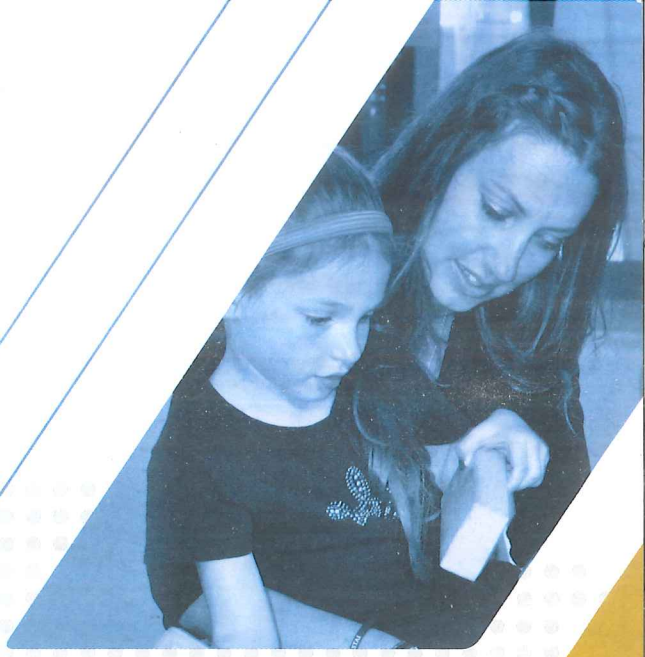
# THE GUIDE

## DOCUMENTING, EVALUATING AND RECOGNIZING ENGAGED SCHOLARSHIP

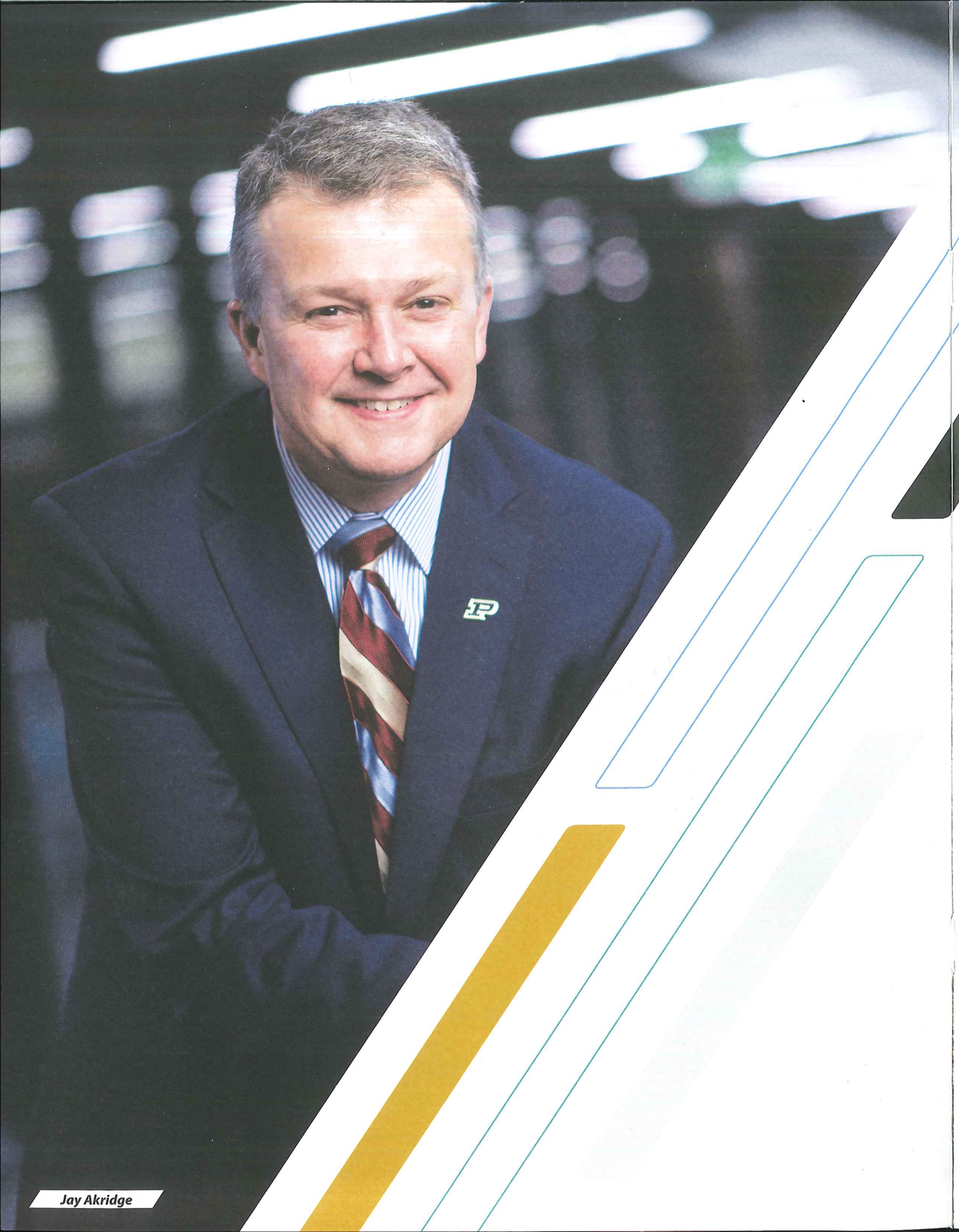






PURDUE
UNIVERSITY

Office of Engagement



Jay Akridge

# FOREWORD

## MESSAGE FROM THE PROVOST

Engagement is the distinguishing mission of a land-grant university. While other types of universities may be involved in engagement activities, only land-grant universities have a mandate to engage with the broader range of stakeholders they serve. Our engagement mission at Purdue University affords us the unique opportunity — and responsibility — to take our educational programs and research findings to the many individuals, businesses, communities and others we serve. Our engagement mission also presents us with the opportunity and responsibility to participate in a dialogue with these same stakeholders, learning from them, better understanding their hopes and dreams, their challenges and opportunities — and using what we learn to shape our educational and research agenda.

Engagement — like discovery and learning — is formally part of the work of many faculty members at a land-grant university, and informally part of the work of all. That said, it has been more than 100 years since the Smith-Lever Act of 1914 formalized the "extension" mission of land-grant universities. Engagement has come to encompass much more than the face-to-face educational programs delivered by "extension agents" in the early part of the previous century. Contemporary engagement stakeholders range from individuals seeking continuing education and professional development, to businesses needing technical insight, to communities requiring solutions to public health challenges, among many, many others. Contemporary engagement strategies take full advantage of digital connectivity and media. Clientele may be in the next county or in a remote village halfway around the world. Innovation, entrepreneurship and commercialization have emerged as essential aspects of engagement.

Purdue has remained deeply committed to its engagement mission. Ultimately, this commitment is translated into local, state, national and international impact through the work of our faculty and staff. As such, we must recognize the engagement scholarship and activities of faculty in the University promotion and tenure process. What should a contemporary engagement program of work consist of? How does a faculty member document the impact of an engagement program? What constitutes scholarship in engagement activities? How do faculty members tell their "engagement stories" in ways that will be recognized by the various promotion and tenure committees? And how should the promotion and tenure committees evaluate an engagement record at one of the world's leading land-grant universities?

This guide provides answers to such questions and many others as we continue the high-impact engagement scholarship that has defined Purdue and generated tremendous benefits for our stakeholders — and we are indebted to Rod Williams and Steve Abel for developing it. I encourage our faculty to put it to work as they plan their engagement programs, and prepare and evaluate promotion documents. As we celebrate Purdue's 150th anniversary, it is fitting that we publish "The Guide" as a tool to ensure that Purdue and its faculty will continue to take Giant Leaps forward in our engagement mission as we work to build a better world.

***Jay Akridge***
*Provost and Executive Vice President*
*for Academic Affairs and Diversity*

# AUTHORS



## STEVE ABEL

*Associate Provost for Engagement*

Steve Abel was named Associate Provost for Engagement at Purdue University in January 2016. Prior to his appointment he served as Associate Vice President for Engagement (2014-2016) and Associate Vice Provost for Faculty Affairs at Purdue (2012-2014) and held various positions within the Purdue College of Pharmacy, including Assistant/Associate Dean for Clinical Programs, Head, Department of Pharmacy Practice and Bucke Professor of Pharmacy Practice. Abel received his BS (Pharmacy) and PharmD degrees from Purdue and completed residency training at Mayo Medical Center. He completed an Academic Leadership Fellowship through the Committee on Institutional Cooperation (now Big Ten Academic Alliance) in 2007-2008 and an inaugural Purdue University Provost Fellowship focused on faculty affairs in 2009-2010. Abel is passionate about student education, faculty/leadership development, mentorship and community engagement.

