



# The Carnegie Foundation for the Advancement of Teaching

## Elective Classification for Leadership for Public Purpose

### 2027 First-Time Guidebook

#### How to use this guidebook

This guidebook is designed to support your application journey for the 2027 First-Time Framework Application for the Leadership for Public Purpose (LPP) classification. It provides clarifying notes, and structured guidance to help you navigate the application process with confidence.

#### What to expect

- **Section-by-Section Breakdown:** This guidebook includes every question from the 2027 First Time Framework Application. Each section begins with a brief description to provide context for the questions that follow.
- **Context Notes:** For many questions, context notes offer additional clarification, key considerations, and guiding questions to help shape your response. These notes are meant to initiate discussion, provide clarification, and inspire pathways to data collection. They are not exhaustive or prescriptive. In your application, you do not need to address every prompt in the blue context notes. *Context notes appear in italics and blue to distinguish them from the application questions.*
- **Table of Contents:** Click on the hyperlinks to navigate to a section.

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## About the classification

The **Carnegie Elective Classification for Leadership for Public Purpose** recognizes institutions that demonstrate a deep and sustained commitment to developing leaders in service of the public good. This elective classification is part of the broader Carnegie Elective Classifications framework and is designed to honor colleges and universities that integrate leadership development into their mission, culture, and institutional practice.

Unlike mandatory accreditations, the LPP classification is voluntary and evidence-based, requiring institutions to engage in a reflective self-study process that demonstrates how leadership for public purpose is embedded across teaching, research, service, and campus life. Institutions that receive the designation join a national network of peers committed to advancing ethical, inclusive, and socially responsive leadership development.

## 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 2025-2026, data typically would reflect evidence from AY 2024-2025. In the 2027 cycle, campuses can use data from AY 2024-2025, AY 2023-2024, and AY 2025-2026 if they have time to assess and understand the data.

Campuses may use the data that provides the best representation of their leadership for public purpose: data provided for one question or set of questions can be from one academic year and data provided for another question or set of questions can be from a different academic year. For each question and/or example, indicate the year that the data represents.

## 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 will only publicly identify 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.

## Guidance on Tone and Format

Applicants are encouraged to use clear, campus-wide language that reflects institutional perspectives rather than individual viewpoints. First-person responses ("I" or "we") should be avoided unless quoting a stakeholder or providing a brief anecdotal illustration. The aim is to present a collective narrative about leadership for public purpose that spans departments, units, and stakeholders.

The submission platform supports only plain-text formatting. This means responses cannot include bold, italics, or standard bullet points. To organize information clearly, applicants may use:

- Dashes (-) to create simple bullet points
- Numbers (1., 2., 3., etc.) for ordered lists
- Headings written in all caps or separated by line breaks for clarity

Because leadership for public purpose often lives across different areas of the institution, applicants are strongly encouraged to collaborate across departments, centers, and roles. Strong applications typically reflect input from academic and student affairs, senior leadership, human resources and various offices across campus.

## Understanding the Reviewer Lens

The Carnegie Elective Classification for Leadership for Public Purpose is reviewed by a trained panel of scholars and practitioners with diverse experience in higher education. Reviewers are selected for their ability to assess a wide range of institution types and their commitment to leadership for public purpose.

All reviewers are trained to look for:

- Alignment between leadership efforts and the institution's stated mission and values
- Evidence of intentional design, coordination, and resourcing across units
- Clarity of the institution's definition and framework for leadership for public purpose
- Depth and consistency of institutional support, rather than isolated programs
- Attention to both curricular and co-curricular approaches
- Clear articulation of desired outcomes and impact

Reviewers do not expect perfection, but they do expect transparency. Applicants are encouraged to be honest about areas of growth while highlighting efforts to improve. The most compelling applications demonstrate a holistic, reflective, and sustained institutional commitment to preparing people—students, faculty, staff, and community partners—for leadership that contributes to a just and democratic society.

## 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 an area of teaching and learning, includes leader development (the process of cultivating individuals as leaders), the study of leadership (examining 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 it 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 Framework

Leadership for public purpose (LPP) is defined by a commitment to advancing the betterment of society and promoting the dignity and general welfare of all its members. LPP is reflected in coordinated institutional practices that enhance the development of ethical leadership capacity

among all stakeholders in service of the collective public good. Further, LPP can be manifest in all realms of society, such as public and nonprofit institutions, neighborhood and community life, professional associations, private businesses, civil and government institutions, and religious organizations.

