

2016 Civic Engagement Institute

*Democratic Education:
100 Years Beyond Dewey*

February 9, 2016

High Point University

High Point, North Carolina



Campus Compact
North Carolina



HIGH POINT UNIVERSITY

**Connect with
North Carolina Campus Compact**

www.nccampuscompact.org

[www.facebook.com/
nccampuscompact](http://www.facebook.com/nccampuscompact)

Twitter **@NCCampusCompact**

Twitter **@garvin_leslie**

#CEI16

**High Point University
Wireless Network Access**

Network name: HPU-Guest

no password required

Welcome

Democratic Education: 100 Years Beyond Dewey

...government resting upon popular suffrage cannot be successful unless those who elect and who obey their governors are educated. Since a democratic society repudiates the principle of external authority, it must find a substitute in voluntary disposition and interest; these can be created only by education.

- John Dewey

In his 1916 work *Democracy and Education*, John Dewey argues democracy can only be sustained and thrive when the citizenry is educated. According to Dewey, education should promote free exchange of ideas, encourage robust debate and inquiry, and empower students to think for themselves. Rather than rote learning, education should be tied to the real world. Education should help students understand the processes of democracy and recognize they have a responsibility to engage in society in order to shape and direct it. Rather than focusing education primarily on specific job-related skills, it should equip them with the skills to respond to change and to continue growing and learning throughout their life. In his own words, democracies need to teach individuals “the habits of the mind which secure social changes without introducing disorder.” If people are uneducated or mis-educated, we will lose the capacity to sustain a participatory democracy and to address many of the complex social problems impacting our world.

As there is mounting pressure for education to exist for the sole purpose of career readiness, rather than to also advance society and democracy, we must ask ourselves 100 years later, the extent to which we have fulfilled Dewey’s vision. Today we will explore the ways in which higher education has embraced the philosophy of educating for democracy on the individual and institutional levels, within the classroom, and the community.

The 2016 Civic Engagement Institute Planning Committee

Dr. Stephen Bloch-Schulman, Associate Professor of
Philosophy, Elon University

Dr. Todd Collins, Associate Professor, Department of Political
Science and Public Affairs; Public Policy Institute
Director, Western Carolina University

Ms. Leslie Garvin, Executive Director, North Carolina
Campus Compact

Dr. Susan Harden, Assistant Professor, Department of
Education, UNC Charlotte

Dr. John Humphrey, Associate Professor, College of Arts and
Sciences, Department of Liberal Studies, NC A & T State
University

Dr. Tamara Johnson, Research Associate for Academic
Planning and Analysis, Office of Academic Affairs, UNC
Charlotte

Dr. Spoma Jovanovic, Professor, Communication Studies,
UNC Greensboro

Dr. Timothy Shaffer, Assistant Professor, Department of
Communication Studies, Kansas State University

North Carolina Campus Compact
Uniting campuses...Empowering students...Strengthening communities

General Conference Information

Workshop Locations

All workshop rooms are located on the second floor of Phillips Hall. See room designations with each workshop description.

Acknowledgements

Many thanks to High Point University for hosting the 2016 Civic Engagement Institute. Today would not be possible without the leadership of President Nido Qubein, Chair of the North Carolina Campus Compact Executive Board, and Melissa Anderson, Director of University Events, and her team. We appreciate all the presenters who are facilitating workshops today. We are excited to feature Edward Zlotkowski, one of the pioneering practitioner-scholars in the higher education community engagement field, as well as Steve Dubb, Director of Special Projects at The Democracy Collaborative.

Cell Phones and Electronic Devices

As a courtesy to presenters, speakers, and attendees, please switch cell phones to silent mode during sessions. While live Tweeting is encouraged, please be respectful of the varying levels of comfort of presenters and participants. Review the Media Opt-Out policy and refrain from posting photos of participants or presenters wearing an “opt-out” sticker.

Media Opt-Out

Photos, video, audio are taken throughout the day. NC Campus Compact may use these images in printed marketing materials, videos or on our website. We accept your consent to do so unless you visit the registration desk to obtain an “opt-out” sticker to be placed on your name badge.

