2011 Pathways to Achieving Civic Engagement (PACE) Conference

February 9, 2011

Service as a Solution
Welcome to the 13th PACE conference! “Service as a Solution” challenges us to consider the critical role of higher education in using resources and knowledge to solve some of today’s pressing issues, particularly as our country and state face economic and social dilemmas.

In addition to faculty and staff from 44 campuses, we are pleased this year to be joined by 18 of our member presidents and chancellors, including the leaders of our three higher education sectors. We also welcome experts from numerous statewide organizations that help educate about and promote solutions to our state’s challenges.

Thank you to Elon University for hosting this event and for all their support, especially from the Student Life staff, the Kernodle Center for Service Learning, media services and building and set-up. We also thank UNC Greensboro for their support.

We gratefully acknowledge the contributions of our sponsors: Campus Compact, the Lumina Foundation and Lyon Software. A Lyon Software representative is available to meet with you today, and has provided a flier with information about their services.

North Carolina Campus Compact, launched in 2002, builds the capacity of colleges and universities to produce civically-engaged graduates and to strengthen communities. The Compact state office works to provide resources, training and opportunities to member campuses (listed below) that they may not be able to pursue individually. Elon University serves as host. NC Campus Compact is one of 35 state offices that comprise national Campus Compact, which has nearly 1,200 presidential members. Learn more at: www.nccampuscompact.org.

NC Campus Compact staff: Lisa Keyne, Ph.D., Executive Director; Leslie Garvin, MSW, Associate Director; Jonathan Romm, M.Ed., Program Coordinator; Kara Quick, AmeriCorps*VISTA Leader; and Rosa Smith, Program Assistant.

Appalachian State University
Barton College
Bennett College for Women
Brevard College
Campbell University
Catawba Valley Community College
Central Piedmont Community College
Davidson County Community College
Davidson College
Duke University
Durham Technical Community College
East Carolina University
Elizabeth City State University
Elon University
Fayetteville State University
Gardner-Webb University
Greensboro College
Guilford College
High Point University
Johnson C. Smith University
Lees-McRae College
Lenoir-Rhyne University
Mars Hill College
Meredith College
NC A & T State University
NC Central University
NC Wesleyan College
NC Independent Colleges & Universities
NC Community College System
NC State University
Peace College
Queens University of Charlotte
Pfeiffer University
Stanly Community College
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of North Carolina at Wilmington
Wake Forest University
Wake Technical Community College
Warren Wilson College
Western Carolina University
Western Piedmont Community College
Wingate University
Coffee & Tea Break (all day)
Tea, coffee and water will be available throughout the day in the back of McKinnon Hall and on the second floor of McCoy Commons/The Oaks.

Door Prizes (throughout the day)
Drop your name in the box at the back of McKinnon to win a resource contributed by one of the following publishers: Berrett-Koehler Publishing; Campus Compact; Continuum International; Indiana University Press; IAP – Information Age Publishing; John Wiley & Sons; Jossey-Bass; Michigan State University Press; Pearson Publishing; Stylus Publishing; Temple University Press; and University of Indianapolis Press. We thank them for their contributions! Winners will be announced during the closing session.

Opening Session (9:00 a.m.-10:30 a.m.)
Join us for the keynote address by Nicole Gallant, Director of Learn and Serve America at the Corporation for National and Community Service, followed by a distinguished panel of North Carolina’s higher education leaders.

Panelists: Dr. Scott Ralls, President, NC Community College System; Mr. Tom Ross, President, University of North Carolina; and Dr. Hope Williams, President, NC Independent Colleges & Universities

Moderators: Dr. Kenneth Peacock, Chancellor, Appalachian State University, NC Campus Compact Executive Board Chair; Dr. Garrett Hinshaw, President, Catawba Valley Community College, NC Campus Compact Executive Board member.