Institutions demonstrate commitment to effective leadership for public purpose in the learning, teaching, service, and research mission of their institution by:

- embedding leadership for public purpose in the culture, structure, policies, and practices of the institution;
- cultivating the knowledge, skills, and dispositions necessary for effective and ethical leadership in all institutional stakeholders;
- developing leaders to meet complex challenges in their careers, their communities, the broader society;
- advancing the scholarly understanding and professional practice of leadership for public purpose; and
- measuring the impact of their efforts (individually, programmatically, and institutionally) toward developing leaders for public purpose.

## Section-by-Section Guide to the Application

### **SECTION 1: APPLICANT'S CONTACT INFORMATION**

Contact information of the individual submitting this application

1. Name
2. Email
3. Title
4. Institution
5. Mailing Address 1
6. Mailing Address 2
7. City
8. State
9. Zip Code
10. Phone Number
11. Institutional Type (check all that apply)
  - a. Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)
  - b. Academic Medical Institution
  - c. Alaska Native-Serving Institutions and Native Hawaiian-Serving Institution (ANNH)
  - d. Historically Black Colleges and Universities (HBCU)
  - e. Hispanic Serving Institution (HSI)
  - f. Land-Grant College or University
  - g. Native American-Serving Nontribal Institution (NASNTI)
  - h. Predominantly Black Institution (PBI)
  - i. Two-Year Institution
  - j. Four-Year Private
  - k. Four-Year Public
  - l. Urban
  - m. Suburban
  - n. Rural

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 LPP CONTEXT**

*Every school is distinct in its background, culture, and mission, and this elective classification is not meant to reduce or ignore that diversity among campuses. In this section, we want to know more about your campus context as it applies to leadership for public purpose (LPP).*

2.1. 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. Please 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>). (Maximum word count: 1,000)

*This question is essential to give reviewers a snapshot of your institution and helps them understand how LPP efforts are shaped by your unique context. Reviewers come from a variety of institutions and may not be familiar with your campus. Providing a rich description allows them to understand your responses from the perspective of your institution's characteristics. Consider how*

*all these unique details influence your LPP work today. You can also include any distinctive aspects of your institutional identity that help illustrate (e.g. rural-serving, minority-serving designation, global reach, etc). This is your opportunity to tell the story of your campus. The more clearly you define the context, the more clearly reviewers will be able to understand and appreciate your approach to LPP.*

2.2. Campuses have their own way of articulating LPP as an institutional priority, and many campuses have developed their own conceptual framework or approach to LPP (or have adopted or adapted existing formal models). Describe your LPP framework and how it aligns with the [Carnegie Classification framework provided](#). Include where this framework is referenced or applied (e.g. strategic plan, website, institutional manuals or other materials). (Maximum word count: 500)

*This question invites applicants to articulate their unique approach to LPP and how it is embedded institutionally. We want applicants to clearly define how they conceptualize intentional leader development and education, even if it is referred to by a different name on their campus. This includes outlining any existing frameworks, models, or language used to describe LPP and ensuring consistency throughout the application. A strong response will also include a discussion of the alignment with the Carnegie Classification framework and specify where this institutional definition is formally referenced to illustrate its integration into campus structures.*

2.3. Describe how the institution ensures that students, faculty, staff, and other relevant stakeholders have open access to engage with LPP opportunities. Delineate institutional systems, structures, and resources that are designed to address equitable access to LPP experiences for different stakeholder groups (e.g., professional development, materials, space, awards, etc.). (Maximum word count: 500).

*This question serves as an overview of institutional efforts to ensure broad access to LPP opportunities. While related to questions 5.3 and 6.3, which delve into specific stakeholder groups and structures, this question focuses on the institution's overarching systems, structures, and resources that support engagement. Campuses should describe how all stakeholders, not just a select few, can participate in LPP opportunities.*

### **SECTION 3: INSTITUTIONAL FACTORS**

*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.*

#### **Leadership**

3.1. Describe how LPP is explicitly a part of your institutional mission, vision and values. Use direct quotes from the mission, vision and values statements as evidence.