Lunch Process

Lunch will be served in two locations today. Each registered participant has a (CC) or a (W) printed on your name tag designating your assigned lunch location:

CC = Conference Center
W = Wilson Commerce Building

Complimentary shuttles are provided beginning at 12:40 p.m. in front of Phillips School of Business for the Conference Center (CC) lunch guests.

For guests who indicated dietary restrictions during registration, please note that you have a colored dot on your name tag and your lunch location is Wilson Commerce Building (W). Your food buffet will be setup in the Boardroom next to the ballroom. You will prepare your plate then return to the ballroom for seating.

Check with René Summers at the registration desk before 10:30 a.m. for any dietary adjustments.

Feedback

We appreciate your participation in an online evaluation inviting your feedback on the overall event which you will receive within one week.

Recycle your Badge

Recycle your name badge at the registration table in the lobby of Phillips as you leave this afternoon.

Refreshments

Break service will be available throughout the day in Phillips lobby. When convenient, please drop by between sessions for a snack and beverage.

Other options located on campus:

Behind Phillips Hall and to the right (if you are facing the entrance) is the Slane Student Center which contains a Chick-Fil-A, Subway, and Starbucks, in the food court.

Sponsor

We thank Lyon Software for their sponsorship of today's Institute. See their advertisement on the back cover and visit them in the lobby for a brochure and complimentary items.

For more information about the Vote Everywhere Ambassador program, an initiative of the Andrew Goodman Foundation (pg. 9), visit www.andrewgoodman.org.

Professional Resource Giveaway

Visit the resource tables to review publications. We thank our contributors. Submit your name to receive a resource during the final session. Must be present to win. See page 11 for list of publishers.

Plenary Presenters

Edward Zlotkowski is Professor Emeritus of English and Media Studies at Bentley University where he founded the Bentley Service-Learning Center in 1992. He has written and spoken extensively on a wide range of service-learning and civic engagement topics, and served as general editor of the American Association for Higher Education's 21-volume series on service-learning in the academic disciplines (1997-2006). He also served as editor of *Successful Service-Learning Programs* (Anker, 1998), *Service-Learning and the First-Year Experience* (University of South Carolina, 2002), and as co-editor of *Students as Colleagues: Expanding*



the Circle of Service-Learning Leadership (Campus Compact, 2006). In 2011, Temple University Press published *Higher Education and Democracy: Essays on Service-Learning and Civic Engagement*, a book he co-authored with John Saltmarsh. His non-service-learning work includes publications on English and German romanticism and the poetry of Denise Levertov. Dr. Zlotkowski is a senior associate at the New England Resource Center for Higher Education. He received his B.A. in English and his Ph.D. in Comparative Literature from Yale University.

Steve Dubb is Director of Special Projects and Senior Advisor to the President at The Democracy Collaborative, a nonprofit organization that works to carry out a vision of a new economic system where shared ownership and control creates more equitable and inclusive outcomes, fosters ecological sustainability, and promotes flourishing democratic and community life. He has been the lead author or co-author of a number of publications including *Building Wealth: The New Asset-Based Approach to Solving Social and Economic Problems* (Aspen, 2005), *Linking Colleges to Communities: Engaging the University for Community Development* (2007), *Growing a Green Economy for All: From Green Jobs to Green Ownership* (with Deborah Warren, 2010)



and *The Road Half Traveled: University Engagement at a Crossroads* (with Rita Axelroth Hodges, MSU Press, 2012). In 2013, Dubb led the research team that produced The Anchor Dashboard and is currently working with six universities to pilot community impact measures based on that report. Prior to joining the Collaborative, Dubb was Executive Director of the North American Students of Cooperation (NASCO), a U.S. and Canadian nonprofit association that provides education and technical assistance to university and community-based housing and retail cooperatives. Dubb received his Master's and Ph.D. in Political Science from the University of California, San Diego and his Bachelor's in Economics and Spanish from the University of California, Berkeley.

Save the Date 2017

NC Campus Compact is proud to be a co-sponsor of the 2017 Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, hosted by UNC Greensboro, March 22-25, 2017, in Greensboro, NC.

