



THE

# *GUIDE*

DOCUMENTING, EVALUATING AND  
RECOGNIZING ENGAGED SCHOLARSHIP



## MESSAGE FROM THE VICE PRESIDENT

Purdue's Office of Engagement is a national leader and nationally recognized for its efforts focused on faculty advancement on the basis of the Scholarship of Engagement. The Guide is a comprehensive resource to help faculty draft engagement dossiers to highlight key aspects of engaged scholarship resulting in measurable impact on communities. It serves as a foundational document across all three of the Office's professional development programs. Collectively, these resources have helped pave the way for faculty advancement at Purdue. Indeed, these resources have seen a five-fold increase in the number of faculty promoted and/or tenured either fully or partially on the basis of engagement within the last seven years.

The Guide's impact extends beyond Purdue across higher education. To date, over 107 higher education institutions have requested the guide. The Guide contributed most to requesters abilities to list multiple forms of engaged scholarship and to describe scholarship of engagement. Institutions that requested The Guide mentioned it was a valuable benchmark for comparing their work to a "top research" institution.

- Roberto Gallardo, Ph.D.  
*Vice President for Engagement*

## AUTHOR



### STEVE ABEL

Associate Provost for Engagement  
(Emeritus)

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. Abel is now the Associate Provost for Engagement Emeritus after retiring from Purdue in June of 2023.

## AUTHOR



### ROD WILLIAMS

Vice Provost for Outreach &  
Engagement, Texas Tech University

Rod Williams was named Assistant Provost for Engagement at Purdue University in August of 2021. Prior to his appointment he was a Provost Fellow for Engagement (2017-2019) and served as associated department head for extension (2015-2017) within the Department of Forestry and Natural Resources. Williams' Scholarship of Engagement serves the land-grant mission by working with University faculty, staff and students, PK-12 teacher, and wildlife professionals. His engaged scholarship includes developing innovative undergraduate and graduate courses in Engagement, professional development training for PK-12 educators and university faculty, and translating herpetological research for wildlife managers and landowners. Williams was named Vice Provost of Outreach and Engagement at Texas Tech University in October of 2023.

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To cite this publication, please use the following format:

Abel, S., and R. Williams. 2023. The Guide v2: documenting, evaluating and recognizing engaged scholarship. Purdue University, Office of Engagement. 38pp.

# 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).

**SCHOLARSHIP RECONSIDERED  
DR. ERNEST BOYER** *Boyer’s work paved the way for a broadened view of scholarship that still provides significant challenges for colleges/universities today.*

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.

## 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).

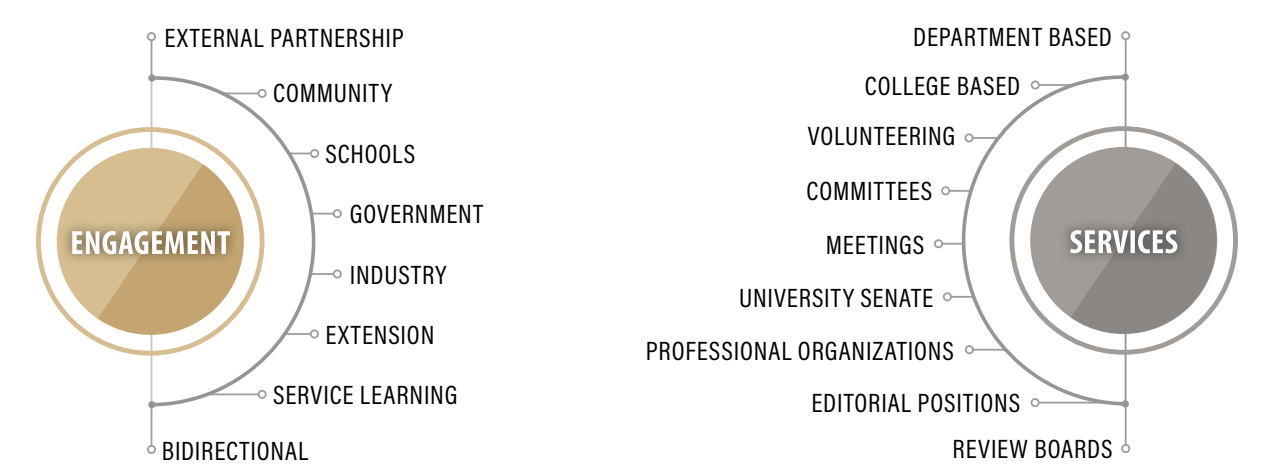
These partnerships are often referred to using the term reciprocity, reflecting the benefits of relationships to all participating entities. While service and engagement differ, service remains an important and valuable component of a faculty member’s portfolio.

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.

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.

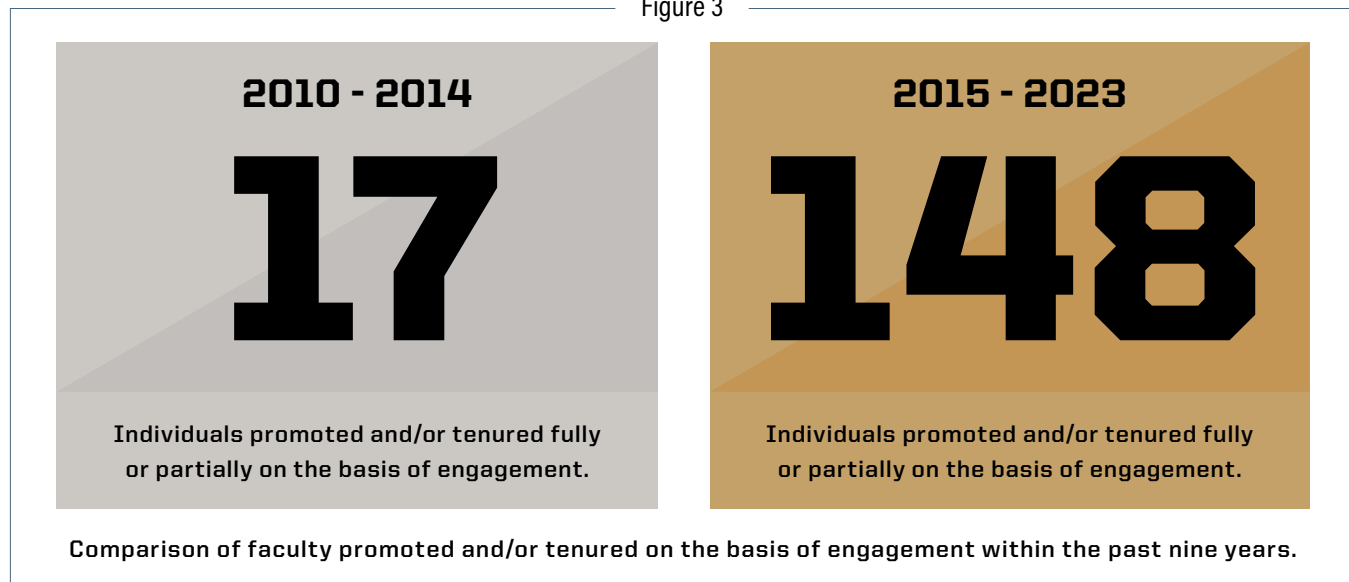
Faculty seeking promotion for engagement activities should provide a record of scholarly engagement-related publications and evidence of national/international visibility. It may include innovation and creativity when developing and delivering programs, products and services that promote informed decisions 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

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.

Figure 3



## HIGHLIGHTS OF THE 2017 PURDUE FACULTY SURVEY

A 2017 faculty 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
<ul style="list-style-type: none"> <li>• Reciprocal relationship with communities (organizations, governmental agencies, schools, business/industry)</li> <li>• High level of disciplinary expertise</li> <li>• Innovative</li> <li>• Capable of being replicated and elaborated</li> <li>• Documented results</li> <li>• Professionally and/or peer-reviewed</li> <li>• Impactful</li> </ul>

Table 3

EXAMPLES OF THE SCHOLARSHIP OF ENGAGEMENT
<ul style="list-style-type: none"> <li>• Laws/public policy</li> <li>• Video archives, documentaries, films</li> <li>• Delivery of products/services (e.g., training materials, courses, workshops)</li> <li>• Professionally and/or peer-reviewed publications</li> </ul>

## 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 scholarly 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).

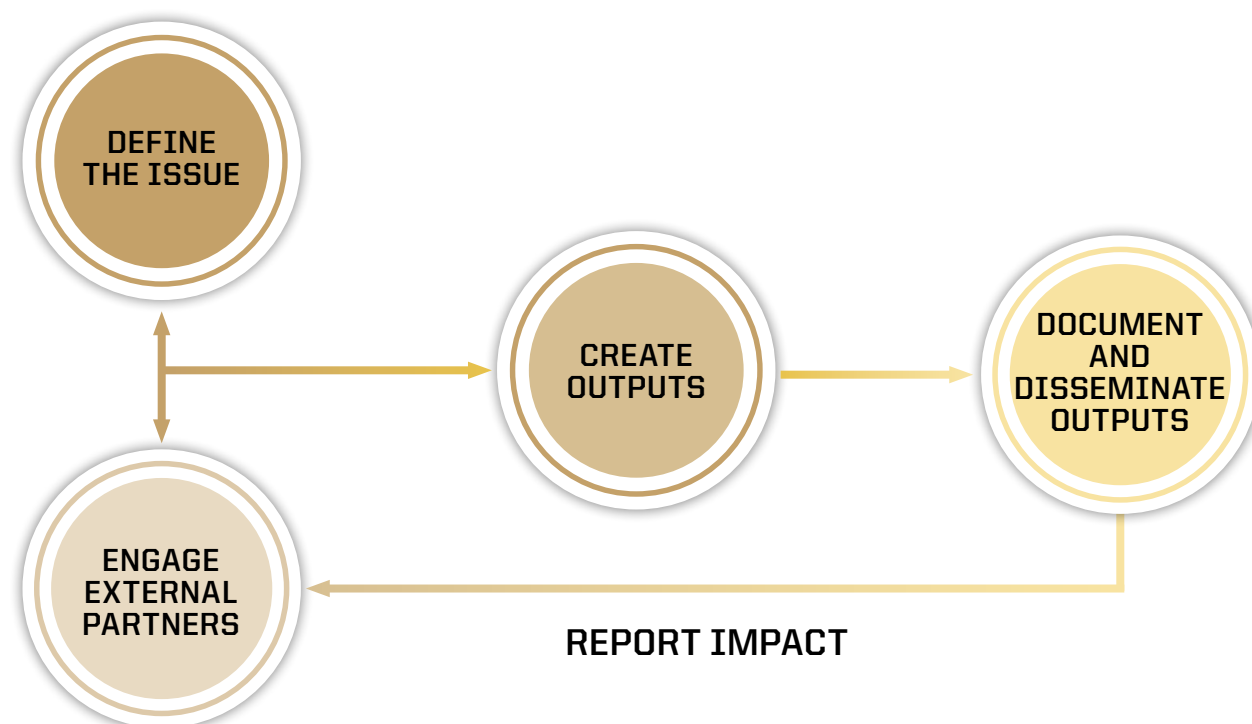
Once faculty members have considered the critical components of the engagement promotion document, the next step is to frame the narrative within one or more of the land-grant mission areas. The Scholarship of Engagement generally intersects research and/or teaching (Sandmann, 2008). Furthermore, Ward 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 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.

*How faculty members frame their engagement scholarship depends upon their underlying academic appointment, interests and culture within the academic unit.*

Figure 4

Important components to highlight when drafting your promotion document



## EXAMPLE VIGNETTE ONE

## PURDUE PEACE PROJECT

## STACEY CONNAUGHTON



Professor Stacey Connaughton has made contributions to engaged scholarship and empirical research by building and leading the Purdue Peace Project (PPP), a political violence prevention initiative with locally led peacebuilding projects in Africa and Latin America (<https://www.cla.purdue.edu/ppp/>). The mission of the Purdue Peace Project is to convene groups of local citizens and leaders in areas where clearly identified situations threaten to lead to political violence, and to encourage and assist these citizens in their efforts to bring about peaceful solutions. In promoting locally driven and inclusive approaches to peacebuilding, PPP's goals are twofold. First, PPP seeks to reduce the likelihood of political violence and contribute to lasting peace. Second, PPP seeks to add to the body of knowledge in the peacebuilding field by documenting and disseminating its work to practitioners and scholars alike.

Dr. Connaughton's ongoing engaged work leads to engaged scholarship that is theoretically driven and focused on cultivating reciprocal, positive relationships with local collaborators (the Relationally Attentive Approach; see Connaughton, et al., JACR, 2017). This approach positions communicative choices as central to doing engaged scholarship and identifies how values central to engaged scholarship (i.e., inclusivity) can be upheld through those choices. This approach has been or will be used to work with collaborators across disciplines and sectors on other pressing social issues (i.e., Ebola, see Connaughton, Kuang, Yakova, 2017; food insecurity in Indiana, in progress; holistic development of children, in progress).



In addition, Dr. Connaughton has developed an approach to building peace, the local leadership model (LLM) of peacebuilding. Grounded in theories of leadership and dialogue, this approach assumes that everyday citizens, working in concert with actors in other relevant sectors, can and will help to prevent political violence in their communities. PPP projects in Ghana, Liberia, and Nigeria have served to test and refine various assumptions of that approach (see an animation explaining the approach at <https://cla.purdue.edu/ppp/approach/index.html>). Key elements of the approach are that it (a) invites and convenes diverse everyday citizens who are often marginalized from policy and decision making (i.e., former child soldiers in Liberia; farmers in remote areas of Ghana) with individuals from various sectors (i.e., the Liberia National Police, community elders) around an issue that they believe triggers political violence (i.e., land disputes, inter-ethnic tensions, elections), (b) facilitates conditions under which they can engage in dialogues that are often tense, messy, and difficult, and (c) from these dialogues, collaborate to design and implement strategies to prevent violence in their communities.

The LLM assumes that through difficult dialogues across, within, and alongside difference can come collaborative action that effects productive change. The LLM views everyday citizens as potential leaders of peacebuilding efforts at the community level and seeks to foster conditions under which their leadership potential can be enacted. When Dr. Connaughton and collaborators convene local citizens, a local peace committee often emerges with representatives

## IMPACT

*PPP and its local collaborators' work has been empirically shown to have contributed to political violence prevention. For example, PPP helped resolve a 13-year long chieftaincy dispute in Ghana; worked with local collaborators to settle a decade's long land dispute in Nigeria; helped prevent violence between Muslims and Christians in northern Ghana; and co-led systematic grassroots efforts to combat Ebola and to prevent electoral violence in Liberia.*



Berekum, Ghana

from various sectors touched by potential violence. They develop, lead, and implement political violence prevention strategies. The U.S.-based PPP members work in close collaboration with them over several months/years and collect data longitudinally to assess the outputs, outcomes, and impacts of their work on multiple levels (individual, peace committee, and community levels) and to empirically examine and refine aspects of the LLM itself. Dr. Connaughton and her team work collaboratively to make adjustments based on findings.

In addition to political violence prevention, the LLM has been extended to theory-building in health campaign design and implementation (see Health Communication, 2020) and has been used to develop a new construct, citizens' political public relations (see Public Relations Review, 2020). Through the doing of peacebuilding, Dr. Connaughton's work has seen everyday citizens who were once outcast and marginalized become engaged citizens, leaders, and change agents.

Dr. Connaughton's work with PPP has reached worldwide audiences via books, publications in academic journals across disciplines and through publications in practitioner journals, social media, Op-Eds, and blogs. She has published four books, 13 journal articles and book chapters, and seven practitioner articles about PPP's work and has been invited to deliver five named distinguished lectures.

*PPP and its local collaborators' work has been featured in CNN Radio, The Guardian, Bloomberg Businessweek, and in print and television news outlets in West Africa, Central America, and the United States.*



Local Peace Committee Retreat, Ghana

Dr. Connaughton has advocated for a communication-driven approach to peacebuilding and engaged scholarship in webinars she has given to various audiences (i.e., Search for Common Ground) and in her academic and practitioner publications (i.e., G20 Executive Talk Series; Diplomatic Courier). She has sought to draw more attention to locally led peacebuilding through, for instance, her 2019 edited book with chapters from western and non-western academics and peacebuilding funders and practitioners and through a 2015 Locally Led Peacebuilding report co-authored with various international non-governmental organizations that seeks to address potential donors and the peacebuilding field (see <https://cla.purdue.edu/ppp/documents/publications/Locally.pdf>).