*Focus on including examples of explicit language that demonstrates a commitment to LPP. Direct quotes from these statements will serve as evidence of alignment. If the language is not explicitly about LPP but aligns conceptually, please explain the connection.*

3.2. Describe how your institution defines success with regard to its commitment to LPP.

*Institutions should include any internal benchmarks for success related to LPP. This may include specific goals, measurable outcomes, or qualitative indicators that reflect institutional progress.*

3.3. Describe how the institution emphasizes LPP as part of its brand message (for example, in public marketing materials, websites, or admissions packets).

*How prominently is LPP featured in the institution's outward facing identity? Include examples of where and how LPP is communicated. Wherever possible include direct quotes to illustrate. Concrete examples make a stronger case than general statements.*

3.4. Describe ways that members of the executive leadership team (President, Provost, Vice

Presidents, etc.) explicitly promote a commitment to leadership for public purpose (e.g., annual addresses, published editorials, annual reports, campus publications, campus-wide awards and celebrations).

*Include concrete examples such as quotes from public statements, published materials, or campus-wide recognitions that reinforces how top institutional leaders actively champion LPP.*

3.5. Using your approach to LPP, describe how it is represented within your institutional strategic plan.

*Applicants should reference specific goals, objectives, or initiatives in their strategic plan that directly support LPP. A strong response will illustrate how LPP is planned for over time and how it influences institutional decision-making.*

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

*Understanding the infrastructure supporting LPP helps clarify where this work resides within the institution and how it is sustained. Institutions may have a single coordinating office, a formalized center, or a network of departments and initiatives working collaboratively. Regardless of structure, responses should describe how LPP efforts are organized, who is responsible for leading them, and how resources are allocated to support this work. If multiple offices or departments contribute to LPP, it is essential to explain their distinct roles and how they collaborate. Consider outlining reporting structures, shared goals, and mechanisms for coordination (e.g., joint committees, advisory boards, cross-unit initiatives). A strong answer will convey not just where LPP resides, but who is doing the work and how they are advancing the institution's commitment to leadership for public purpose.*

## **Budget**

*Financial investment is a key indicator of institutional commitment to LPP. These questions examine how resources, both internal and external, are strategically allocated to support LPP initiatives. While we recognize that institutions have varying levels of financial capacity, we are interested in understanding how LPP is prioritized with the available resources. Strong responses will demonstrate intentional investment, whether through direct funding or innovative resource allocation strategies.*

3.7 Describe how your institution strategically allocates resources to advance LPP.

*This question invites campuses to describe how they intentionally invest in LPP. Responses should highlight the strategic decisions regarding funding, staffing, facilities, materials, and other support mechanisms for LPP initiatives. Consider addressing who receives funding, what types of resources are provided, how consistent the support is, and how these investments align with institutional priorities.*

*To help illustrate strategic resource distribution, campuses may wish to share examples such as: "X% of the university's teaching budget supports courses that meet LPP outcomes," or "\$X was used in AY-XX to fund travel and attendance to leadership conferences." While this level of specificity may be challenging, it demonstrates meaningful reflection on where LPP shows up in the budget—and where it could grow.*

3.8. Describe any fundraising efforts or external funding (grants, gifts, etc.) specifically dedicated to supporting the advancement of LPP.

*Evidence can include endowed programs, donor-funded initiatives, or grant-supported leader development projects. Responses should highlight both past and ongoing fundraising efforts.*



### 3.9. Total budgetary allocation for LPP [\$]

*Provide the best estimate of the total amount your institution allocates to LPP. This can include costs such as salaries of staff in LPP-related roles, funding for programs, curricular or research initiatives, operational expenses, and more. You'll have the opportunity to explain or break down this number further in Question 3.12.*

### 3.10. Total budgetary allocation as a percentage of annual institutional budget [%]

*This percentage helps contextualize LPP funding relative to the institution's overall financial picture. To calculate this percentage, divide the total annual budget allocated to LPP (reported in 3.9) by your institution's total annual operating budget, then multiply by 100. For example:  $(\text{LPP Budget} \div \text{Total Institutional Budget}) \times 100 = \% \text{ Allocation to LPP}$ .*

