

Documenting and Assessing the Scholarship of Engagement by Example  
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The intent of this document is to provide a framework for (1) faculty to describe and document their scholarly engagement efforts; and (2) administrators to assess these efforts. This document is not intended to be prescriptive but instead to provide guidelines and examples to facilitate this process.

Documentation: The description of scholarly engagement efforts includes the following components:

- Objectives of the program
- How the program addresses a stakeholder or community need
- Description of the state of events before the program was initiated
- Partnerships formed to address the need
- How partnerships are mutually beneficial
- Impact statement describing the impact the program has directly on participants and the value the program has to the public
- Scholarly efforts associated with the program that support the impact statement (presentations, publications, conference invitations, funding, related learning activities, related research, student involvement, service learning, economic impact, patents, etc)
- Evidence of public and peer recognition (awards, honors, media recognition, etc)

Assessment: The assessment of scholarly engagement efforts includes determining if the program: (1) satisfies the core principles of engagement; (2) meets the criteria for scholarship; and (3) exemplifies excellence in the scholarship of engagement. Guidelines for assessment include:

1. Does this project satisfy the core principles of engagement?
  - A. Does the project address a community-identified need?
  - B. Does the project involve a mutually beneficial collaboration among partners?
2. Does this project meet the criteria for scholarship of engagement?
  - A. Does the project employ discipline-based expertise?
  - B. Does the project have clear objectives?
  - C. Is the project innovative?
  - D. Can this project be replicated and built upon by others to benefit future scholars?
3. Does the work exemplify excellence in the scholarship of engagement?
  - A. Is there peer-recognition of the work (funding, conference invites, presentations, publications in peer-reviewed journals, awards)?
  - B. What has the faculty member done to bring resources into Purdue or the community to support their work (funding, donations in kind)?
  - C. Are students involved in the program?
  - D. So what? What is the impact of the program? Who cares about what has been done?
4. Suggest means of enhancing the scholarship associated with the engagement effort.