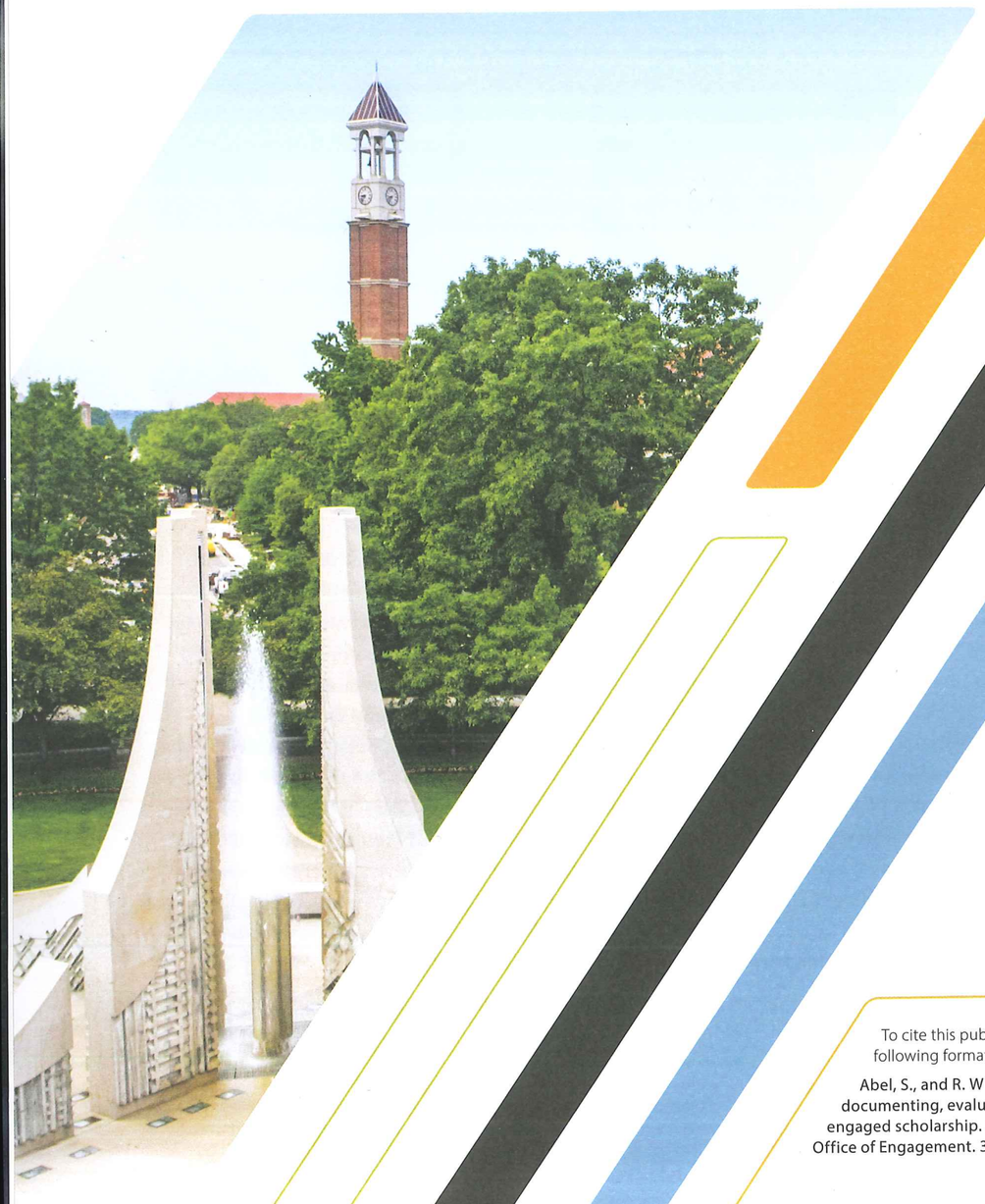




## ROD WILLIAMS

*Engagement Faculty Fellow*

Rod Williams is currently an Engagement Faculty Fellow with the Office of Engagement and a wildlife Extension specialist within the Department of Forestry and Natural Resources. Williams' Scholarship of Engagement serves the land-grant mission by working with University students, PK-12 students, teachers and wildlife professionals. His engaged scholarship includes developing innovative undergraduate and graduate courses in Extension, professional development training for PK-12 educators, and translating herpetological research for wildlife managers and landowners. Community partner engagement is an integral part of Williams' engagement portfolio and his signature Extension programs highlight this approach. For example, his Nature of Teaching program partners with elementary schools where teachers serve as focus groups, provide guidance on developing curriculum, assist with pilot testing curriculum, serve as peer-reviewers, collect assessment data and even co-author publications. Williams assesses the impact of his programs by documenting increases in knowledge, implementation of scholarly deliverables and adoption of Extension programs.



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# THE EVOLUTION OF ENGAGEMENT

## BACKGROUND

Research, education and service, sometimes called the "three-legged stool," have traditionally defined the activities of university faculty. More recently, at universities, including Purdue, these have been recast as discovery, learning and engagement. Most who work in universities such as Purdue understand that while the focus of the academy has evolved throughout the history of the United States, the current emphasis for faculty advancement remains focused on research (Popovich and Abel, 2002).

In 1990, Dr. Ernest Boyer published "Scholarship Reconsidered" (Boyer, 1990). Boyer expanded the definition of scholarship to include the Scholarship of Engagement, through integration and application. Integration occurs when a faculty member's effort brings together disparate concepts and principles and synthesizes them into a new perspective. This type of scholarship is linked closely to discovery.

For example, in 1956, William Shockley was awarded a Nobel Prize for his work on semiconductors. Subsequently, this research led to transistors, which led to the development of integrated circuits that carry an electronic signal. Another example is that of the 1964 Nobel Prize winner Charles Townes' work. His research in quantum electronics led to the invention of lasers, which read the pits in the compact disc and bring alive the beauty of many performing artists. The faculty involved in the Scholarship of Engagement through integration ask questions such as, "What do these findings mean in my profession?" and "How can this information be melded into a new way of thinking?" (Boyer, 1990).

The Scholarship of Engagement through application occurs when previously discovered information is applied to solve problems outside the laboratory environment. Application begs the question, "How can knowledge be responsibly applied to consequential problems?" and "How can this knowledge be useful to individuals as well as institutions?" (Boyer, 1990). To be considered scholarship, these activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity (Boyer, 1990).

If, for example, a clinician systematically assesses the effectiveness of different therapeutic approaches to ameliorate a disease process or develops an innovative care plan/strategy based on a specific patient type and communicates these findings in a way that allows others to benefit from this, that is scholarship. The analysis of public health issues and clinical treatment trials that result in scholarly works are also included within the realm of the scholarship of application. In essence, there is a two-way dynamic between theory and practice, allowing each to inform the other (Boyer, 1990).

Boyer's work paved the way for a broadened view of scholarship that still provides significant challenges for colleges/universities today. The balance of this guidebook will focus on the Scholarship of Engagement, which frequently reflects the concepts of integration and application introduced by Boyer.

*"Boyer's work paved the way for a broadened view of scholarship."*



## A CALL FOR CHANGE

In 2001, a landmark document was released calling for change in state and land-grant universities. "Returning to our Roots: Executive Summaries of the Reports of the Kellogg Commission on the Future of State and Land-Grant Universities" (2001) was released. This report reminded us that engaged land-grant universities exhibit eight key characteristics *(Figure 1)*.

The Kellogg Commission concluded it was time for colleges/universities to go beyond outreach and service to what the Commission defined as "engagement" (Kellogg Commission Report, 2001). As stated in the 2001 report, engagement differs from service and contrasts with the historical one-way process in which universities transferred expertise to key constituents to the development of two-way partnerships defined by mutual respect among the partners for what each brings to the table *(Figure 2)*.

These partnerships are often referred to using the term reciprocity, reflecting the benefits of relationships to all participating entities. While service and engagement differ, service remains an important and valuable component of a faculty member's portfolio.

The report specifically identified the need for a process to reward scholars who leverage their traditional discovery to apply their knowledge in the form of engagement. The authors note that when counting what is important in compensation, promotion and tenure reviews, peer judgments on the merits of faculty research are overemphasized at the expense of community judgments about engagement (Kellogg Commission Report, 2001). Despite the identified need for a new type of reward system, institutions have struggled to migrate from the traditional, discovery-anchored reward system.

**FIGURE 1: Characteristics of engaged universities**




**FIGURE 2: Examples of reciprocal partnerships common in engagement, compared to the one-way process of service within the academy**



# PURDUE STEPS FORWARD

In November 2011, Purdue Provost Tim Sands and Vice Provost for Faculty Affairs Beverly Davenport charged a faculty task force with examining various aspects of Purdue's Promotion and Tenure policy. The policy had not been updated since the 1970s. The final report of the task force was submitted in November 2012. The full report can be found here: **https://tinyurl.com/provost-tf-pt-report**

Subsequent to the completion of the task force report, significant time was devoted to the development of new criteria for promotion and tenure (Appendix 1), as well as procedures for granting academic tenure and promotion (Appendix 2). Purdue's revised criteria explicitly state tenured or tenure–track faculty members should contribute to all mission areas appropriate to their position, in most cases contributing to all three areas of discovery, learning and engagement. Criteria specific to Engagement are included in Table 1.

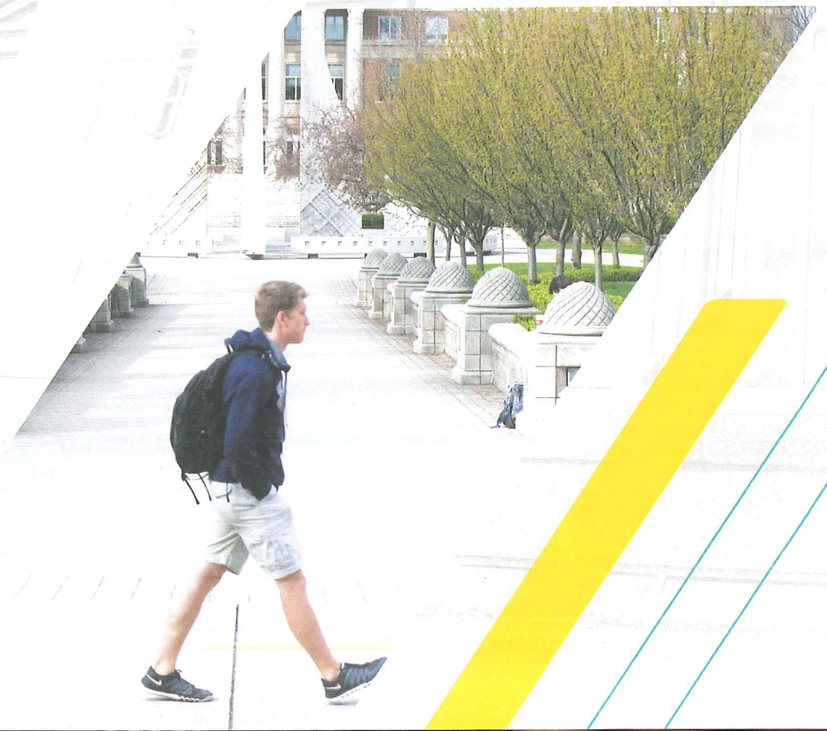




Table 1

## PURDUE CRITERIA FOR PROMOTION AND TENURE, SPECIFIC TO ENGAGEMENT

***Faculty members are eligible for promotion and/or tenure based on the Scholarship of Engagement. Note that the Scholarship of Engagement is distinguished from industrial projects, service work, community volunteer work or the good citizenship responsibilities of academia. The purpose of a scholar's work distinguishes engagement from basic research, scholarly learning activities and creative endeavors. In general, scholarly engagement is purpose-driven work for a specific community or group that may be a local or global community or group.***

***Scholarship in the engagement context is a reciprocal partnership with the community, involving mutually beneficial exchanges of knowledge and the creation, delivery and assessment of timely, unbiased, educational materials and programs that address relevant, critical and emerging issues. It should empower people in ways that result in desired outcomes, informed decisions and/or improved quality of life. Note: Extension/Engagement scholarship emanating from a highly integrated research/Extension program is particularly noteworthy.***

***Faculty seeking promotion for engagement activities should provide a record of scholarly engagement-related publications and evidence of national/international visibility. It may include innovation and creativity when developing and delivering programs, products and services that promote informed decisions and/or improve quality of life. Additional criteria can be important in documenting the Scholarship of Engagement. For example, the quantity, strength and impact on stakeholders can take a variety of forms such as the enactment of related legislation, adoption of innovations and/or widespread changes in professional practice. Publications that translate research for practitioners, entrepreneurs, business/industry leaders and/or policy makers are valued in the Scholarship of Engagement.***

***Connecting research with the appropriate markets (commercialization) may also further our engagement with external stakeholders. Engagement scholarship integrates faculty roles of learning and discovery, so candidates are encouraged to cross-list their scholarship/engagement activities throughout their promotion document. Engaged scholarship may serve the land-grant mission by working with government, schools, nonprofit, business and/or industry. These are just examples and are not intended to restrict the many possible indicators.***

## EVIDENCE OF CHANGE

Figure 3




*Comparison of faculty promoted and/or tenured on the basis of engagement within the past nine years.*

While faculty advancement based on the Scholarship of Engagement has increased at Purdue over the past several years *(Figure 3)*, a 2017 survey documented the need for a more supportive infrastructure, including faculty resources focused on such scholarship.