Awards Presentation (10:30 a.m.-10:50 a.m.)
NC Campus Compact will present the 2011 Robert L. Sigmon Service-Learning Award and the 2011 Civic Engagement Professional of the Year Award. We are pleased that Mr. Sigmon will join us to present the award.

North Carolina Issues - Morning Workshops (11:00 a.m. - 12:00 p.m.)
Experts will provide an overview of some of the critical issues facing North Carolina related to civic health, poverty, education, health, immigration, civil rights, the economy and the environment. They will also provide examples of efforts by higher education institutions to address these issues.

Lunch (12:10 p.m.—1:10 p.m.)
Join your colleagues for lunch and networking.

Pathways to Achieving Civic Engagement— Afternoon Workshops (1:20 p.m. & 2:45 p.m.)
Faculty and staff from institutions throughout North Carolina will provide “how to,” best practices, and research and theory related to civic engagement.

Closing Plenary & Civic Engagement Student Showcase & Reception (4:05 p.m-4:45 p.m.)
In order to respond to the call to re-establish the United States as the nation with the highest percentage of college graduates in the world, and to ensure that our students are capable of competing in today’s increasingly global economy, we must consider how our community engagement work can address the issues of access and success. Dr. Burack will share recent research published by Campus Compact that demonstrates the essential connection between civic engagement and our own campus’ challenges to strengthen recruitment, retention, and graduation rates of under-represented students.

While enjoying dessert and mingling with colleagues, you will also be able to view displays from students showcasing various civic engagement pathways.
Nicole Gallant

Nicole Gallant has been working in education and community engagement for more than 17 years. She was appointed Director of Learn & Serve America and Strategic Education Advisor in April 2010. Previously she served as Program Executive at The Atlantic Philanthropies, overseeing the group's education portfolio for the Children and Youth Program. Prior to that, Gallant was a Fellow in the Children and Youth Program at the Hewlett Foundation, where her research included disconnected youth, leadership development, organizational effectiveness, and funder collaboratives. Before moving into philanthropy, Nicole was a business analyst and project manager for Knight Securities, a global trading firm based in New York, and coordinated an education program for youth and a jobs program for adults at Community Impact, Columbia University. From 1996-1999, Nicole served as a part-time AmeriCorps member at Community Impact, where she managed an award-winning America Reads program.

R. Scott Ralls, Ph.D.

R. Scott Ralls became the seventh president of the North Carolina Community College System (NCCCS) in 2008. He has served as the President of Craven Community College, during which time the college achieved record enrollment growth and annual fundraising support, and gained recognition for innovations in technology-based workforce development. In 2007 Dr. Ralls received the Freedom Fund Award from the Craven County NAACP for his “efforts to actively identify and incorporate the true needs of the community into the mission of Craven Community College.” He has been an active leader in North Carolina’s early college and high school transformation initiatives, appointed to NC’s New Schools Board by Governor Mike Easley. Dr. Ralls has also worked with the British government in their review of community college-equivalent Further Education (FE) colleges in England and in 2007 was named the 10th honorary fellow of Warwickshire College in the UK.

Dr. Ralls has previously held workforce development leadership positions at the state and national levels, including VP of Economic and Workforce Development for the NCCCS, Director of the NC Department of Commerce’s Division of Employment and Training, and, at the national level, he served as the Manager of Workforce Programs for the National Institute of Standards and Technology at the U.S. Department of Commerce. He also served as a policy specialist with the U.S. Department of Labor authoring the national report, Integrating Technology with Workers in the New American Workplace, and was a recipient of the Secretary’s Exceptional Achievement Award.

Dr. Ralls holds a Bachelor of Science degree with highest distinction from the University of North Carolina at Chapel Hill and Masters and Ph.D. degrees in Industrial and Organizational Psychology from the University of Maryland, where his research focused on technology implementation, workforce training and issues affecting older workers.

Thomas W. Ross, J.D.