Moreover, she advocates for systematic assessment of peacebuilding work and for inclusionary practices when doing engaged scholarship through webinars (i.e., to the Peace & Security Funders Group) and publications (Connaughton & Ptacek, 2022), including a forthcoming edited book on Peacebuilding Effectiveness with contributors from practice,



Pen Pen Peace Network

In recognition of her work, Dr. Connaughton received Purdue's Engaged Scholar Award from the Office of the Vice Provost of Engagement (2017) and the Trailblazer Award from Purdue's Provost's Office (2018). Dr. Connaughton was the recipient of the inaugural Humanitarian Award of the Association for Women in Communications (AWC), Lafayette chapter.

academia, and the donor community. PPP is a member of the Alliance for Peacebuilding (AfP, based in Washington DC) and is a founding member of AfP's local peacebuilding working group and its U.S. domestic peacebuilding group. PPP and the AfP co-sponsored a Big Idea Challenge for an innovative and realistic peacebuilding approach and received proposals from academia and practice worldwide. Recognition of PPP's approach among members of the defense and security sector led to Dr. Connaughton being recommended to give a webinar to the NSI research and defense and security sectors.

Dr. Connaughton infuses the principles of engaged scholarship into her approaches to learning and mentoring. Since the PPP was created in 2012, she has mentored 4-5 graduate research assistants every year on aspects of doing engaged scholarship in the peacebuilding field. She has sought to give graduate and undergraduate students classroom (i.e., first year Honors students' course in peacebuilding which incorporated theory and practice) and on-the-ground experience (i.e., graduate level study abroad in Liberia on peacebuilding which incorporated research and practice). In doing so, Dr. Connaughton has created learning opportunities in which graduate and undergraduate students in Communication and other disciplines (i.e., English, Political Science, Agriculture, Engineering) work together on issues of social import. For example, two senior Honors undergraduates traveled to Liberia with Dr. Connaughton to speak with locals

and shoot footage for their capstone documentary film. That film premiered at Purdue on April 25, 2019, was disseminated to members of the peacebuilding field (<https://www.youtube.com/watch?v=rP6kPxIENug>). The 19-minute film showcases the work Dr. Connaughton led in Liberia and the impact this work has had on Liberian citizens and on Purdue students. Dr. Connaughton was asked to design the mentorship program and leadership curriculum for a USAID-sponsored 5-year initiative to develop the next generation of Liberian leaders. She worked with the program for five years and helped to mentor nearly 50 early career Liberians.

Dr. Connaughton aims to continue what has been her overarching goal since the beginning of her career: To advance new knowledge that has worldwide reach and to contribute to practice with practitioners/everyday citizens in ways that enrich and help better the human condition.

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Monrovia, Liberia



EXAMPLE VIGNETTE TWO

ANIMAL SCIENCES  
DARRIN KARCHER

Dr. Darrin Karcher is the poultry extension specialist for the Department of Animal Sciences at Purdue University. His programs improve poultry production through translation of research into practical, effective, and adoptable solutions to challenges faced by poultry producers. Importantly, Dr. Karcher’s programs bridge the unique dichotomy between backyard/small flock/hobby producers and commercial poultry industries. The commercial scale poultry production contributes over \$4.25 billion annually to Indiana’s economy while raising small flocks has grown in popularity as a means for individuals to become newly engaged in agriculture. Dr. Karcher has fully integrated the missions of extension, research, and learning to develop programs, using informal and formal approaches that meet the unique needs of each clientele group (Figure 1). Dr. Karcher’s applied research program focuses on cage-free housing for laying hens and improving skeletal health of poultry species. His extension programming is informed by the quantified-needs of different poultry clientele. His teaching and mentoring of students are intertwined in the research, extension programs and measuring programmatic impact.

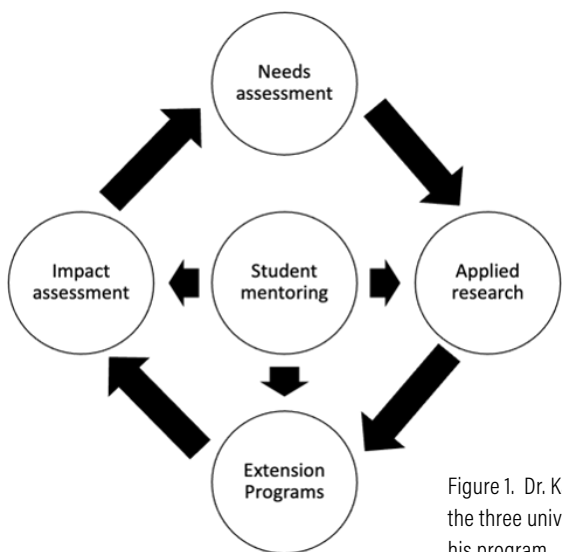


Figure 1. Dr. Karcher’s integration of the three university missions across his program.

*Dr. Karcher has fully integrated the missions of extension, research, and learning to develop programs, using informal and formal approaches that meet the unique needs of each clientele group.*



COMMERCIAL POULTRY PRODUCTION

Currently, of the 327 million laying hens in the US, 111 million (34%) hens are in cage-free production. Major retailers, however, including McDonalds, Burger King, Walmart, Target, and other food service and grocery store chains have pledged to transition to using only cage-free suppliers by 2025. This requires an additional 125 million hens, or 72% of total production, to transition to cage-free housing systems in just under three years. Dr. Karcher’s efforts in guiding producers and consumers as they navigate these large changes have established him as the “go-to” scientific expert for all things related to laying hens. Indeed, the definition of “cage-free” used by USDA, animal welfare organizations, and large retailers (e.g., Walmart) is the result of Dr. Karcher and his colleague bringing together diverse stakeholders to reach a consensus definition. In turn, USDA-AMS (Agricultural Marketing Service) has used this definition to develop a cage-free specific egg grade shield with more than 80 approved labels in the marketplace.

The speed at which the poultry industry transitioned to new housing systems created a roadblock to using research to address the numerous associated challenges: the lack of any research facilities that accurately reflected the new housing systems. Dr. Karcher worked with the egg industry to raise \$1.4 million toward construction of a modern laying hen research facility in 2009. Since that time, Dr. Karcher has utilized these new facilities to ensure his extension programming is informed by cutting-edge collaborative research. Dr. Karcher conducted the first formal assessment of the laying hen industry in 2018 to identify national programmatic focus areas for the next five years. The results of the survey were shared directly with industry leaders, stakeholder organizations (Egg

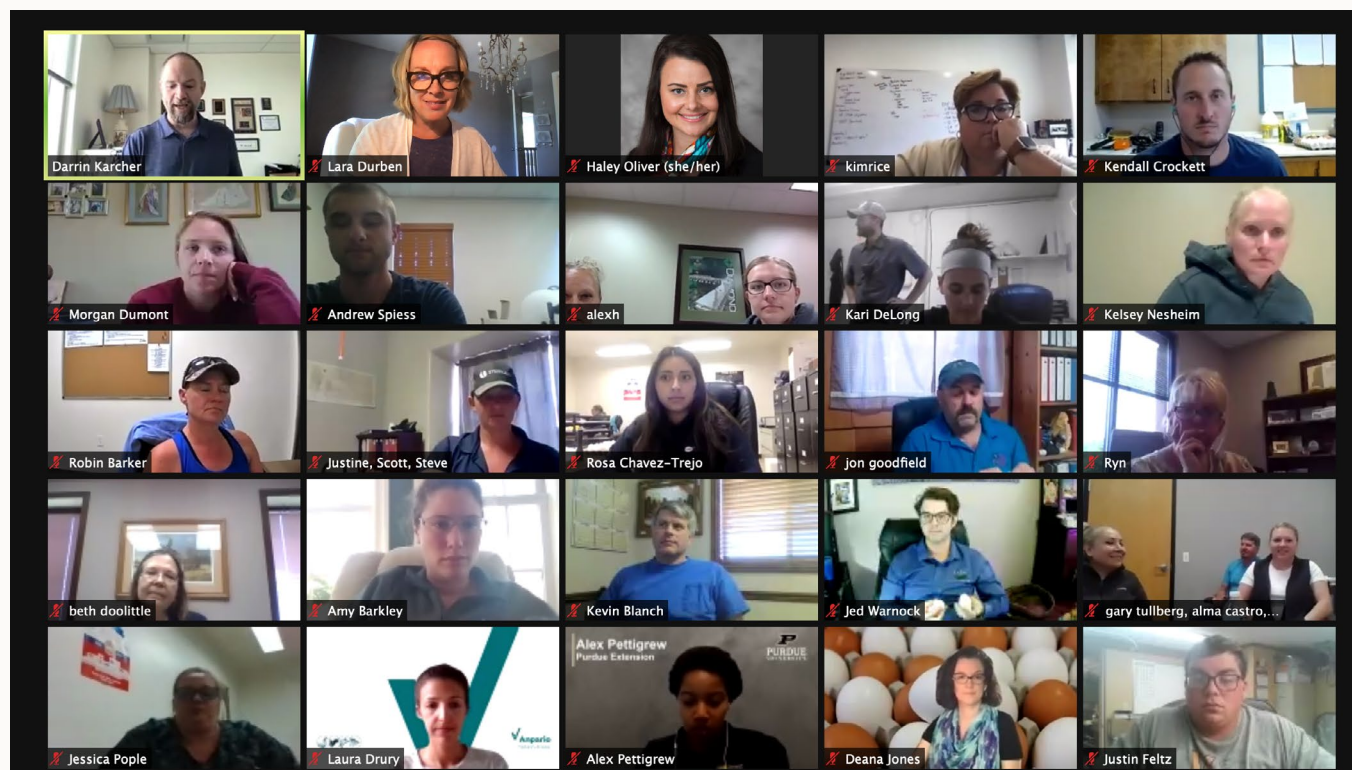
Industry Center [EIC], United Egg Producers [UEP]) and other poultry professionals around the US. Respondents identified employee training and expertise gaps around areas of food safety, biosecurity, housing and welfare. Therefore, Dr. Karcher meets the industry needs developing new extension programs to meet those needs and an applied research program to generate, publish and disseminate timely data to provide guidance to the commercial poultry industry when making decisions.

Food safety recalls in the egg industry (2018-2019) resulted in significant disruption to the industry and loss in consumer confidence. Coincidentally, the national needs assessment identified expertise gaps related to food safety. In 2018, Mr. Hendricks and Barajas (USDA-Agricultural Marketing Service; USDA-AMS) approached Dr. Karcher and his collaborator, Dr. Jones (USDA-ARS) about developing innovative egg sanitation training programs to provide clarity on the pre-operative shell egg plant sanitation procedures and expectations. Over the course of 2.5 years from July 2019 to January 2022, the team developed 18 peer reviewed modules disseminated via a YouTube playlist with free accessibility. At the request of USDA-AMS, Dr. Karcher secured the resources necessary to translate and record the modules in Spanish as well.

Dr. Karcher created the Shell Egg Academy (SEA) in 2019 as an outcome from the national needs assessment. SEA was the first new education program specific to the table egg industry in the past 20 years. To ensure relevance, Dr. Karcher formed an advisory board to guide SEA development with representatives from egg producers,

academia, regulatory agencies and egg producer cooperative. As a result, SEA was created as a fee-based program that takes a holistic approach to food safety recognizing the interconnectedness of live production and egg processing. The purpose of the academy is two fold in: 1) disseminating knowledge of good management practices; and 2) providing exposure and networking to various individuals who can be contacted for future assistance. Dr. Karcher continually works with the advisory board to identify the topics and secure the presenters best suited for the topic, which, in several cases, have included himself.

After the initial program, the 2020 iteration was cancelled due to the COVID-19 pandemic. Dr. Karcher seized the opportunity to transform the 2021 academy to a 6-hour virtual program delivered daily for a week. Participants in the virtual SEA were mailed a "Laboratory in A Box" (LAB) that provided materials to engage the participants throughout the week program. With sponsorship and support from allied industries, LAB supplied a light for candling eggs, a book compiling all the USDA and FDA regulations from the Federal Registry, and eight different swab types for sample collection. In fall of 2022, SEA will be offered virtually and in-person as two distinct programs. The virtual program and associated educational materials were offered in Spanish as well to significantly increase the reach. The in-person event targeted upper-level managers of egg producers allowing for enhanced networking and focused case-studies on various topics.



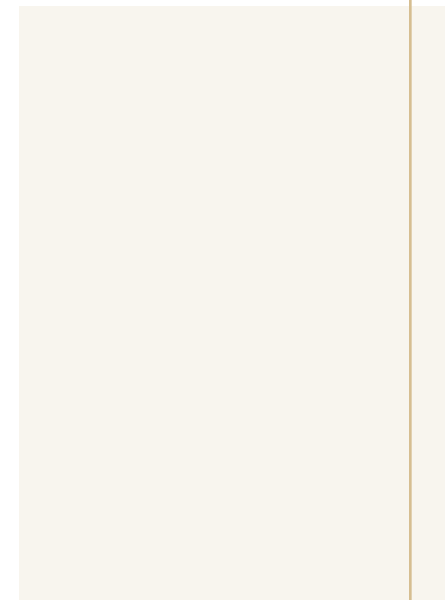
## BACKYARD/SMALL FLOCK/YOUTH POULTRY

The interest in backyard poultry has substantially increased since 2007. Dr. Karcher has focused on engaging directly with this audience, many of whom have little to no connection to extension, in an effort to help them become successful and to have a positive poultry experience. His interactions with youth revolve around enhancing their knowledge of poultry, developing life skills, and igniting an interest in future commercial poultry career opportunities.

Dr. Karcher also works at an international level with small-holder poultry producers. Dr. Karcher traveled to Trinidad & Tobago through the USAID Farmer-to-Farmer program in early 2022 to work with Vision on Mission to improve their poultry enterprises, meat birds, and egg layers. As a result of his work, the group's egg production increased by 220% while reaching 95% livability on their meat birds. Dr. Karcher continues to engage this group through virtual education as they start their turkey poult enterprise.



Dr. Karcher has spoken in formal settings like workshops, conferences, poultry evaluation and other settings (e.g., webinars, farm tours, libraries). He engages with county educators and other community partners to deliver programming that is tailored to specific audiences. When needed he will produce extension materials, but also leverages resources from other poultry extension programs (e.g., eXtension, University of Georgia, North Carolina State University) for dissemination. In 2020, Dr. Karcher convened a group of county extension educators called PEEPS (Poultry Enthusiasts Excel with Purdue). In 2021, the first state needs assessment for Small Flock producers was conducted. Two hundred and six participants from 70 counties in Indiana responded that they use online resources (social media/science-based content, ~70% of respondents) as the predominant way for finding information. Therefore, he has worked with county educators to develop and roll-out a small flock program in 2022-23 taking into consideration a new approach to delivering the information. Dr. Karcher worked with Indiana Board of Animal Health to do a 30-minute Facebook Live interview on poultry management (991 views since 2018).



Dr. Karcher has developed and implemented over 80 educational events reaching more than 10,000 commercial poultry producers. Outputs from his extension programs include over 25 peer-reviewed articles and videos, 11 extension materials (program proceedings, information sheets), three book chapters, 49 invited talks, and 20 media engagements. Dr. Karcher was asked to review the USDA-AMS Shell Egg Grader Handbook, the handbook used by all shell egg graders in the US, for content related to biosecurity, laying hen housing, and management practices. His expertise is recognized internationally as evidenced by numerous invited talks across five countries and part of the international working group to define keel bone issues in laying hens.

Dr. Karcher has presented poultry information in over 125 different settings to over 10,500 youth/small flock owners and the general public. The outputs from his extension programs include over five peer-reviewed articles, 18 extension materials (public service announcements, information sheets), four book chapters, 13 invited talks and six media engagements.

A total of 164 attendees have gone through SEA with 86% earning a certificate of competency. A survey of participants (n = 18 responses; 10% response rate) indicated that 56% have adopted recommended food safety practices resulting in increased operating efficiencies or increased value per unit of output. Participants responded that the information from SEA was applied “through updating vaccine programs”, “training subordinates”, and “enhancing understanding of FDA expectations for an audit”. Of the respondents, 57% agreed SEA training played an important role in achieving new benefits/results in their job, workplace or career; 78% indicated they contribute more to the success of the facility as a result of participating in SEA; and 35% have been more proactive in engaging with regulatory agencies.