Launched in 2003, the mission of the Gulf-South Summit is to promote networking among practitioners, research, ethical practices, reciprocal campus-community partnerships, sustainable programs, and a culture of engagement and public awareness through service-learning and other forms of civic engagement.



To encourage member institutions to attend the Gulf-South Summit, we will not offer the Civic Engagement Institute and PACE Conference in 2017. We will hold the Institute and PACE in 2018.

Want more John Dewey?

The Centennial Conference on Democracy and Education (1916-2016)

April 7 – 8, 2016

Thurgood Marshall Center, Washington, D.C

The John Dewey Society is inviting anyone who is interested in advancing democratic education to participate. Through presentations and workshops participants will have the chance to renew their appreciation of this great work, to think through its message for today, and to renew their commitment to democratic education.

Free and open to the public but space is limited: reserve your spot today by emailing Kyle Greenwalt, JDS Secretary-Treasurer, at greenwlt@msu.edu and put the term 'reserve' (without the quotes) in the subject line.

Founded in 1935, the John Dewey Society exists to keep alive John Dewey's commitment to the use of critical and reflective intelligence in the search for solutions to crucial problems in education and culture.

International Conference

John Dewey's "Democracy and Education" 100 Years On: Past, Present, and Future Relevance

September 28 – Oct 1, 2016

University of Cambridge, Cambridge, UK

The conference focuses both on the 'event' of the publication of *Democracy and Education* – for example by exploring the history of the text, its socio-political context, and its use in different contexts and settings – and on the particular ideas

put forward in the book – partly to critically analyse these ideas and partly to assess their relevance for contemporary education.

In the spirit of Dewey the conference is intended to be about actions as well as words and to represent democratic education projects, involving children, practitioners and others actively engaged in Deweyan inquiry. The conference final day will offer an opportunity to engage with plans for forward action, collaboration and engagement.

Learn more and register: www.dewey2016.co.uk

Call for Papers

Monograph Edition: John Dewey's reception and influence in Europe and America

Coordinator: Luciana Bellatalla (University of Ferrara, Italy)

Deadline: October 2, 2016

To celebrate the centenary of the publication of *Democracy and Education*, *Espacio, Tiempo y Educación* (v. 3, n. 2, 2016, July/December) is inviting the academic community to take a fresh look at Dewey's philosophy. They are seeking contributions that shed light on how Dewey's ideas in *Democracy and Education* were received in various countries and times, thereby highlighting the metamorphosis that this educational masterwork has undergone throughout the century since its publication.

www.espaciotiempoyeducacion.com

Workshops

Session One: 10:10 a.m. - 11:20 a.m. Developing Democratic Practice within Students and Institutions

Growing Political Efficacy: Is there a Civic Engagement Mindset?

Location: 215

Martin J. Kifer and Brian McDonald, High Point University

How people feel about their ability to make a difference in politics, or political efficacy, has been the subject of many in-depth studies and projects. This research examines possible connections between the findings of the literature on theories of self (mindsets) and the findings of the literature on the role of political efficacy in political action and intention. The data for this project comes from polls and surveys conducted during 2015 in North Carolina and the U.S.

Developing Democratic Practice/Identity in Students

Location: 216

*Robert Bringle, Indiana University-Purdue University Indianapolis
Patti Clayton, PHC Ventures, UNC Greensboro, and IUPUI*

This session will critically examine developing and refining persons as civic agents in a diverse democracy. We propose developing democratic civic identity as a more appropriate superordinate educational goal within the context of democratically-engaged community-campus partnerships and facilitated by democratic critical reflection. We will examine implications of the analysis for service-learning—a pedagogy that, when designed and implemented accordingly, provides a uniquely powerful means to cultivate democratic civic identity.

Educating for Democracy: Students Have Their Say

Location: 217

*Spoma Jovanovic, Vincent Russell, and Rodney Johnson, UNC
Greensboro*

This workshop provides an overview of activities that have been used in a long-term university-high school service-learning partnership between UNC Greensboro and an urban high school to boost youth democratic engagement for both high school and college students. Audience members

will consider what critical skills, knowledge, and cultural values we need to teach in the classroom in order to cultivate civic literacy and participation in the community to fulfill the promise of democracy.