*If you are unsure about your institution's total operating budget, you may consult your finance or budget office or reference publicly available financial reports.*

### 3.11. Describe total budgetary allocations for academic and non-academic programs specifically supporting LPP.

*Budget allocations for academic and non-academic programs often represent a significant portion of institutional funding. This question provides an opportunity to detail how resources are allocated to support LPP efforts, including coursework, research, leadership programs, operational costs, faculty or staff support, and other initiatives. Clearly outlining these allocations can help demonstrate institutional commitment to LPP.*

### 3.12. Please provide any relevant context for your responses in this section (3.7 – 3.11).

*Use this space to explain your responses to questions 3.7–3.11. You might clarify how you calculated the total LPP budget or describe why some elements weren't included due to tracking limitations. This is also a good place to highlight any unique funding strategies or institutional practices that reflect your values, even if they don't show up neatly in a line item.*

## Assessment

### 3.13. Describe your overall approach to measuring the outcomes and impact of your institutional commitment to LPP. For example, who is responsible for gathering data, what kinds of data are gathered, how are the data managed, how often are they gathered, and how are the data used?

*Measuring outcomes and impact is essential to ensuring that LPP efforts are effective, sustainable, and meaningfully integrated into the institution's culture. A strong response to this question should clearly describe the structure and mechanisms of assessment, emphasizing how LPP initiatives are continuously evaluated and refined. Given the definition of LPP, assessment should capture how institutional practices enhance leadership development and contribute to the public good across multiple levels: students, faculty, staff, programs, and the broader community. Assessment should also be framed as an ongoing process that informs decision-making, program development, and institutional strategy. A well-defined approach fosters a culture of assessment which reinforces LPP as a core institutional value.*

### 3.14. Describe how assessments are selected or developed to measure outcomes and impacts of institutional commitment to LPP.

*There are many available assessment tools and frameworks to measure leadership development and institutional impact. Describe how your institution determines the most appropriate tools, methods, or frameworks to assess LPP-related outcomes. Consider how these assessments align with your intended goals and how they capture meaningful insights. A strong response will highlight the rationale for choosing specific assessment methods and their relevance to your institution's approach to LPP. Some questions to consider include, but are not limited to: Were tools developed in-house or adapted from existing models (e.g., Multi-Institutional Study of Leadership, AAC&U VALUE rubrics)? How are outcomes defined or articulated? Which*

*stakeholders are involved in selecting assessment tools?*

3.15. Describe how the institution aggregates and uses assessment data related to LPP at the institutional level to make continuous improvements.

*Continuous improvement is a core principle of the Carnegie Foundation's approach. Explain how assessment data is compiled and analyzed at the institutional level to guide decision-making. Consider how findings are used to refine programs, inform policy changes, enhance student experiences, or reallocate resources. A strong response will include at least one concrete example of how data-driven insights have led to improvements in LPP initiatives.*

3.16. Describe key findings from these assessments that relate to outcomes and impacts.

*This question asks institutions to reflect on and share key takeaways from their assessments. Findings may relate to areas such as student growth, faculty engagement, institutional culture, community impact, or alumni involvement. Your response should demonstrate how the institution actively uses assessment data to inform and strengthen its commitment to LPP. Consider key findings at different levels such as: individual, programmatic, and institutional. Some questions to consider include: Did any themes or trends emerge? Was there any reported change or growth in stakeholders? Which insight has been influential?*

### **Recruitment, Retention, and Engagement**

3.17. Describe how the institution's commitment to LPP directly contributes to student recruitment, student retention, and student success.

*Demonstrate how LPP is not just an isolated initiative but an integrated part of student success strategies. Strong responses will highlight at least one of the following:*

- An alignment between LPP and student recruitment: How does LPP programming attract prospective students? Are leader development opportunities a distinguishing factor in admissions messaging?*
- An alignment between LPP and student retention: How does participation in LPP experiences contribute to student engagement and retention? Does LPP help students find a sense of belonging or purpose?*
- Alignment between LPP and student success: How does LPP prepare students for academic achievement, internships, career readiness, or civic engagement post-graduation?*

3.18. If applicable, describe how the institution's commitment to LPP directly contributes to institutional diversity, equity, and inclusion or related strategic student engagement goals.