## IMPACT

*Dr. Karcher has developed and implemented over 200 educational events (80 commercial/120 small flock) reaching more than 20,000 people (10,000 commercial/10,000 small flock). The outputs from his various extension programs for all poultry audiences include over 60 invited talks, 30 media interviews and creation of 63 extension materials (peer-reviewed publications, media appearances, book chapters, information sheets).*

## EXAMPLE VIGNETTE THREE

## FOOD INDUSTRY

## DHARMENDRA MISHRA



Dr. Mishra's extension and applied research is focused on commercial food manufacturing to advance food safety and quality for existing and novel thermal and non-thermal manufacturing technologies. Dr. Mishra was a process engineer and process authority at Nestle and Mead Johnson Nutrition and has the distinction of commercializing the first aseptic baby food containing particles in the USA. His industry experience provided him with insights into many scientific and technical challenges facing the food industry and allowed him to establish and develop a vibrant extension and applied research program in commercial food manufacturing at Purdue University. Since joining Purdue, Dr. Mishra has been working to overcome these challenges by focusing on the following extension and applied research areas, 1) Commercial food manufacturing, 2) Entrepreneurship, 3) Industry engagement, and 4) International extension, 5) Non-invasive sensors development, 6) New food manufacturing technology development, and 7) Process modeling and inverse problems. Dr. Mishra is an internationally recognized process authority who helps to bridge the gap between manufacturers of shelf-stable products and regulatory agencies such as the Food and Drug Administration (FDA) and the United States Department of Agriculture (USDA). He works with food processors, small businesses, entrepreneurs, farmers, and regulators to manufacture shelf-stable food products without pathogenic and spoilage risks.



Dr. Mishra is among a few researchers globally engaged in conducting microbiological validation of aseptic processing and packaging systems for low-acid shelf-stable food manufacturing including infant formula, milk, and beverages, as well as for acidified food products as required by regulations. He works closely with commercial food manufacturers for producing shelf-stable food and beverage products (e.g., baby food, infant formula, high protein beverages, juices, canned foods, etc.) for consumers, and provides them operational guidance and design training courses for the workforce. In an invited meeting for the members (which includes food industry research and development personnel, plant operations managers, process authorities, engineers, and product developers) of the Institute of Thermal Processing Specialists (IFTPS) in 2017, following key gaps were identified: 1) lack of necessary training in aseptic processing and packaging, 2) no existing training available for the validation of commercial processes, and 3) need of applied research focused on food industry problems. Dr. Mishra partnered with industry and regulatory professionals to create his extension and applied research program to solve the critical needs of the food industry. The training includes topics such as Better Process Control School (required by the FDA), Aseptic Processing and Packaging, and Validation of Food Processes. He also works with the entrepreneurs within the state and nationally to scales their product formulation to commercial production by conduction process analysis and further research needed for food

safety evaluations. The entrepreneurs are provided guidance on equipment selection, building design, installation, validation, plant sanitation, and regulatory filing. In recognition of Dr. Mishra's expertise, the FDA provided grants to arrange training of field inspectors for inspection of food manufacturing facilities that need to be compliant with regulatory requirements. The training includes hands-on experiences on different food processing equipment, unit operations, food safety risks, hygienic design, and production critical control points. With his extension and applied research programs, he helps not only Indiana stakeholders but also national and international commercial food manufacturing. Dr. Mishra has helped more than 80 entrepreneurs establish their food manufacturing businesses. Since joining Purdue in Fall 2016, Dr. Mishra's scholarly contributions include 54 peer-reviewed extension and applied research articles/videos, three manuscripts under review, and three book chapters. In addition, Dr. Mishra has delivered over 114 talks including the ones at professional conferences, invited talks, and seminars. He has mentored and graduated five master students and is currently advising three PhD and two master students. Students help with the extension workshops for the food industry, and they also get an opportunity to provide solutions on real life problems of the industry. Dr. Mishra has conducted over 50 week-long workshops and training courses directly impacting over 1500 food industry professionals and government regulatory inspectors with a total of more than 46,760 student contact hours.



*“Dr. Mishra helped Reckitt Nutrition/Mead Johnson Nutrition with modeling of the heat penetration and pasteurization of dry products. It is hard to put a financial value on avoidance costs. However, because of this study, we had a successful outcome to keep us on the track to commercialization.”*

*- Reckitt Nutrition*

Dr. Mishra’s extension and applied research program has helped the food industry to make significant advancements in the commercial manufacturing of food products. With his help, over 15 companies have made investments for new installations of food manufacturing plants. Niagara Bottling, a national leader in manufacturing bottled water and beverages, collaborated with Dr. Mishra for a \$300MM investment in new aseptic line installations over the next five years. He trained their core team for the validation of low acid aseptic food products and helped build the foundation for food safety which is different from that of their water and acidified beverages. Dr. Mishra led the commercialization of the first aseptic pouch filling machine for Scholle IPN, a leading manufacturer of bag-in-box aseptic fillers. Using the clean pouch fill technology, the sales have increased by over \$5MM per year. His collaboration with Advance Process Solutions (APS), a leading manufacturer of aseptic processing systems, has resulted in a long-term partnership by offering a testing facility for the food industry at \$7,000/day in Purdue’s Food Science Pilot Plant. The trials directly lead to customer interest, and proof of concept that reinforces APS engineering solutions leading to direct sales of new process systems. APS has conducted several tests in the Food Science Pilot Plant with various customers and as a direct result of successful testing currently has over \$5MM in pending new projects. The pioneering model for this cooperation sets a standard for future growth in partnerships between Purdue, equipment manufacturers, and producers in the food industry. Dr. Mishra’s leadership for innovations at Wells Enterprises Inc. has resulted in an estimated investment of over \$3MM in new line installation for the processing of high viscosity products.

## IMPACT

*Impact of Work: Dr. Mishra’s extension and applied research program has helped the food industry to make significant advancements in the commercial manufacturing of food products.*

## VISION

Dr. Mishra’s extension and applied research program bridge the gap between research and commercial application of food manufacturing technologies. The main vision for Dr. Mishra’s program is- “Make Purdue a primary destination for addressing food manufacturer’s needs”. Access to a testing facility, such as a pilot plant, plays a critical role in the commercialization of a food product.

Making the Purdue Food Science Pilot Plant an FDA-registered facility will further enhance the engagement activities. The recent developments in capabilities are only a starting point and the future plans are to scale it up for creating a Center of Excellence for the Food Industry. To further help the food industry, Dr. Mishra is also working on developing a certificate-based MS program for food industry professionals.

*The main vision for Dr. Mishra’s program is- “Make Purdue a primary destination for addressing food manufacturer’s needs”.*



## EXAMPLE VIGNETTE FOUR

## COMMUNITY WELL-BEING

## JASON WARE



Dr. Ware forges local, regional, and international partnerships to co-investigate and respond to indicators of community well-being. Most of his recent work has been at the local level. His local partnerships function to enhance quality-of-life at the neighborhood level by centering neighborhood revitalization, affordable housing, and homelessness intervention. Although “housing first,” is the priority that guides the City of Lafayette’s initiatives and community development, especially within neighborhoods characterized by poverty, Dr. Ware has worked with the Faith Community Development Corporation, Habitat for Humanity, the Edgelea Neighborhood Coalition, and the City of Lafayette to impact local community well-being beyond housing. Dr. Ware weaves this community well-being focus throughout his teaching, discovery, and engagement.

Dr. Ware’s involvement in community-based research, service, and engagement began in the fall of 2016 when he first became a service-learning junior fellow. As a fellow, he was connected to the Hartford Hub leadership team. The Hartford Hub was a new neighborhood center run by the Faith Community Development Corporation (FCDC) looking for University partnerships to support them in their community development efforts within the Lincoln neighborhood. Dr. Ware had multiple needs assessment conversations with the Hub’s leadership team, and then developed a service-learning course designed to address the needs that emerged from the assessment.

After the first semester teaching the course Dr. Ware obtained a \$10,000 internal grant to launch a faculty-led undergraduate research group, the Ware Community Indicators Research Group, and he expanded his focus beyond youth to include families and residents of all ages living primarily in the north end of Lafayette. In addition to the FCDC, Dr. Ware’s expanded focus facilitated his partnerships with Habitat for Humanity, the Edgelea Neighborhood Coalition, and the City of Lafayette. These community partners identified varying needs. Since 2016 Dr. Ware, students from his service-learning and engagement course—now titled HONR 49900: Well-Being—and his community indicator research group, have been collecting and analyzing data, using the data to create tools that address the community partners’ needs, and have been making their research findings public through publications and domestic and international conference presentations (teaching, discovery, and engagement).

In 2018 Dr. Ware was awarded the John Martinson Honors College Outstanding Undergraduate Research Pillar Award for mentoring undergraduate researchers, as well as the University’s Teaching for Tomorrow Fellowship in 2019. In 2020, Dr. Ware was a Scholarship of Engagement Fellow and was then inducted into the University’s Teaching Academy in 2021 for his engagement leadership and mentorship of undergraduates. In 2022, Dr. Ware was awarded the Office of Engagement’s Service-Learning Award for his well-being course and its impact on students and the local community, as well as the prestigious Jefferson Award by Multiplying Good. Dr. Ware also received the John Martinson Honors College Outstanding Teaching Award and the University’s prestigious Exceptional Early Career Teaching Award in 2022 in recognition of his innovative alignment of teaching, discovery, and engagement.

## MAJOR PROGRAMS INITIATED AND MANAGED

Dr. Ware’s engagement portfolio consists of three major programs that he initiated and launched in partnership with several community organizations to address specific community, social, and physical well-being needs. The three major engagement programs are:

1. Community Well-Being Program — which focuses on the following components:
  - a. Neighborhood Revitalization
  - b. Affordable Housing
  - c. Homelessness Intervention
2. Social Well-Being Program — focused on STEM education for underrepresented youth within informal contexts
3. Physical Well-Being Program — focused on the correlation between housing and health and healthcare access

## IMPACT

*Dr. Jason Ware’s work has empowered students working collaboratively within Greater Lafayette to create positive change. His effectiveness was enhanced through participation in numerous Purdue University developmental programs for faculty (e.g., service-learning, scholarship of engagement, Teaching for Tomorrow), culminating in recognition within and beyond Purdue.*

## COMMUNITY WELL-BEING PROGRAM

**Need:** Community well-being within the context of Dr. Ware's work is characterized by residents "liking where they live, feeling safe, and having pride" in their community to the extent that they want to continue living in it and are willing to participate in making it a better place. The City of Lafayette and the Faith Community Development Corporation have identified the need to reduce transiency, especially among impoverished residents, within the north end neighborhoods of the city by focusing on neighborhood revitalization, affordable housing, and homelessness intervention. Habitat for Humanity Lafayette and the Edgelea Neighborhood Coalition have identified the need to focus on neighborhood revitalization by getting local residents involved in their respective neighborhoods. **Initiatives and Partner Roles:** From these partner-determined community well-being needs and the associated areas of focus, Dr. Ware and his community partners launched eight initiatives. They co-created these initiatives in direct response to results from the community partners' needs assessments—which included polling neighborhood residents via door-to-door interviews and surveys, hosting monthly neighborhood meetings, and facilitating undergraduate researchers' data collection by connecting them to local residents—that suggested residents wanted, among other things, a safe third space to gather together and build community.

**Outputs:** From these initiatives Dr. Ware and his undergraduate researchers have generated: qualitative data and white papers from which the Faith Community Development Corporation built an online volunteer training program; 12 peer-reviewed journal articles; 17 refereed conference presentations; 15 narratives from Habitat for Humanity families; two public events co-hosted with community partners; two invited talks; one international webinar; one affordable housing profile and map of the north end of Lafayette, Indiana; one livability study of one of Lafayette's north end neighborhoods; two property conditions studies of two north end Lafayette neighborhoods; one current-state-of-evictions study; one neighborhood pocket park designed and built in collaboration with community partners; and one automated community indicator system and data dashboard.

**Impact:** Approximately 2524 Lincoln Neighborhood residents benefit from the community well-being and revitalization efforts that come from this project. Sixty-five undergraduate researchers have been a part of this work and have gained community engagement and scholar development experiences. Thirty-six of those students are co-authors on refereed journal articles. Habitat for Humanity Lafayette is planning to increase the number of residents they serve by 25% via their neighborhood revitalization efforts which is modestly estimated to be an additional 300 residents per year. The pocket park is accessible to and used by the 800 households in the neighborhood. The City of Lafayette can use these outputs to make data-driven decisions about where and in which specific ways they need to address affordable housing issues in the north end of the city, which will impact at least 6000 residents. The City of Lafayette will use these outputs to improve neighborhoods' livability. There are approximately 1662 residents in the Monon neighborhood who will be impacted by the City's efforts to enhance the livability. The data from the evictions project is helping the City of Lafayette act preemptively in anticipation of the surge of evictions that are likely to ensue after the eviction moratorium expires. As there is an expected shortage of available housing for those who are likely to become homeless, the data from this project are informing plans to mitigate the shortage of resources needed to divert homelessness. Seven undergraduate students received the first-ever Purdue University Undergraduate Award for Humanities and STEM Research.

*Community well-being within the context of Dr. Ware's work is characterized by residents "liking where they live, feeling safe, and having pride" in their community to the extent that they want to continue living in it and are willing to participate in making it a better place.*



## SOCIAL WELL-BEING PROGRAM

**Need:** Social well-being within the context of Dr. Ware's work is characterized by individuals (school-aged youth 5 to 18 years old) having "supportive relationships and love in their lives." specifically related to informal learning environments. The Faith Community Development Corporation via the Northend Community Center expressed their needs—targeting the social well-being of the youth they serve—through a service-learning learning contract with Dr. Ware in the fall of 2019. The specific needs they expressed included, "...strengthen teens in the following areas: leadership skills, community service, job skills, scholastics, soft skills, and art."

**Initiative and Partner Roles:** In the fall of 2019 Dr. Ware, his research group, and his community partners launched four FIRST LEGO League teams at the Northend Community Center and at the Harford Hub to address the youth development priorities the FCDC leadership team established. Based on their own qualitative participative observations, which came from the existing youth programming they ran within their respective centers, and as a means to assess youth development needs, the FCDC identified key learning and development objectives for the youth they served. The learning and development objectives included: 1) leadership skills, 2) community service, 3) job skills, 4) scholastics, 5) soft skills, and 6) art. Dr. Ware proposed and the community partners accepted the FIRST LEGO League programming as a specific approach to facilitate youths' attainment of these skills.

**Outputs:** The primary outputs for this project include: Four FIRST LEGO League teams: 2 teams at the Northend Community Center (the Hanna Community Center) + 2 teams at the Hartford Hub; three refereed conference presentations; one journal article co-authored with undergraduate researchers.

**Impact:** Thirty-five youth aged 9 to 14 years old from Lafayette's north end neighborhoods have participated in the FIRST LEGO League teams. Although the length of their involvement was diminished by the pandemic, youth began to learn principles of algorithmic thinking through introductory experiences in programming LEGO robots. Youth obtained collaborative problem-solving skills as they worked together to build the robots as well as the other LEGO structures associated with the league challenges. Five undergraduate researchers were central to this work. Two community centers were able to expand their programmatic offerings to the youth they serve by adding the FIRST LEGO League teams to their list of programs.

## PHYSICAL WELL-BEING PROGRAM

**Need:** Physical well-being within the context of Dr. Ware's work is characterized by individuals having good health and the energy to get things done on a daily basis. The specific need manifests in a shortage of available resources to serve the anticipated number of new homeless residents in the city once the eviction moratorium expires, and the associated health and healthcare access issues that will ensue.

**Initiative:** This project builds upon the work of the current evictions study and is focused on investigating correlations that exist between homelessness, health, and healthcare access. Dr. Ware, two of his colleagues from Purdue University's College of Health and Human Sciences, and Family Promise of Greater Lafayette (the city's only organization serving homeless families) have obtained a grant to investigate the various stressors caused by homelessness that translate to adverse health outcomes. **Output:** This project is in the roll-out phase. The goal is to develop a collaborative and multi-level public health action plan that will increase awareness, communication, and information sharing among all stakeholders on issues related to families experiencing homelessness.

**Impact:** The primary impact right now is the \$25,000.00 grant the researchers were awarded from the Purdue University Office of Engagement and the Purdue University Center for Health Equity and Innovation to do this work, which supports the mission of Family Promise of Greater Lafayette. Moving forward the research team and community partners plan to measure the extent to which their collaborative work mitigates and prevents stressors and reduces the health inequities that homeless families, or those who or at risk of becoming homeless, experience.