Guilford College's Principled Problem Solving Method and Approach

Location: 218

Mark Justad and Jennie Knight, Guilford College

“Principled Problem Solving” (PPS) is an approach to values-based engagement developed at Guilford College and both studied and applied as a key aspect of the college’s practical liberal arts curriculum. PPS is effective for a range of pedagogies and learning contexts including classroom, extended classroom, project-based work, internships, and community engagement efforts. This session will engage participants in the history, content, and application of the PPS Model and its potential impact for driving engaged democratic thought and practice.

Responsibly Engaging Diverse Students in Service- Learning Community Engagement Experiences

Location: 220

Gabrielle Hickmon, Cornell University

Democratic Civic Engagement proposes that everyone involved is both “server” and “served.” But, is this proposition true in practice? The composition of higher education has changed due to increasing college attendance rates among students of color. How have these demographic shifts affected SLCE (Service-Learning and Community Engagement)? This session will examine the idea that people experience service differently depending upon their identity and analyze how all involved in SLCE can responsibly engage diverse students in SLCE experiences.

Engaging Students as Partners in Learning and Teaching

Location: 221

Peter Felten, Elon University

Typically faculty teach to students. What happens if we approach our work differently, aiming to teach with students? Emerging research suggests that engaging students as partners in teaching and learning has the potential to enhance,

Workshops

and perhaps even transform, student learning – and also faculty teaching and institutional culture. This interactive workshop will explore practical strategies for creating more democratic classrooms and campuses through student–faculty partnerships.

Benefits and Challenges of Institutional Democratic Practices: A Case Study of Warren Wilson College

Location: Francis Lecture Hall

Moderator: *Cathy Kramer*

Panelists: *John Bowers, Amy Boyd, Khaetlyn Grindell, and Natasha Shipman, Warren Wilson College*

Warren Wilson College has long aimed to create a democratic environment where all members of the campus community have a voice and contribute to decision-making. During this panel presentation, faculty, staff, and student representatives will discuss our shared governance structure, other campus practices designed to foster shared decision-making, and perspectives on the successes and challenges of these efforts toward a democratic institution.

Building on a Progressive Era Past: Deliberation and Education in North Carolina During the New Deal

Location: 222

Timothy Shaffer, Kansas State University

In both classroom and community settings, democratic—and often deliberative—practices have shaped teaching and learning in the United States, although these practices have often been overshadowed by a paradigmatic approach that positions teachers as disseminators of knowledge and students as passive recipients of their expertise. This presentation introduces historical antecedents to today’s conceptualization of deliberation in higher education and community settings by drawing on efforts in the first half of the century—efforts in the Progressive Era and rural discussion groups organized by Cooperative Extension in the 1930s and early 1940s. Both of these movements were inspired by Dewey’s vision of education’s foundational role in democracy. Understanding our roots helps to ground who we are today.

Session Two: 11:30 a.m. –12:40 p.m. Democratizing the Classroom

Undergraduates Co-creating SLCE: Democratic Purposes & Processes, Identities & Institutions

Location: Francis Lecture Hall

Gabrielle Hickmon, Cornell University

Alexa Stout, NC State University

Beth Overman, NC State University

Edward Zlotkowski, Bentley University

Patti H. Clayton, PHC Ventures, UNC Greensboro, and IUPUI

Democratic civic engagement positions everyone involved as co-educators, co-learners, and co-generators of knowledge and practice. A decade-long focus on “students as colleagues” has generated models and best practices for leveraging and nurturing co-identities and roles among undergraduates. We will examine examples of students co-creating service-learning, community engagement projects, courses, programs, partnerships, and scholarship – shared by facilitators and participants – and consider what supports and hinders and what might be achieved by associated individual, institutional, and cultural shifts.

Case-in-point pedagogy: Teaching Democracy Democratically

Location: 215

Lori E. Kniffin and Tamara Bauer, Kansas State University

“We learn from how we are taught as well as what we are taught, and it is important that we learn democracy... democratically” (Palmer, 2011, p. 133). The case-in-point (CIP) methodology brings alive values and processes of democracy in the “now.” Experience a live CIP session to learn about the strategies for walking the talk of democracy in your classroom.