## HIGHLIGHTS OF THE 2017 PURDUE FACULTY SURVEY

A full summary of the 2017 Purdue faculty survey can be found in Appendix 3. This survey identified a significant knowledge gap between what is expected in terms of documentation of the Scholarship of Engagement and how to evaluate the impact of such scholarship. The survey results clearly articulated the need for additional resources to support faculty involved with the Scholarship of Engagement, culminating in the development of this resource. Specific goals for this resource include the provision of support for faculty developing promotion documents based on the Scholarship of Engagement and its impact and facilitating the evaluation of such documents by more senior faculty members.



## DEFINITIONS FOR SCHOLARSHIP, ENGAGEMENT AND SCHOLARSHIP OF ENGAGEMENT

Results from the 2017 survey suggested the need for greater clarity concerning the definitions of scholarship, engagement and the Scholarship of Engagement. To address the definitional anarchy (Sandmann, 2008) associated with the Scholarship of Engagement, we have conducted a thorough review of the peer-reviewed literature to define scholarship, engagement and ultimately how they, collectively, determine important characteristics of the Scholarship of Engagement.

**Scholarship** is innovative with a high level of disciplinary expertise, can be replicated, produces documented results that are impactful and is professionally or peer-reviewed (Diamond and Adam, 1993).

**Engagement** is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2008).

The characteristics of the **Scholarship of Engagement** include: a reciprocal relationship with communities that yields innovations with disciplinary expertise, can be replicated, documented, is professionally and/or peer–reviewed and has evidence of impact. Building on this, Purdue Deans and Department Heads have agreed on the following list of characteristics of the Scholarship of Engagement *(Table 2)* and examples of the Scholarship of Engagement *(Table 3)*.

Table 2

| CHARACTERISTICS OF THE SCHOLARSHIP OF ENGAGEMENT |
|---|
| • **Reciprocal relationship with communities** (organizations, governmental agencies, schools, business/industry) |
| • **High level of disciplinary expertise** |
| • **Innovative** |
| • **Capable of being replicated and elaborated** |
| • **Documented results** |
| • **Professionally and/or peer-reviewed** |
| • **Impactful** |

Table 3

| EXAMPLES OF THE SCHOLARSHIP OF ENGAGEMENT |
|---|
| • **Laws/public policy** |
| • **Video archives, documentaries, films** |
| • **Delivery of products/services** (e.g., training materials, courses, workshops) |
| • **Professionally and/or peer-reviewed publications** |

# FRAMING THE DOCUMENT

As faculty members begin to develop their promotion documents with an eye toward engagement, several key aspects should be clearly outlined for both internal and external reviewers *(Figure 4)*. The figure includes a bidirectional arrow between defining the issue and engaging external partners, as either party may first note opportunity. Regardless of the initiator, faculty should include a well-defined issue (with partner input) or need that the scholarly activities address. Steps must be taken to include partners outside of the academy and what role they played throughout the process.

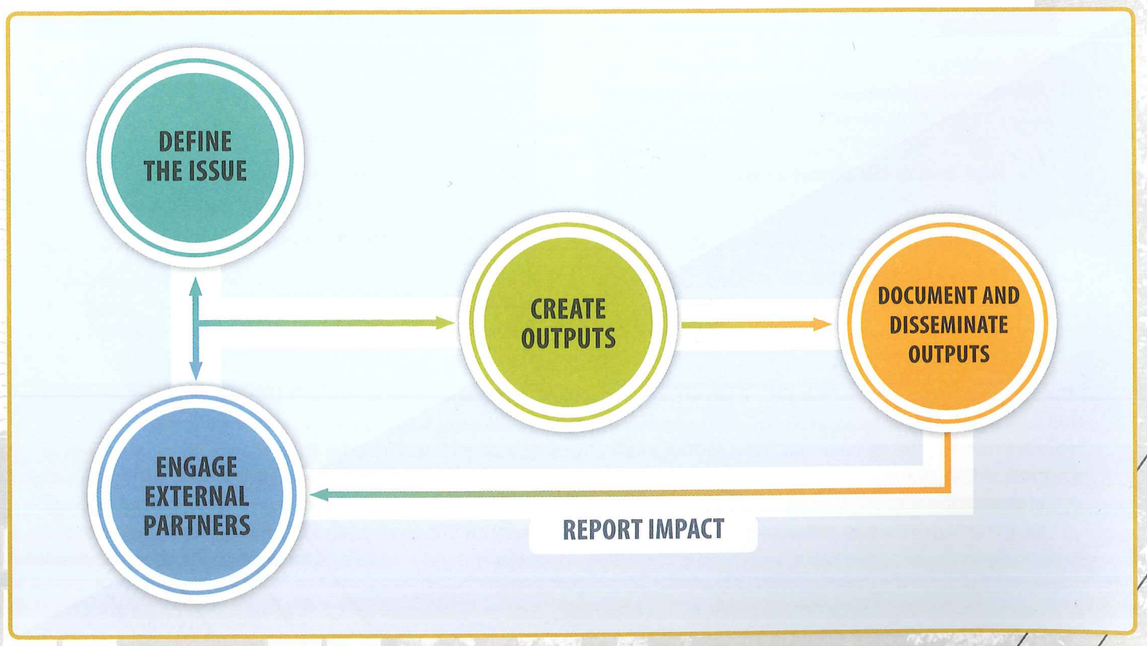
The next step focuses on creation of outputs, followed by documentation and dissemination, to address the external partner needs. These can be in the form of publications, workshops, videos, etc.

The final component of the engagement promotion document, and perhaps the most critical, is reporting the impact that resulted from the faculty member's work with external partners.

It is important to frame your reported impact so that it "feeds back" or addresses the issue you defined early in the narrative. Ultimately, the question that needs to be answered for internal and external reviewers is, "Did the collective outputs from the faculty member and partners result in new knowledge, changes to laws or public policy, the adoption of new practices or innovations, while addressing the defined issue?" *(Figure 4)*.

**Figure 4**

*Important components to highlight when drafting your promotion document*






Once faculty members have considered the critical components of the engagement promotion document, the next step is to frame the narrative within one or more of the land-grant mission areas. The Scholarship of Engagement generally intersects research and/or teaching (Sandmann, 2008). Furthermore, Ward and Moore (2010) report that in the last 20 years, a growing number of faculty are bridging research, teaching and engagement as part of their scholarly agendas. How faculty members frame their engagement scholarship depends upon their underlying academic appointment, interests and culture within the academic unit.

This guide includes a series of example vignettes that highlight excellence in engagement including industry and at the intersection of the University's tripartite mission areas (Pages 14-23). The example vignettes represent faculty who have either been tenured or promoted to the rank of full professor on the basis of engagement. An example rubric for vignette assessment (Page 27) is included in the Evaluating Engagement section that can be used as an additional guide for developing the engagement narrative.



## EXAMPLE VIGNETTE FOR ENGAGEMENT:

# BROWNING EXPANDS C-SPAN'S VALUE

*Dr. Robert Browning has dedicated his career to the creation, development and promotion of an unprecedented public resource: The C-SPAN Archives and its Video Library. Started by Browning in 1987, the Archives have become a national treasure documenting the democratic process and recording political representation in action; moreover, the Archives are a critical resource for the advancement of scholarship, learning and political knowledge. They are transformational in their impact on our ability to learn about political processes and elected officials. C-SPAN gave the public an opportunity to see their elected officials making policy. The C-SPAN Video Library that Browning created allows citizens, journalists, educators and their students access to the complete record of C-SPAN — 210,000+ hours to date — to clip, share and evaluate. It extends the mission of C-SPAN in a way that television is not capable of alone. It was Browning's academic background, his understanding of how political information should be organized and his vision that created this valuable resource.*

*Prior to the creation of the archives, C-SPAN, a nonprofit television network created by a Purdue alumnus, Brian Lamb, was, on a daily basis, airing 24 hours of primary source television of the fundamental debates of our democracy. The coverage incuded all congressional sessions, Presidential speeches, appearances and news conferences, the audio of Supreme Court oral arguments and congressional hearings, news conferences, campaign speeches, conventions and debates. But none of this content was archived or searchable by the public. Browning's vision was that this content needed to be saved, organized and made available for research, teaching and democratic citizenship.*

*None of that was being done since, as a small network, C-SPAN lacked the resources to create a library. Browning recognized the value of the materials and understood that technology someday would advance to make them more accessible to the public. So, he resolved to do something about it and began the daunting process of creating a video library of all C-SPAN programming. Initially, this was 17,520 hours annually on two networks. Now, it is three networks, one radio station and other programs that are fed separately for a total of 45,000 recorded hours annually.*

*Almost 30 years later, that archive is one of the world's largest indexed and readily accessible video collections of democratic debates and political representation. Some 210,000+ hours of C-SPAN materials are now freely available to academic researchers, classroom instructors, journalists, policymakers and the general public in the United States and abroad. In 2010, the highest recognition in broadcast journalism — the George Foster Peabody Award — was awarded to the archive that Browning developed.*

*The impact of the C-SPAN Video Library today can be seen in many ways. The library has influenced the scholarly community through research, teaching and engagement. It has strengthened community partnerships through its impact on C-SPAN stakeholders — citizens, their leaders, journalists, columnists, writers, bloggers, video producers, teachers and students — through 29 million video views in 2014, up from just 1.1 million views in 2008.*

> *The impact of the C-SPAN Video Library ... has influenced the scholarly community through research, teaching and engagement.*

*Recent evidence of its scholarly impact comes from three scholarly conferences in the past three years, where nearly 70 scholars gathered to learn how the C-SPAN Video Library can be used in research, teaching and engagement. The proceedings were published in three volumes. They contain 30 academic papers using the C-SPAN Video Library to advance knowledge in political science, communication, history, psychology and sociology. These papers address a wide range of cutting-edge topics, such as nonverbal communication in debates, African-American legislative representation, and innovative papers that measured partisanship and comity using audio levels and video pixel analysis.*

*The Video Library has garnered a great deal of attention for its usefulness for educators, citizens and journalists. Mediate wrote that it will "transform social science education." Television newscaster Rachel Maddow, who often relies on the Archives to support her nightly program, calls the Archives "amazing." Rush Limbaugh's show also regularly mines the Archives. Browning's expertise and reputation in this area is further recognized by a request from UCLA to assist in the digitization of its video collection.*

*Browning also was asked to bid on creating a similar congressional index for Congressional Quarterly, a leading congressional publisher, and was invited to brief the White House Chief Digital Officer on whether C-SPAN Video Library engineering could be applied to the National Archives.*

*In 2015, Browning was awarded the Faculty Scholar Engagement Award by the Purdue University Office of Engagement for his record of engaging the academic community and the public through his innovative activities with the C-SPAN Video Library.*