1 Gallup Share-Care Well-Being Index: [https://wellbeingindex.sharecare.com/?utm\\_source=link\\_wwwv9&utm\\_campaign=item\\_175196&utm\\_medium=copy](https://wellbeingindex.sharecare.com/?utm_source=link_wwwv9&utm_campaign=item_175196&utm_medium=copy)

2 Gallup Sharecare Well-Being Index: <https://wellbeingindex.sharecare.com/>

3 Gallup Sharecare Well-Being Index: <https://wellbeingindex.sharecare.com/>

## EXAMPLE VIGNETTE FIVE

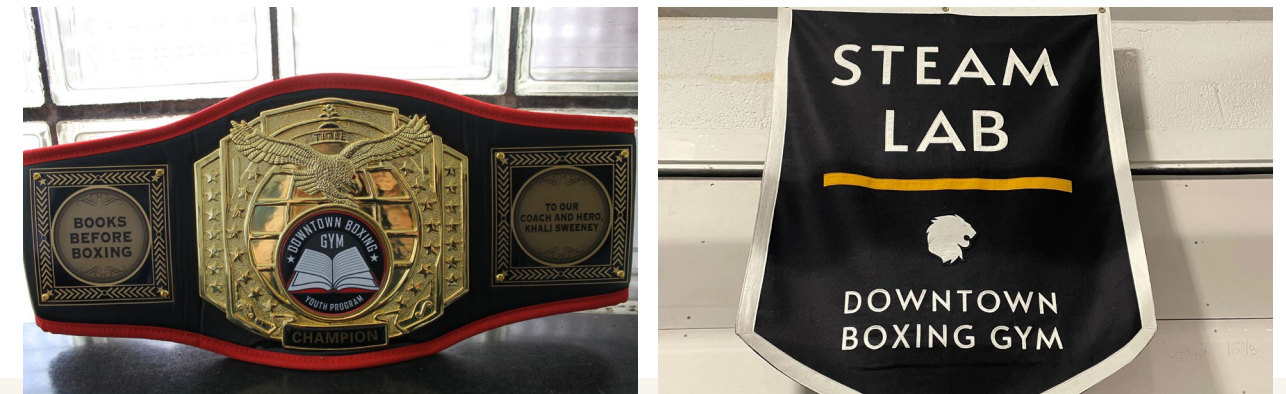
ALL TRIPARTITE AREAS

## AMANDA CASE



In line with her training as a Counseling Psychologist, Dr. Case's work is dedicated to social justice and the active dismantling of inequality, exploitation, and injustice. To achieve this aim, her interconnected research, engagement, and teaching centralizes diversity, equity, and inclusion by working alongside community partners to impact formal and informal educational structures to improve well-being for underserved students. One of her longest standing partnerships is with the Downtown Boxing Gym (DBG) in Detroit, MI. Founded in 2007, DBG is a community-based program with the broad mission of fostering the holistic development of students from Detroit, MI with particular attention to students' social and emotional development, educational and occupational preparation, and physical and psychological wellness. To do so, the 250 students DBG serves are provided culturally situated mentoring, comprehensive tutoring, and additional programming at least five days a week, year-round, at no charge. The gym's motto, "Books Before Boxing," speaks to DBG values: many students choose never to box, yet all are provided with opportunities for social, emotional, academic, and physical enrichment that are reflective of and responsive to their cultural backgrounds.

Dr. Case began working with DBG in 2013 with the broad initial aim of supporting their mission and growth. Over the years, that broad aim has remained, resulting in innumerable mutually beneficial outputs that integrate all three mission areas of research, learning, and engagement.



**Engagement.** Through their transparent relationship, Dr. Case and DBG staff have become experts on effective research-practitioner partnerships, resulting in multiple academic- and practitioner-oriented peer-reviewed and invited presentations as well as a manuscript under review and a book in preparation. These efforts have been undertaken to demystify the partnership process, provide practitioners with the tools they need to develop and evaluate partnership opportunities, and train researchers in effective engagement practices. In addition, Dr. Case and DBG staff have leveraged their partnership to uplift one another, with DBG staff introducing Dr. Case to additional collaborators and Dr. Case serving as an advocate and consultant in DBG board and funder meetings.

**Research.** To support DBG's mission and growth, DBG staff and Dr. Case conduct ongoing, collaboratively designed research. Some of these projects are broad, intended to not only inform programming and make decisions about scaling and replication but also to communicate with funders and contribute to the knowledge base about best practices in out-of-school youth support (Case, 2020; Case & Christophe, 2019). For example, the co-designed annual evaluation collects longitudinal data at the student and cohort level so DBG staff can individualize programming and demonstrate impact in their target domains, including academic development, extra-academic competencies, social connections, and self-perceived health. Other projects are narrower in scope, including a recently published psychobiography about the gym's founder, Khali Sweeney (Case et al., 2022), and a recently awarded \$1.97 million NSF project to evaluate the methods and impact of DBG's embedded STEAM lab. In addition, through their longstanding partnership, Dr. Case and DBG staff have identified areas of inquiry that stretch far beyond the walls of the gym. One such area, which was initially funded through the Chan-Zuckerberg Initiative, examines the role of funders in the youth development ecosystem with an aim to unpack the influence funders play in determining the programming youth-serving organizations are able to provide.

**Learning.** The partnership between Dr. Case and DBG has also led to unanticipated but hugely impactful learning opportunities both for Purdue students and for DBG staff. Based on needs articulated by the gym for assistance with developmentally- and culturally- appropriate literacy assessments, Dr. Case taught a service learning course in which Purdue students were trained to conduct literacy assessment for DBG students. This experience was documented in an article by Kayla Neal, an undergraduate member of the class, that was published in the Purdue Journal of Service Learning (Neal, 2022). Based on the results of those assessments, books at appropriate reading levels and matching the interests and cultural backgrounds of the students at the gym were purchased from an independent bookstore in Detroit. In addition to learning for Purdue students, over the past several years, Dr. Case has provided professional development to more than 50 DBG staff members to help them learn more about how to foster the extra-academic domains that are assessed in the annual evaluation and how to accurately interpret data. Evaluations of these trainings have documented statistically significant increases in staff knowledge from pre- to post- intervention.

## RESEARCH OUTPUT AND IMPACT

### Publications

*Refereed journal articles*

- Case et al., (2022)
- Case (2020)
- Case & Christophe (2019)

### Presentations (A.4.)

*Refereed National*

- Case & Hauser (2023a, 2023b, 2023c, 2022a, 2022b, 2021, 2019)
- Case et al., (2021)
- Case (2019)

### Funding (A.6.)

*External grants*

- Case et al. (\$1,969,709, NSF)
- Hauser et al. (\$5,000; CZI)\*

*Internal grants*

- Case & Pereira (\$15,500; Launch the Future)

### Societal Impact

- Refined DBG programming & creation of assessment for ~250 students annually
- Assessed preliminary impact of DBG STEAM lab



## LEARNING OUTPUT AND IMPACT

### Courses

- EDPS 591: Assessing Literacy Afterschool

### Funding

*Internal grants*

- Case & Wessel-Powell (\$3,000; Purdue Service-Learning)\*

### Societal Impact

- Conducted culturally-specific literacy assessments for 12 DBG students & purchased literacy materials for DBG
- Trained 50+ DBG staff members

## ENGAGEMENT OUTPUT AND IMPACT

### Reports

- 3 individualized reports for DBG to advocate for strategic priorities.
- 2 presentations to Board of Directors to clarify research aims.
- 3 one-pagers to support DBG pursuit of grants.

### Invited Presentations

- Hauser et al. (2023, 2023, 2021, 2020)
- Case (2021, 2020)

### Societal Impact

- Refined DBG programming to support extra-academic competencies
- Trained 40+ graduate students in effective community engagement practices

## 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).

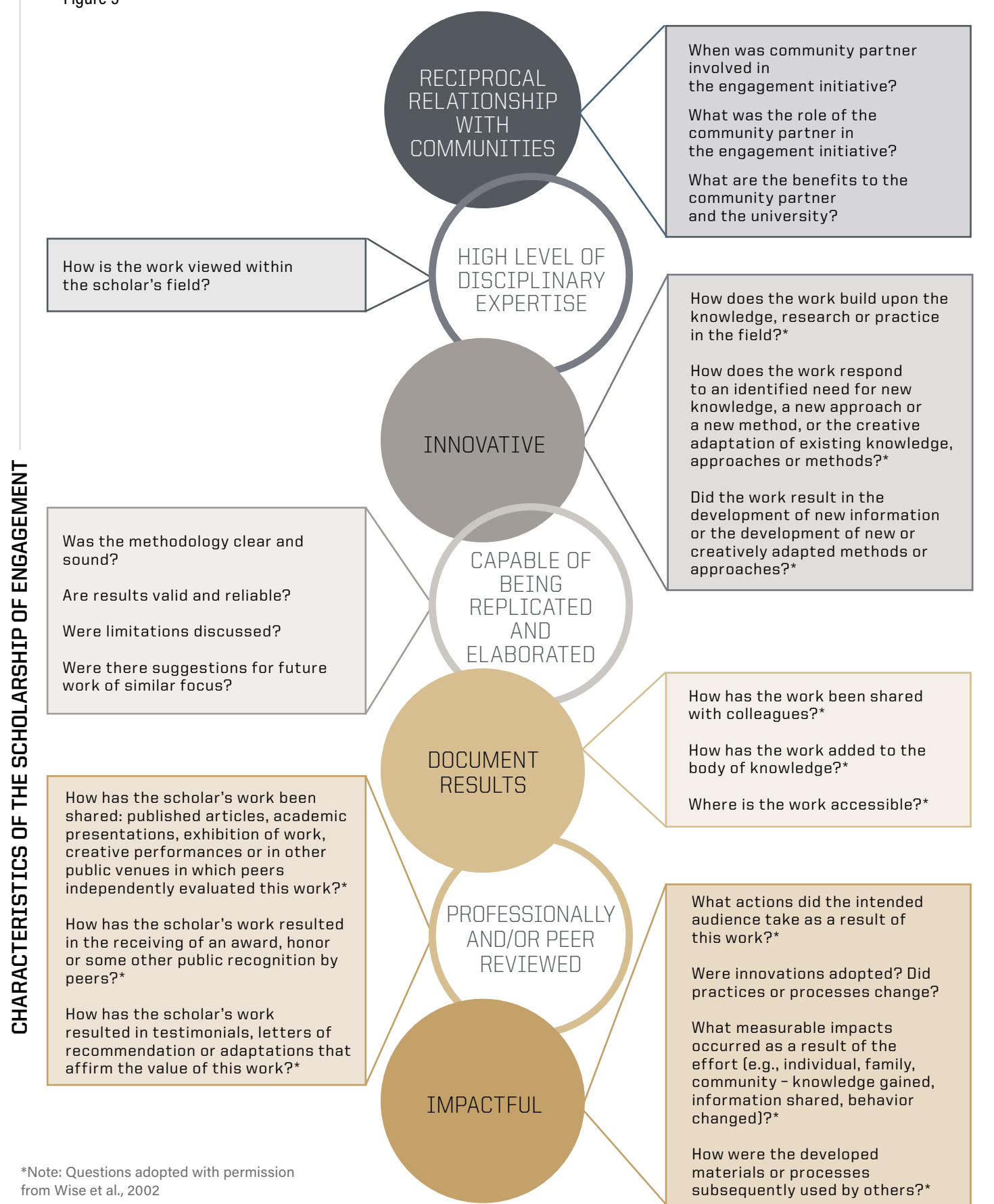
This approach aligns a specific list of questions related to each element of scholarship (see Assessing Scholarly Work; Figure 5). It is critical to point out that not every one of the probing questions needs to be addressed in order to meet the definition of scholarship (Wise et al., 2002).

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

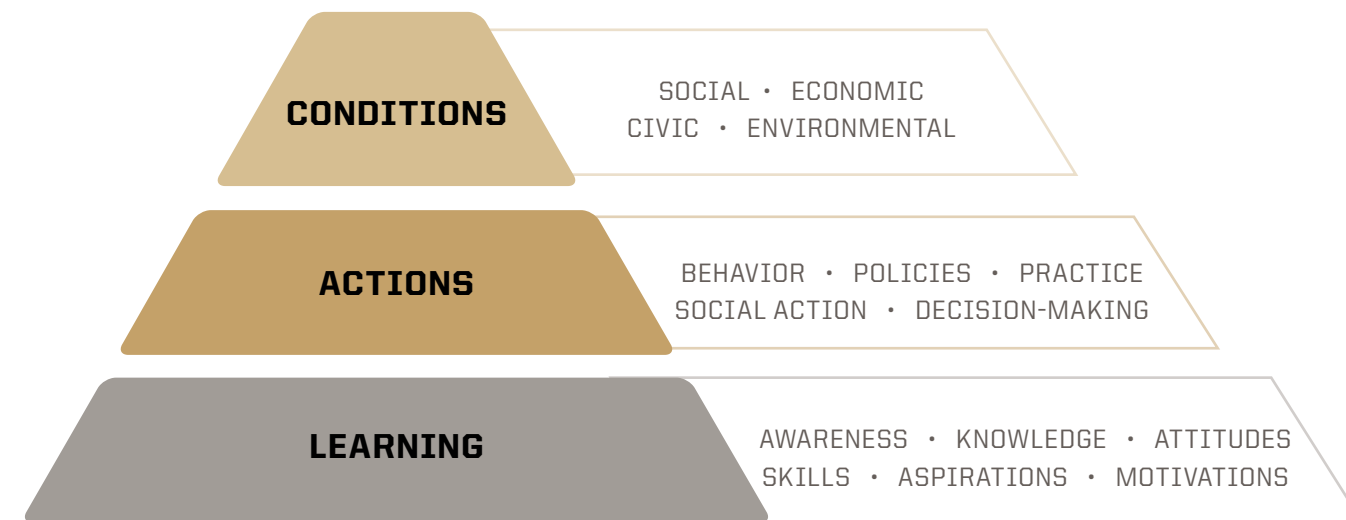
Figure 5



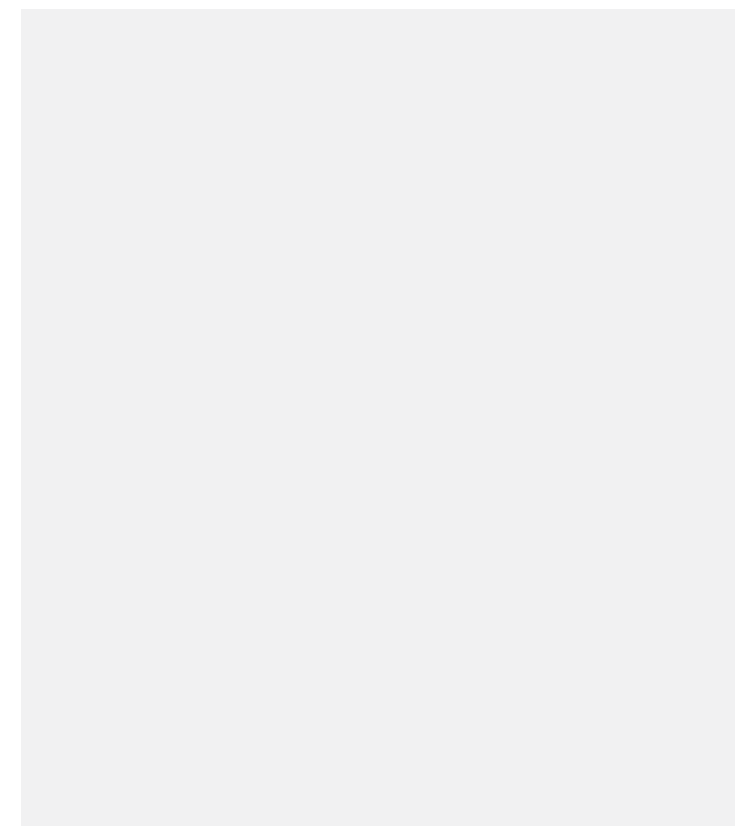
\*Note: Questions adopted with permission from Wise et al., 2002

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).