Thomas W. Ross is the President of the University of North Carolina. He has served as president of Davidson College, Executive Director of the Z. Smith Reynolds Foundation, director of NC’s Administrative Office of the Courts, North Carolina Superior Court Judge, Chief of Staff to a U. S. Congressman, a partner in a Greensboro law firm, and Assistant Professor of Law and Government at the School of Government at UNC Chapel Hill.

President Ross has received numerous awards including the William H. Rehnquist Award for Judicial Excellence presented annually to one state court judge nationally who possesses the qualities of judicial excellence; selection as “Public Official of the Year” by Governing Magazine, only one of ten in the United States that year; and, in 1995, one of nine Foundation for the Improvement of Justice Awards presented nationally. In 1996, he was named “North Carolina Trial Judge of the Year.” In 1999, he was presented the Order of the Long Leaf Pine by Governor Jim Hunt and the Raleigh News and Observer named him “Tarheel of the Week.” In 2001, Tom was awarded the Distinguished Alumni Award by Davidson College and in 2005 he was presented the Distinguished Alumni Award by the UNC School of Law.

President Ross served as Chair of NC’s Sentencing and Policy Advisory Commission from 1990 to 1999. In this capacity, he led North Carolina to adopt innovative sentencing guidelines and community corrections legislation that have been called a “model for the nation.” The Ford Foundation and the Kennedy School of Government at Harvard University recognized the work of the Sentencing Commission in 1997 with the Innovation in American Government Award. President Ross has also served as Chair of the Governor’s Commission to Modernize State Finances in 2002.

President Ross received a B.A. degree from Davidson College in 1972 and a J.D. degree with honors from the University of North Carolina in 1975. He is a 1985 graduate of the National Judicial College.
A. Hope Williams, Ph.D.

A. Hope Williams is President of North Carolina Independent Colleges and Universities, the statewide advocacy and public policy organization for the state’s 36 independent, or private, colleges and universities. As President, she heads the state office, working with 36 presidents who comprise NCICU’s Board of Directors and with the Independent College Fund of North Carolina, which raises corporate and foundation funds for scholarships.

Dr. Williams works closely with the state and the federal government, and serves on the Education Cabinet with the Governor, presidents of the state university system, Department of Community Colleges, State Board of Education and Department of Public Instruction. On behalf of independent colleges and universities, she advocates on public policy issues, provides research, raises corporate and foundation funds and administers collaborative programs. Dr. Williams has served as chair of the National Association of Independent Colleges and Universities State Executives, and as a member of the board of the National Association of Independent Colleges and Universities.

Dr. Williams received her undergraduate degree from Duke University, an MPA from NC State University and a doctorate in Education from UNC at Chapel Hill. She received the Outstanding Service Award from the Rotary Club of Raleigh in 1997, was named the 1999 Distinguished Woman of North Carolina in Education, one of the top 25 Women in Business in 2001 by The Business Journal, and a Woman Extraordinaire in 2005 by Business Leader Magazine. She has served as president of NC’s Adult Education Association and Association of Institutional Researchers. She serves on the National Advisory Board of the Institute for Emerging Issues; College Foundation, Incorporated; Public School Forum of NC; Communities in Schools of NC; Capital City Club, and Foundation for Independent Higher Education’s National Venture Fund Committee, Stop Hunger Now. President Williams is the Chair of Advanced Energy Corporation.

Cathy Burack, Ph.D.

Dr. Cathy Burack is a Senior Fellow for Higher Education at the Center for Youth and Communities (CYC) in the Heller School for Social Policy and Management at Brandeis University. Prior to coming to Brandeis, Dr. Burack was the Associate Director of the New England Resource Center for Higher Education (NERCHE).

