**External Review Committee Biographies**

**Dr. Melody Bowden**

**Interim Vice Provost for Teaching and Learning and Interim Dean of the College of Undergraduate Studies College Deans
Professor of Writing and Rhetoric**

**University of Central Florida**

Melody Bowdon, Ph.D., is Interim Vice Provost of Teaching and Learning, Interim Dean of the College of Undergraduate Studies and Professor of Writing and Rhetoric at UCF. In the nearly 20 years since she joined the UCF English Department as an Assistant Professor, Dr. Bowdon has served in several leadership roles, including Executive Director of the Karen L. Smith Faculty Center for Teaching and Learning and Director of SACSCOC reaffirmation. She has led four graduate programs in her college, served on a wide range of key committees, and mentored numerous colleagues.

Dr. Bowdon has also provided leadership on state and national levels, particularly in the arenas of student civic engagement and faculty professional development. Her current responsibilities include leading a faculty-driven rethinking of general education and providing leadership to a number of units within the Division of Teaching and Learning that support faculty development and high impact practices in undergraduate education.

She maintains an active research agenda and has published numerous books and articles about interdisciplinary topics such as innovative pedagogies and institutional leadership as well as in her disciplinary field of technical communication.

**Dr. Timothy Eatman**

**Dean of the Honors Living-Learning Community**

**Rutgers-Newark**

Timothy K. Eatman, Ph.D., is the inaugural dean of the HLLC. Most recently, he held an appointment as Associate Professor of Higher Education in the School of Education at Syracuse University.  From 2012 to 2017, Tim served as Faculty Co-Director of Imagining America: Artists and Scholars in Public Life (IA). He is co-author of Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University, a seminal IA research report on faculty rewards and publicly engaged scholarship.

Tim’s research explores institutional policy and equity issues in higher education. He has published in such venues as the Journal of Educational Finance, Readings on Equal Education, Diversity and Democracy, and The Huffington Post, and has written several other book chapters and reports. He is co-editor of the Cambridge Handbook of Service Learning and Civic Engagement, released in 2017.

He serves in national roles including as a faculty member for Association of American Colleges and Universities (AAC&U) Summer Institutes on High Impact Practices and the Advisory Panel for the Carnegie Engagement Classification for Community Engagement.

Tim sits on the editorial board of University of Michigan Press – The New Public Scholarship book series, Urban Education, Diversity, and Democracy and reviews for several scholarly journals and publications. The recipient of the 2010 Early Career Research Award for the International Association for Research on Service-Learning and Community Engagement (IARSLCE) and now a member of the board, Tim often consults with Higher Education associations and institutions for collaborative research, keynotes, workshops and consultancies

# **Dr. Andrew Furco**

# **Professor**

# **Associate Vice President for Public Engagement, Office for Public Engagement**

**University of Minnesota**

Andrew Furco’s research and teaching interests focus on the measurement and assessment of constructivist teaching, authentic learning, and experiential education as they pertain to the nexus between community engagement and the civic purposes of education. He is interested in examining these issues in the contexts of school reform, educational leadership, program evaluation, character and values education, teacher education, prosocial youth development, and student civic and career development. His work spans K-12 and higher education and is rooted in national (U.S.) and international contexts.

He applies an interdisciplinary perspective to his work, drawing primarily from psychology, sociology, and political science. His research relies on both quantitative and qualitative methods, and moves across positivistic, interpretive, and critical research paradigms as the research questions and investigations warrant. In recent years, he has become particularly interested in transnational studies that explore issues of community-based learning pedagogies and educational reform within and across national primary, secondary, and tertiary education systems.

Currently, with [associate professor David Weerts](http://www.cehd.umn.edu/OLPD/people/faculty/weerts.asp), he co-teaches a course, Public Engagement and Higher Education, which explores current issues of community engagement across various types of higher education institutions. Along with faculty and teaching roles in the Department of Organizational Leadership, Policy, and Development (OLPD), he currently serves as the University’s Associate Vice President for Public Engagement. In this role, he works with units across the University of Minnesota to advance the institutionalization of various forms of public and community engagement into the University’s research, teaching, and outreach activities.

His career in education began in urban schools in California where he first served as a middle and high school teacher and site administrator. These early experiences cultivated his interest in active learning pedagogies and the various ways students are more fully in the learning process. After graduate studies, he served as a researcher and faculty member in the Graduate School of Education at UC Berkeley, where hefounded and directed the University’s Service-Learning Research and Development Center (SLRDC). During his 13 years as SLRDC director, he had the opportunity to work with faculty and students across the U.S. and abroad in various studies that explored the effects of service-learning on students, faculty, the community, and educational institutions. He also had the privilege of working with more than 30 graduate students from a broad range of disciplines and fields who served as graduate research assistants for the Center’s various research studies.

At UC Berkeley, he taught several courses on research and thesis development for the Principal Leadership Institute, which prepares educators for positions as urban school administrators. He also taught an undergraduate course, Logic of Inquiry: Analysis of Research in Education, which explored the various investigative forms and principles that define research in education.

Over the years, his professional work has been enriched by various collaborations with local school districts, state departments of education, foreign ministries of education, and state and national organizations focused on advancing student community engagement. His current work includes co-chairing the UNESCO International Values Education Research Consortium, a research collaborative composed of researchers from eight nations who are working to deepen understanding of universal values through a series of nationally-based and transnational research studies. He is also currently serving on the Council of Engagement and Outreach for the National Association of State Universities and Land-Grant Colleges (NASULGC), which focuses on advancing the role of community engagement at public institutions of higher education.