Institution and the context(s) for commitment to public purpose	Section 2: Campus, Community, and Community Engagement Context	Describe campus in a way that provides a context to understand how engagement is enacted. Describe the communities within which community engagement takes place.	Section 2: Campus and Community Context	Describe the campus to provide a context for understanding how leadership fits the culture and mission of the campus.

Articulation and institutionalization of relevant definitions	Section 2: Campus, Community, and Community Engagement Context	Provide the campus's definition(s) of community engagement and related terms. Describe the context for its creation, how it is used, and its impact.	Section 2: Campus and Community Context	Describe how the campus's framework or approach to leadership aligns with the Carnegie Classification definition.
Community Relationships	Section 3: Quality of Community Engagement Relationships	Describe specific systematic actions and strategies used to build partnerships that center mutuality and reciprocity. Describe how the campus collects data on partnerships and how the data is used. Describe how campus-community goals are tracked, measured, and reported.		
Institutional Identity and Culture	Section 5: Institutional Identity and Culture	Describe how community engagement is explicitly part of the campus mission and vision. Describe examples of campus-wide awards and celebrations where community engagement is explicitly recognized.	Section 3: Institutional Identity and Culture	Describe how leadership is explicitly a part of your institutional mission or vision. Describe examples of campus-wide awards and celebrations where leadership is explicitly recognized.

				Describe how leadership is explicitly a part of your institutional values (e.g. value statements).
Institutional Communication	Section 5: Institutional Identity and Culture	Describe how community engagement is emphasized as part of the institution's brand message identity or framework. Describe how executive leadership of the institution explicitly promote community engagement as a priority. Describe how community engagement is defined and planned for in the institutional strategic plan.	Section 4: Institutional Communication	Describe how the institution emphasizes leadership for public purpose as part of its brand message. Describe how executive leadership explicitly promote a commitment to leadership. Describe how leadership is defined and planned for in the institutional strategic plan.
Institutional Infrastructure	Section 6: Infrastructure and Finance	Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure to support and advance community engagement. Describe the internal budgetary allocations that	Section 5: Institutional Infrastructure	Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure for leadership on your campus. Describe total budgetary allocations that

		specifically support community engagement and if the sources are permanent or temporary. Describe any fundraising efforts or external funding specifically undertaken to support community engagement.		specifically support leadership for public purpose. Describe any fundraising efforts or external funding specifically dedicated to supporting the advancement of leadership for public purpose. Provide the Total Budgetary Allocation for leadership. What percentage is the Total Budgetary Allocation from Annual Institutional Budget?
Community Investments	Section 6: Infrastructure and Finance	Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically		

		marginalized communities.		
Institutional Assessment	Section 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment	Describe how the institution maintains systematic campus-wide tracking of engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? Describe the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented). Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is	Section 8: Institutional Assessment	Describe systematic campus-wide assessment mechanisms to measure the outcomes and impact of the institutional commitment to leadership. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? Describe mechanisms for defining and measuring quality of leadership built into any of these assessment mechanisms. Describe how assessments are selected or developed to measure outcomes and impacts of institutional commitment to leadership. Describe how the institution aggregates and uses assessment data related to leadership at the institutional level, to make continuous improvement.

		the data used? Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?		
Outcomes and Impacts	Section 8: Outcomes and Impacts	Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for co-	Section 8: Institutional Assessment	Describe key findings from these assessments [of the institutional commitment to leadership] that relate to Student Outcomes and Impacts.

| | | curricular experiences that are community engaged.

Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty.

Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus.

Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on community indicators. | | Describe key findings from these assessments [of the institutional commitment to leadership] that relate to Faculty Outcomes and Impacts.

Describe key findings from these assessments [of the institutional commitment to leadership] that relate to Staff Outcomes and Impacts. |
| **Student Learning Outcomes** | Section 8: Outcomes and Impacts | Provide an example of institutional, departmental, and/or | Section 10: Leadership Curriculum | Describe student learning outcomes related to leadership courses. |

			programmatic learning outcomes for students who participate in for-credit courses that are community engaged.
			Describe how these course-based student learning outcomes are assessed and how the assessment is used to make continuous improvement in the curriculum. Cite at least two examples of assessment driven change.
			Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed.
			Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment.
		Section 11: Leadership Co-Curriculum	Describe student learning outcomes specifically focused on leadership related to co-curricular leadership offerings.
			Describe how these co-curricular student learning outcomes are assessed and how the assessment

				is used to make continuous improvement in the co-curricular leadership offerings. Cite at least two examples of assessment driven change.
Data Disaggregation & Identity-based Demographics	Section 8: Outcomes and Impacts	Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.		

Staff and Faculty Development	Section 9: Faculty and Staff	Describe professional development support for faculty in any employment status and/or staff who seek to develop or deepen community engaged approaches and methods.	Section 6: Human Resources (Staff & Faculty) – Development	Describe the professional development for faculty and staff related to leadership that is provided or supported by the institution. List the outcomes related to leadership for public purpose addressed in the professional development opportunities provided to faculty and staff. Describe how the outcomes are assessed.
			Section 12: Leadership Pedagogy	Describe any training, professional development, and/or support available to faculty and staff that is focused on furthering their skills and abilities in leadership pedagogies. Describe the training and professional development required of any faculty member offering leadership courses and/or co-curricular leadership offerings.