For the past eighteen years she has focused on ways faculty, students and administrators can work together to fulfill the civic missions of their colleges and universities on two interrelated areas: access to higher education, especially by students who are among the first in their families to attend; and the ways in which colleges and universities engage with their communities. Dr. Burack works with colleges and universities to use evaluation to both "prove" and "improve" their programs. She has conducted evaluations of campus-based change initiatives including conducting a national evaluation of institutional support for service-learning, developing measures of student success, helping to set up the Corporation for National and Community Service Learn and Serve America LASSIE data collection system, and conducting multi-site evaluations on campus-wide change initiatives. She is co-Principal Investigator for the evaluation of the Jack Kent Cooke Foundation Community College Transfer Initiative.

Dr. Burack is a member of the National Review Board for the Scholarship of Engagement and the Advisory Board for the UMass Amherst Masters track in Service-Learning and Engagement, and a Campus Compact Engaged Scholar. She started and facilitated the NERCHE Multicultural Affairs Directors Think Tank for directors at colleges and universities throughout New England, and directed "Reversing the Telescope: Community Development from Within," which focused on the civic microcosm within the university community. Dr. Burack holds a Bachelors in Psychology from the University of Rochester, and a Doctorate in Administration, Planning and Social Policy from Harvard University.

GIVE US YOUR FEEDBACK

Within one week of the conference you will receive an e-mail with a link to a brief online evaluation inviting your feedback on the overall conference as well as each workshop you attend. We thank you in advance for your participation.
The **Robert L. Sigmon Service-Learning Award** is presented annually to a faculty member who has made significant contributions toward furthering the practice of service-learning. NC Campus Compact named the award in honor of Robert Sigmon, a native North Carolinian and a pioneer in service-learning.

**Previous Recipients:**  
2010 - Dr. Michele Gillespie, Wake Forest University  
2009 - Professor Pam Kiser, Elon University  
2008 - Dr. Cheryl Brown, Greensboro College  
2007 - Dr. Rachel Willis, UNC Chapel Hill  
2006 - Dr. Betsy Alden, Duke University

Robert L. Sigmon was born in Lincoln County, North Carolina, grew up in Charlotte, graduated from Harding High School and received a B.A. degree from Duke University in 1957. Following college, he served in West Pakistan as a lay missionary with the Methodist Church where he managed a hostel for 130 Christian boys, ages 11-16. Mr. Sigmon oversaw all of the non-classroom life of these youngsters who came from the lowest caste families in the Punjab region of Pakistan.

After three years in Pakistan, he studied at United Theological College in Bangalore, in southern India. He returned to the US and completed a M. Div. degree in 1964 at Union Theological Seminary, holding a field assignment as a converyer of a young adult ministry project at The Riverside Church in New York. During the Civil Rights era (1964-1966) Bob and his wife co-directed a Quaker Peace Corps type program in the southeastern region of the US with the American Friends Service Committee.

Given his work in Pakistan, New York, and the southeast, with economically and racially oppressed communities, he became intrigued with the kinds of learning that occur when young people and adults engage in direct service activities with oppressed and marginalized people. As a result, for the next 40 years he worked in positions centered on promoting public service based experiential learning, primarily in the southeast. He helped create the North Carolina Internship Office which promoted service based experiential learning throughout the state. This effort was a joint project of the Governor’s Office and the Board of Higher Education which later became the consolidated UNC system.

Mr. Sigmon helped to form what is now the National Society for Experiential Education. He designed and managed a student initiated community based practicum for the new School of Public Health at the University of South Carolina between 1975 and 1978 and managed clinical training and continuing education programs for health care practitioners in Raleigh from 1978-1991.

Since 1991 he has consulted with national, state, and local programs supporting community-based public service based experiential learning. In the early 1990s he designed and presented workshops promoting servant-leadership through the Robert K. Greenleaf Center. For ten years he served as Senior Associate with the Engaged Community and Campus Initiative of the Council of Independent Colleges (CIC) in Washington, DC.

His 1979, article published in *Synergist*, “Service-Learning: Three Principles,” has been widely quoted over the years. He edited and contributed to CIC’s *Journey to Service Learning*, highlighting campus service based learning programs at small, private, liberal arts colleges in the U.S. In 2010, Mr. Sigmon contributed his original research and papers to Elon University, creating the Robert L. Sigmon Service-Learning Collection. This contribution continues his lifelong commitment to facilitating reciprocal campus-community engagement and experiential learning.