Integrating Democratic Practice in the Classroom

Location: 217

Mark Sanders, UNC Charlotte

Timothy Shaffer, Kansas State University

The workshop will explore the ideas of making a classroom deliberative, extending the idea of deliberation into the community, and the relationship between the classroom and the community. It will be based in part on a “Deliberative

Workshops

Democracy" course and will draw on the work of John Dewey among others. Further, the workshop will draw on a multi-institutional project focused on deliberative pedagogy and the ways to both integrate and assess efforts to integrate deliberative democracy into educational settings.

Teaching Injustice: Student Distancing and Democratic Engagement

Location: 216

Matt Whitt, Duke University

In classes that examine entrenched injustices like sexism or racism, students sometimes use “distancing strategies” to dissociate themselves from the injustice being studied. Through distancing, students avoid uncomfortable knowledge about the impact of injustice on our world, lives, and relations, and they avoid serious engagement with individuals who testify to that injustice. This workshop examines pedagogical responses to student distancing in connection to broader techniques for democratic teaching and learning.

Engaging Students as Partners in Learning and Teaching

Location: 221

Peter Felten, Elon University

Typically faculty teach to students. What happens if we approach our work differently, aiming to teach with students? Emerging research suggests that engaging students as partners in teaching and learning has the potential to enhance, and perhaps even transform, student learning – and also faculty teaching and institutional culture. This interactive workshop will explore practical strategies for creating more democratic classrooms and campuses through student–faculty partnerships.

Brave Spaces for Transformation: Socratic Citizenship and the Power of Dialogue

Location: 218

Sarah Stanlick, Lehigh University

Dewey (1916) asserts that democracy is learned through good works, calling for active citizenship as a means to develop an active citizen identity. In order to process that

development, learners who participate in Socratic citizenship both critically reflect on their identity and support/challenge their peers’ development. This workshop will establish the difference between brave and safe spaces, emphasizing the characteristics of a brave space as a fertile ground for critical dialogue, and fostering brave space classrooms.

Our Work is Not Done: Advancing Democratic Engagement as Purpose and Product of Higher Education

Location: 220:

Cathy Hamilton and Christopher Poulos, UNC Greensboro

Infusing civic learning into higher education often requires negotiating among competing discourses such as democratic theory, economic interests, and organizational culture to consider the opportunities and challenges that emerge at their nexus. Advancing democratic engagement in higher education depends on how well, how deeply, and how courageously we can engage with each other and these discourses to meet the many demands that the mandate for civic learning now shoulders.

Teaching on Someone Else’s Home Turf: Democratizing the Classroom by Teaching Rap as a Middle-Aged, White Man

Location: 222

Stephen Bloch-Schulman and Alonzo Cee, Elon University

In this workshop, I will identify different understandings of democracy to explore how each would lead to different meanings of “democratic classrooms.” I then highlight an often overlooked way to democratize the classroom, specifically, by subverting the common “faculty at home vs. students as new-comers/guests” knowledge dynamic which is taken as a given in most college classrooms. I do so by exploring teaching rap as a middle-aged, white man.

Plenary Session, Francis Lecture Hall, 2:00 p.m. - 3:10 p.m.

Faculty Priorities in Higher Education (panel)

Shared governance, transparency in administrative decision-making, the impact of student debt, budget cuts, appreciation, or lack thereof, for diversity, wages and new working conditions are among the central concerns for faculty today. Panelists representing Faculty Forward, American Association of University Professors, and Scholars for NC's Future will discuss these issues, entertain questions, and offer resources for faculty who want to join with others in collective conversations and action.

Panelists:

James V. Carmichael, Jr., Ph.D., Professor, Department of Library and Information Studies, UNC Greensboro;

American Association of University Professors

Susan Dennison, M.S.W., Associate Professor of Social Work, Department of Social Work, UNC Greensboro;

American Association of University Professors

Altha J. Cravey, Ph.D., Associate Professor, Department of Geography, UNC-Chapel Hill; Faculty Forward NC

Philliph Mutisya, Ed.D., Professor of Education, School of Education, NC Central University; Faculty Forward NC

John Steen, Ph.D., Program Coordinator, Scholars for North Carolina's Future

Moderator: *Spoma Jovanovic, Ph.D., Professor, Communication Studies, UNC Greensboro*

Student Advocacy for Education (panel)

Throughout the state, organizations are mobilizing students to advocate for K-16 educational reform. Representatives will discuss student efforts to address everything from the school-to-prison pipeline, student debt, access for undocumented students, and racial and economic injustice.