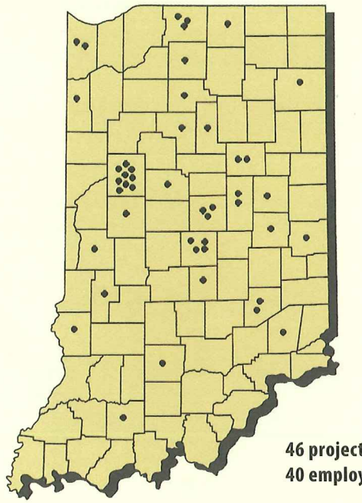


**Robert Browning**

## EXAMPLE VIGNETTE FOR INDUSTRY ENGAGEMENT:
# FRENCH ENGAGES TECHNICAL ASSISTANCE PROGRAM

*Dr. R. Mark French began his involvement with the Technical Assistance Program (TAP) in March 2007. He worked initially on a few individual projects before becoming a continuing part of TAP. Now, he is a continuing part of TAP with 25% salary support and 50% support each for two graduate students. To date, he has worked on more than 46 projects.*

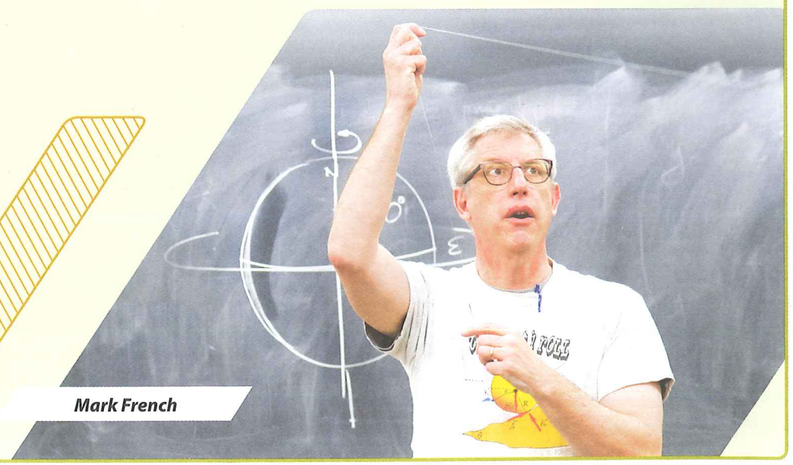
### TAP PROJECT BY R. MARK FRENCH
September 2011-February 2015



**46 projects with 40 employees**

### REPORTED ECONOMIC IMPACT:
September 2011-Present

- TAP funding to Professor French and students: $322,392
- Jobs added/retained: 5
- Increased sales: $180,000
- Increased investment: $63,000
- Cost reduction/savings: $255,000



*Mark French*



## EXAMPLE VIGNETTE FOR ENGAGEMENT AND LEARNING:
# SCHELLHASE MAKES CONNECTIONS IN KENYA



*Dr. Ellen Schellhase's engagement efforts have focused on establishing the Purdue College of Pharmacy as a leader in the provision of healthcare services and learning opportunities for global health and underserved populations. Her engagement activities focus on developing a unique program to address patient-care needs in the resource-constrained setting of western Kenya.*

*In 2002, Schellhase was one of four faculty members who initially visited the Academic Model Providing Access to Healthcare (AMPATH) in Eldoret, Kenya. After the initial visit, she championed the creation and continued development of the Pharmacy Kenya Program (PKP), the first international practice site for the College of Pharmacy, through collaboration with both Kenyan and American colleagues. Schellhase serves as the program leader in the U.S. for the PKP, a model student training program and international practice site in global health. Since 2002, she has focused her attention on the development and implementation of the clinical practice site in Kenya as well as the creation of a robust, one-of-a-kind experiential student training opportunity. The PKP is novel; no other college of pharmacy to date has created this type of sustainable global engagement program.*

*In 2003, as Schellhase began developing the practice site in Kenya and creating the PKP Advanced Pharmacy Practice Experience (APPE), she identified the need to better equip students with the necessary knowledge and practice skills required in a resource-constrained setting, prior to their arrival in Kenya. To meet this need, Schellhase developed and implemented Pharmaceutical Care in Developing Countries, an elective course required of all PKP APPE participants.*

CONTINUED >



CONTINUED

# SCHELLHASE MAKES CONNECTIONS IN KENYA

***PHRM 88000 Purdue Kenya Program Advanced Pharmacy Practice Experience***

*In 2003, Schellhase and her colleagues developed an APPE based in Eldoret, Kenya. This is an eight-week experience that is part of the PKP. Student pharmacists complete this APPE round daily with an internal medicine team that is comprised of a Kenyan physician or consultant, a registrar or resident, an intern and several medical students. The team also has visiting American physicians, residents, medical students and a pharmacist.*

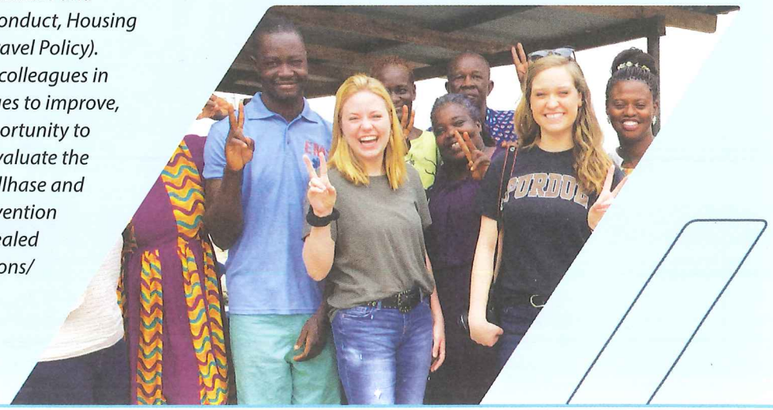
*The student pharmacists manage medication administration records, answer drug information questions, secure medications for patients and complete other patient-care responsibilities. They also participate in topic discussions and patient-care discussions, led by their pharmacy preceptors.*

*In addition to their responsibilities on ward rounds, they participate in AMPATH programs, such as the Family Preservation Initiative, Orphans and Vulnerable Children site visits, AMPATH farming initiatives, and they visit some of the more than 50 outpatient HIV clinics affiliated with AMPATH. Schellhase developed a manual, more than 300 pages long, which includes orientation materials for the APPE, instructions for travel and housing preparation, cultural materials, and policies and procedures. Schellhase has updated this manual annually. All student participants are required to read it and sign off before participating in the APPE.*

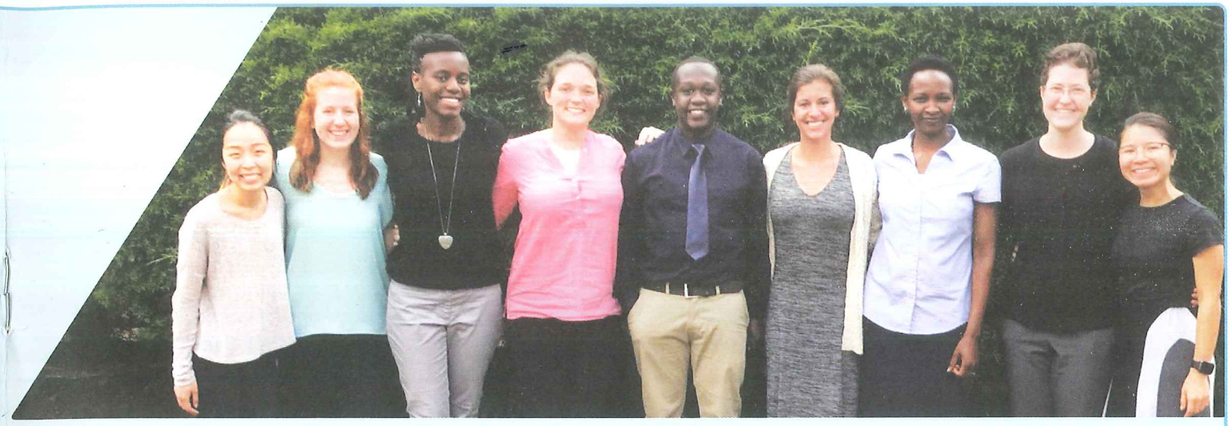
*Since the APPE began in 2004, there have been many changes and adaptations, with the goal of providing a safe and professional experience. Schellhase has worked with Risk Management, the AMPATH consortium and colleagues in the PKP to develop policies and procedures for the APPE (i.e. Code of Conduct, Housing Agreement, Cell Phone Policy, Trunk Travel Policy). Additionally, she has worked with her colleagues in Kenya to ensure that this APPE continues to improve, allowing student pharmacists the opportunity to provide meaningful patient care. To evaluate the role of the students on this APPE, Schellhase and her colleagues collected student intervention data. A brief evaluation of impact revealed that students provided 14.4 consultations/day and the most common areas of consultation were for Medication Administration Record (MAR) reconciliation (50.4%), chart review (14.2%), medication acquisition (5.6%) and drug information for physicians (5.2%). Most commonly involved were the areas of HIV, cardiovascular diseases and antibiotics. These findings illustrate the success of the curricular approach utilized to create a strong educational foundation for clinical pharmacy services.*

*In addition to preparing students for the APPE, Schellhase works to link students with the community of Eldoret through service-learning projects implemented during the APPE. These projects are an opportunity for student pharmacists to further enhance their patient-care skills, identify with the local culture and link their experiences to learning. Schellhase has collaborated with the Tumaini Drop-in Center, Moi Teaching and Referral Hospital, Riley Mother Baby Hospital and the Sally Test Pediatric Center.*

*Schellhase has worked with 28 students on nine service-learning projects and has provided mentorship to students who submit their projects to the Purdue University Office of Engagement Community Service/Service-Learning Grant Program. These projects have cumulatively received $34,700 of their funding, and many of them have been renewed for several semesters because of their excellence. Students have extended their learning by presenting professional posters about these projects and writing publications. For her work with service-learning, Schellhase was named as a Purdue University Service-Learning Faculty Fellow in 2009. Schellhase has also collaborated with student pharmacists to develop and implement research projects related to the PKP.*







*These projects have either been presented as posters at national meetings or developed into publications.*

*Outside of establishing the student program, one of her most significant accomplishments is the creation of lasting partnerships with the pharmaceutical industry. Within this role, she has secured more than $40 million worth of product support for disease state management programs in anticoagulation, oncology, diabetes and mental health that have been essential in establishing the foundation for sustainable healthcare infrastructure in this setting.*

*Under Schellhase's leadership, the PKP has been recognized with several awards: 2013 inaugural Purdue University Corps of Engagement Award, 2010 American Society of Health System Pharmacists Best Practices in Health-System Pharmacy, and 2010 American Association of Colleges of Pharmacy (AACP) Community Engaged Service-Learning Award.*

*Schellhase has instilled dedication and perseverance into the team through her consistent commitment to the program despite many challenges, such as the death of a Kenya-based faculty member in 2006, post-election violence in Kenya and a paucity of community partners. Through her leadership and guidance, PKP has not only adapted to these challenges but has developed into one of the largest and most successful international pharmacy collaborations. PKP has grown to include two full-time Kenya-based faculty positions, 11 Kenyan pharmacists with affiliate faculty appointments, and training programs for more than 10 post-graduate trainees.*

*To further coordinate the expansion of the PKP, Schellhase led the development of an integrated strategic plan that covers 15 focus areas within four domains (clinical, teaching, management and research).*