# 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 & 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/yc6y874m>

### 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/yc6y874m>

### 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/5n98xjc4>

### 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/5zaxmd25>

### 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/5zaxmd25>

### 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/5zaxmd25>

### 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/5zaxmd25>

### 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/5zaxmd25>

### 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/5zaxmd25>

### 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/2z4frwhr>

### 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/yfa6ez27>

## COLLEGE AWARDS

### COLLEGE OF AGRICULTURE

#### CORINNE ALEXANDER 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/2s3a9up9>

#### 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/3ryhxrj>

#### PAUL B. CROOKS AWARD

The Crooks Award recognizes Extension Educators who have demonstrated excellence in Extension programming. Dr. Paul B. Crooks served as an Extension agent in Benton, Fountain, and Morgan counties before becoming administrator of the statewide Better Farming-Better Living program in 1954. He later served as Associate Director of the Purdue Cooperative Extension Service from 1962-82. Crooks also served as national president of Epsilon Sigma Phi in 1969, a group that recognized his leadership in 1973 with its Distinguished Ruby Award. Note: no website

### ERIC G. SHARVELLE DISTINGUISHED EXTENSION SPECIALIST AWARD

Eric G. Sharvelle Distinguished Extension Specialist Award. The award recognizes Extension specialists who have served the people of Indiana by demonstrating a high degree of proficiency and professionalism during their careers, along with a track record of excellence in Extension programming. The Sharvelle Award is given each year in memory of Eric G. Sharvelle, who was a Purdue professor of botany and plant pathology from 1946 to 1975. The award was established in 1985 by Dr. Derek and Sybil Sharvelle of Battle Ground, Ind.

Note: No website

### 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/ywuurnvb>

#### ANN HANCOOK AWARD

The Ann Hancock 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/ywuurnvb>



### 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/ywuurnvb>

### 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/ywuurnvb>

### 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/ywuurnvb>

### 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/ywuurnvb>

### 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/ywuurnvb>

### 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/ywuurnvb>

### 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.

<https://tinyurl.com/ywuurnvb>

## 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.

**Website not available**

## 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/e37jfzct>

## 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/3haem7ys>

## COLLEGE OF LIBERAL ARTS

### COLLEGE OF LIBERAL ARTS EXCELLENCE IN ENGAGEMENT AWARD (MULTIPLE FACULTY RECEIVE THIS AWARD)

## COLLEGE OF PHARMACY

### COLLEGE OF PHARMACY EXCELLENCE IN ENGAGEMENT AWARD

The purpose of this award is to honor tenured, tenure-track and clinical track faculty in the College of Pharmacy who have demonstrated dedication and excellence in scholarly engagement endeavors that have impacted College of Pharmacy constituents by addressing a community, professional, and/or societal need.

<https://tinyurl.com/2cwmbxbr>

## COLLEGE OF SCIENCE

### COLLEGE OF SCIENCE ENGAGEMENT AWARD (MULTIPLE FACULTY RECEIVE THIS AWARD)

Purpose: This award recognizes excellence in engagement by CoS faculty or staff. Criteria: Innovation and impact are the primary desired characteristics of the engagement activities of the nominee.

<https://tinyurl.com/2p2cxyat>

## 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://vet.purdue.edu/about/our-people/awards/engagement-service.php>

### EXCELLENCE IN SERVICE AWARD

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

<https://vet.purdue.edu/about/our-people/awards/engagement-service.php>

\*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://servicelearning.provost.purdue.edu/professional-development/>

### 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.

### THE SOCIETAL IMPACT FELLOWS PROGRAM

#### Purpose

The Societal Impact Fellows Program will foster the development of societal impact across mission areas for faculty and staff. The program will specifically focus on integrating societal impact in grant submissions.

#### Program Description

Twelve (12) faculty and/or staff members from the West Lafayette campus will be chosen to participate in this program designed to span the 2022 fall semester. Any faculty or staff member able to submit proposals for external funding, especially those interested in societal impact, are invited to apply. This program encompasses all mission areas: learning, discovery, and engagement. Fellows will work with a panel of senior faculty mentors from Purdue who have a history of successful engaged scholarship. This program will focus on enhancing societal impact across mission areas, and integrating societal impact within grant proposals. Fellows will receive direct feedback from mentors on their proposals, with a special emphasis on integrating societal impact.

Fellows will receive \$1,000 for participating and completing the semester-long program.

#### Expectations

Fellows will develop their societal impact portfolio during the fellowship, as well as:

- Identify and describe a proposal with societal benefit and scholarly output with impact;
- Work with faculty mentors to develop appropriate

short/long-term goals for this project;

- Demonstrate understanding of societal impact through completion of grant proposal executive summary and logic model;
- Attend workshops, presentations, and submit reflections.

### Application Process

Candidates are required to submit a written application for the program. The application must include the following components:

1. A brief statement (1-2 pages) of interest in the Societal Impact program and why this program will augment the individual's academic career;
2. A brief description of the individual's proposal idea including community partners, their role(s), scholarly outputs, proposed assessments, anticipated impact and mission area focus;
3. Examples of how their research (within any of the three mission areas) has impacted society, if possible;
4. A statement of support from the department head and dean (email is sufficient; no formal letter required).

### 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.

### PUBLICATION OUTLETS

A list of publication outlets for the Scholarship of Engagement can be found in Appendix 4.

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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 spurring 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 the current and former versions of 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.

# APPENDICES

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

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

Accessible here: [purdue.edu/academics/faculty-affairs/promotion/criteria-tenure.html](http://purdue.edu/academics/faculty-affairs/promotion/criteria-tenure.html)

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

**APPENDIX 3** Publication outlets for the Scholarship of Engagement

Office of the Associate Provost for Engagement

Purdue University

610 Purdue Mall-Hovde Hall, Room 130

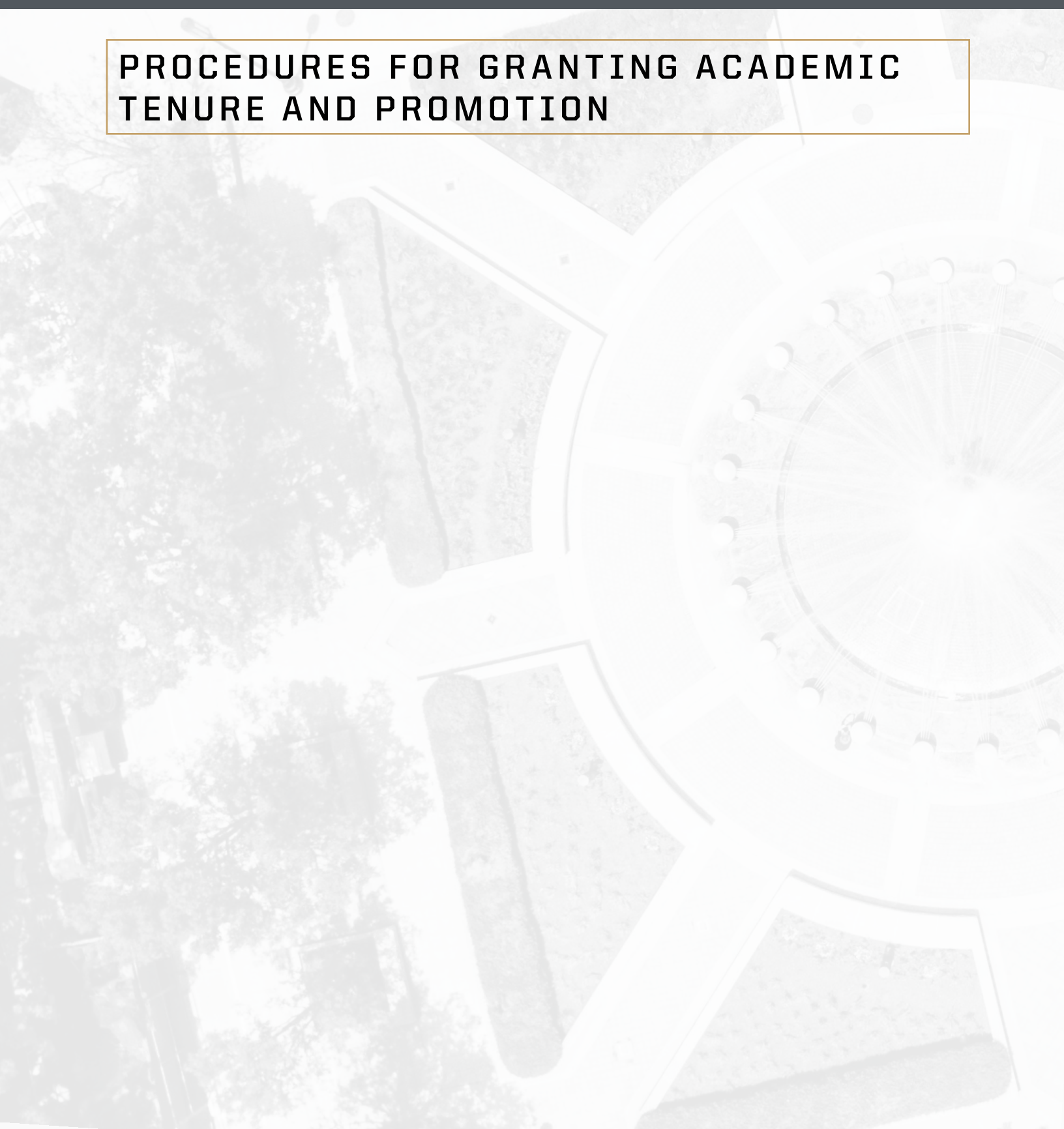
West Lafayette, IN 47907

765-494-0899

[www.purdue.edu/engagement](http://www.purdue.edu/engagement)

# *APPENDIX 2*

## **PROCEDURES FOR GRANTING ACADEMIC TENURE AND PROMOTION**



**To:** Tenured, Tenure-Track Faculty  
**From:** Jay Akridge, Provost and Executive Vice President for Academic Affairs and Diversity  
**Date:** April 22, 2021  
**Subject:** West Lafayette Campus Promotion and Tenure Policy

This memorandum has been prepared to inform all members of the tenured and tenure-track faculty of Purdue University of the policies and procedures that are followed in recommending them for tenure and/or for promotion to higher academic rank. We continue to operate under the promotion and tenure policy, procedures, and criteria for tenure/tenure track faculty that were approved by the Board of Trustees during the 2015-2016 academic year, as posted on the Office of the Provost website at <https://www.purdue.edu/provost/faculty/promotion/index.html>. Faculty are encouraged to carefully read the full documents on this website.

## SECTION I GENERAL CRITERIA FOR PROMOTION

The tasks of University faculty members are to acquire, discover, appraise, and disseminate knowledge. They should communicate this knowledge and the manner of its acquisition or discovery to their immediate community of students and scholars, to their profession, and to society at large. Service to the institution, the community, the state, the nation, and the world also constitutes an important mission of University faculty members. As an institution of higher education with a commitment to excellence and a diversity of missions, Purdue University values creative endeavor and scholarly activity in many forms. These include research and discovery; teaching and learning in its many forms; and engagement in its many forms, including extension and outreach. To be considered for promotion, a faculty member should have demonstrated excellence and scholarly productivity in at least one of these areas: discovery, learning, and/or engagement. Ordinarily, strength should be manifest in more than one of these areas. In evaluating performance in any of the three areas, no single indicator should be used as the sole measure of excellence and/or scholarly productivity, but rather multiple elements as described in the university and unit promotion criteria documents should be considered, as part of a holistic assessment.

As we evaluate the teaching impact of candidates, note that the structure and content of the student on-line evaluations of teaching were changed as the result of a 2017-19 [review process](#). In addition, during the first semester of the pandemic (spring 2020), we did not collect any summative student evaluations of teaching. In the 2020-21 AY we collected evaluations in both semesters, using the new format, but the results of these student responses must be put into the context of this year's challenging teaching conditions. Thus, the data available from student on-line evaluations are not consistent with past data, and will be different from this point forward. This change, and the teaching environment created by the pandemic, emphasizes the need to adhere to university criteria, which state that the evaluation of teaching in promotion should be holistic and not dependent on single metrics.

## RECOGNITION OF VARIETY IN ACHIEVEMENT

The diversity of academic enterprise in a land-grant institution such as Purdue University is to be taken into account when promotions are considered. The [Criteria for Tenure and Promotion](#) for the West Lafayette Campus document contains updated criteria and examples that should be used as a guide for the completion of tenure and promotion packages. Colleges, and some schools and departments, have also developed more

detailed criteria specific to their disciplines. Form 36 and its instructions also contain guidelines and examples for documenting activities. Many examples of excellence in scholarly activities across missions exist and must be recognized by members of the successive committees on tenure and promotion. In addition, each college has developed recommendations for documenting mentoring activities, and these guidelines should be made available to faculty.

## THE FACULTY REVIEW SYSTEM

The promotion requirements are intended to guide all academic units of the University. Throughout the entire promotion process, Primary, Area, and Campus Promotion Committee members respond to each tenure or promotion nomination individually, interpreting the achievements described in the nominating documents in the light of standards appropriate for the nominee's discipline and the University's criteria for promotion. In the course of these evaluations, the give-and-take of full and confidential discussion is a critical element to informing each committee member of the candidate's accomplishments. To this end, and with the unanimous support of the University Senate Faculty Affairs Committee, only those promotion committee members present for the entire discussion of a candidate's record shall be extended the privilege of voting (Faculty Affairs Committee Meeting Minutes, March 2, 1998). Additional information about Purdue's promotion process is included in Section III of this document and in the documents on the [Promotion and Tenure website](#).

Faculty growth, productivity, and success require that Primary Committee chairs actively and annually convey, to each colleague who is not a full professor, what levels of performance and achievement are viewed favorably by the Primary and Area Committees. To facilitate this communication, all colleges must have written promotion criteria available to their faculty. Area Committee chairs, who have an active role on the Campus Promotions Committee (Panel A), have corresponding obligations to convey university expectations to the members of their Area Committees.

This year, in response to the broad and varied effects of the pandemic on faculty work, candidates for promotion will have the option of including in their promotion document a Professional COVID Impact Statement. The guidelines for composing and interpreting the Statement, and language to provide to external referees, are found in the Guidelines document circulated to faculty, Heads, and Deans on March 8, 2021, and also found here: [Assessment of Productivity During The COVID Pandemic](#).

## SECTION II PROMOTION TO DIFFERENT RANKS

### Tenure-track Faculty

#### Promotion to Assistant Professor

A tenure-track instructor may be promoted to assistant professor upon attaining the level of professional accomplishment which would have justified appointment as an assistant professor.

#### Promotion to Associate Professor

Academic tenure is acquired on promotion to this rank. A successful candidate should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.

#### Promotion to Professor

Successful candidates should be recognized as authorities in their fields of specialization by external colleagues – national and/or international as may be appropriate in their academic disciplines – and be valued for their intramural contributions as faculty members.

### SECTION III GENERAL PROCEDURE

Before or during the first semester of each academic year, the head of each school, division, or department shall convene the Primary Committee, which is to consist of all tenured full professors and all tenured associate professors in the respective administrative unit. Tenured associate professors discuss and vote upon promotion up to and including the associate professor level. The department head shall act as chair of the Primary Committee.

A Nomination for Promotion – President’s Office Form 36 (Form 36) - must be submitted for all faculty members being considered for tenure and/or promotion. Form 36 also should be submitted for penultimate year faculty members who choose not to be reviewed. Supporting documents are not required with Form 36 if the penultimate year faculty member chooses not to be considered for promotion.

For more detail on completion of Form 36; the promotion and tenure policy, procedures and criteria; and accompanying documentation, see the Provost’s Office [website](#).

A candidate should be given the opportunity to help create and review his/her tenure and/or promotion documentation and may receive a copy of any document (with confidential statements omitted) that will be submitted to the Primary, Area, and/or Campus committee(s). It is the right of the candidate to have included in his/her promotion document whatever the candidate chooses to add, including the candidate’s own brief (one page) comments about excellence, creative activity, and scholarship in discovery, teaching/learning, and/or service or engagement. The candidate must also include documentation of mentoring within the discovery/research activities, teaching/learning, and/or service or engagement sections as appropriate. Candidates and units are encouraged to keep documents to a maximum length of 100 pages (or less). If needed, additional supporting material may be linked to the promotion document.

The information in the promotion document must be accurate before sending it to external reviewers or submission to the Primary Committee. While this is the responsibility of the candidate, senior faculty or heads assist in developing the document and they should check on items such as status of publications or role in grant awards where there is any uncertainty or possibly changes over time.