Panelists:

Kayla Romero, Program Coordinator, Students for Education Reform

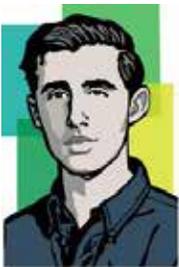
Dhruv Pathak, Senior, Women and Gender Studies major, UNC Greensboro; NC Student Power Union

Valerie Warren, Rethinking Schools and Organize 2020

Bryan Perlmutter, Director, Ignite NC

Dominique Sanders, College Outreach Coordinator, Common Cause NC

Moderator: *Hannah Orth, Senior, English major, Isabella Cannon Leadership Fellow, Elon University*



vote everywhere

THE ANDREW GOODMAN FOUNDATION

www.andrewgoodman.org

Workshops

Session Three: 3:20 p.m. - 4:30 p.m. Engaging with Local Communities Democratically

Creative Strategies for Democratic Engagement

Location: 215

Tara Benge and Janni Sorensen, UNC Charlotte

The Charlotte Action Research Project (CHARP) is an organization within UNC Charlotte's Metropolitan Studies and Extended Academic Programs. CHARP facilitates partnerships between the university and Charlotte's historically marginalized communities, creating opportunities for neighborhood-based community planning projects that enable service-learning and action research. During this workshop, participants will learn strategies for engaging residents in participatory neighborhood planning processes. We will also give a brief overview of a service-learning course that we taught in Fall 2015.

Naming and Addressing Three Common Tensions in Community-University Relationships

Location: 217

Rebecca Dumlaio, East Carolina University

Emily Janke, UNC Greensboro

Relational dialectics (Baxter, 1990) is a framework to think about recurring tensions as natural and normal when partners span structural and cultural boundaries to work together. In this session, presenters show how three common dialectical tensions work in campus-community partnerships and describe ways partners can use learning conversations to effectively manage tensions.

The Northside Neighborhood Initiative: Partnering in Community-First Change

Location: 218

*Della Pollock, UNC-Chapel Hill and the Jackson Center for
Saving and Making History*

Hudson Vaughan and George Barrett, Jackson Center

The workshop will introduce the Jackson Center, a public history and community development center in the formerly segregated Northside neighborhoods of Chapel Hill. It will focus on 1) democratic principles and practices of oral history central to all of our work and 2) coordinated efforts in organizing and advocacy that have resulted in the

Northside Neighborhood Initiative, which was recently called a historic partnership between the University, town, and community.

Developing Community Relationships through Engaged Design

Location: 220

Travis Hicks and Allison Lanier, UNC Greensboro

Liz Seymour, Interactive Resource Center

A faculty member, community member, and student from Greensboro and UNC Greensboro present their approach to establishing and maintaining relationships that connect the university and community. Employing democratic practices that allow each person to be student, teacher, expert, or novice, the three presenters have developed community-engaged design concepts and projects in the Glenwood neighborhood where UNC Greensboro has recently expanded. Participants will be encouraged to contribute to a group design charrette illustrating democratic community-engaged design practices.

Dewey and Beyond: Service Learning and Moral Communities

Location: 221

Joe Blosser, High Point University

The pragmatism that makes Dewey so relevant to service learning also leads to a thin ethic of moral development. Over the years, his ethic has been psychologized through Kohlberg (and others), resulting in an emphasis today on student psycho-social wellbeing. The challenge we face is in the tension between student psycho-social wellbeing and the needs of the community. A more robust ethical model is needed to frame the work of service learning into the future.