				Describe the training and professional development required of any staff members offering co-curricular leadership offerings.
Hiring Practices	Section 9: Faculty and Staff	Describe any recruitment policies or practices designed specifically to encourage the hiring of faculty and staff with expertise in and commitment to community engagement.		
Faculty Rewards	Section 9: Faculty and Staff	Describe the policies for faculty promotion/and tenure from any level of the institution that specifically reward faculty scholarly work that uses community engaged approaches and methods. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay and describe the pervasiveness of the policies for the following: a. Community engaged teaching and learning; b. Community engaged research and creative	Section 7: Human Resources (Staff & Faculty) - Rewards	Describe specific institutional-level policies for faculty reward and promotion/and tenure that specifically reward faculty for advancing leadership as a form of teaching and learning, research, and/or service.

		activity; c. Community engagement as a form of service.		
		Describe any revisions to the promotion and tenure guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe the involvement of executive leadership in the revision process.

Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color. | | Describe any work in progress to revise faculty promotion and tenure guidelines to reward faculty for leadership as a form of scholarly work. |
| **Staff Rewards** | | | Section 7: Human Resources (Staff & Faculty) - Rewards | Describe institutional policies for recognition, reward, or promotion that specifically acknowledge staff for advancing the commitment to |

				leadership for public purpose (e.g. practicing leadership, developing leaders, engaging in scholarly activities related to leadership). Describe any work in progress to revise staff reward and promotion policies to include leadership.
Faculty and Staff Scholarship	Section 9: Faculty and Staff	Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) related to community engagement. Provide 5-10 examples of faculty scholarship related to community engagement from as many different disciplines as possible.	Section 13. Leadership Scholarship	Describe at least a total of five examples, from as many different areas of the institution as possible, of staff professional activity focused on leadership. Describe at least a total of five examples, from as many different disciplines as possible, of faculty scholarship focused on leadership. Describe how the knowledge produced internally through scholarship and professional activities that is focused on leadership is

				used within the institution.
				Describe institutional goals for scholarship and professional activities focused on leadership and how those goals are assessed.
				Indicate the types of institutional support given to faculty, staff, and/or students for leadership scholarship and professional activity.
				Indicate the ways leadership scholarship and professional activity are most frequently disseminated beyond the institution.
				Indicate the ways leadership scholarship and professional activity are most frequently disseminated within the institution.
Institutional Alignment	Section 13: Community Engagement and Other Institutional Initiatives	Indicate if community engagement is intentionally and explicitly aligned with or directly	Section 9: Institutional Alignment	Describe how the institution's commitment to leadership for public purpose directly

| | | contributes to any of the following additional institutional priorities:
a. campus diversity, inclusion, and equity goals (for students and faculty)
b. efforts aimed at student retention and success
c. encouraging and measuring student voter registration and voting
d. development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
e. social innovation or social entrepreneurship that reflects the principles and practices of community engagement
f. the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research | | contributes to student recruitment.

Describe how the institution's commitment to leadership for public purpose directly contributes to student retention.

Describe how the institution's commitment to leadership for public purpose directly contributes to student success.
Describe how the institution's commitment to leadership for public purpose directly contributes to institutional diversity, equity, and inclusion goals.

Describe how the institution's commitment to leadership for public purpose directly contributes to alumni engagement. |

		g. efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students h. outreach activities i. lifelong learning (non-credit) j. campus food security programs (internal and external)		
Curricular Activity	Section 10: Curricular Engagement	Describe how community engagement is integrated into institutional curricular practices. Provide the definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses. Describe how community engaged courses are noted on student academic transcripts.	Section 10: Leadership Curriculum	Describe how leadership is integrated into institutional curricular practices. Describe the institutional definition of a leadership course including any essential or optional components. Describe the policy and protocol for determining if a course qualifies for designation. Describe how leadership courses appear in a student transcript or any other form of official institutional credentialing.

				Describe the mechanism used to designate credit-bearing coursework as leadership coursework (i.e., course designator, course prefix). Describe the availability of leadership courses to students.
		How are data on community-engaged courses gathered, who gathers it, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.		
Co-Curricular Activity	Section 11: Co-Curricular Engagement	Describe how community engagement is integrated into institutional co-curricular practices. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.	Section 11: Leadership Co-Curriculum	Describe how leadership is integrated into institutional co-curricular practices. Describe how the co-curricular leadership offerings appear in a student transcript or any other form of official institutional credentialing.

				Describe the institutional definition of co-curricular offerings related to leadership.

Describe the availability of co-curricular leadership offerings to students.

Describe the mechanism used to designate co-curricular leadership offerings.

Describe the policy and protocol for determining if a co-curricular leadership offering qualifies for designation. |
| **Pathways for Student Development** | Section 12: Pathways for Student Development and Learning Through Community Engagement | Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.

Describe student leadership in community Engagement (planning, implementation, assessment). How is student leadership in | | |

		community engagement recognized (awards, notation on transcript)?

Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community engaged activities. | | |
| **Pedagogy** | | | Section 12: Leadership Pedagogy | Describe the leadership pedagogy/pedagogies used at your institution.

Describe any institutionally preferred or required credential for faculty or staff responsible for leadership curriculum or co-curriculum. |
| **Reflection** | Section 14: Reflection and Additional Information | Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process? | Section 14: Success and Reflection | Describe how your institution defines success with regard to its commitment to leadership.

Describe how your institution assesses if the |

		(Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.		approach to leadership is successful. (Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?