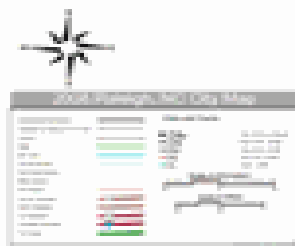




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27508	APEX	08
27509	GARNER	010
27510	APEX	010
27511	WAKE FOREST	001
27512	WAKE FOREST	002
27513	WAKE FOREST	003
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Faculty Development & Mentorship in Community Engagement

Dr. Janice Odom, Ph.D.



Living the Land-Grant Mission through Engaged Teaching & Learning

- Engaged Teaching is a cross-curricular **pedagogy** with robust practices and outcomes.
- Engaged Teaching **connects** the classroom to our mission of Engagement.
- Resourcing faculty for engaged teaching **requires investment** in structures for engagement.

I. Engaged Teaching is a Pedagogy

- Engaged Teaching is more than an ideal but a set of practices grounded in research.
- It is challenging, complicated and messy.... And impactful, creative, relevant and exciting.
- It has potential for good and ill. Poorly constructed and poorly delivered it can do more harm than good. Well constructed engagement has proven positive impact.

II. Engaged Teaching Impacts Student Learning & Development

- **High Impact Practices** Contribute significantly to mediating variables impacting student “success” (AACU; Kuh 2008)
- **Specific impact of Service-Learning on Students**
 - Critical thinking and writing skills (Astin, Vogelgesand, Ikeda and Yee, 2000)
 - Understanding course content (McKenna and Rizzo, 1990; Eyler and Giles, 1999; Markus et al, 1993)
 - Enhances civic engagement & develops Sociopolitical beliefs (Astin et al, 2000; Vogelgesand and Astin, 2000)

Service-Learning

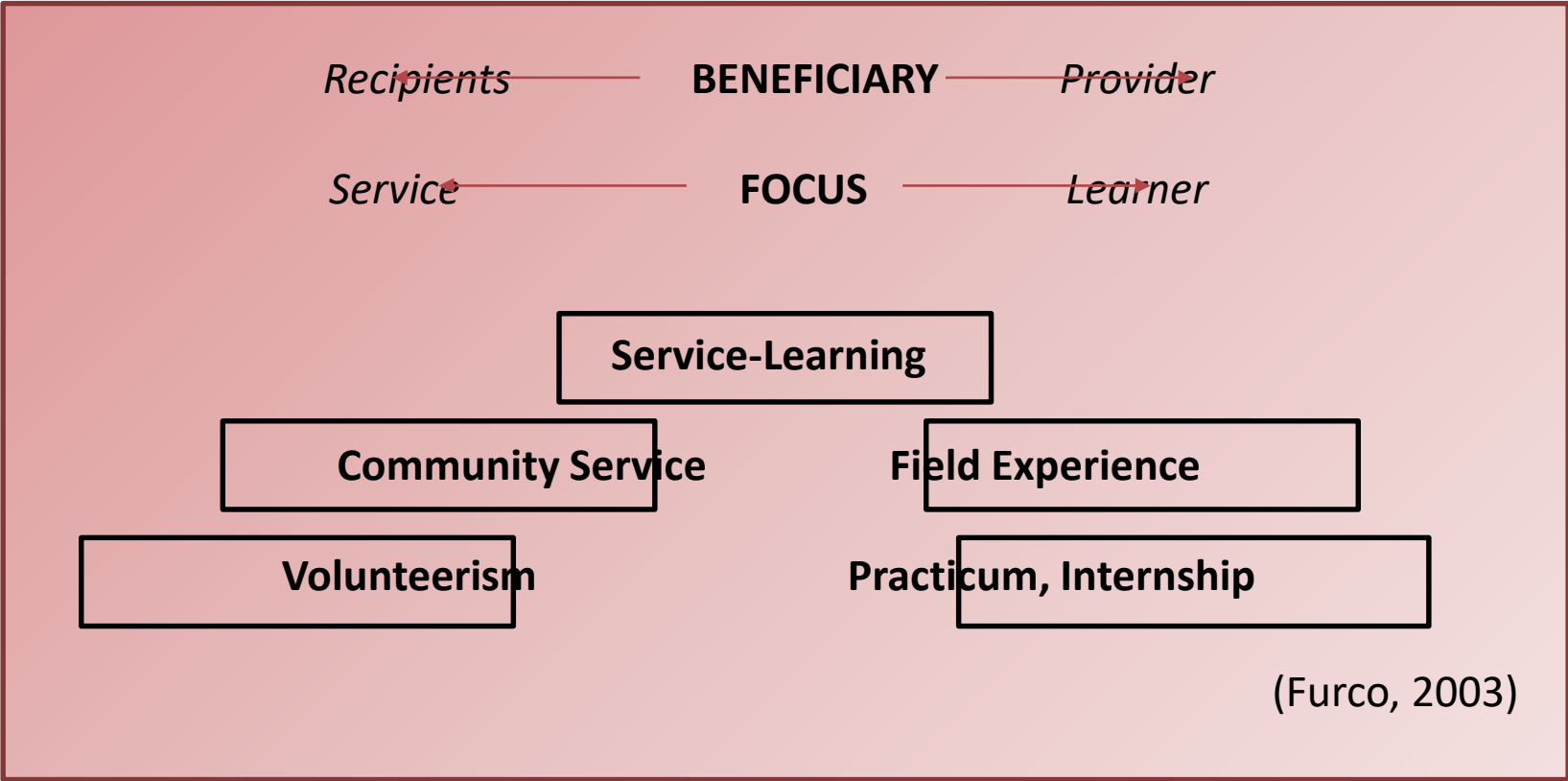
*“... a form of **experiential education** [engaged teaching] in which students engage in activities that **address human and community needs** together with structured opportunities intentionally designed to promote **student learning and development.**”*

(Jacoby, 2006)

Foundations:

- John Dewey and William James
- Rise of Campus Compact in mid-1980s and 1990s

Distinctions among service programs



Components of Service- Learning

- **Experiential** and reflective education
- Integration of **academic learning** and **relevant community service**
- **Reciprocal** collaboration between campus and community partners
- Enhancing **academic rigor**
- Structured time for **critical reflection**

Snapshots of Engaged Teaching Across NC State

III. Resourcing faculty for engaged teaching **requires investment** in structures that support effective engagement.

Where we stand

What investment can enable

*Three-quarters of urban universities' mission statements now include commitments to public service, according to a recent study by the University of Virginia's Thriving Cities Lab. With public-funding cuts, neighborhood crises, and a new sense of responsibility, institutions can no longer operate in a silo. A commitment to collaboration helps **attract students and employees, earn goodwill, and increase opportunities for your institution.***

- *Chronicle of Higher Education, The Campus as City*