

**Carnegie Elective Classifications Crosswalk: Sustainability, Community Engagement, Leadership for Public Purpose
Released May 2026**

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		SUSTAINABILITY Carnegie Elective Classification for Sustainability 2027 First-Time Application Framework	COMMUNITY ENGAGEMENT Carnegie Elective Classification for Community Engagement 2024 First Time Documentation Framework		LEADERSHIP FOR PUBLIC PURPOSE Carnegie Elective Classification for Leadership for Public Purpose 2027 First-Time Framework Application	
Type of Information Requested	Section/ Question	Summary of Requested Information	Section/ Question	Summary of Requested Information	Section/ Question	Summary of Requested Information
I. Campus Information & Applicant Contact						
Applicant & Institutional Identification	Section 1	Institution name (IPEDS); IPEDS Unit ID, Campus name for endorsement; primary contact; President/Chancellor, Chief Academic Officer; Head communications officer; Community College or Non-Community College; Institution Type; Public/private; Land grant; Religious affiliation; Carnegie Basic Classification; Degree of urbanization; BEA region; Natural disaster ID; Other framework participation; Mailing address; Full-time undergraduate and graduate equivalent enrollment; FTE staff and faculty; Self-assessed stage of sustainability institutionalization (Emergent, Developing, or Established).	Section 1	Institution name (IPEDS); IPEDS Unit ID, Campus name for endorsement; primary contact; President/Chancellor, Chief Academic Officer; Head communications officer; Community College or Non-Community College; Institution Type; Public/private; Land grant; Religious affiliation; Carnegie Basic Classification; Degree of urbanization; BEA region; Natural disaster ID; Other framework participation; Mailing address; Full-time undergraduate and graduate equivalent enrollment; FTE staff and faculty; Self-assessed stage of sustainability institutionalization (Emergent, Developing, or Established).	Section 1: Applicant's Contact Information	Individual submitting application (name, email, title, institution, mailing address, phone); Institutional type; President/Chancellor full name, mailing address, and email address.
II. Institutional Context / Campus & Community Context						
Institutional Landscape, Mission, Context	Section 2.1	Describe your institution in a way that provides clear context for understanding the campus sustainability landscape, leadership priorities, and long-term goals. Include an overview of the environmental and climate challenges facing both the institution and its surrounding region. Highlight relevant institutional characteristics—such as founding and history, institutional culture, demographics, campus setting (urban, suburban, or rural), connections to indigenous communities or cultural traditions, climate and natural resources—and explain how these factors shape sustainability priorities and create unique opportunities for innovation.	Section 2.1	Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.	Section 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).
Accessibility and Reach	Section 2.2	Identify how your sustainability practices address the context and the needs of vulnerable populations within your campus and surrounding community.	Section 2.5	Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.	Section 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.).
Definition	Section 2.3	Does your institution have an institutionally approved definition of sustainability? If so, how was the definition developed and approved? If not, how is sustainability understood across different units and disciplines? How are the definition(s) applied across institutional policies, initiatives, and engagement?	Section 2.1	If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here. If your institution does not have such a definition, please describe any work under way to adopt one.	Section 2.2	Campuses have their own way of articulating LPP as an institutional priority, and many 4 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 the institutional framework is referenced or applied (e.g. strategic plan, website, institutional manuals or other materials).
Governance	Section 2.4	Describe how sustainability is governed at your institution, how strategic and operational decisions are made, and how leadership, division, departments, institutes, and/or academic units coordinate to implement initiatives.	Section 6.1	Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.	Section 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.