*She has augmented the unique student training experience through her passion for service-learning, linking community partners with dedicated students to create programs that enhance the Eldoret community. Activities include a sewing program for parents of hospitalized children, anticoagulation care, emergency medical kits for labor and delivery and healthcare screenings for street children. As a result of her significant efforts to link this engagement with student-learning, Schellhase was named a 2009 Purdue University Community of Service-Learning Faculty Fellow.*

*As the PKP continues to receive attention for its novel, sustainable practice model in a resource-constrained setting, Schellhase has demonstrated excellence in the Scholarship of Engagement, publishing nine peer-reviewed articles detailing PKP patient-care activities and the student program, and has received grants totaling $441,000 for global engagement activities within PKP. Because of her experience in global pharmacy program development and implementation, she has been an invited speaker at more than 13 national and international meetings.*



## EXAMPLE VIGNETTE FOR ENGAGEMENT AND RESEARCH:
# BECKERMAN IMPACTS FUNGICIDE USE



*Dr. Janna Beckerman's primary responsibility at Purdue is to lead the plant pathology Extension education effort in horticultural crops by developing and enhancing a close working relationship between the University, Extension educators and members of the Green Industry. The horticulture industry in Indiana is highly diversified and consists of over 300 fruit growers, approximately 300 arborists, 262 greenhouse operators and 3,320 licensed nursery growers/lawn and garden centers. In Indiana, the ornamental industry alone is valued at over $3 billion, employs approximately 42,000 people (Hall et al., 2005) and produces almost 200,000 tons of fruit, valued at over $58 million per year (IBRC, 2013). Most individuals involved in production of horticultural crops have little expertise in plant disease diagnosis, disease management or fungicide resistance management, and the land-grant university serves as the primary source of information for these groups of professionals. There are two major approaches to managing plant disease in horticultural crops: incorporating disease resistance when possible and utilizing fungicides when necessary. The goal of Beckerman's Extension program is to enable commercial growers to effectively and sustainably manage both chemical (fungicide) and genetic (disease resistance) resources while protecting the environment.*

### FRUIT CROPS

*The successful management of disease requires an integrated approach for long-term, sustainable disease management. In 2007, the price received for fresh-market fruit in Indiana was 42 cents per pound while the price received for processed apples (blemished apples) was seven cents per pound (USDA et al., 2012), demonstrating that diseases and insects have the potential to reduce crop value by 85%; losses of up to 100% have been known to occur when apple scab is unmanaged. The multiple applications of fungicides, up to 25 applications per growing season, to maintain apple appearance and attain the higher fresh-market price has resulted in the development of fungicide resistance. Beckerman's research has applied new approaches to rapidly identify fungicide resistance in plant pathogens (Beckerman, 2013; Lesniak et al., 2011; Quello et al., 2010; Cox et al., 2009), and identified the occurrence of isolates resistant to all major classes of fungicides (Chapman et al., 2011). This work has revealed some disturbing questions as to how our management practices may be exacerbating this issue (Beckerman et al., 2014). A press release describing how "Popular fungicides are failing" was picked up by John Flesher (Associated Press), to wider release, in over 300 news oulets.*



> *"The goal ... is to enable commercial growers to effectively and sustainably manage both chemical and genetic resources."*





**OUTPUT: To quickly address grower concerns regarding fungicide resistance, Beckerman has:**

- *Measured the frequency and distribution of fungicide resistance of the apple scab pathogen in Indiana and Michigan (Chapman et al., 2011; Lesniak et al., 2011).*
- *Organized a symposium, Phytopathological Phreakonomics, for the 2011 APS meeting and co-presented a talk on the role IPM has played in the development of fungicide resistance.*
- *Developed a screen to perform in situ assays of fungicide resistance and accurately identified resistance in 100% of the isolates tested (Quello et al., 2010). She found no evidence of benzimidazole resistance in any landscape crabapple, contradicting previous suspicions of fungicide resistance and renewing landscape use of a safe and effective fungicide.*
- *Published 14 peer-reviewed technical publications on fungicide use since 2010.*
- *Co-authored the Midwest Commercial Tree Fruit Spray Guide (ID-168) and the Midwest Commercial Small Fruit Spray Guide (ID-169). These guides are multistate efforts that provide growers with up-to-date information regarding pesticide use.*
- *Updated and expanded ID-146: Managing Pests in Home Fruit Plantings, which is used by homeowners throughout the eastern half of the United States (2012; updated 2013).*
- *Written over 60 articles for Facts for Fancy Fruit on fruit disease management.*
- *Written 10 extension bulletins on fruit crop disease management. These bulletins were used in Michigan's Crop Advisory Team newsletters and by Extension specialists in the Northeast through Mid-Atlantic states, in addition to throughout the Midwest.*
- *Spoken at the American Phytopathological Society, 2010, as an invited speaker on "Is Extension Right for You?" in Charlotte, NC and the North Central APS, 2014, meeting on the Extension Panel, Madison, WI. These workshops were designed for graduate students and professionals to explain what extension is and how to demonstrate impact within an extension program.*
- *Given 15 talks across the Midwest and Northeast on fungicide resistance.*

### IMPACT

*As a result of this work, 86% of apple growers report they have changed their fungicide use practices, and over 70% of the growers have adopted the use of urea or flail mowing to reduce over-wintering scab (Foster, EPA Apple Survey, 2012) from a baseline of 0% in 2008.*

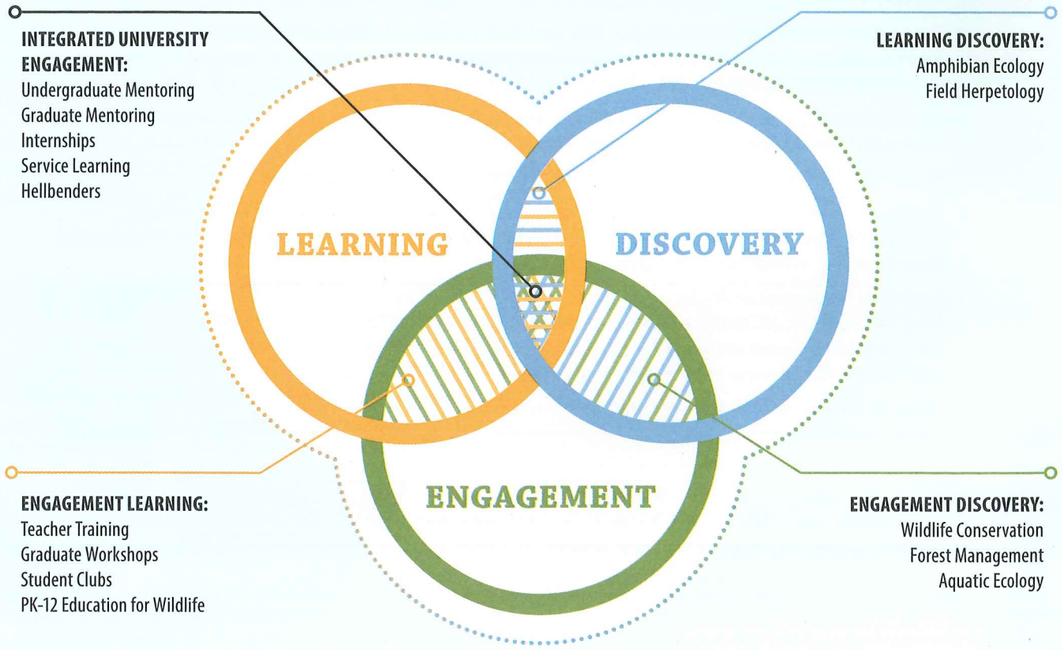
## EXAMPLE VIGNETTE FOR INTEGRATING ALL TRIPARTITE MISSION AREAS:
# COLLEGE OF AGRICULTURE



*Dr. Rod Williams is involved with integrating natural resource information into formal PK-12 education programming using a combination of service-learning research and Extension workshops. In 2009, Williams hosted focus groups with licensed teachers who identified the following academic needs: 1) adequate training to fully incorporate natural resources into existing curricula, 2) science-based lesson plans, and 3) a repository for natural resource-based information for teachers to access freely. In response to these needs, Williams created a comprehensive Extension program called The Nature of Teaching. The workshop consisted of classroom-based activities where participants discussed pre-designed lesson plans, developed original lesson plans and participated in outdoor activities to enhance their knowledge of natural resources.*

*Williams created the Nature of Teaching website (www.purdue.edu/nature) in 2010 to assist educators interested in incorporating natural resources into their curricula.*

*The website provides information (i.e., peer-reviewed, scholarly lesson plans) that focuses on nature. Since his 2013 promotion, Williams has expanded the breadth of The Nature of Teaching to consist of three signature areas: Wildlife, Health and Wellness, and Food Waste. Williams has received $26,000 as part of the Issue-Based Action Team (IBAT) program operated by Purdue Extension and includes a team of nine Health and Human Sciences county-based Extension educators from across Indiana. This new program offered teacher workshops and community nature workshops throughout the state. In 2016, Williams received a graduate assistantship, awarded to Rebecca Busse, to create the Nature of Teaching Food Waste curriculum, develop professional teacher workshops, and research the efficacy of curricula to reduce student plate waste. That program launched in 2017.*






*"... integrates natural resources into k-12 curricula using a combination of service learning, research, and extension materials."*

*Williams received an internal grant for $15,000 to further expand the program in other states (e.g., Maine) and deliver a blended workshop containing all three signature programs under the umbrella program, The Nature of Teaching.*

*To develop The Nature of Teaching curriculum, Williams developed a service-learning course within his department. Nearly one-third of the undergraduates in Forestry and Natural Resources (FNR) are interested in professional positions that require them to develop and deliver natural-resource education programs. Unfortunately, there were no classes within FNR and few across campus that provided this important training. Williams developed an innovative undergraduate service-learning course in 2010 that focused on developing and delivering wildlife education programs using Extension as a learning platform. He also partners with local elementary schools, whereby his undergraduate students can create and deliver science-based education programs to K-5 youth, and works with students to publish their work and make it available online to teachers and schools across the country via The Nature of Teaching website.*

*To further his scholarship with undergraduate and Extension service-learning, Williams collaborated with Dr. Linda Prokopy (FNR) and Dr. Laura Bowling (AGRY) to examine the motivations for student involvement with three service-learning courses offered at Purdue. Their study confirmed that service-learning in natural resources can help to promote civic-minded graduates. Since promotion in 2013, Williams has expanded course content to include issues much broader than wildlife resources. He is currently working with students to address the consequences of food waste on our natural resources. Students wrote four additional Extension publications that are in various stages of publication.*

### OUTPUTS

*Williams and his students have published 18 peer-reviewed Extension publications, three peer-reviewed research publications, five Extension videos, and two educational exhibits; they also have delivered 85 Extension presentations and 30 workshops. The Extension publications have been downloaded more than 300,000 times since 2009.*