External letters should be collected for all tenure and/or promotion cases. External letters should typically be sought from peer or aspirational peer universities. Examples of peers and aspirational peers include members of the Association of American Universities (AAU) and leading international institutions. Letters may also be sought from faculty members at top academic programs from other institutions, and preminent experts at other institutions, although justification in the form of expertise credentials is expected in the latter case.

A minimum of 5 letters is expected for tenure and/or promotion cases, and documentation should be included stating whether a letter writer was suggested by the candidate or by the department/school (or both). It is essential to obtain unbiased external evaluations, so the letters should come from distinguished scholars who are not: the candidate’s thesis advisor (M.S. or Ph.D.) or postdoctoral advisor; a business or professional partner; any family relation such as a spouse, sibling, parent, or relative; a collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception would be a letter from a collaborator, clearly identified, who can help to define and evaluate the candidate’s role in major collaborative work, as per section IV.B.6 of the promotion [Procedures](#) document.

Some candidates for promotion and tenure will have received an extension of the tenure clock by virtue of University policy. Under these circumstances, the criteria for promotion and tenure are the same as those expected for a faculty member who has not received a tenure clock extension. The same is true for those being considered earlier than is typical. To ensure that our external referees are aware that we hold all

promotion cases to the same criteria, the following statement must be included in every request for an external review letter for a candidate for tenure:

*Please note that length of service in rank by itself is not a factor in promotion and/or tenure decisions at Purdue. Our criteria clearly state: "...issues of timing should not be paramount, and discussions should focus instead on the question of whether the faculty member has provided evidence of a sustainable and impactful record that warrants promotion and/or tenure..." We do not designate any promotion nomination to be "early" (records are ready for promotion or they are not), nor are any extensions of the tenure clock granted to a faculty member to be considered in the decision.*

Additionally, it should be noted to external reviewers, under Purdue University policies, that their reply will be held in confidence to the extent permitted by law. The following statement should be included in all external review letter requests:

*Candidates may request a summary of all evaluations in their file, however, sources remain confidential. We cannot guarantee that at some future time a court or government agency will not require the disclosure of the source of confidential evaluations. Purdue University will endeavor to protect the identity of authors of letters of evaluation to the fullest extent allowable under law.*

If a promotion document includes a Professional COVID-19 Impact Statement, then this language should be included in the letter to the external referees:

*Purdue University acknowledges the differential and negative impacts that the COVID-19 pandemic may have had on faculty career development. In carrying out decisions about promotion and tenure, we will evaluate each candidate's research, teaching, service, and engagement activities within the context of the pandemic. To this end, candidates have had an opportunity to include in their document a Professional COVID-19 Impact Statement, which documents how the pandemic has affected their professional accomplishments in discovery, teaching, and engagement, as well as their service obligations. To assist in your evaluation, we include this statement in the promotion document with which you have been provided. It presents information about what obstacles were faced by this candidate during the COVID year and how they overcame them, and helps to put their impact during that year into the context of what was possible.*

Finally, tracking the number of solicited external referees who decline or fail to provide letters and/or recording their stated reasons for not writing does not provide relevant, useful information about the quality of the candidate's case. Thus, this practice is strongly discouraged.

Primary Committees are chaired by the school, division, or department head/chair, who serves as a non-voting member unless the number of members on the committee is less than seven. Membership is comprised of all tenured faculty members in the respective administrative unit (see note below). The committee must consist of at least five tenured faculty members for cases of promotion to associate professor, and five professors for voting on cases of promotion to professor. When this minimum number is not available in the candidate's unit, then additional tenured faculty members are appointed by the chair of the Area Committee to which the Primary Committee reports, following consultation with the appropriate department head. The Provost, dean of the Graduate School, dean of Libraries and School of Information Studies, dean of the Honors College, and the academic deans may not be voting members of any Primary Committee.

Department heads with faculty members who have joint appointments should follow college guidelines for evaluating joint-appointed faculty. In units that lack college guidelines for this process, please consult with

the Office of the Provost on these cases.

Each college's Area Committee is chaired by its dean, who serves as a non-voting member. Membership is comprised of: 1) each school and/or department head, and 2) tenured faculty members at the rank of professor elected by the voting faculty of the applicable college/school in accordance with procedures established by that faculty. If specified by college/school by-laws, Area Committees may include associate deans as ex-officio members. At least a third of the membership of each Area Committee consists of tenured faculty members without administrative responsibilities. In no case may the number of faculty members without administrative responsibilities be fewer than two. The membership of the Area Committee of the Libraries and School of Information Studies will have a different composition due to its unique academic role.

The Campus Promotions Committee (Panel A) is chaired by the Provost (who does not vote) and consists of the dean of the Graduate School, dean of Libraries and School of Information Studies, all academic deans, one tenured professor from each college, and a number of additional at-large tenured faculty members so that there are equal numbers of administrators and faculty members without administrative appointments on the committee. At-large faculty members are elected by the University Senate's Nominating Committee for three-year terms, staggered in the first instance. In selecting candidates, the Nominating Committee will attend to the representation of college, interdisciplinary programs, and diversity in background and experience. In the event a vacancy occurs that must be filled at a time when it is difficult or impossible to convene the Nominating Committee, the President, in consultation with the University Senate chair, may appoint a tenured professor as the replacement, ensuring that every college is represented. The Vice Provost for Faculty Affairs is invited to attend Panel A sessions as a non-voting advisor to the Provost.

As described in [Procedures for Granting Academic Tenure and Promotion](#), it is in the best interest of the University and faculty that full and frank discussions occur during the deliberations of Promotion Committees. The confidentiality of remarks made at such meetings should, therefore, be carefully preserved. Recommendations against promotion may be discussed with the faculty member affected, as described in Procedures, in a discreet manner and without undue delay, by the appropriate department head or dean. Faculty will be advised of their promotion progress by their department head after the Primary Committee and by their dean or his/her designee after the Area Committee and Campus Promotions Committee meetings. Official notice will be sent to promoted faculty members after the President and the Board of Trustees approve the promotions.

Other than the requirements stipulated above, attendance requirements and the specific rules governing the meaning of participation for the members of the Primary, Area, and Campus Promotions Committees are determined by the committee chair or an academic officer with authority commensurate with or higher than the committee level, in consultation with committee members.

Substantive changes should not be made to the tenure and/or promotion documents once they have been submitted to and voted on by the Primary Committee. New substantive information that is available before the Area Committee meeting, such as newly published works, new funding, and new recognition, should be discussed by the head at the Area Committee, or by the dean if new information becomes available prior to Panel A.

**Relevant Policies, Procedures, and Criteria:**

Promotion and Tenure Procedures:

<https://www.purdue.edu/provost/faculty/promotion/criteria-tenure-procedures.html>

Promotion and Tenure Policy:

<https://www.purdue.edu/policies/academic-research-affairs/ib2.html>

Promotion and Tenure Criteria:

<https://www.purdue.edu/provost/faculty/promotion/criteria-tenure.html>

**To:** Tenured, Tenure-Track, Clinical/Professional Faculty  
**From:** Jay Akridge, Provost and Executive Vice President for Academic Affairs and Diversity  
**Date:** April 22, 2021  
**Subject:** West Lafayette Campus Promotion Policy – Clinical/Professional Faculty

This memorandum has been prepared for the purpose of informing the members of the clinical/professional faculty of Purdue University, and their promotion committees, of the policies and procedures that are followed in recommending them for promotion to higher academic rank. We continue to operate under the policies and procedures for clinical/professional faculty that were approved in 2014 (see links at bottom). Faculty are encouraged to carefully read these documents on the website. In addition, individual college procedures and criteria for the promotion of clinical/professional faculty are critically important and should be consulted.

## SECTION I GENERAL CRITERIA FOR PROMOTION

Purdue University values clinical/professional faculty activity and impact in many forms. These include teaching and learning in its many forms, engagement in its many forms, including extension and outreach, and scholarship related to all of these. The diversity of academic enterprise in a land-grant institution such as Purdue University is to be taken into account when promotions are considered. To be considered for promotion, a clinical/professional faculty member should have demonstrated excellence in teaching or engagement and related activities, and scholarly productivity in one of those areas. As described in the University and unit promotion criteria documents, performance in any of these areas should be evaluated not on the basis of any single indicator, but rather by considering multiple elements as part of a holistic assessment. Many examples of excellence in faculty activities across missions exist and must be recognized by members of the successive committees on promotion. Colleges, and some schools and departments, have developed more detailed criteria specific to their disciplines for clinical/professional faculty. In addition, each college has developed recommendations for documenting mentoring activities, and these guidelines should be made available to faculty.

As we evaluate the teaching impact of candidates, note that the structure and content of the student on-line evaluations of teaching were changed as the result of a 2017-19 review process. In addition, during the first semester of the pandemic (spring 2020), we did not collect any summative student evaluations of teaching. In the 2020-21 AY we collected evaluations in both semesters, using the new format, but the results of these student responses must be put into the context of this year's challenging teaching conditions. Thus, the data available from student on-line evaluations are not consistent with past data, and will be different from this point forward. This change, and the teaching environment created by the pandemic, emphasizes the need to adhere to university criteria, which state that the evaluation of teaching in promotion should be holistic and not dependent on single metrics.

## THE FACULTY REVIEW SYSTEM

The promotion requirements are intended to guide all academic units of the University. Throughout the entire promotion process, Primary, Area, and Campus Promotion Committee members respond to each promotion nomination individually, interpreting achievements described in the nominating documents in

the light of standards appropriate for the nominee's discipline and the University's criteria for promotion. In the course of these evaluations, the give-and-take of full and confidential discussion is a critical element to informing each committee member of the candidate's accomplishments. To this end, and with the unanimous support of the University Senate Faculty Affairs Committee, only those promotion committee members present for the entire discussion of a candidate's record shall be extended the privilege of voting (Faculty Affairs Committee Meeting Minutes, March 2, 1998). Additional information about Purdue's promotion process is included in Section III of this document and in the documents on the [Promotion and Tenure website](#).

Faculty growth, productivity, and success require that Primary Committee chairs actively and annually convey, to each clinical/professional colleague who is not a full professor, what levels of performance and achievement are viewed favorably by the Primary and Area Committees. To facilitate this communication, all colleges must have written promotion criteria available to their faculty. Area Committee chairs, who have an active role on the Campus Promotions Committee (Panel B), have corresponding obligations to convey university expectations to the members of their Area Committees.

This year, in response to the broad and varied effects of the pandemic on faculty work, candidates for promotion will have the option of including in their promotion document a Professional COVID Impact Statement. The guidelines for composing and interpreting the Statement, and language to provide to external referees, are found in the Guidelines document circulated to faculty, Heads, and Deans on March 8, 2021, and also found here: [Assessment of Productivity During The COVID Pandemic](#).

## SECTION II PROMOTION TO DIFFERENT RANKS

### Clinical/Professional Faculty

#### Promotion to Clinical/Professional Assistant Professor

A Clinical/Professional Instructor may be promoted to Clinical/Professional Assistant Professor upon attaining the level of professional accomplishment which would have justified appointment as an assistant professor. The relevant required degrees, qualifications, specialty certifications, and experience shall be determined by the appointing department. Successful candidates for promotion must exhibit expertise in clinical/professional practice and be qualified to participate in the education and/or engagement program of the department. They also must have a primary commitment to assist the college/school in meeting its programmatic need for clinical/professional services and instruction.

#### Promotion to Clinical/Professional Associate Professor

Required degrees, qualifications (e.g., certification), or experience shall be determined by the appointing department. Successful candidates for promotion must demonstrate evidence of excellence in teaching and/or engagement, and clinical/professional practice, and have a primary commitment to assist the college/school in meeting its programmatic needs for clinical/professional services and instruction. They also are expected to have accomplishments or potential for national prominence in their fields.

#### Promotion to Clinical/Professional Professor

Successful candidates must demonstrate an extremely high level of professional accomplishment in teaching, engagement, service, and clinical/professional practice, and must be recognized by their peers at the national level.

### SECTION III GENERAL PROCEDURE

Before or during the first semester of each academic year, the head of each school, division, or department shall convene the Primary Committee, the composition of which is described below. The department head shall act as chair of the Primary Committee.

Clinical/Professional members may be nominated for promotion by any member of the Primary Committee or by higher-ranking clinical/professional faculty in their department or school. Those faculty members whose nominations are seconded shall be voted on by the committee. Although university procedures do not set an exact timetable for clinical/professional promotion reviews, they do state that the review “frequency occurs on a timetable similar to that for tenure track faculty.” This suggests 5-7 years, but should be specified at the college level.

A Nomination for Promotion – President’s Office Form 36 (Form 36) must be submitted for all Clinical/Professional Faculty who are nominated for promotion to clinical/professional assistant professor, associate professor, or to professor and receive a majority affirmative Area Committee vote

Supporting documents are not required for faculty members who fail to receive a positive majority vote for promotion, but Form 36 should be submitted in these cases. For more detail on completion of Form 36; the promotion policy, procedures and criteria; and accompanying documentation, see the Office of the Provost [web site](#).

A candidate should be given the opportunity to help create and review his/her promotion documentation and may receive a copy of any document (with confidential statements omitted) that will be submitted to the Primary, Area, and/or Campus committee(s). It is the right of the candidate to have included in his/her promotion document whatever the candidate chooses to add, including the candidate’s own brief (one page) comments about excellence, creative activity, and scholarship in teaching/learning and/or engagement, each as appropriate. The candidate should also include documentation of mentoring within the scholarship, teaching/learning, and service or engagement sections, again as appropriate. Candidates and units are encouraged to keep documents to a maximum length of 100 pages (or less). If needed, additional supporting material may be linked to the promotion document.

External letters are desirable for promotions of Clinical/Professional Faculty. However, a combination of internal and external letters is acceptable and may be more appropriate, depending on the duties of the position. A minimum of 3 letters is expected. External letters should be sought from peer or aspirational peer universities. Examples of the peer and aspirational peers include members of the Association of American Universities (AAU) and leading international institutions. Letters may also be sought from faculty members at top academic programs from other institutions, and from preminent experts at other institutions, although justification in the form of expertise credentials is expected in the latter case. For faculty with engagement appointments, letters from key stakeholders/stakeholder organizations are also appropriate. Documentation should be included stating whether a letter writer was suggested by the candidate or by the department/school, or both.

It is essential to obtain unbiased external evaluations, so the letters should come from distinguished scholars/evaluators who are not: the candidate’s thesis advisor (M.S. or Ph.D.) or postdoctoral advisor; a business or professional partner; any family relation such as a spouse, sibling, parent, or relative; a collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception to the latter would be a letter from a collaborator, clearly identified, who can help to define and evaluate the candidate’s role in major collaborative work, as per section IV.B.6 of the [Procedures for Granting Academic Tenure and Promotion document](#).

It should be noted to external reviewers, under Purdue University policies, that their reply will be held in confidence to the extent permitted by law. The following statement should be included in all external review letter requests:

*Candidates may request a summary of all evaluations in their file, however, sources remain confidential. We cannot guarantee that at some future time a court or government agency will not require the disclosure of the source of confidential evaluations. Purdue University will endeavor to protect the identity of authors of letters of evaluations to the fullest extent allowable under law.*

Finally, tracking the number of solicited external referees who decline or fail to provide letters and/or recording their stated reasons for not writing does not provide relevant, useful information about the quality of the candidate's case. Thus, this practice is strongly discouraged.

Primary Committees are chaired by the school, division, or department head/chair, who serves as a non-voting member unless the number of members on the committee is less than seven. Membership is comprised of all Tenured Professors in the respective administrative unit (see note below). The committee must consist of at least five Tenured Faculty members for cases of promotion to associate professor, and five Tenured Professors for voting on cases of promotion to professor. When this minimum number is not available in the candidate's department additional Tenured Professors are appointed by the chair of the Area Committee to which the Primary Committee reports, following consultation with the appropriate department head. The Provost, dean of the Graduate School, dean of Libraries, and the academic deans may not be voting members of any Primary Committee.

In addition to the above composition requirements, at least one Clinical/Professional Faculty member at the professor level must sit with the Primary and Area Committees when Clinical/Professional Faculty are considered for promotion to professor. At least one Clinical/Professional Faculty at the professor or associate professor level must sit with the Primary Committee in reviewing the promotion of Clinical/Professional Faculty instructors and assistant professors. When this minimum number of Clinical/Professional Faculty is not available in the candidate's department, additional Clinical/Professional Faculty full and/or associate professors shall be appointed by the chair of the Area Committee to which the Primary Committee reports, following consultation with the appropriate department head. The committee chair may choose, or the college guidelines may specify, that more than one qualified clinical/professional faculty member join the primary committee when it considers clinical/professional promotion cases. These ad hoc members are entitled to participate in the discussions, and to vote on these cases.