The **Civic Engagement Professional of the Year Award** recognizes a staff person at an NC Campus Compact member campus that has worked towards the institutionalization of service, created and strived towards a vision of service on their campus, supported faculty and students, and formed innovative campus-community partnerships.

**Previous Recipients:**  
2010 - Jenny Huq, UNC Chapel Hill  
2009 - Dr. Susan Harden, UNC Charlotte (Innovator)  
  - Dr. Stacey Reimer, Davidson College (Sustainer)  
  - Julie Lawson, Peace College (Emerging Leader)  
2008 - James Shields, Guilford College  
2007 - Jenny Koehn, Appalachian State University  
2006 - Jason Denius, East Carolina University
Professor Della Pollock’s “work in community-based collaboration is revolutionary and has made a difference in Chapel Hill, particularly in the Northside community,” according to a community partner. Dr. Pollock has deepened an initial 2004 service-learning experience with a local church to establish, and now direct, the Marian Cheek Jackson Center for Saving and Making History, a community-based center for the collection of oral histories. A number of community events, including an annual May Day celebration and Facing our Neighbors, have fostered the relationship between the community, the church and the university. The Jackson Scholars introduces high school students to public history and community activism.

Dr. Pollock is the 2008-11 Bank of America Term Professor at UNC Chapel Hill, recognized for her innovative pedagogy and service to the university Honors program. She has served at UNC since 1999 as professor in Communication Studies, since 2007 as Director of Graduate Studies, and for nine years as director or co-director of the University Program in Cultural Studies. She has a two year appointment as Faculty Engaged Scholar for development of the Jackson Center, and in 2009 received the Office of the Provost Engaged Scholarship Award. She earned her Ph.D. in Performance Studies at Northwestern University. Included in her multiple publications is a book in progress on the role of service-learning and engaged scholarship in sustained activism and community development in a historically African-American community.

In the November 2010 Quarterly Journal of Speech (Vol. 96, No. 4, pp. 462-468), Dr. Pollock shares: “Teaching has increasingly become a matter of facilitating relationships with world teachers, community scholars, people who are experts on their own histories — and engaging students in the deep, often dark arts of really listening to them... The productivity of the larger effort with whatever name one may wish to call it — service-learning, engaged scholarship, community-based research, performance ethnography — may be counted in this: a small, passing incident, incidental to planning, production and publication that required us suddenly to incorporate new ways of thinking, being and speaking...” Her work — in the classroom, in the community, on the page — challenges us each to think deeply about the importance of building community-campus partnerships in which student learning is life changing.

A former students writes, “The way Della has guided students into deep service in the Northside community and through so many complexities of identity is remarkable — but she does it by example, and that cannot be reiterated enough... Professor Pollock’s influence reaches across the country, but it is because her vision is grounded; her knowledge and creativity is immense; and her care for all individuals, especially her students is endless. I cannot imagine a better teacher, mentor, and visionary for the field of service-learning, and a more deserving professor for the Sigmon Award.” We are pleased to present the 2011 Sigmon Award to Dr. Pollock for her significant efforts to further the field of service-learning.

Mary Fanning Morrison has served as the Director of the Kernodle Center for Service Learning and Community Engagement at Elon University in Elon, NC, since 2006. Prior to that she served as the Director of Programs and Outreach for GEAR UP NC at the University of North Carolina General Administration, as the Director of the APPLES Service Learning Program at UNC Chapel Hill, Continuing Education Specialist at The William and Ida Friday Center for Continuing Education at UNC Chapel Hill, and Extension Agent for Orange County 4-H Cooperative Extension Service.