### IMPACT

*Williams and his team of students, county Extension educators and state collaborators have hosted a series of teacher workshops for over 200 K-6 teachers. Teacher professional development workshops showed knowledge gain from 30%-150% among six core aspects of the curriculum. The majority of participants intended to incorporate our curriculum (50%-100%). A four-month post-workshop survey indicated that roughly 80% of participants incorporated one or more aspects of our curriculum into their classrooms. Teachers were asked to evaluate the impact of our curriculum on their students. The team received evaluation data on over 2,000 students in grades K-5. Student pre/post assessment data revealed a positive change in attitude across four core questions: learning outdoors, interest in outdoor learning, readiness to learn and comfort with being outdoors for learning. Student evaluations found a 14% increase in readiness to learn.*

*The impact on Purdue students revealed that 51% of the 56 students in the course have produced a numbered, peer-reviewed Extension publication. Those publications are lesson plans used in The Nature of Teaching teacher workshops, which have trained hundreds of teachers. The 10-lesson plan publications students developed have been downloaded 82,683 times.*

*In 2015, Williams was awarded the College of Agriculture Kohls Outstanding Undergraduate Teaching Award. In 2016, he was awarded the prestigious University-level Charles. B. Murphy Award for Undergraduate Teaching for his scholarship and integration of Extension with undergraduate learning. In 2017, he was awarded the Office of Engagement's Service-Learning award for his innovative Service-Learning course. And then in 2018, Williams was nominated by Purdue for the USDA National Awards Program for Excellence in College and University Teaching in the Food and Agricultural Resources, as well as inducted into Purdue's Book of Great Teachers.*

# EVALUATING ENGAGEMENT

The 2017 survey on faculty attitudes and understanding of engagement identified a significant knowledge gap between what is expected in terms of documentation of the Scholarship of Engagement and how to evaluate the impact of such scholarship. Moreover, the 2017 survey suggested the need for greater clarity around the definitions of scholarship, engagement and the Scholarship of Engagement. To this end, the focus of this section of The Guide is to build upon the robust, contemporary definition of scholarship and provide a general process of how to assess whether an individual's work meets the criteria for promotion on the basis of the Scholarship of Engagement.

As a general approach, dossiers moving forward on the basis of the Scholarship of Engagement should clearly demonstrate that the work is engagement and not service (Ward, 2003; *Table 2, pg 11*). If the work does reflect engagement, does the work involve scholarly components like those listed in Table 2? Promotion committees often begin to struggle when trying to assess whether engagement activities are scholarship (Glassick et al., 1997). To facilitate faculty understanding of engaged scholarship, we propose a modified assessment tool modeled after the University of Wisconsin (Wise et al., 2002).

This approach aligns a specific list of questions related to each element of scholarship (see Assessing Scholarly Work; Figure 5). It is critical to point out that not every one of the probing questions needs to be addressed in order to meet the definition of scholarship (Wise et al., 2002).

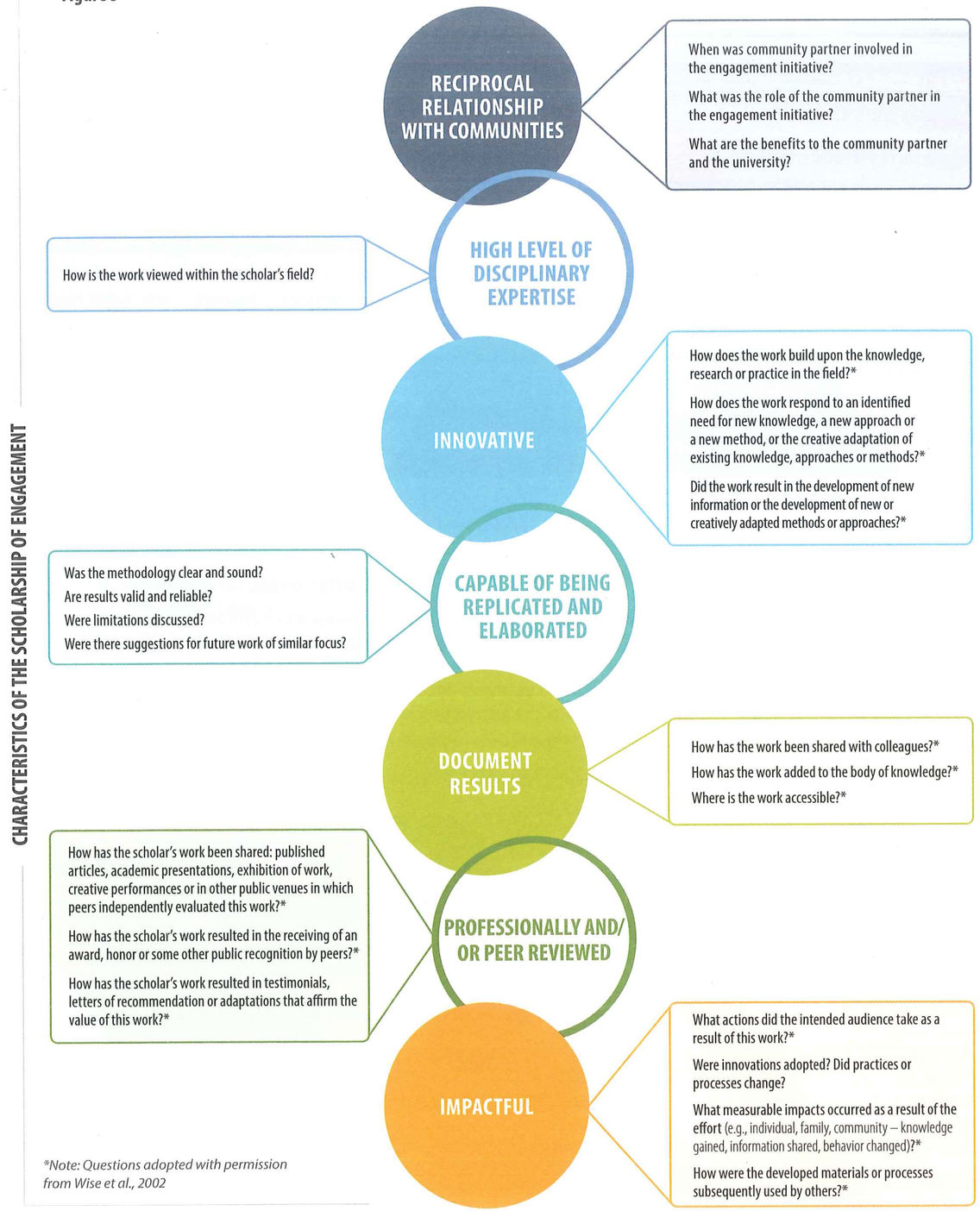
The assessment tool is meant to guide academic units to qualitatively assess a scholar's work and are not to be used as a simple checklist (Wise et al., 2002). The weight that academic units place on the various components of scholarship need to be discussed and agreed upon prior to considering a dossier for promotion or tenure.

The next step in the assessment of engagement dossiers is evaluating impact. Deans and Department Heads at Purdue have agreed that the impact of engaged scholarship can result in new knowledge, the adoption of new policies or implementation of new techniques, etc. (See Table 3 for a comprehensive list of the types of impactful scholarship). It is rare that a single piece of scholarship has long-term impact. Indeed, it is generally a collection of scholarly outputs that generate significant impact (i.e., programmatic impact). Impact can be measured in terms of learning, actions and conditions (Figure 6). The majority of scholarly outputs often focus on learning (e.g., increasing knowledge, awareness or skills). This collection of scholarly outputs can then be packaged to result in some action (e.g., behavior change, adoption of practices or policies). The collection of actions will ultimately result in long-term condition changes (e.g., social, economic or environmental). The degree to which the scholar's engagement work has made an impact (i.e., increasing knowledge, adoption of programs, etc.) to the communities outside the academy should be discussed within each academic unit.



## ASSESSING SCHOLARLY WORK

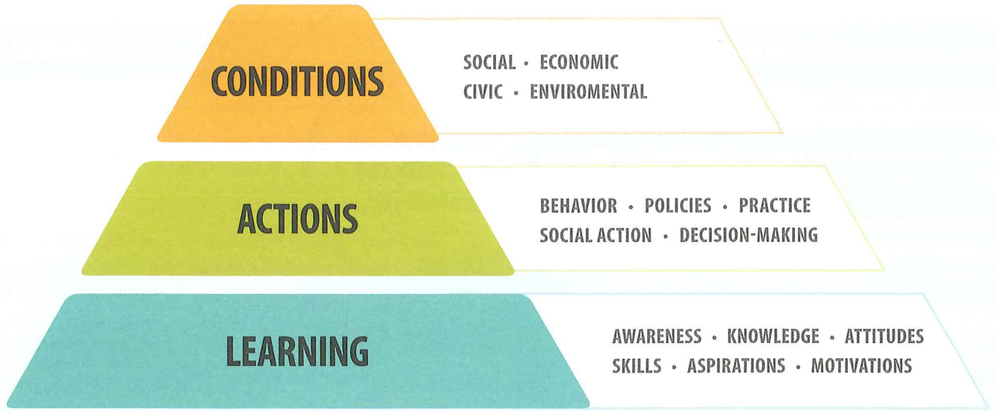
**Figure 5**




*Note: Questions adopted with permission from Wise et al., 2002*

**Figure 6**

*Programmatic impact is represented by a collection of scholarly outputs that increases learning, then results in actions and ultimately changes in conditions.*




The final assessment of an individual's dossier examines how the scholarship integrates across mission areas. We have provided a general evaluation rubric to assess whether an individual's document represents engaged scholarly activities and integrates mission areas (see page 27; Figure 7). As a final resource, this guide provides links to exemplar documents across academic units to facilitate dossier evaluation on the basis of the Scholarship of Engagement (Appendix 4).





# EVALUATION RUBRIC

**Figure 7**

| Degree of Professional Excellence Obtained: | | RATING* E | VG | G | F | P | U |
|---|---|---|---|---|---|---|---|
| A. ENGAGEMENT | Evidence of engagement | | | | | | |
| | Evidence of scholarship | | | | | | |
| | Evidence of impact | | | | | | |
| | National recognition | | | | | | |
| | International recognition | | | | | | |
| | Integration with research | | | | | | |
| | Integration with teaching | | | | | | |
| | Evidence of reciprocal community partnership | | | | | | |
| | Overall rating | | | | | | |
| B. OVERALL IMPACT AND POTENTIAL FOR FUTURE GROWTH | | | | | | | |

*Rating: E-excellent, VG-very good, G-good, F-fair, P-poor, U-unable to judge
*Rating of a "good" or less requires written comment

(INSERT FEEDBACK FOR CANDIDATE)

**REVIEWER NAME** (OPTIONAL) _____

Note: Rubric modified from a promotion and tenure form adopted by faculty within the Department of Forestry and Natural Resources

# AWARDS AND RESOURCES

## NATIONAL AWARDS

### C. PETER MAGRATH COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD

The C. Peter Magrath Community Engagement Scholarship Award is presented during the Association of Public and Land-Grant Universities (APLU) Annual Meeting and includes a sculpture and a $20,000 prize. The award annually signifies the single best engagement program in a public university. See the information below on the W.K. Kellogg Foundation Community Engagement Scholarship Awards, precursors to the C. Peter Magrath Award.
**https://tinyurl.com/y4fzw3ho**

### W.K. KELLOGG FOUNDATION COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD

The W.K. Kellogg Foundation Community Engagement Scholarship Awards are given to the winner of each of four regional competitions and are presented annually each fall during the Engagement Scholarship Consortium (ESC) Annual Conference. Prior to the ESC Annual Conference, the winners of each of the four regions are selected by a panel of university engagement scholars appointed by the ESC Board of Directors and the APLU Council on Engagement and Outreach Executive Committee. In addition, the panel may select one additional application per region that is identified as an exemplary application for special recognition at the ESC Annual Conference. Each winner of a region receives the W.K. Kellogg Foundation Community Engagement Scholarship Award and competes for the C. Peter Magrath Community Engagement Scholarship Award.

