



The Carnegie Foundation for the Advancement of Teaching Elective Classification for Leadership for Public Purpose

2024 First Time Documentation Framework

Carnegie Foundation for the Advancement of Teaching Elective Classifications: The Carnegie Foundation for the Advancement of Teaching (hereafter Foundation) offers Post-Secondary institutions the opportunity to be recognized for exemplary institutional commitment and practice of particular expressions of public purpose. The Foundation does this as a means of elevating and celebrating the unique public purpose role that these institutions play in contributing to the health and vitality of a free and open democratic society. The Foundation, as part of the Post-Secondary Elective Classifications, recognizes campuses that exemplify an institutional commitment to Leadership for Public Purpose. Information about the Post-Secondary Elective Classifications can be found here: <https://carnegieelectiveclassifications.org/>.

For first time classification, each response is limited to 500 words unless noted otherwise. You are advised not to put web links into responses – reviewers will not check web links. Your response should provide the evidence requested and adding links will simply leave less room for your response.

Only applications submitted through the online portal will be reviewed.

Appropriate Data

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in the academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID-19 has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's leadership for public purpose. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of leadership for public purpose, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

Use of Data

The information you provide will be used to determine if your institution's commitment to developing leadership for public purpose is deep and pervasive. The Foundation only publicly identifies classified institutions. All applications are confidential and you will have an opportunity to indicate if you would like your application to be available to qualified researchers along with other applications under the Foundation's strict research protocols.

Definition of Leadership for Public Purpose

The Field of Leadership:

Leadership can be studied as behavioral skills (such as competencies), cognitive beliefs (such as leader identity), and emotional abilities (such as emotional intelligence). It can be studied as a socio-cultural and political process. Scholars also examine organizational impacts of leadership, such as the impact of leader teams on the functioning of their broader organization. Other scholars examine the historical impact of leadership, for example on the performance of states or nations under the influence of an elected leader, a monarch, an autocrat, or a governing organization. Finally, some scholars examine the contextual dynamics that shape and produce effective leadership. Leadership as a pedagogical category can include leader development (the development of leaders) - and leadership (building understanding of how leaders become leaders, in what circumstance, to what end and/or the understanding of how leaders lead) - and leadership competencies (acquisition of leadership skills, practices, and tools).

Across the spectrum, however, leadership is understood as a process of one or more people motivating other people to act in a certain way or believe a certain thing. Leadership can be accomplished through a process of influence, support, incentive, coercion or other means. Leadership may cause others to be inspired, motivated, focused on a vision or individual goals, or it may cause them to accept a new purpose or direction. Leadership can be demonstrated by individuals in formal and informal leadership roles. It can also be demonstrated by a group or team. Leadership can influence people toward socially-constructive and socially-destructive aims; and can recreate unjust social structures and processes or seek to change them. Leadership, as discussed in this framework, requires a moral obligation to others, emotional intelligence for empathy, and awareness of the social, cultural, political contexts within which leadership takes place.

To capture the breadth of scholarly and pedagogical diversity, the framework uses “leadership” to represent the activities that span this spectrum.

Leadership for Public Purpose:

This framework focuses on leadership for public purpose as a desired institutional outcome of colleges and universities. It reflects institutional missions that claim to positively impact society. Effective leadership for public purpose transcends functional or instrumental leadership (i.e., personal career or political gain; or narrow business or organization outcomes), in pursuit of collective public goods like justice, equity, diversity, and liberty. Leadership for public purpose can be manifest in all realms of social life - private business, public and nonprofit institutions, neighborhood and community life, professional associations, civil and government institutions, religious institutions, etc. Institutions earning the classification will demonstrate a commitment to leadership for a public purpose through their investments in leader development; development of ethical and moral judgement; and development of the critical thinking necessary to understand systemic and cultural aspects of power and privilege within which all leadership resides.

Campuses that are committed to leadership for public purpose enhance the learning, teaching, and research mission of their institution by: developing leadership abilities in all institutional stakeholders; contributing to the public scholarly understanding of leadership as a public good, and understanding of the sociopolitical contexts, systems, and practices within which all leadership resides; and preparing students for lives of public leadership for public purpose in their careers, communities, and the broader society.