In her work at Elon and UNC, Mary “inspired a vision of service, institutionalized innovative and sustainable programs, and upheld the value that service learning is a reciprocal and mutually beneficial process between campuses and their communities.” Her nominator continued: “In 1995 APPLES was at a critical juncture as an organization, and Mary... created an internship program with a credit-bearing course, and stipend matched by community partners... She created the Social Entrepreneur Fellowships... and Alternative Fall and Spring Break programs that have flourished.” During her tenure at UNC Chapel Hill, service learning courses grew from 10 to 35 with almost 900 students involved, and she leveraged new resources that concretely supported service efforts.

At Elon University, she formed the Kernodle Center Advisory Committee, and serves as the “go to” person for important service-learning initiatives. Service-learning courses have grown 31%, with associated service hours increasing 67%. She teaches a popular course on community engagement, and is the founding co-director of the Civic Engagement Scholars program. The Kernodle Center engages 100 students in leadership roles. Other innovative programs that have been developed under her leadership include the Downtown/East Burlington Biobus Route and Elon Campus Kitchen. Alternative break trips have grown to 9 trips a year, with Mary empowering students to take action to address issues important to them.

Mary has received numerous awards including the Robert E. Bryan Public Service Award and Favorite Faculty Award. She earned her B.A. at Southern Illinois University and an M.S. at NC State. One of her student interns shared that “Mary is an exemplary leader for all students, and should be recognized for her unique dedication to student voice and development.” Her nominator shared that “Mary is a humble yet extraordinary person who has and continues to have a deep and lasting impact on many, many students, faculty, staff and community members.” We are pleased to present Mary Morrison the 2011 Civic Engagement Professional of the Year Award in recognition of her efforts to deepen the impact of universities in their communities and to empower students to “reach their full potential.”
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<tr>
<th>Civic Health</th>
<th>Moseley 217</th>
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<tr>
<td>Creating a Pipeline of Community Leaders: Engaging Millennials in Civic Life</td>
<td>Using data from the U.S. Census Bureau’s Current Population Survey, the 2010 North Carolina Civic Health Index assessed the strengths and weaknesses of civic life in North Carolina. The study’s most notable finding is that North Carolina’s Millennials, those born after 1981, are the state’s least civically engaged. This session will explore the study’s findings as well as proactive strategies colleges and universities can employ in their work to engage Millennials.</td>
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<td>Kelley O’Brien, MPA, Director of the North Carolina Civic Education Consortium School of Government, UNC-Chapel Hill Leslie Parkins, Ed.D., Director of Service-Learning and Student Programs Carolina Center for Public Service, UNC-Chapel Hill</td>
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<th>Civil Rights</th>
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<tr>
<td>Inclusion, Integration and Impact: Current Civil Rights Challenges in North Carolina</td>
<td>As schools become increasingly segregated, advocates must confront the reality that racial and economic isolation pose insurmountable barriers to academic achievement and civic engagement for all students. The recent public focus on resegregation and the push for “neighborhood schools” demands engagement on the broader issues of “spatial inequality,” residential segregation and disparities that have led to the physical, political, social, and economic exclusion and isolation of low-wealth and minority communities.</td>
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<td>Mark Dorosin, J.D., Senior Managing Attorney Derek W. Black, J.D., Visiting professor Sylvia Novinsky, J.D., Assistant Dean for Public Service Programs UNC School of Law</td>
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<th>Immigration</th>
<th>Koury Business Center 101 (Digital Theater)</th>
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<td>A Civic Approach to Immigration in North Carolina: Context, Confusion, and Confidence-Building</td>
<td>This presentation reviews the historical, global, and local context for understanding current debates over immigration in the United States, highlights the confusion this context has created for both native-born citizens and new immigrants, and explores different ways that communities can build their capabilities to undertake confidence-building measures that address that confusion.</td>
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<td>Noah Pickus, Ph.D., Director of the Kenan Institute for Ethics and Associate Research Professor of Public Policy Duke University</td>
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<th>Economy</th>
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<td>North Carolina’s Economy and Changing Workforce</td>
<td>North Carolina’s economy has changed considerably since the beginning of this great recession. Specifically, the labor market has reacted to a different, unsettled and uncharted economy in a variety of ways. How many work, who works, how they work, and where they work is changing in North Carolina each day. The state’s education systems at all levels will have to adjust to the realities of a new economy to redefine the best way to reach and educate the 21st century worker.</td>
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<td>David L. Clegg, J.D., Deputy Chairman and Chief Operating Officer North Carolina Employment Security Commission</td>
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| **Education**  
Moseley 215  
*Doing More with Less: How to Perfect the State of Public Education* | With the importance of preschool and new emphasis on college preparation, the P-20 continuum of education replaces K-12 as an organizing concept. The role of higher education in this continuum is to complete the preparation of students for post-graduate education, careers, and citizenship. Colleges and universities also have responsibilities to generate new knowledge, prepare future educators, and support public schools and other social institutions. How might we perfect P-20 education in North Carolina?  