*Demonstrate how LPP intersects with broader institutional priorities around diversity, equity, and inclusion or related strategic student engagement goals. Given that DEI is a complex and evolving topic, institutions should focus on the information they have available and will not be evaluated negatively if the data is unavailable. Strong responses can consider the following: Are there partnerships between LPP programs and DEI offices, multicultural centers, veteran centers, or first-generation student initiatives? Does LPP contribute to student engagement strategies aimed at supporting diverse student populations? Does the institution's approach to LPP explicitly incorporate equity and inclusion principles?*

3.19. Describe how the institution's commitment to LPP directly contributes to alumni engagement.

*Demonstrate how LPP extends beyond graduation and fosters meaningful alumni engagement. Responses can consider: Are there continued leader development opportunities such as mentorship programs, advisory boards, or professional development initiatives? Does the institution collect data on how LPP experiences shape graduates' careers or life after graduation? Do alumni promote LPP?*

### **SECTION 4: HUMAN RESOURCES**

***This section reflects how institutions intentionally support faculty and staff in***

**advancing LPP through focused professional development, recognition, and reward systems. Responses should exclusively address activities, policies, and outcomes directly tied to LPP.**

## Professional Development

4.1 Please provide information about the professional development opportunities related to LPP at your institution in the table below. Include the program details, intended outcomes, methods of assessment, and key findings from those assessments.

- **Program/Initiative:** List the professional development programs or initiatives related to LPP offered or supported by your institution. Examples include workshops, mentoring, self-directed learning resources, and courses. Specify the intended audience (e.g., faculty, staff).
- **Outcomes:** Describe the desired outcomes or goals for how LPP is addressed within each program.
- **Assessment Methods:** Specify how the outcomes are assessed. Include details such as surveys, performance reviews, participant feedback, or other evaluation tools.
- **Key Findings:** Summarize the key findings or results from the assessments. Highlight insights on faculty and staff outcomes or impacts related to LPP.

Program/Initiative	Outcomes	Assessment	Key Findings

*This question provides a structured way to document professional development opportunities related to LPP at your institution. Responses will be entered in a table format, with each row representing a distinct program or initiative. The goal is to illustrate how professional development efforts contribute to fostering LPP.*

*In GivePulse, you will be prompted to enter one row at a time by clicking on "+ Add Response". You may add up to five examples to help illustrate how LPP is embedded into professional development opportunities.*

## Rewards and Recognition

4.2. Describe institutional policies for recognition, reward, or promotion that specifically acknowledge **staff** for advancing the commitment to LPP (e.g., practicing LPP, developing leaders committed to LPP, engaging in scholarly activities related to LPP).

*Highlight any existing policies, staff recognition programs, awards, or evaluation criteria that value staff contributions to LPP. Include examples of promotion and career development initiatives that include involvement in LPP as criteria. If there are no explicit policies or processes, describe any informal forms of recognition.*

4.3. Describe any work in progress to revise staff reward and promotion policies to include LPP.

*Discuss any plans to strengthen formal recognition. Strong responses should include: a discussion of current gaps, details of the revision efforts, and future plans. Responses can also mention any barriers or challenges in making these changes.*

4.4. Describe specific institutional policies for recognition, reward, or tenure/promotion that expressly acknowledge **faculty** for advancing the commitment to LPP 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.

*Highlight how faculty members are recognized for their contributions to LPP. Strong responses will demonstrate how LPP is embedded in faculty advancement and shows how contributions are valued across all faculty roles.*

4.5. Describe any work in progress to revise policies meant to acknowledge faculty for advancing their commitment to LPP.

*Discuss any plans to strengthen formal recognition. Strong responses should include: a discussion of current gaps, details of the revision efforts, and future plans. Responses can also mention any barriers or challenges in making these changes.*

## **SECTION 5: CURRICULAR LPP**

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

5.1. Describe the institutional definition of an LPP course, including any essential or optional components.

*Explain what qualifies as an LPP course at your institution. Identify any required elements (e.g., core competencies, leadership frameworks, practical applications) that every LPP course must include. If there is no formal definition, institutions should describe how they identify courses that align with LPP principles.*

5.2. Describe the mechanisms used to designate credit-bearing coursework as LPP coursework (e.g., course designators, prefixes, or transcript notations) and outline the policy and protocol for determining whether a course qualifies for this designation.