Throughout this application framework “leadership” is meant to indicate “leadership for public purpose” as specified in this above definition. All campus applications will be evaluated using this understanding of leadership. There is a link to this definition at the top of your screen throughout the application for easy reference.

For narrative questions, provide narrative description AND evidence. Evidence can be direct quotation from documents, data collected, descriptions of specific events, governance bodies, policies, etc.

All campus applications will be evaluated using the Carnegie framework definition of leadership. For narrative questions, provide narrative description AND evidence. Evidence can be direct quotation from documents, data collected, descriptions of specific events, governance bodies, policies, etc.

APPLICANT'S CONTACT INFORMATION

Contact information of the individual submitting this application

1. Title
2. Institution
3. Mailing Address 1
4. Mailing Address 2
5. City
6. State
7. Zip Code
8. Phone Number

Institutional Contact Information

1. Full Name of Institution's President/Chancellor
2. President/Chancellor's Mailing Address
3. President/Chancellor's Email Address

SECTION 2: CAMPUS AND COMMUNITY CONTEXT

1. Provide a description of your campus context. Reviewers will use this information to provide a context for understanding how leadership fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of the student population served, faculty and staff demographics, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<https://carnegieclassifications.iu.edu/lookup/lookup.php>).

2. Campuses have their own way of articulating leadership as an institutional priority and many campuses have developed their own conceptual framework or approach to leadership. Describe how your particular campus framework or approach to leadership aligns with the Carnegie Classification definition provided.

SECTION 3: INSTITUTIONAL IDENTITY AND CULTURE

Foundational indicators are those indicators that best illustrate a broad and deep commitment to leadership for public purpose in the institution's policies, operating norms and routines, as well as organizational activities and practices.

3.1. Describe how leadership is explicitly a part of your institutional mission or vision. Use direct quotes from the mission and vision as evidence.

3.2. Describe how leadership is explicitly a part of your institutional values.

3.3. Describe examples of campus-wide awards and celebrations where leadership is explicitly recognized.

SECTION 4: INSTITUTIONAL COMMUNICATION

4.1. Describe how the institution emphasizes leadership for public purpose as part of its brand message. For example, in public marketing materials, websites, or admissions packets.

4.2. Describe ways that members of the executive leadership team (President, Provost, Vice Presidents, etc.) explicitly promote a commitment to leadership (e.g., annual addresses, published editorials, annual reports, and campus publications).

4.3. Describe how leadership is defined and planned for in your institutional strategic plan.

SECTION 5: INSTITUTIONAL INFRASTRUCTURE AND RESOURCE ALLOCATIONS

5.1. Describe the structure, staffing, and purpose of the coordinating infrastructure (e.g., center, office, network or coalition of centers) for leadership on your campus. If the campus has more than one center coordinating leadership, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional commitment to leadership.

5.2. Describe total budgetary allocations that specifically support leadership for public purpose. Describe how the allocations are used.

5.3. Describe any fundraising efforts or external funding (grants, gifts, etc.) specifically dedicated to supporting the advancement of leadership for public purpose.

5.4. Complete the following:

5.4.1. Total Budgetary Allocation for leadership [\$ Data Specified Entry]

5.4.2. Total Budgetary Allocation from Annual Institutional Budget [% DSE]

SECTION 6: HUMAN RESOURCES (STAFF & FACULTY) - DEVELOPMENT

6.1. Indicate which employment categories have access to professional development related to leadership (check all that Apply):

- Faculty - Tenure and Tenure Track
- Faculty - Non-Tenure Track - Full-time - Continuing
- Faculty - Non-Tenure Track - Part-time - Continuing
- Faculty - Non-Tenure Track - Full-time - Term
- Faculty - Non-Tenure Track - Part-time -Term
- Exempt Professional Staff
- Non-Exempt Staff

6.2. Describe the professional development for faculty and staff related to leadership that is provided or supported by the institution. Provide examples (e.g., workshops, mentoring, self-directed learning resources, and courses)

6.3. List the outcomes related to leadership for public purpose addressed in the professional development opportunities provided to faculty and staff of the institution.

