

FPC Statement on Community Engaged Scholarship

FPC wishes to call to the faculty's attention our understanding on community-engaged scholarship at Dickinson. Currently, significant amounts of such work is being supported through the Mellon funded civic engagement initiative, civic engagement is prominent in the new Dickinson strategic framework, and we have hired multiple junior faculty with significant track records of community-engaged teaching, scholarship and service. FPC would like to more fully articulate characteristics and expectations for quality community-engaged scholarship activity and achievement.

Community-engaged scholarship takes place in partnership with local, state, regional, national and international organizations. It involves applying the faculty member's professional expertise in creating or evaluating products, services, advocacy activities, performance or educational materials for partners. A distinguishing feature of community-engaged scholarship is that it is collaborative - it respects and recognizes expertise of partners beyond academia. Organizations partnering with the faculty member have substantial input into the topical areas, scope and outputs of the work.

Community-engaged scholarship is *one* way that Dickinson College faculty can prepare students for lives of engaged citizenship and have a meaningful positive impact on the local, regional, national and international communities.

Community-engaged scholarly **activity** includes developing relationships with local, regional, state, national or international organizations that involve Time spent building productive, meaningful relationships with partners and planning joint projects count as scholarly activity and is the necessary foundation for scholarly achievement. Projects developed in partnership with Dickinson College administrators and staff for the benefit of the college are included in this category.

As stated in the Academic Handbook (Chapter 4.II.3.b), scholarly **achievement** is work "judged by peer review at publishing houses, journals, conferences, granting agencies, patent granting organizations, and their equivalent." This includes, for community engaged scholarship, acceptance and use of the work by local, state, regional, national or international bodies.

The quality of community-engaged scholarly achievement can be assessed through:

1. the publication of descriptions or results of the work in peer-reviewed journals,
2. presentations of the work at scholarly conferences and publication in subsequent proceedings,
3. evaluation of the work by experts in the faculty's field, such as written review from other community-engaged scholars working in the same or a related field.

These forms of peer review can be supplemented by written appraisals from the community partner. These written appraisals would include a description of the role the faculty member played in the development of the products and assessment of the quality and impact of the products.

We recognize that although faculty can choose to become involved in a single domain (teaching, scholarship or service) of community-engaged work, for many faculty members there is a complementary relationship among all three domains. In particular, the relationships formed through community-engaged service become the necessary basis for high-quality community engaged teaching and scholarship. Thus, the formation and maintenance of meaningful relationships with local, regional,

state, national or international organizations is valued as “**service** of a professional nature” by the college in order to facilitate the success of faculty who choose to engage in this work.