Building Partnerships that Support Transformative Learning

Location: 216

Nichelle Shuck, East Carolina University

Kate Johnson, Appalachian State University

Victoria Barfield, East Carolina University

This presentation will focus on how campuses and community partners can develop partnerships that lead to transformational learning and leadership development. The presentation will highlight how two different campuses address areas of partnership creation, support, management, and leadership development. Each campus will share specific examples and the audience will be asked to engage in conversations focused on partnership and creation of transformative learning opportunities.

Engaging in Diverse Ways: Exploring “Visions of the Possible” in Community Engagement

Location: Francis Lecture Hall

Stephen Bloch-Schulman, Elon University

Audrey Campbell, NC A & T State University

Sherry Giles, Guilford College

J. F. Humphrey, NC A & T State University

Spoma Jovanovic, UNC Greensboro

Dan Malotky, Greensboro College

"Reclaiming Democracy" is a multi-campus/community-engaged course that brings together faculty and students from six diverse higher education institutions - including historically white and Black, historically women's and co-educational, large and small, public and private schools - with community members to dialogue, learn, and act together about and through grassroots democracy in Greensboro. The class both includes members of the local community in three ways (as members of these diverse institutions both as faculty and students, as co-leader of the class, and as non-matriculating members of the class), includes presenters and issues of local community interest, and includes a capstone project in which students get involved on local issues. In this workshop, we highlight different ways of engaging with local communities and different ways of thinking about what counts as local communities.

Professional Resource Giveaway

Please visit the resource tables to browse the latest publications in the field of democracy and civic engagement along with works by John Dewey.

Remember to submit your name to be eligible for the resource giveaway in the closing session.

Special thanks to the following publishers for donating publications:

Career Press
Carpe Viam Press
Democracy Collaborative
Jossey-Bass and John Wiley
& Sons Publishing
Magna Publications
Rosetta Books
Routledge Taylor & Francis Group
Stylus Publishing
Teachers College Press
Temple University Press
University Press of New England

Workshop Presenters

Victoria Barfield, M.A. candidate, Nutrition Science and Graduate Assistant in Leadership and Service-Learning, East Carolina University

George Barrett, B.A., Associate Director for Organizing and Advocacy, Jackson Center

Tamara Bauer, M.S., Instructor, Kansas State University

Tara Bengle, Ph.D., Postdoctoral Fellow, Charlotte Action Research Project, UNC Charlotte

Stephen Bloch-Schulman, Ph.D., Associate Professor of Philosophy, Elon University

Joe Blosser, Ph.D., Robert G. Culp Jr. Director of Service Learning, Assistant Professor of Religion and Philosophy, High Point University

John Bowers, M.A., Communications Director, Warren Wilson College

Amy Boyd, Ph.D., Professor of Biology and Chair of the Division of Natural Sciences

Robert Bringle, Ph.D., Chancellor's Professor of Psychology and Philanthropic Studies, IUPUI

Audrey Campbell, Ph.D., Associate Professor of Psychology, North Carolina A & T State University

Alonzo Cee, Statistics major, Elon University

Patti H. Clayton, Ph.D., Practitioner-Scholar & Consultant, PHC Ventures; Senior Scholar, UNC Greensboro and IUPUI

Rebecca Dumlao, Ph.D., BCC, Professor, School of Communication, East Carolina University

Peter Felten, Ph.D., Assistant Provost for Teaching & Learning, Director of the Center for Engaged Learning, Professor of History, Elon University

Sherry Giles, Ph.D., Professor of Justice and Policy Studies, Guilford College

Khaetlyn Grindell, Senior, History and Political Science major, Warren Wilson College

Cathy Hamilton, Ph.D., Director, Office of Leadership and Service-Learning, UNC Greensboro

Gabrielle Hickmon, Senior, Industrial and Labor Relations major, Cornell University

Travis Hicks, M. Arch., Assistant Professor, Interior Architecture; Director, Center for Community-Engaged Design, UNC Greensboro

J. F. Humphrey, Ph.D., Associate Professor, College of Arts and Sciences, Department of Liberal Studies, North Carolina A & T State University

Emily Janke, Ph.D., Associate Professor, Peace and Conflict Studies; Director, Institute for Community and Economic Engagement, UNC Greensboro