6.3.1. Describe how the outcomes are assessed.

SECTION 7: HUMAN RESOURCES (STAFF & FACULTY) - REWARDS

7.1. 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.

7.2. Describe specific institutional-level policies for **faculty** reward and promotion (and tenure at tenure-granting campuses) that specifically reward faculty for advancing leadership as a form of teaching and learning, research, and/or service. If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

7.3. Describe any work in progress to revise faculty promotion and tenure (at tenure granting institutions) guidelines to reward faculty for leadership as a form of scholarly work.

7.4. Describe any work in progress to revise staff reward and promotion policies to include leadership.

SECTION 8: INSTITUTIONAL ASSESSMENT

8.1. 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?

8.2. Describe how assessments are selected or developed to measure outcomes and impacts of institutional commitment to leadership.

8.3. Describe key findings from these assessments that relate to Student Outcomes and Impacts.

8.4. Describe key findings from these assessments that relate to Faculty Outcomes and Impacts.

8.5. Describe key findings from these assessments that relate to Staff Outcomes and Impacts.

8.6. Describe mechanisms for defining and measuring quality of leadership built into any of these assessments.

8.7. Describe how the institution aggregates and uses assessment data related to leadership at the institutional level, to make continuous improvement.

SECTION 9: INSTITUTIONAL ALIGNMENT

Consider how initiatives of leadership for public purpose are integrated with other institutional initiatives or priorities. E.g., leadership development programs offered to alumni, diversity initiatives that are explicitly linked to leadership curriculum or research.

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

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

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

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

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

SECTION 10: LEADERSHIP CURRICULUM

Curricular leadership is leadership integrated into credit-bearing coursework. Curricular leadership may approach leadership from a wide variety of theoretical and educational perspectives (i.e., leader development, study of leaders, systems of leadership, leadership in cultural context).

10.1. Describe the institutional definition of a leadership course including any essential or optional components.

10.2. Describe the availability of leadership courses to students.

10.3. Describe the mechanism used to designate credit-bearing coursework as leadership coursework. (i.e., course designator, course prefix)

10.4. Describe the policy and protocol for determining if a course qualifies for designation.

10.5. Complete the following for the most recent academic year:

10.5.1. Total # of leadership courses offered: [DSE]

10.5.2. % of all courses offered, across the institution, that were leadership related

10.5.3. % of academic departments offering leadership courses: [DSE]

10.5.4. Total # of faculty who taught leadership courses offered: [DSE]

- 10.5.5. % of all faculty who taught leadership courses: [DSE]
- 10.5.6. % of leadership courses taught by tenure and tenure track faculty: [DSE]
- 10.5.7. % of leadership courses taught by full-time non-tenure track faculty
- 10.5.8. % of leadership courses taught by part-time faculty [DSE]
- 10.5.9. Total # of student enrolled in leadership courses [DSE]
- 10.5.10. % of total students enrolled in leadership courses [DSE]

10.6. Describe student learning outcomes related to leadership courses.

10.7. 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.

10.8. Describe how leadership is integrated into specific curricular structures (check all that apply, checking an item will give you access to a narrative box to describe):

- Internships or Practicum
- Student Research
- Study Abroad or Away
- Travel Courses
- Capstones
- General or Core Education
- Majors
- Minors
- Graduate Study
- Certificate
- Service Learning
- Leadership Coaching

10.9. Describe how leadership courses appear in a student transcript or any other form of official institutional credentialing.

SECTION 11: LEADERSHIP CO-CURRICULUM

Co-curricular leadership is leadership that is integrated into the non-credit-bearing educational activities of the institution. In order for an educational activity to be considered co-curricular it must have well-articulated learning outcomes, clearly structured and developmental approach to learning, and assessment of student learning. Social or extra-curricular activities that do not have these essential elements are not co-curricular.