*This question asks how LPP courses are formally identified and tracked. What steps must a course go through to receive an LPP designation? Are there review committees, application processes, or established criteria for approval? If no formal designation exists, institutions should describe any ongoing efforts to develop one or how LPP courses are informally identified.*

5.3. Describe the availability of LPP courses to students, including any eligibility requirements they must meet to enroll.

*Strong responses will consider who can enroll in LPP courses and if there are challenges that limit student participation. Discuss whether LPP courses are widely available or only accessible to select students.*

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

*This set of questions requires you to provide numerical data that reflects how widely and deeply LPP is embedded in your curriculum.*

5.4.1. Percentage of all for-credit courses that are LPP-designated courses

- 5.4.1.1. Percentage of all Undergraduate for-credit courses that are LPP-designated courses
- 5.4.1.2. Percentage of all Graduate for-credit courses that are LPP-designated courses

5.4.2. Percentage of all faculty who are teaching for-credit LPP-designated courses

5.4.3. Percentage of all academic departments that are offering for-credit LPP-designated courses

5.4.4. Percentage of all students enrolled in for-credit LPP designated courses

- 5.4.4.1. Percentage of all students enrolled in Undergraduate for-credit LPP designated

courses

- 5.4.4.2. Percentage of all students enrolled in Graduate for-credit LPP designated courses

5.4.5. If needed, please explain how the numbers were derived for any of the questions in 5.4.

*Institutions vary in how they track LPP-designated coursework. If exact figures are unavailable, describe the method used to estimate the numbers provided in question 5.4. If there are any challenges in data collection, briefly explain those challenges and any steps taken to improve tracking accuracy.*

5.5. Provide examples of student learning outcomes for courses related to LPP, including how they are assessed and how assessment results drive curriculum improvement.

- **Student Learning Outcomes & Related Course:** List prototypical student learning outcomes for courses related to LPP. If applicable, describe any overarching frameworks guiding these outcomes.
- **Assessment Methods:** Describe how these student learning outcomes are assessed (e.g., exams, portfolios, reflections, rubrics).
- **Assessment-Driven Change:** If applicable, provide examples of how assessment results have been used to continuously improve the curriculum. Examples of assessment driven change do not need to be included in every example, but you should cite at least two.

Student Learning Outcomes & Related Course	Assessment Methods	Assessment-Driven Change

*This question provides a structured way to document how student learning outcomes related to LPP are defined, assessed, and used to enhance curricular offerings. Responses will be entered in a table format, with each row representing a specific learning outcome and its course. Not every row requires an example of change, but at least two examples should be included.*

*In GivePulse, you will be prompted to enter one row at a time by clicking on "+ Add Response". You may add up to five examples to help illustrate how LPP is embedded into the curriculum.*

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

*Reflect on the various ways LPP is woven into curricular structures and explain the role it plays in each area selected. For each checked item, provide a narrative that explains the role and impact of LPP within that structure. Be specific about how LPP is intentionally designed within courses, programs, or experiences rather than loosely related topics. Your response should highlight concrete examples of curricular integration, demonstrating how leadership for public purpose is intentionally fostered within each structure.*

- Internships or Practicum
- Student Research
- Study Abroad or Away
- Travel Courses
- Capstones
- General or Core Education
- Majors



- Minors
- Graduate Study
- Certificates
- Service Learning
- Leadership Coaching

5.7. Reflect on how the data provided in this section indicate the levels of pervasiveness (across units and departments) and depth (within a unit or department) to which LPP is infused in the curriculum and traditional curricular structures.

*Discuss the breadth of LPP's reach - how many departments and programs incorporate LPP courses or content? To what extent is LPP integrated across disciplines, departments, and academic levels? Is it concentrated in specific areas (e.g., leadership studies) or present across multiple fields? How deeply embedded is LPP within a given unit or department? Are there one or two elective courses related to LPP, or is it a major focus of certain programs? Use specific numbers from your data to support your reflection, and consider sharing insights into strengths as well as areas for future growth.*

## **SECTION 6: CO-CURRICULAR LPP**

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

6.1. Describe the institutional definition of co-curricular offerings related to LPP and the policy and protocol for determining that a co-curricular offering qualifies as an LPP offering.