Department heads with faculty members who have joint appointments should follow college guidelines for evaluating joint-appointed faculty. Units that lack college guidelines for this process should consult with the Office of the Provost on these cases.

Each college's Area Committee is chaired by its dean, who serves as a non-voting member. Membership is comprised of: 1) each school and/or department head, and 2) Tenured Faculty members at the rank of professor elected by the voting faculty of the applicable college/school in accordance with procedures established by that faculty. If specified by college/school by-laws, Area Committees may include associate deans as ex-officio members. At least a third of the membership of each Area Committee consists of Tenured Faculty members without administrative responsibilities. In no case may the number of faculty members without administrative responsibilities be fewer than two. The membership of the Area Committee of the Libraries will have a different composition due to its unique academic role.

Clinical/Professional Faculty at the rank of full professor selected in accordance with college/school procedures will be voting members for all Clinical/Professional Faculty being considered for promotion.

The Campus Promotions Committee for review of Clinical/Professional cases (Panel B) shall consist of the Provost as chair, three academic deans from schools/colleges employing Clinical/Professional Faculty, and six faculty members. The Provost shall nominate three of these faculty from Panel A of the University Promotions Committee. The remaining three faculty, either Tenure-Track or Clinical/Professional Professors, shall be nominated by the University Senate Nominating Committee and appointed by the President for three-year terms. For more information on the updated policy and procedures for promoting Clinical/Professional Faculty, see the policy on [Clinical/Professional Faculty Appointment and Promotion \(VI.F.10\)](#) and the associated [Procedures for Appointing and Promoting Clinical/Professional Faculty](#).

It is in the best interest of the University and faculty that full and frank discussions occur during the deliberations of Promotion Committees. The confidentiality of remarks made at such meetings should, therefore, be carefully preserved. Recommendations against promotion may be discussed with the faculty member affected, as per Procedures, in a discreet manner and without undue delay, by the appropriate department head or dean. Faculty will be advised of their promotion progress by their department head after the Primary Committee and by their dean or his /her designee after the Area Committee and University Promotions Committee meetings. Official notice will be sent to promoted faculty members after the President and the Board of Trustees approve the promotions.

Attendance requirements and the specific rules governing the meaning of participation for the members of the Primary, Area, and Campus Promotions Committees are determined by the committee chair or an academic officer with authority commensurate with or higher than the committee level, in consultation with committee members.

Substantive changes should not be made to the promotion documents once they have been submitted to the Primary Committee for review. New substantive information that is available before the Area Committee meeting, such as newly published works, new funding, and new recognition should be discussed by the head at the Area Committee, or by the dean if new information becomes available prior to University Panel B as appropriate.

### **Relevant Policies, Procedures and Criteria**

Clinical Faculty Procedures <https://www.purdue.edu/provost/policies/clinical-faculty.html>

Clinical Faculty Policy <http://www.purdue.edu/policies/human-resources/vif10.html>

**To:** Tenured, Tenure-Track, Research Faculty  
**From:** Jay Akridge, Provost and Executive Vice President for Academic Affairs and Diversity  
**Date:** April 22, 2021  
**Subject:** West Lafayette Campus Promotion Policy – Research Faculty

This memorandum has been prepared for the purpose of informing the members of the research faculty of Purdue University, and their promotion committees, of the policies and procedures that are followed in recommending them for promotion to higher academic rank. We continue to operate under the policies and procedures for research faculty that were approved in 2012 (see links at bottom). Faculty are encouraged to carefully read the policy and procedures on [Research Faculty Appointment and Promotion \(VI.F.8\)](#).

## SECTION I GENERAL CRITERIA FOR PROMOTION

Purdue University values creative endeavor and scholarly activity in many forms. To be considered for promotion, a research faculty member should have demonstrated excellence in discovery and its scholarship. As described in the University and unit promotion criteria documents, performance in this area should be evaluated not on the basis of any single indicator, but rather by considering multiple elements as part of a holistic assessment. Many examples of excellence in faculty research activities across missions exist and must be recognized by members of the successive committees on promotion.

## THE FACULTY REVIEW SYSTEM

The promotion requirements are intended to guide all academic units of the University. Throughout the entire promotion process, Primary, Area, and Campus Promotion Committee members respond to each promotion nomination individually, interpreting achievements described in the nominating documents in the light of standards appropriate for the nominee's discipline and the University's criteria for promotion. In the course of these evaluations, the give-and-take of full and confidential discussion is a critical element to informing each committee member of the candidate's accomplishments. To this end, and with the unanimous support of the University Senate Faculty Affairs Committee, only those promotion committee members present for the entire discussion of a candidate's record shall be extended the privilege of voting (Faculty Affairs Committee Meeting Minutes, March 2, 1998). Additional information about Purdue's promotion process is included in Section III of this document and at the link to the Promotion and Tenure website, provided below.

Faculty growth, productivity, and success require that Primary Committee chairs actively and annually convey, to each colleague who is not a full professor, what levels of performance and achievement are viewed favorably by the Primary and Area Committees. To facilitate this communication, all colleges must have written promotion criteria available to their faculty. Area Committee chairs, who have an active role on the Campus Promotions Committee (Panel C), have corresponding obligations to convey university expectations to the members of their Area Committees.

This year, in response to the broad and varied effects of the pandemic on faculty work, candidates for promotion will have the option of including in their promotion document a Professional COVID Impact

Statement. The guidelines for composing and interpreting the Statement, and language to provide to external referees, are found in the Guidelines document circulated to faculty, Heads, and Deans on March 8, 2021, and also found here: [Assessment of Productivity During The COVID Pandemic](#).

## SECTION II PROMOTION TO DIFFERENT RANKS

### Research Faculty

#### Promotion to Research Associate Professor

A successful candidate should have a significant record of accomplishment as a research faculty member and show promise of continued professional growth and recognition.

#### Promotion to Research Professor

Successful candidates should be recognized as authorities in their fields of specialization by external colleagues – national and/or international as may be appropriate in their academic disciplines – and be valued for their intramural contributions as faculty members.

## SECTION III GENERAL PROCEDURE

Before or during the first semester of each academic year, the head of each school, division, or department shall convene the Primary Committee, the composition of which is described below. The department head shall act as chair of the Primary Committee.

Research Faculty members may be nominated for promotion by any member of the Primary Committee. Those faculty members whose nominations are seconded shall be voted on by the committee. Research Faculty must be evaluated for promotion or retention in rank every five years.

A Nomination for Promotion – President’s Office Form 36 (Form 36) must be submitted for all Research Faculty who are nominated for promotion to Research Associate Professor or to Professor and receive a majority affirmative Area Committee vote.

Supporting documents are not required for faculty members who fail to receive a positive majority vote for promotion, but Form 36 should be submitted in these cases. For more detail on completion of Form 36; the promotion policy, procedures and criteria; and accompanying documentation, see the web-site below: <https://www.purdue.edu/provost/faculty/promotion/index.html>

A candidate should be given the opportunity to help create and review his/her promotion documentation and may receive a copy of any document (with confidential statements omitted) that will be submitted to the Primary, Area, and/or Campus committee(s). It is the right of the candidate to have included in his/her promotion document whatever the candidate chooses to add, including the candidate’s own brief (one page) comments about excellence, creative activity, and scholarship in teaching/learning and/or engagement, each as appropriate. The candidate should also include documentation of mentoring within the scholarship, teaching/learning, and service or engagement sections, again as appropriate. Candidates and units are encouraged to keep documents to a maximum length of 100 pages (or less). If needed, additional supporting material may be linked to the promotion document.

External letters are desirable for promotions of Research Faculty. However, a combination of internal and external letters is acceptable and may be more appropriate, depending on the duties of the position. A

minimum of 3 letters is expected. External letters should be sought from peer or aspirational peer universities. Examples of the peer and aspirational peers include members of the Association of American Universities (AAU) and leading international institutions. Letters may also be sought from faculty members at top academic programs from other institutions, and from preeminent experts at other institutions, although justification in the form of expertise credentials is expected in the latter case. Documentation should be included stating whether a letter writer was suggested by the candidate or by the department/school.

It is essential to obtain unbiased external evaluations, so the letters should come from distinguished scholars who are not: the candidate's thesis advisor (MS or PhD) or postdoctoral advisor; a business or professional partner; any family relation such as a spouse, sibling, parent, or relative; a collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception to the latter would be a letter from a collaborator, clearly identified, who can help to define and evaluate the candidate's role in major collaborative work, as per section IV.B.6 of the [Procedures for Granting Academic Tenure and Promotion](#) document.

It should be noted to external reviewers, under Purdue University policies, that their reply will be held in confidence to the extent permitted by law. The following statement should be included in all external review letter requests:

*Candidates may request a summary of all evaluations in their file, however, sources remain confidential. We cannot guarantee that at some future time a court or government agency will not require the disclosure of the source of confidential evaluations. Purdue University will endeavor to protect the identity of authors of letters of evaluations to the fullest extent allowable under law.*

Finally, tracking the number of solicited external referees who decline or fail to provide letters and/or recording their stated reasons for not writing does not provide relevant, useful information about the quality of the candidate's case. Thus, this practice is strongly discouraged.

Primary Committees are chaired by the school, division, or department head/chair, who serves as a non-voting member unless the number of members on the committee is less than seven. Membership is comprised of all Tenured Professors in the respective administrative unit (see note below). The committee must consist of at least five Tenured Faculty members for cases of promotion to associate professor, and five Tenured Professors for voting on cases of promotion to professor. When this minimum number is not available in the candidate's department additional Tenured Professors are appointed by the chair of the Area Committee to which the Primary Committee reports, following consultation with the appropriate department head. The Provost, dean of the Graduate School, dean of Libraries, and the academic deans may not be voting members of any Primary Committee.

In addition to the above composition requirements, at least one Research Faculty member at the professor level will discuss and vote on all research faculty being considered for promotion to the Research Professor level at the Primary and Area Committees unless no Research Faculty at the professor level are employed on the Purdue University campus considering the case for promotion. At least one Research Professor or associate professor will discuss and vote upon promotion up to and including the research associate professor level at the Primary Committee unless no Research Faculty at the professor or associate professor level are employed on the Purdue University campus considering the case for promotion.

Department heads with faculty members who have joint appointments should follow college guidelines for evaluating joint-appointed faculty. Units that lack college guidelines for this process should consult with the Office of the Provost on these cases.

Each college's Area Committee is chaired by its dean, who serves as a non-voting member. Membership is comprised of: 1) each school and/or department head, and 2) Tenured Faculty members at the rank of professor elected by the voting faculty of the applicable college/school in accordance with procedures established by that faculty. If specified by college/school by-laws, Area Committees may include associate deans as ex-officio members. At least a third of the membership of each Area Committee consists of Tenured Faculty members without administrative responsibilities. In no case may the number of faculty members without administrative responsibilities be fewer than two. The membership of the Area Committee of the Libraries will have a different composition due to its unique academic role.

The Campus Promotions Committee for review of Research cases (Panel C) shall consist of the Provost as chair, the Executive Vice President for Research and Partnerships (ex officio), two academic deans or associate deans from colleges/schools that employ Research Faculty, three faculty members appointed by the Provost from the University Promotions Committee, and three research professors appointed by the Provost. For more information on the updated policy and procedures for promoting Research Faculty, see the policy and procedures on [Research Faculty Appointment and Promotion \(VI.F.8\)](#).

It is in the best interest of the University and faculty that full and frank discussions occur during the deliberations of Promotion Committees. The confidentiality of remarks made at such meetings should, therefore, be carefully preserved. Recommendations against promotion may be discussed with the faculty member affected, as per Procedures, in a discreet manner and without undue delay, by the appropriate department head or dean. Faculty will be advised of their promotion progress by their department head after the Primary Committee and by their dean or his /her designee after the Area Committee and University Promotions Committee meetings. Official notice will be sent to promoted faculty members after the President and the Board of Trustees approve the promotions.

Attendance requirements and the specific rules governing the meaning of participation for the members of the Primary, Area, and Campus Promotions Committees are determined by the committee chair or an academic officer with authority commensurate with or higher than the committee level, in consultation with committee members.

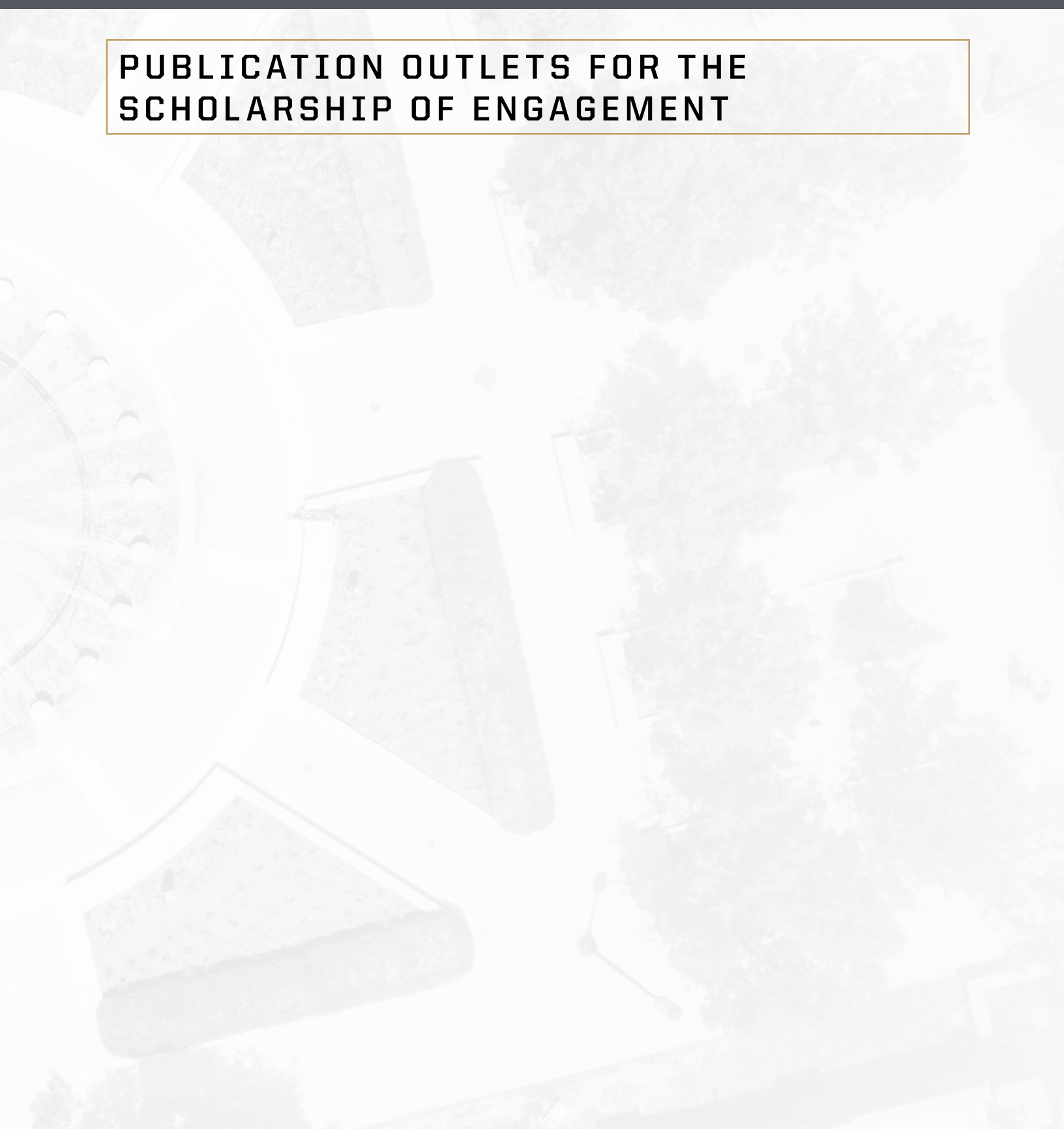
Substantive changes should not be made to the promotion documents once they have been submitted to the Primary Committee for review. New substantive information that is available before the Area Committee meeting, such as newly published works, new funding, and new recognition should be discussed by the head at the Area Committee, or by the dean if new information becomes available prior to University Panel C as appropriate.