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

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

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

11.4. Describe the policy and protocol for determining if a co-curricular leadership offering qualifies for designation.

11.5. Complete the following for the most recent academic year:

11.5.1. Total # of co-curricular leadership offerings offered: [DSE]

11.5.2. % of all co-curricular offerings offered that were leadership: [DSE]

11.5.3. % of academic departments offering co-curricular leadership [DSE]

11.5.4. % of non-academic departments offering co-curricular leadership

11.5.5. Total # of student enrolled in co-curricular leadership [DSE]

11.5.6. % of total students enrolled in co-curricular leadership [DSE]

11.6. Describe student learning outcomes specifically focused on leadership related to co-curricular leadership offerings.

11.7. 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.

11.8. Describe how leadership is integrated into specific co-curricular structures (check all that apply, checking an item will give you access to a narrative box to describe):

- Student Government
- Greek Life
- Athletics
- Clubs and Organizations
- Community Engagement/ Service
- Residential Life
- Events, Speakers
- Conferences, Symposia

11.9. Describe how the co-curricular leadership offerings appear in a student transcript or any other form of official institutional credentialing.

SECTION 12: LEADERSHIP PEDAGOGY

Leadership pedagogy is educational methodology in curricular and co-curricular leadership offerings.

12.1. Which of the following leadership pedagogies are used at your institution? (Check all that apply; a text box will open for each item selected where you can describe the use of that pedagogy.)

- Experiential
- Coaching
- Lecturing
- Seminar
- Problem/ Case Based

12.2. 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. E.g. courses, workshops, support staff.

12.3. Describe the training and professional development required of any faculty member offering leadership courses and/or co-curricular leadership offerings.

12.4. Describe the training and professional development required of any staff members offering co-curricular leadership offerings.

12.5. Describe any institutionally preferred or required credential for faculty or staff responsible for leadership curriculum or co-curriculum.

SECTION 13: LEADERSHIP SCHOLARSHIP

Leadership scholarship and professional activity reflects the creation of new knowledge about leadership in post-secondary institutions.

13.1. Indicate the types of institutional support given to faculty, staff, and/or students for leadership scholarship and professional activity. (Check all that apply; a text box will open for each item selected where you can provide examples.)

- External Grant Development Support
- Institutional Grant Funding
- Training
- Peer Learning Communities
- Research Coordination and Management
- Conference Funding
- Publication Funding

13.2. Indicate the ways leadership scholarship and professional activity are most frequently disseminated beyond the institution. (Check all that apply; a text box will open for each item selected where you can provide examples.)

- Conferences - Professional
- Conferences - Academic
- Public Lectures and Symposia
- Professional Publication - Non-Peer Reviewed
- Professional Publication - Peer Reviewed Academic
- Publications - Non-Peer Reviewed
- Academic Publications - Peer Reviewed

13.3. Indicate the ways leadership scholarship and professional activity are most frequently disseminated within the institution. (Check all that apply; a text box will open for each item selected where you can provide examples.)

- Lectures and Symposia
- Internal Publications
- Learning Communities
- Social Media and Web

13.4. Describe at least a total of five examples, from as many different disciplines as possible, of faculty scholarship focused on leadership. The examples can be listed as scholarly references.

13.5. 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.

13.6. Describe how the knowledge produced internally through scholarship and professional activities that is focused on leadership is used within the institution.

13.7. Describe institutional goals for scholarship and professional activities focused on leadership and how those goals are assessed.

SECTION 14: SUCCESS

14.1. Describe how your institution defines success with regard to its commitment to leadership.

14.2. Describe how your institution assesses if the approach to leadership is successful.

SECTION 15: REFLECTIONS

15.1. (Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

15.2. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

15.3. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's commitment to leadership? If so, please provide the information in this space.

15.4. (Optional) Please provide any suggestions or comments you may have on the application process for future classifications.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of leadership in post-secondary education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation Elective Classification Central Office and other qualified post-secondary education researchers. Only applications from universities that agree to the use of their application data will be made available for research purposes. Please respond to A or B below:

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my university will not be disclosed.

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my university may be revealed.