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Recognition & Rewards: Faculty & Staff	Section 2.5a	Describe any policies, practices, or awards from all levels of the institution (campus, college, school, department) that specifically recognize and/or reward faculty, instructors, staff for efforts in sustainability.	Section 5.2	Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.	Section 4.2 Section 4.3 Section 4.4 Section 4.5	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). Describe any work in progress to revise staff reward and promotion policies to include LPP. 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. Describe any work in progress to revise policies meant to acknowledge faculty for advancing their commitment to LPP.
Recognition & Rewards: Students, Alumni & Community	Section 2.5b	Describe any policies, practices, or awards from all levels of the institution (campus, college, school, department) that specifically recognize and/or reward students, alumni, and/or community members for efforts in sustainability.	Section 5.2	Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.	NA	NA
Professional Development (Faculty/Instructors/Staff)	Section 2.6	What sustainability-related professional development opportunities are available to faculty, instructors, and staff at your institution? Provide one illustrative example.	Section 9.1	Describe professional development support for faculty in any employment status(tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who seek to develop or deepen community engaged approaches and methods.	Section 4.1	Please provide information about the professional development opportunities related to Leadership for Public Purpose (LPP) at your institution in the table below. Include the program details, intended outcomes, methods of assessment, and key findings from those assessments.
Internal Funding & Financial Investments	Section 2.7a	List the financial contributions made by the institution budget (internal funds) toward sustainability efforts, including budgets for facilities, research, and education. Showcase the diversity of your investments by including examples across multiple categories (e.g., Facilities, Research, Education, Workforce, Community, Sustainability Office, Dedicated Staffing, Student, Other). Include examples for at least three categories. Do not share more than three examples per category. Provide five to fifteen (5 to 15) examples.	Section 6.2	Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.	Section 3.7 Section 3.9 Section 3.10 Section 3.11 Section 3.12	Describe how your institution strategically allocates resources to advance LPP. Total budgetary allocation for LPP [\$] Total budgetary allocation as a percentage of annual institutional budget Describe total budgetary allocations for academic and non-academic programs specifically supporting LPP. Please provide any relevant context for your responses in this section (3.7 – 3.11).
External Funding Sources	Section 2.7b	Identify alumni and student-driven funding mechanisms, such as sustainability fees or alumni-supported sustainability funds. Include up to fifteen.	Section 6.3	Describe any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.	Section 3.8	Describe any fundraising efforts or external funding (grants, gifts, etc.) specifically dedicated to supporting the advancement of LPP.
III. Ecosystem Model / Community Partnerships						
Ecosystem Model & Interdisciplinary Partnerships	Section 3.1	Describe how an ecosystem model is used to create interconnected, interdisciplinary partnerships focused on sustainability and climate action. Explain the integration of different sectors in developing shared goals. Include Memoranda of Understanding (MOUs), joint funding initiatives, or co-created strategic plans.	Section 3.1	Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity,	NA	NA

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Specific Partnership Examples	Section 3.2	Provide specific examples of partnerships with local and/or regional governments, schools, non-profits, and small businesses that address sustainability challenges and how resources are shared. Highlight specific achievements and how knowledge transfer occurs between partners to enhance collective capabilities.	Section 4.1	Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.	NA	NA
Measuring Partnership Success	Section 3.3	Describe how the institution measures the success of ecosystem partnerships, including environmental, economic, and social indicators, explaining mechanisms for collecting feedback, resolving conflicts and adapting partnerships to new challenges and opportunities. Provide examples of measurable impacts, such as energy saved, emissions reduced, or community engagement rates.	Section 3.2 Section 3.3	Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is use. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?	NA	NA
IV. Academic Integration of Sustainability / Curricular Activity						
General Curricular Integration	Section 4.1a	Describe how sustainability is integrated into traditional curricular structures.	Section 10: Curricular Engagement – Q5	Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories.	NA	NA
Curricular Data Table (Optional)	Section 4.1b	(Optional) Complete the following table. Sustainability-Focused: Courses where the substantive course content and primary course-level learning outcomes are directly related to (beyond simply supporting) the elements in the definition of sustainability, described in "Section II: Institutional Context." Sustainability-Inclusive: Courses where one or more course-level learning outcomes directly support one or more elements in the definition of sustainability, described in "Section II: Institutional Context."	Section 10.2 Section 10.3	Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic year the data represents: Describe how the data in the table above were derived. How was it gathered, by whom, 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.	Section 5.4 (1-5)	Complete the following for the most recent academic year:
Academic Program Examples	Section 4.2	Identify three to ten (3 to 10) academic programs that explicitly incorporate sustainability/climate objectives, including environmental, social, and economic dimensions. For each example, indicate the program type and level for each course if applicable. Describe relevant course objectives and learning outcomes, applied or experiential learning components, and assessment methods used to evaluate impact. Highlight innovative pedagogical strategies like case-based teaching, simulations, community-engaged learning, and design thinking that engage students in real-world sustainability challenges. Indicate if they are undergraduate or graduate level courses.	Section 10.5 Section 10.6	Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories: Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories:	Section 5.6	Describe how LPP is integrated into specific curricular structures and learning opportunities (check all that apply; checking an item will give you access to a narrative box to describe):