Each W.K. Kellogg Foundation Community Engagement Scholarship Award recipient receives two complimentary registrations for the ESC Annual Conference and $2,500 to support the production of a two-minute video "story" about their partnership and to defray expenses for travel to the ESC Annual Conference. The video is shown at the ESC Annual Conference, is part of the review process for the C. Peter Magrath Community Engagement Scholarship Award, and is shown at the APLU Annual Meeting. During the ESC Annual Conference, each of the four regional winners receives an award and also certificates to be shared with their community partners.
**https://tinyurl.com/yaq9ykn8**

### ENGAGEMENT SCHOLARSHIP CONSORTIUM EXCELLENCE AWARDS

The Engagement Scholarship Consortium's Excellence Awards Program provides recognition of institutional excellence in engaged scholarship. Open to all institutions of higher education, awards for engaged scholarship will recognize exemplary institutional programs in four categories: Student, Faculty, Community Partner and Institutional Leadership.
**https://tinyurl.com/esc-excellence-awards**

### NATIONAL CAMPUS COMPACT AWARD

The Thomas Ehrlich Civically Engaged Faculty Award recognizes one faculty member each year for exemplary engaged scholarship, including leadership in advancing students' civic learning, conducting community-based research, fostering reciprocal community partnerships, building institutional commitments to service-learning and civic engagement, and other means of enhancing higher education's contributions to the public good.
**https://tinyurl.com/tecef-award**






## PURDUE AWARDS

### FACULTY ENGAGEMENT SCHOLAR AWARD

To be awarded to an assistant or associate professor with an outstanding record of early achievement in, and strong indication of future contribution to, the Scholarship of Engagement.
**https://tinyurl.com/y644yp72**

### CORPS OF ENGAGEMENT AWARD

To be awarded to a team of faculty, staff, students and/or community stakeholders for outstanding partnership and achievement in the Scholarship of Engagement.
**https://tinyurl.com/y644yp72**

### FACULTY ENGAGEMENT FELLOW AWARD

To be awarded to a full professor whose work has led to a strong record in the Scholarship of Engagement.
**https://tinyurl.com/y644yp72**

### STAFF ENGAGEMENT AWARD

To be awarded to a staff member who has collaborated in sustained synergistic partnerships within his or her community, who embodies the Scholarship of Engagement — not only to strengthen Purdue University, but also community partners — and continually gives back through community service in order to improve the lives of others.
**https://tinyurl.com/y644yp72**

### CHRISTIAN J. FOSTER AWARD

To be awarded to a faculty member who has contributed to K-12 science, technology, engineering and math (STEM) education in Indiana.
**https://tinyurl.com/y644yp72**

### SERVICE-LEARNING AWARD

To be awarded to a faculty member who demonstrates an impact on students and the community both in and out of the classroom, portrays consideration of and commitment to the needs of community partners and a long-term commitment to the service-learning community.
**https://tinyurl.com/y644yp72**

### JEFFERSON FOUNDATION AWARDS

Purdue University has joined the Jefferson Awards Foundation to promote the value of engagement and recognize volunteer leaders within its workforce. Nominations recognize and celebrate individual Purdue employees for meaningful public service to their communities. We seek nominations for individuals of all ages, regardless of classification or rank, who reflect the spirit of Purdue as a land-grant university, through giving back to their communities in a meaningful way.

Purdue will recognize up to six award winners each year, three each semester, and the top Jefferson Award winner will be selected from these awardees to represent Purdue at the annual national awards ceremony in Washington, D.C. Active employees are eligible to be nominated and self-nominations are welcome. The nomination form can be found at:
**https://tinyurl.com/y4xfgfyu**

### DR. JOANN L. MILLER EXEMPLARY COMMUNITY PARTNER AWARD

The Dr. JoAnn L. Miller Exemplary Community Partner Award, which carries a $1,000 cash prize, showcases the University's appreciation of agencies in Greater Lafayette that contribute to the growth of students by providing volunteer and educational opportunities.
**https://tinyurl.com/yy2lyhqd**

# COLLEGE AWARDS

## COLLEGE OF AGRICULTURE

### SPIRIT OF THE LAND-GRANT MISSION AWARD

- Identify the importance of the nominee's contributions to discovery, engagement and learning.
- Define how they are integrated.
- Describe the value of their integration at the local, regional, national and/or international level. A strong connection between each of the mission areas and the impact of the faculty member's integrated program must be clearly demonstrated.

**https://tinyurl.com/coa-spirit-land-grant**

## COLLEGE OF AGRICULTURE PUCESA AWARDS

### THE SPIRIT OF EXTENSION

The Spirit of Extension Award is given to an individual, organization or business not employed at Purdue for outstanding service or contributions to specialists' programs, services or practices. The aim is to recognize outstanding contributions of time, expertise and/or support for the Purdue University Cooperative Extension Specialist Association (PUCESA) and its members. Primary criteria for the award include one or more of the following: (1) demonstrated support for a specific PUCESA project, (2) significant contribution through a PUCESA collaboration or partnership or (3) continuous support for PUCESA mission and goals. To download application:
**https://tinyurl.com/y5k8p4e5**

### ANN HANCOOK AWARD

The Ann Hancook Award is co-sponsored by Indiana Extension Educators Association (IEEA), PUCESA and the Alpha Lambda Chapter of Epsilon Sigma Phi. The award recognizes cooperation between Extension Educators and Specialists in programs that focus on families. To download application:
**https://tinyurl.com/y5k8p4e5**

### EARLY-CAREER AWARD

The Early-Career Award recognizes an Extension Specialist with less than 10 years of service. Recipients must demonstrate Extension leadership, excellence in delivering public education programs, innovative approaches to program development and delivery, outreach efforts to county Extension Educators, research that benefits Extension clientele through practical application or through demonstrated collaboration with county Educators, agencies or community leaders. To download application:
**https://tinyurl.com/y5k8p4e5**

### MID-CAREER AWARD

The Mid-Career Award recognizes an Extension specialist with 11-20 years of service. Recipients must demonstrate Extension leadership; excellence in delivering public education programs; innovative approaches to program development; outreach efforts to county Extension Educators; research that benefits Extension clientele through practical application; or demonstrated collaboration with county Educators, agencies or community leaders. To download application:
**https://tinyurl.com/y5k8p4e5**

### CAREER AWARD

The Career Award recognizes an Extension Specialist with more than 20 years of service. Recipients must demonstrate Extension leadership; excellence in delivering public education programs; innovative approaches to program development and delivery; outreach efforts to county Extension Educators; research that benefits Extension clientele through practical application; or through demonstrated collaboration with county Educators, agencies or community leaders. To download application:
**https://tinyurl.com/y5k8p4e5**

### LEADERSHIP AWARD

The Leadership Award recognizes an individual's leadership and contribution to a specific and highly effective Extension program. Note: Special Award nominees do not need to be PUCESA members. To download application:
**https://tinyurl.com/y5k8p4e5**



### TEAM AWARD

The Team Award recognizes innovative Extension Programming by a team of Specialists and their allied partners. Note: Team Award nominees do not need to be PUCESA members. To download application:
**https://tinyurl.com/y5k8p4e5**

### STUDENT IN EXTENSION AWARD

The Student in Extension Award is given to a graduate student who has made outstanding contributions to the Cooperative Extension Service and shows exceptional promise in this role. To download application:
**https://tinyurl.com/y5k8p4e5**

### PURDUE EXTENSION OUTSTANDING EXTENSION FACULTY/SPECIALIST AWARD

Each of us knows someone whose consistent dedication to and demonstration of excellence in education helps make Purdue Extension a preeminent source of useful information to the people of Indiana. This is an opportunity to reward and recognize faculty/Specialist colleagues by submitting them as a nominee for the Outstanding Extension Faculty/Specialist Award.

GUIDELINES:

- A cash award of $2,000 may be presented to one Purdue Extension faculty/Specialist each year. Recipients may receive the award only once.
- The recipient must be a current Purdue Extension faculty/Specialist.

The selection committee is to consider and emphasize:

- Innovation in content and/or delivery systems.
- Efforts to engage or support the engagement of underserved clientele.
- Significant and sustained program impact over a period of several years.
- Resource development appropriate to the assignment.
- Contribution to team or other collaboration opportunities.
- Contributions to the profession of Extension (professional organizations, presentations at regional/national meetings, publications in the Journal of Extension, multistate projects, etc.).

All nominations must be limited to two pages, single-spaced, font size 11points. A single set of supplementary materials can be provided for review by the selection committee.

### FREDERICK L. HOVDE AWARD OF EXCELLENCE

The Frederick L. Hovde Award of Excellence is given annually to a member of Purdue's faculty or staff who has displayed outstanding educational service to rural Indiana. Any active member of Purdue's faculty and staff, including field staff, is eligible for the award. Nominees can serve any college, school, division or unit, whether at the West Lafayette campus or a regional campus.

At least one — and no more than five — one-page letters of support must accompany the nomination form. The recipient will receive an $800 cash prize and plaque. The award, which has been given annually since 1972, is sponsored by Indiana Farm Bureau Inc. in appreciation of Hovde, who was Purdue's seventh president and served from 1946-1971. Nomination forms and guidelines are available here:
**https://tinyurl.com/hovde-award-excellence**

## COLLEGE OF EDUCATION

### OUTSTANDING FACULTY ENGAGEMENT AWARD (MULTIPLE FACULTY RECEIVE THIS AWARD)

An award to recognize a faculty member at any rank who demonstrates an outstanding record of engagement and contributions to the Scholarship of Engagement. The winner of this award will be nominated for the relevant university-level engagement award.
**https://tinyurl.com/coe-faculty-staff-awards**

## COLLEGE OF ENGINEERING

### COLLEGE OF ENGINEERING ENGAGEMENT AND SERVICE AWARD

Service, teaching and research are integral to and expected of all faculty. Thus, the nomination document should address contributions in all three areas, but should especially highlight external and/or internal service and/or engagement impacts.

CRITERIA:

- Excellence in innovation.
- Impact of the engagement/service program(s) created and implemented by a faculty member.
- Demonstrated impact of these programs.

**https://tinyurl.com/cos-award-nomination-faculty**

## COLLEGE OF HEALTH AND HUMAN SCIENCES

### HHS FACULTY ENGAGEMENT AWARD

- Excellence in innovation and demonstrated impact of the engagement activities created and/or implemented.
- The engagement activity should be consistent with HHS strategic engagement goals.