Kate Johnson, M.S. Associate Director for Community Partnerships, Appalachian & the Community Together, Appalachian State University

Rodney Johnson, Senior, Communication Studies major, UNC Greensboro

Spoma Jovanovic, Ph.D., Professor, Communication Studies, UNC Greensboro

Mark Justad, M.Div., Ph.D., Director, Center for Principled Problem Solving, Faculty in Religious Studies, Guilford College

Martin J. Kifer, Ph.D., Assistant Professor and Director of the Survey Research Center, Department of Political Science, High Point University

Lori E. Kniffin, M.S., Advisor of Academic Programs, Kansas State University

Jennie Knight, M.Div., Ph.D., Director of Engaged Teaching, Warren Wilson College

Cathy Kramer, M.A., Dean of Service, Service Program, Warren Wilson College

Allison Lanier, Senior, Interior Architecture major, UNC Greensboro

Dan Malotky, Ph.D., Professor of Religion and Philosophy, Greensboro College

Brian McDonald, M.B.A., Associate Director of the Survey Research Center and Adjunct Professor, High Point University

Beth Overman, Ph.D., Director, Graduate Academic and Professional Development Programs, NC State University

Della Pollock, Ph.D., Professor, Department of Communication, UNC at Chapel Hill, Executive Director, Jackson Center for Saving and Making History

Christopher Poulos, Ph.D., Professor and Department Head, Communication Studies, UNC Greensboro

Vincent Russell, M.A. candidate, Communication Studies, UNC Greensboro

Mark Sanders, Ph.D., Senior Lecturer Department of Philosophy, UNC Charlotte

Liz Seymour, Retired Executive Director, Interactive Resource Center

Timothy Shaffer, Ph.D., Assistant Professor, Department of Communication Studies, Kansas State University

Natasha Shipman, M.S., Department Manager, Crew Supervisor and Greenhouse Manager, Departments of Biology and Environmental Studies, Warren Wilson College

Nichelle Shuck, M.Ed., Associate Director for Student Leadership and Educational Programs, Leadership and Service-Learning Center, East Carolina University

Janni Sorensen, Ph.D., Associate Professor Department of Geography and Earth Sciences, Director Charlotte Action Research Project, UNC Charlotte

Sarah Stanlick, Ph.D., Director, Center for Community Engagement and Professor of Practice, Sociology and Anthropology, Lehigh University

Alexa Stout, Senior, Biological Sciences major, NC State University

Hudson Vaughan, B.A., Deputy Director, Jackson Center for Saving and Making History

Matt Whitt, Ph.D., Lecturing Fellow, Philosophy, Thompson Writing Program, Duke University

NC Campus Compact Supports Students and Democracy



Collegiate Political Leadership Workshops

April 2 in Raleigh / April 16 in Asheville

Registration closes: March 1 / Cost: \$65/pp

NC Campus Compact is teaming up with the non-partisan NC Institute on Political Leadership (IOPL) to offer students a special introduction to politics and public service. Designed for undergrad or graduate students who are interested in careers in public service, holding political office, or taking on community leadership, the day-long session includes both structured training activities and a chance to ask questions of current and former elected officials who are also IOPL alums. Visit www.nccampuscompact.org and click on Initiatives in the sidebar to learn more.



Campus Election Engagement Project

In 2016, NC Campus Compact will again work with the national Campus Election Engagement Project (www.campuselect.org) and other state and national partners to bring non-partisan voter engagement resources to member campuses. A key project is our Election Engagement Fellows program, which will support student organizers at select schools as they work to accomplish two goals: 1) Register, educate, and turnout student voters in 2016, and 2) Assist the campus in creating or enhancing institutional supports for continued student election engagement. Visit our website at www.nccampuscompact.org for more information about the fellows program and other student voter engagement resources.

Need help collecting data for your Institutional Impact Report?

CBISA Plus™ by Lyon Software can help you collect, track and organize community engagement data for your institutional impact report.

Our software offers a web-hosted solution to your reporting needs with modules to collect...

- Community Needs
- Goals & Indicators
- Partnerships
- Programs & Statistics
- Narratives

To learn more, email us at info@lyonsoftware.com or come by our booth to meet our representatives.