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Co-Curricular Programs	Section 4.3	Describe three to five (3 to 5) co-curricular programs, events, or clubs that promote sustainability-guided awareness, knowledge, and skill development outside the classroom. Examples might include sustainability weeks, campus garden initiatives, or energy-saving competitions. The narrative may include participation rates, the frequency of which the program, event, or club is held, and/or any relevant history.	Section 11.1	Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories:	Section 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 Leadership Opportunities	Section 4.4	Identify three to five (3 to 5) opportunities for sustainability-focused student leadership roles affiliated with the institution.	Section 12.1 Section 12.2	Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)?	NA	NA
V. Research & Innovation (Non-Community Colleges)						
Technology Innovations	Section 5.5	Describe innovations in sustainable technologies or practices emerging from campus research. Include examples of patents, start-ups, or public-sector collaborations that have scaled climate solutions.	Section 13.1e	Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (In Table - Includes social innovation or social entrepreneurship)	NA	NA
VIA. Workforce Development & Career Preparation - Non-Community Colleges						
Career Services & Graduate Employment (Non-CC)	Section 6A.1	Describe how students and alumni connect with companies, non-profits, and government agencies utilizing career services resources, internships, mentorships, pipeline programs, or job opportunities that lead to sustainability-related careers. Explain how the institution contributes to the local and regional economy by training students for jobs, highlighting systems used to track graduates' employment in sustainability-related fields, including job placement rates, employer partnerships, and career trajectories.	Section 12.3	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 (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.	NA	NA
Experiential Learning Opportunities (Non-CC)	Section 6A.2	Identify three to ten (3 to 10) experiential learning opportunities that explicitly prepare students for careers that address real-world sustainability challenges. Table includes examples for experiential learning, audience, partners)	Section 10.6	Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories: (Examples include internships, co-ops, career exploration, etc.)	Section 5: Curricular LPP — Q5.6 (Internships or Practicum)	Describe how LPP is integrated into specific curricular structures and learning opportunities (check all that apply; checking an item will give you access to a narrative box to describe): (Examples include internships, capstones, service learning)
VIB. Workforce Development & Career Preparation - Community Colleges						
Career Support Resources (Community Colleges)	Section 6B.4	Identify seven to ten (7 to 10) courses or opportunities that explicitly prepare students for careers that address real-world sustainability challenges.	Section 10.6	Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories: (Examples include internships, co-ops, career exploration, etc.)	Section 5: Curricular LPP — Q5.6 (Internships or Practicum)	Describe how LPP is integrated into specific curricular structures and learning opportunities (check all that apply; checking an item will give you access to a narrative box to describe): (Examples include internships, capstones, service learning)

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VIII. Campus Infrastructure for Sustainability						
Inclusivity & Accessibility of Theme Infrastructure	Section 8.4	Describe your institution's efforts to ensure that sustainability-related infrastructure, programs, and practices are inclusive and accessible to all members of the campus community—regardless of physical ability, socio-economic status, or digital access barriers. This includes both the physical campus environment and virtual platforms used for sustainability education, engagement, and decision-making with consideration for socio-economic and language inclusion.	NA	NA	Section 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
IX. Resilience & Adaptation						
Addressing Theme Vulnerabilities	Section 9.1	What frameworks, models or strategies does your institution use to assess and address vulnerabilities to climate risks (e.g., disaster planning, extreme weather events, resource scarcity) on campus and in the local community?	Section 2.5	Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.	NA	NA
X. Reflection & Additional Information						
Misaligned Practices	Section 10.1	Identify any current practices or programs on your campus that are not fully aligned with sustainability principles. Describe the context in which these practices occur, the challenges in addressing them, and any actions or strategies that have been attempted to improve or replace them. What lessons have been learned, and what opportunities exist for future improvement?	Section 14.1	Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?	Section 8.3 Section 8.4	As you reflect on the results of your self-study, what learnings, insights, or unexpected findings developed across the process? 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
Self-Study Reflection — Who Was Around the Table	Section 10.2	Reflect on your self-study process. Who was around the table and who was missing? How could including more or different perspectives enhance sustainability efforts?	Section 14.3	Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.	NA	NA
Optional Additional Space	Section 10.3	Use this space to elaborate on any question(s) for which you need more space. Specify the corresponding section and question number(s).	Section 14.4 Section 14.5	Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s). Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.	Section 8.5 Section 8.6	Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s). 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.