*In order to track and measure outcomes related to Co-Curricular LPP, institutions must have a clear definition of what qualifies as a co-curricular LPP offering. Responses can consider: What does the institution consider an LPP co-curricular activity? How does the definition align with broader leader development theories or the LPP approach described in 2.2? What core elements must an offering include to be considered in this process as an LPP experience? If there are formal policies or processes, who determines if an offering qualifies as LPP? If there is no formal designation process, describe how co-curricular LPP offerings are currently being identified and any efforts to create a structured system.*

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

*This set of questions asks institutions to quantify the extent of LPP integration in co-curricular activities.*

6.2.1. % of all co-curricular offerings offered that were LPP

6.2.2. % of academic departments offering co-curricular LPP

6.2.3. % of non-academic departments offering co-curricular LPP

6.2.4. % of total students enrolled in co-curricular LPP

6.2.5. If needed, please explain how the numbers were derived for any of the questions in 6.2.

*If exact data tracking is not available for the responses in 6.2, describe the method used to estimate figures. Institutions may have different systems for tracking engagement, participation, and impact. If data collection is a challenge, note any limitations and any efforts being made to improve tracking*

processes.

6.3. Describe the availability of co-curricular LPP offerings to students and assess the extent and quality of access provided.

*Responses can consider some of the following questions: Are LPP offerings open to all students or only certain groups? Are there any barriers to access such as financial costs, membership, or others? What resources are provided to make LPP opportunities accessible? How frequently are opportunities offered? Responses can also include any reflections on areas for improvement.*

6.4. Provide examples of student learning outcomes related to co-curricular LPP offerings, including how they are assessed and how assessment results drive improvement.

- Student Learning Outcomes & Related Program: List prototypical student learning outcomes co-curricular programs related to LPP. If applicable, describe any overarching frameworks guiding these outcomes.
- Assessment Methods: Describe how these student learning outcomes are assessed.
- Assessment-Driven Change: If applicable, provide examples of how assessment results have been used to continuously improve co-curricular programs. Examples of assessment driven change do not need to be included in every example, but you should cite at least two.

Student Learning Outcomes & Related Program	Assessment Methods	Assessment-Driven Change

*This question provides a structured way to document how student learning outcomes related to co-curricular LPP programs are defined, assessed, and used to enhance offerings. Responses will be entered in a table format, with each row representing a specific learning outcome and its course. Not every row requires an example of change, but at least two examples should be included.*

*In GivePulse, you will be prompted to enter one row at a time by clicking on "+ Add Response." You may add up to five examples to illustrate how LPP is embedded into co-curricular learning experiences. A well-developed response will demonstrate that these programs contribute meaningfully to students' ethical leadership development.*

6.5. Describe how LPP is integrated into institutional co-curricular practices by providing two to four examples. Possible categories include but are not limited to the following:

*Provide two to four strong examples of how LPP is integrated into some of the structures mentioned. Select representative examples from the suggested categories or other innovative structures. For each example, include how LPP is taught, practiced, and or integrated.*

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

- Conferences, Symposia
- Other

6.6. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of LPP engagement.

*Tracking systems play a critical role in monitoring and documenting LPP engagement. Describe the tracking system used and consider: How does this tracking system support student development, institutional assessment, or external reporting? Is LPP formally documented on student transcripts or incorporated into graduation requirements? If no formal system exists, discuss whether tracking is under review or if informal methods are used to capture engagement data.*

## **SECTION 7: LEADERSHIP SCHOLARSHIP AND PROFESSIONAL ACTIVITY**

*Leadership scholarship and professional activity reflect the creation and dissemination of new knowledge about directly or indirectly advancing LPP learning, training, and capacity building. Unless specifically requested, LPP examples of such scholarship/activity are preferred but not required.*

*In the context of Section 7, professional activity refers to engagements beyond traditional research and teaching that contribute to the advancement and understanding of LPP. This includes activities that support broad knowledge-sharing and professional growth such as: presenting at conferences, serving on committees, collaborating with external organizations, developing institutional programs, and producing practitioner focused publications.*

7.1. Describe any current and/or future institutional goals for scholarship and professional activities focused explicitly on LPP and how those current and/or future goals are/will be assessed.