### **Relevant Policies, Procedures and Criteria**

Research Faculty Policy and Procedures <http://www.purdue.edu/policies/human-resources/vif8.html>

# *APPENDIX 3*

## **PUBLICATION OUTLETS FOR THE SCHOLARSHIP OF ENGAGEMENT**



## Scholarship of Engagement: Publication Outlets

Literary works involving the scholarship of engagement are often found in discipline-specific journals, yet there are other avenues for publication, which are reflected here.

### **Change: The Magazine of Higher Learning**

This magazine aims to cover contemporary issues in higher learning. It is intended to stimulate and inform reflective practitioners in colleges, universities, corporations, government, and elsewhere. Using a magazine format rather than that of an academic journal, *Change* spotlights trends, provides new insights and ideas, and analyzes the implications of educational programs, policies, and practices.

[Main website](#) and [Information for authors](#)

### **Collaborations: A Journal of Community-Based Research and Practice**

A peer-reviewed, open access journal, sponsored by the University of Miami and Rutgers University as a site for sharing research and practice emanating from university-community collaborations. It was created to highlight research that describes, examines and evaluates the many different forms of university-community collaborations.

Main website <https://collaborations.miami.edu/>

Information for authors <https://collaborations.miami.edu/about/submissions/>

### **Community Development Journal**

A peer-reviewed journal that is considered the leading international journal in its field. It covers a wide range of topics, reviewing significant developments and providing a forum for cutting-edge debates about theory and practice. It adopts a broad definition of community development to include policy, planning, and action as they impact on the life of communities.

[Main website](#) and [Information for authors](#)

### **Community Works Journal**

This journal supports teaching practices that build community and features essays and reflections along with curriculum overviews that highlight the importance of place, service, and sustainability to a relevant and meaningful education.

[Main website](#) and [Information for authors](#)

### **Education, Citizenship and Social Justice**

A peer-reviewed journal that provides a strategic forum for international and multi-disciplinary dialogue for all academic educators and educational policy-makers concerned with the different dimensions of division in society within the context of education, citizenship, and social justice across the full spectrum of education and education-related institutions and practices.

[Main website](#)

### **Educational Researcher**

A peer-reviewed journal that publishes scholarly articles of general significance to the education research community and that come from a wide range of areas of education research and related disciplines.

[Main website](#)

### **eJournal of Public Affairs**

A peer-reviewed, multidisciplinary, open-access journal published by Missouri State University and affiliated with the American Democracy Project. The journal is focused on scholarship related to engagement in the public arena and, in particular, to the following themes:

- Considerations of citizenship and what it means to be a citizen, including global citizenship and eCitizenship

- Scholarship of Teaching and Learning, problem solving, and leadership related to citizenship and civic engagement
- Assessment of civic-engagement projects
- The relationship between social media (e.g., Facebook, Twitter, YouTube) and civic engagement

[Main website](#) and [Information for authors](#)

### **Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning**

Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning is Canada's online, peer-reviewed, multi-disciplinary journal committed to profiling best practices in 'engaged scholarship' informed by community-academic partnerships in research, teaching and learning. The journal's mission is:

- to promote and support reciprocal and meaningful co-creation of knowledge among scholars, educators, professionals and community leaders, in Canada and worldwide
- to inspire and promote productive dialogue between practice and theory of engaged scholarship
- to critically reflect on engaged scholarship, research, and pedagogy pursued by various university and community partners, working locally, nationally and internationally, across various academic disciplines and areas of application
- to serve as a forum of constructive debate on the meanings and applications of engaged scholarship among partners and communities

Main website <https://esj.usask.ca/index.php/esj>

Information for authors <https://esj.usask.ca/index.php/esj/about/submissions>

### **Gateways: International Journal of Community Research and Engagement**

A refereed journal concerned with the practice and processes of university-community engagement. It provides a forum for academics, practitioners and community representatives to explore issues and reflect on practices relating to the full range of engaged activity. The journal publishes evaluative case studies of community engagement initiatives, analyses of the policy environment, and theoretical reflections that contribute to the scholarship of engagement.

[Main website](#) and [Information for authors](#)

### **Innovative Higher Education**

A refereed scholarly journal that presents fresh ideas in higher education in a straightforward and readable manner. The journal features descriptions and evaluations of current innovations and provocative new ideas with relevance for action beyond the immediate context in higher education. It also focuses on the effect of such innovations on teaching and students.

[Main website and Information for authors](#)

### **International Journal of Civic Engagement and Social Change**

The mission of the International Journal of Civic Engagement and Social Change (IJCESC) is to discuss and explore value driven civic engagement practices, processes, and frameworks to bring social change for effectively managing socioeconomic resources for individuals and society. The journal promotes cutting edge research on various issues of civic engagement as an integrated platform for researchers, scholars, academic institutions, and civic society. IJCESC achieves its mission through research, exemplary cases, smart processes and competencies, development of frameworks, and collaborations, suggesting standards and benchmarks worldwide.

Main website <https://www.igi-global.com/journal/international-journal-civic-engagement-social/75851>

Information for authors <https://www.igi-global.com/journals/authors/international-journal-civic-engagement-social/75851>

### **The International Journal of Research on Service-Learning and Community Engagement**

A peer-reviewed online journal dedicated to the publication of high quality research focused on service-learning, campus-community engagement, and the promotion of active and effective citizenship through education.

[Main website](#) and [Information for authors](#)

### **International Journal of Science Education, Part B: Communication and Public Engagement**

*International Journal of Science Education Part B: Communication and Public Engagement* will address the communication between and the engagement by individuals and groups concerning evidence-based information about the nature, outcomes, and social consequences, of science and technology.

The journal will aim:

- To bridge the gap between theory and practice concerning the communication of evidence-based information about the nature, outcomes, and social consequences of science and technology;
- To address the perspectives on communication about science and technology of individuals and groups of citizens of all ages, scientists and engineers, media persons, industrialists, policy makers, from countries throughout the world;
- To promote rational discourse about the role of communication concerning science and technology in private, social, economic and cultural aspects of life

Main website <https://www.tandfonline.com/toc/rsed20/current>

Information for authors

<https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=rsed20>

### **International Journal of Service-Learning in Engineering, Humanitarian Engineering, & Social Entrepreneurship**

The International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship is a peer-reviewed electronic journal offered free, semi-annually, over the World Wide Web. The Journal welcomes manuscripts based on original work with a specific focus or implication for service learning in engineering, humanitarian engineering, and social entrepreneurship, or related service learning pedagogy.

With an increasing number of individuals and institutions of higher education becoming involved in service learning and social entrepreneurship, the IJSLE is an invaluable resource for faculty, practicing engineers and local communities. With articles relating to the latest design and research pertinent to local communities, the faculty-reviewed articles in each issue provide the reader with timely information related to:

- Engineering Design Projects as Service

- Engineering Research Projects as Service
- Engineering-Related Entrepreneurial Projects as Service
- Pedagogy in Engineering-Related Service Learning

Main website <https://ojs.library.queensu.ca/index.php/ijlsle/about>

### **International Undergraduate Journal for Service-Learning, Leadership, and Social Change**

This peer-reviewed journal is dedicated to providing undergraduate students a venue to discuss their service-learning projects and experiences.

Main website <https://opus.govst.edu/iujsl/>

Information for authors <https://opus.govst.edu/iujsl/policies.html>

### **Journal of Civic Commitment**

The Journal for Civic Commitment is dedicated to growing and strengthening the discussion around service learning, which connects the academic curriculum to service and civic engagement in communities, both locally and globally. Through service-learning experiences, students come to appreciate the importance of participating as responsible citizens in community life. Service learning is the conduit through which community colleges help to create an informed, participatory citizenry.

Main website <http://ccncce.org/journal/issue22/>

Information for authors <http://ccncce.org/journal/guidelines/>

### **Journal of Community Engagement and Higher Education**

An online, refereed journal concerned with exploring community engagement and community-based learning perspective, research, and practice. It publishes accounts of a range of research focusing on case studies emphasizing community engagement and engaged learning practices, methodology, and pedagogy.

[Main website](#) and [Information for authors](#)

### **Journal of Community Engagement and Scholarship**

A peer-reviewed international journal through which faculty, staff, students, and community partners disseminate scholarly works. This journal integrates teaching, research, and community engagement in all disciplines, addressing critical problems identified through a community-participatory process.

[Main website](#) and [Information for authors](#)

### **Journal of Community Practice (ACOSA)**

The *Journal of Community Practice* is an interdisciplinary journal grounded in social welfare. The journal provides a forum for community practice, including community organizing, planning, social administration, organizational development, community development, social action, and social change. The journal contributes to the advancement of knowledge related to numerous disciplines, including social work and the social sciences, urban planning, social and economic development, community organizing, policy analysis, urban and rural sociology, community health, public administration, and nonprofit management. As a forum for authors and a resource for

readers, this journal makes an invaluable contribution to practice in community settings from conceptualization to implementation to evaluation.

Main website [https://www.acosa.org/content.aspx?page\\_id=22&club\\_id=789392&module\\_id=348515](https://www.acosa.org/content.aspx?page_id=22&club_id=789392&module_id=348515)

Information for authors

[https://www.acosa.org/content.aspx?page\\_id=22&club\\_id=789392&module\\_id=348510](https://www.acosa.org/content.aspx?page_id=22&club_id=789392&module_id=348510)

### **Journal of Deliberative Democracy**

A peer-reviewed, open access journal with the principal objective of synthesizing the research, opinion, projects, experiments and experiences of academics and practitioners in the multi-disciplinary field of "deliberative democracy."

Main website <https://www.iap2.org/page/jdd>

### **The Journal of Deliberative Mechanisms in Science**

A peer-reviewed journal that publishes original works on the relationship between science and the rest of society. Specifically, the articles provide insight into the growing dimensions of *Public Engagement with Science*. DEMESCI is oriented towards the academic world, stakeholders and all types of collectives interested in the boom especially during the last two decades of participatory activities and methodologies. It will publish articles based on disciplines such as *Sociology, History, and Political Science*, among others.

Main website

### **Journal of Extension**

A peer-reviewed journal that brings the scholarship of university outreach and engagement to educators and practitioners around the world. It creates opportunities for professionals and students to publish intellectual, creative work, nurtures emerging scholars and new authors for success, encourages professional development, and advances the theory and practice of the Cooperative Extension System.

Main website and [Information for authors](#)

### **Journal of Higher Education Outreach and Engagement**

A peer-reviewed, interdisciplinary journal that aims to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities. It highlights innovative endeavors, critically examines emerging issues, trends, challenges and opportunities, and reports on studies of impact in the areas of public service, outreach, engagement, research, public scholarship, service-learning, and community service. Edited by Melvin B. Hill, Jr., the journal is published by the Institute of Higher Education and the Office of the Vice President for Public Service and Outreach of the University of Georgia.

Main website and [Information for authors](#)

### **Journal of Human Sciences and Extension**

The Journal of Human Sciences and Extension is a peer-reviewed, open-access, online journal focused on disseminating knowledge and information to academicians, educators, and practitioners. Topics addressed include human development (e.g., early care and education, youth development); family studies; agricultural education; leadership development; extension; health and wellness; apparel, textiles, and merchandising; nutrition and dietetics; family resource management; and program and staff development, planning, and evaluation. The journal seeks to bridge research and practice, thus all manuscripts must give attention to practical implications of the work. The journal is sponsored by the School of Human Sciences at Mississippi State University.

Main website <https://www.jhseonline.com/>

Information for authors <https://www.jhseonline.com/about/submissions>

### **Journal of STEM Outreach**

The Journal of STEM Outreach was created to offer a journal for researchers who develop and implement programs that connect formal and informal educators with practicing STEM professionals. The JSO offers a mechanism to disseminate descriptions of programs that might be of value to other researchers; research studies that support the replication of education or partnership models; and case studies that exemplify a specific replicable aspect of a program. The primary goal is to provide a journal that will function as a hybrid or bridge between the STEM and education worlds.

Main website <https://www.jstemoutreach.org/>

Information for authors <https://www.jstemoutreach.org/for-authors>

### **Metropolitan Universities Journal**

A quarterly publication intent on helping institutions stay abreast of cutting-edge topics in higher education. Published by Indiana University-Purdue University Indianapolis (IUPUI) on behalf of the Coalition of Urban and Metropolitan Universities, each themed issue reports in-depth on theoretical and applied aspects affecting colleges and universities. Articles are contributed by top scholars and administrators who bring diverse institutional perspectives to their ideas.

[Main website](#) and [Information for authors](#)

### **Michigan Journal of Community Service Learning**

A national, peer-reviewed journal for college and university faculty and administrators, with an editorial board of faculty from many academic disciplines and professional fields at the University of Michigan and other U.S. higher education institutions. It aims to publish the highest quality research, theory, and pedagogy articles related to higher education academic service-learning.

[Main website](#) and [Information for authors](#)

### **Partnerships: A Journal of Service-Learning and Civic Engagement**

A peer-reviewed journal that focuses on how theories and practices can inform and improve service-learning and civic engagement partnerships, connections, and collaborations. Studies co-authored by faculty, students, and/or community partners, examining practices across disciplines or campuses, or exploring international networks are all encouraged.

[Main website](#) and [Information for authors](#)

### **PRISM: A Journal of Regional Engagement**

An exciting new journal devoted to promoting a culture of engagement between the university and region through the creation, application, and integration of knowledge. It is multi-disciplinary, publishing quality, peer-reviewed research articles, case studies and applied research articles, and reflections across the full range of disciplinary perspectives.

[Main website](#) and [Information for authors](#)

### **Progress in Community Health Partnerships: Research, Education, and Action**

A national, peer-reviewed journal whose mission is to identify and publicize model programs that use community partnerships to improve public health, promote progress in the methods of research and education involving community health partnerships, and stimulate action that will improve the health of people and communities.

[Main website](#) and [Information for authors](#)

### **Public: A Journal of Imagining America (art, design, humanities)**

*Public* is a peer-reviewed, multimedia e-journal focused on humanities, arts, and design in public life. It aspires to connect what we can imagine with what we can do. We are interested in projects, pedagogies, resources, and ideas that reflect rich engagements among diverse participants, organizations, disciplines, and sectors.

Main website <https://public.imaginingamerica.org/about/>

Information for authors <https://public.imaginingamerica.org/about/journal-information/submissions/>

### **Reflections: A Journal of Community-Engaged Writing and Rhetoric**

*Reflections*, a peer-reviewed journal, provides a forum for scholarship on public rhetoric, civic writing, service-learning, and community literacy. Originally founded as a venue for teachers, researchers, students and community partners to share research and discuss the theoretical, political and ethical implications of community-based writing and writing instruction, *Reflections* publishes a lively collection of scholarship on public rhetoric and civic writing, occasional essays and stories both from and about community writing and literacy projects, interviews with leading workers in the field, and reviews of current scholarship touching on these issues and topics.

Main website <https://reflectionsjournal.net/about-2/>

Information for authors <https://journals.psu.edu/reflections/information/authors>

### **The Journal of Service Learning in Higher Education**

The *Journal of Service-Learning in Higher Education* is an online, international, peer-reviewed journal for the dissemination of original research regarding effective institutional-community partnerships. Our primary emphasis is to provide an outlet for sharing the methodologies and pedagogical approaches that lead to effective community-identified outcomes. The *Journal of Service-Learning in Higher Education* is a subscription-free journal with a review board made up of various academic disciplines of the member institutions of the University of Louisiana System as well as other nationally and internationally accredited colleges and universities and affiliated organizations.

Main website <https://journals.sfu.ca/jslhe/index.php/jslhe>

Information for authors <https://journals.sfu.ca/jslhe/index.php/jslhe/information/authors>

### **Undergraduate Journal of Service-Learning and Community-Based Research**

The *Undergraduate Journal of Service Learning and Community-Based Research* adds to the increasing number of scholarly journals that invite undergraduates to pursue their own intellectual projects. We seek undergraduate contributions to the burgeoning academic conversation on service learning and community-based research. The *Undergraduate Journal of Service Learning and Community-Based Research* is open to undergraduate students in the U.S. and across the globe in all subject areas. All submissions will undergo a rigorous review process.

Main website <https://ujslcbr.org/index.php/ujslcbr>

Information for authors <https://ujslcbr.org/index.php/ujslcbr/authorinformation>