**https://tinyurl.com/hhs-engagement-award**

## COLLEGE OF LIBERAL ARTS

### COLLEGE OF LIBERAL ARTS EXCELLENCE IN ENGAGEMENT AWARD

(MULTIPLE FACULTY RECEIVE THIS AWARD)

## COLLEGE OF SCIENCE

### COLLEGE OF SCIENCE ENGAGEMENT AWARD

(MULTIPLE FACULTY RECEIVE THIS AWARD)

## COLLEGE OF VETERINARY MEDICINE

### EXCELLENCE IN SCHOLARSHIP OF ENGAGEMENT AWARD

Honors faculty at the College of Veterinary Medicine who have demonstrated dedication and excellence in scholarly engagement endeavors that have impacted College of Veterinary Medicine constituents by addressing a community, professional, and/or societal need.

**https://tinyurl.com/cvm-excellence-award**

### EXCELLENCE IN SERVICE AWARD

Honors faculty for consistent and sustained delivery of distinguished service through the Purdue College of Veterinary Medicine.

**https://tinyurl.com/cvm-excellence-award**

**Multiple disciplines offer recognition awards based on engagement and its associated scholarship. It is beyond the scope of this resource to provide a discipline-specific list.*

# PROFESSIONAL DEVELOPMENT

### SERVICE-LEARNING FELLOWS PROGRAM

The Service-Learning Fellows Program is designed to expand and institutionalize service-learning into the academic fabric of Purdue by fostering the development of service-learning academic courses and curricula, projects and scholarly pursuits in engagement by Purdue faculty and upper-level graduate students. Individuals receiving grants will incorporate service-learning into their courses and departmental curricula, as well as become campus-wide service-learning resources and advocates.

Each year, in partnership with the United Way, community partners are invited to submit project proposals seeking support from a variety of different disciplines. Community partner proposals include project goals, key staff that will support the project, benefits to the partner, learning opportunities for Purdue students and a timeline. Faculty and graduate students are then invited to submit applications for service-learning courses relevant to these projects. Up to $4,000 is available per project.

All fellows, Purdue-affiliated and community partners, participate in five cohort meetings where they explore topics, including service-learning foundations, course design, reflection, assessment, community-based research, and project sustainability, as well as collaboratively plan and coordinate projects and activities.

### INDIANA CAMPUS COMPACT FACULTY FELLOWS PROGRAM

The Indiana Campus Compact Faculty Fellows program is a year-long learning community experience. Selected individuals will serve a one-year term as part of a cohort with other engaged scholars from Indiana Campus Compact member campuses. The program serves as a faculty professional development model to support the integration of service-learning and community engagement into the three components of faculty development: teaching, research and service.



The overall goals of the program include: (1) supporting faculty in the practice of the Scholarship of Engagement, (2) providing faculty with opportunities to collaborate with a community organization in a way that advances teaching and scholarship while addressing a significant social, economic or environmental issue and (3) building a strong and productive social and intellectual community as a cadre of scholars.

Each fellow will teach a service-learning course within the program period, provide direct service to a nonprofit organization during the program year to assist in addressing a particular community issue that is related to his/her academic discipline or expertise as an educator, and work as a cadre to develop a research or creative project to enhance and advance the field of service engagement. Award amounts are $3,750. Institutions are required to provide a cash match of at least $1,250.

**https://tinyurl.com/faculty-fellows-program**

### THE SCHOLARSHIP OF ENGAGEMENT FELLOWS PROGRAM

#### Purpose

The purpose of the Scholarship of Engagement Fellows Program is to foster the development of the Scholarship of Engagement for faculty throughout the Purdue system in support of the promotion and/or tenure process.

#### Program description

Twelve faculty members from the Purdue system representing West Lafayette, Purdue Northwest and Purdue Fort Wayne at the rank of assistant or associate professor will be chosen to participate in this program designed to span an academic calendar year. These individuals will work with a panel of senior faculty mentors from the Purdue system who have a history of successful Scholarship of Engagement. This program will focus on the following: (1) understanding the Scholarship of Engagement, (2) documenting impact, and (3) evaluating impact. Fellows will receive direct feedback from mentors on their promotion document based on Scholarship of Engagement.

Scholarship of Engagement Fellows will receive a stipend of $1,500 to be used for activities related to the expectations below:

#### Expectations

Fellows will be expected to actively develop their scholarly engagement portfolio during the fellowship. Fellows will:

- Identify and describe a project with societal benefit and scholarly output.
- Work with faculty mentors to develop appropriate short-term/long-term goals for this project.
- Demonstrate understanding of the Scholarship of Engagement through completion of a scholarly work.

Fellows also will be expected to participate in Purdue's annual Scholarship of Engagement and Service-Learning Summit in the spring semester.

#### Application process

Scholarship of Engagement Fellow candidates are required to submit a written application for the program. The application must include the following components:

- A brief statement (1-2 pages) of interest in the Scholarship of Engagement program and why this program will augment the individual's successful academic career.
- A brief description of the individual's proposed engagement project.
- Examples of past experience with the Scholarship of Engagement, if applicable.
- A statement of support from the Department Head and Dean (email is sufficient; no formal letter required).
- A curriculum vitae.

### PROFESSIONAL DEVELOPMENT WORKSHOPS

Two workshops for current and past Scholarship of Engagement Fellows are held each semester. The purpose is for fellows to share their approach to engagement and its continued development post-fellowship.

### COLLEGE RESOURCES

Each school/college has an identified "associate dean for engagement." While the title is a misnomer, these individuals serve as your unit liaison for engagement and its associated scholarship. A current list of "associate deans for engagement" can be found at:

**https://tinyurl.com/yxfudvpv**

### PUBLICATION OUTLETS

A list of publication outlets for the Scholarship of Engagement can be found at:

**http://tinyurl.com/y4w7xgyl**

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# APPENDICES

*NOTE: Faculty outside the Purdue system will need to contact the Office of Engagement for more information on resources found within the appendices:*

PURDUE FACULTY AND STAFF
For full access to the Appendices, use the following link to log in using your Purdue Career Account:
**http://tinyurl.com/yxnzl4zt**

**APPENDIX 1** Purdue criteria for promotion and tenure

**APPENDIX 2** Procedures for granting academic tenure and promotion

**APPENDIX 3** 2017 Survey on Faculty attitudes and understanding of engagement

**APPENDIX 4** Example documents from Purdue colleges


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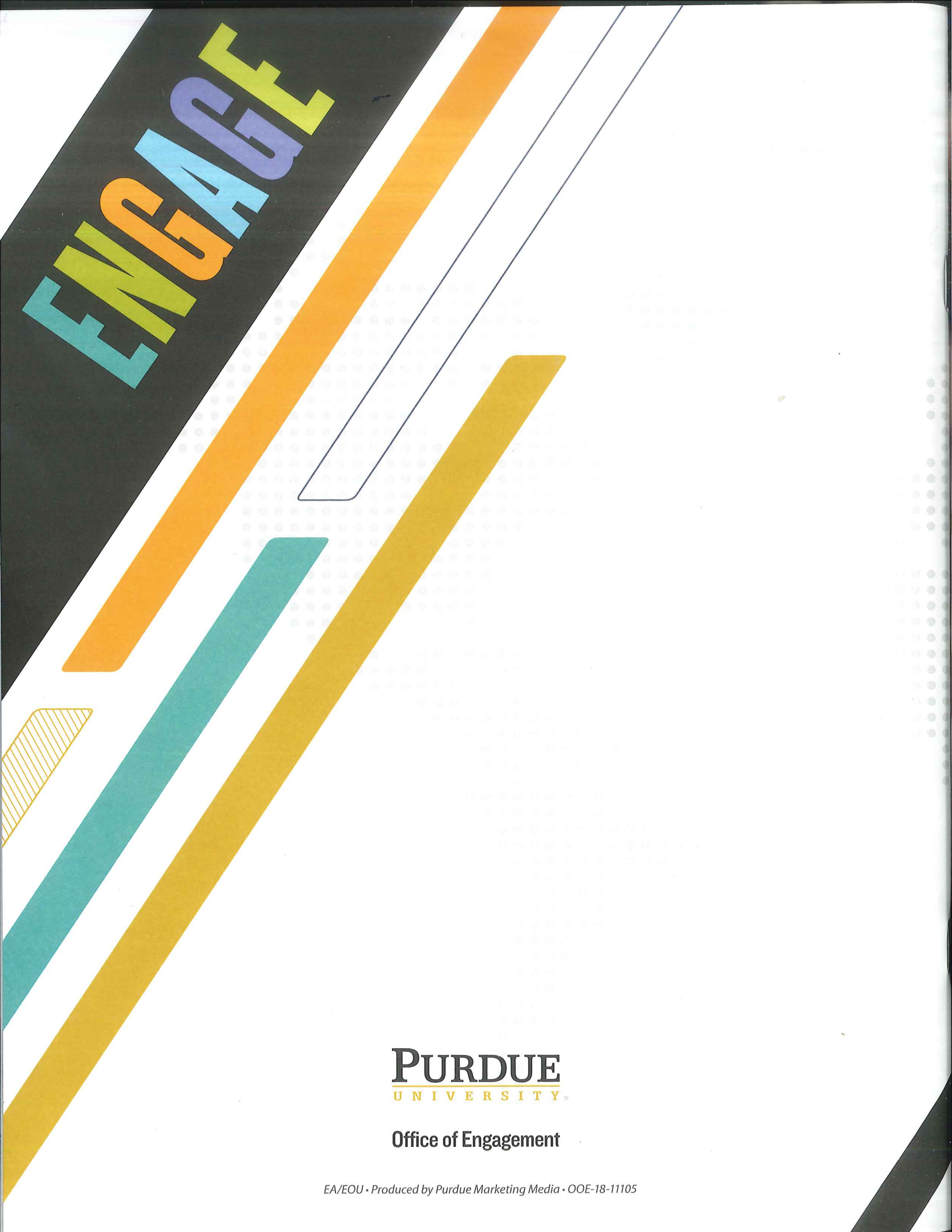


# ACKNOWLEDGMENTS

*Engagement is at the heart of land-grant universities such as Purdue. As such, it is important to support a reward system recognizing faculty excellence in all areas of our tripartite mission: learning, discovery and engagement. Multiple resources exist within universities such as Purdue to support excellence in learning and discovery. There is a paucity of resources reflecting excellence in engagement, therefore spurning the development of this guide.*

*We are grateful for the many thorough reviews and thoughtful input from members of the Purdue University System, including the Office of the Provost, Academic Deans, Engagement Associate Deans, Engagement Mentors and Directors, and our nationally honored engagement champions and invited reviewers, Drs. Martin Jischke and Vic Lechtenberg. The collective input from this robust body of professionals dramatically improved this document. We are especially appreciative to highlight (with permission) impactful faculty engagement work in the form of vignettes and exemplary promotion and tenure documents. We hope this resource complements engaged teaching and research by Purdue faculty and serves as a guide for future faculty to engage and support enhanced quality of life from our local community to the world.*






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