*Responses should highlight how scholarship and professional activity goals align with broader institutional priorities. Consider if these goals are focused on any of the following: increasing research output, fostering interdisciplinary collaboration, or strengthening partnerships. Explain if progress towards these goals is assessed. If no formal goals exist, describe any discussions or initiatives that are aimed at improving LPP related scholarship and professional activity.*

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

*For each type of institutional support selected, provide concrete examples detailing who benefits from it and how it aligns with the leadership scholarship and professional development goals outlined in 7.1. Clearly describe how these support structures enhance LPP efforts, whether through funding, training, peer networks, or research coordination. Providing specific examples will help illustrate the depth of institutional investment in leadership scholarship.*

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



7.3. 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.)

*Provide specific examples from the past five years that highlight how leadership scholarship and professional activities have been shared beyond the institution. Where possible, include reference-style citations (e.g., title, author, event name, publication year) to create a comprehensive picture of scholarly and professional contributions. This will help demonstrate the institution's role in advancing leadership scholarship in broader academic and professional communities.*

- 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

7.4. 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.)

*Describe how leadership scholarship and professional activities contribute to a culture of knowledge-sharing within the institution. Provide examples of significant contributions, recurring events, special initiatives, or dedicated spaces that foster engagement. Highlight any platforms, forums, or networks that enable faculty, staff, and students to share insights, research, and best practices related to LPP.*

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

## **SECTION 8: SUCCESS & REFLECTION**

*In this final section, you have the opportunity to synthesize your insights concerning your institution's approach to LPP and what you might begin to do or consider to improve your approach to LPP.*

8.1. Describe how your institution determines if its approach to LPP is successful.

*Institutions must track success to ensure alignment with their mission, justify resource allocation, and make data-driven improvements to their LPP initiatives. Success can be defined in a number of ways, including time-based increments (e.g. annually, over 2, 5, 10 years) or through specific milestones such as program growth, student participation, institutional recognition, or policy changes. This question is closely related to question 3.2, where institutions are asked to describe their institutional definition of success. A strong response in this section should clarify how progress toward LPP goals is assessed and why measuring success is essential.*

8.2. Based on your assessment methods, provide data that demonstrate the impact of your institution's LPP efforts and activities. This may include quantitative metrics, qualitative findings, or

other indicators that illustrate progress, successes, or challenges.

*Demonstrating impact is challenging but crucial. Clearly articulating impact helps validate institutional efforts and informs future decision-making. Demonstrating impact involves showing measurable progress, effectiveness, and influence of LPP initiatives through various forms of evidence according to the institution's definition of LPP. A strong response will provide a balanced mix of data-driven evidence and narrative insights to fully illustrate how LPP efforts are making a difference.*

8.3. As you reflect on the results of your self-study, what learnings, insights, or unexpected findings developed across the process?

*This self-study process often uncovers unexpected insights—both strengths and gaps. Institutions may discover areas where LPP alignment is stronger than anticipated or identify critical gaps in programming, strategy, data collection, or stakeholder engagement. Reflect on any shifts in thinking about LPP and discuss new opportunities or challenges that emerged. A thoughtful response will demonstrate a deep engagement with the self-study process and a commitment to continuous improvement.*

8.4. As a result of this self-study and your reflection, how might you adjust your definition of success with regard to the institution's commitment to LPP, or amend programs to better meet the conditions of success?

*Institutions often begin with a set definition of success, but this process may reveal the need for adjustments. Has your institution's understanding of success evolved? Have insights from the self-study led to modifications in strategy, assessment methods, or programmatic goals? This question encourages institutions to reflect on how they will refine their approach to LPP to ensure sustained impact and relevance.*

8.5. [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).

8.6. [Optional] Is there any information that was not requested that you consider significant evidence of your institution's commitment to LPP? If so, please provide the information in this space.

8.7. [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, B, or C below:

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

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

C. I do not consent to having the information provided in the application used for research purposes.