David H. Cooper, Ph.D., Professor and Dean of the School of Education  
Elon University |
| **Environment**  
Moseley 216  
*Too Much at Stake: North Carolina’s Environment and a Sustainable Path Forward* | When it comes to the environmental problems facing North Carolina, there is a lot at stake. How will the Tar Heel state address climate change, our dependence on fossil fuels, a 21st century transportation system and the over-development of our forests and farmlands? These are complex issues that do not have easy answers, but North Carolina must be a leader in solving them. Beyond legislative action, what role can North Carolina’s higher education institutions play in driving our state toward a sustainable path?  

Margaret Hartzell, Policy Advocate  
Environment North Carolina |
| **Health**  
Moseley 103  
Commuter Lounge  
*Current Issues Regarding Implementation of the Affordable Care Act in North Carolina* | Learn what North Carolina is doing to implement the new national health reform law, what benefits are already in place, and what challenges are ahead.  

Adam Searing, J.D., MPH  
North Carolina Justice Center  
Project Director, Health Access Coalition |
| **Poverty**  
McCoy/Oaks 201  
*Lessons from North Carolina’s War on Poverty* | The current economic crisis and unyielding forces of globalization have dealt North Carolina a double blow. Fifty years ago, the state faced a similar crisis. A historic dependence on cheap labor, the mechanization of agriculture, and the uprooting of an unskilled rural population made it one of the poorest states in the nation. Elected in 1960, Governor Terry Sanford recognized that the way forward required bold new policies and an end to politics as usual. He raised taxes to improve public education, reached across the racial divide, and launched the North Carolina Fund, an innovative antipoverty project that became a model for the nation. Today, the Fund stands as a source of inspiration and instruction for a new generation of North Carolinians charting their own ways of combating poverty and promoting prosperity.  

Robert Korstad, Ph.D., Kevin D. Gorter Professor of Public Policy and History  
Duke University |
### 2011 Workshop Categories

- **Nuts-and-Bolts** = how to information and resources
- **Research and Theory** = research and theory information and resources
- **Programmatic Practice** = best practices information and resources
- **Advanced** = For practitioners in the field over 2 years (all other sessions appropriate for all levels)

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<th>Session</th>
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<td><strong>Assembling a Comprehensive Service-Learning Assessment Package</strong></td>
<td>This session will share insights from ongoing analyses of student course evaluations as well as findings from coordinated direct and indirect instruments developed since PACE 2010 to better gauge students’ perceptions of the impact of the service-learning experiences, with a particular focus on rigor in service-learning courses. Data analysis and ensuing discussions will move us closer to understanding what students feel they are gaining from the service-learning experience.</td>
<td>Moseley 215</td>
<td>Amy L. Anderson, David Malone &amp; Matt Serra, Duke University</td>
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<td><strong>Community Partnership from the Community's Point of View</strong></td>
<td>Discover some of the challenges and benefits of campus-community partnership from the partner's point of view. Drawing from California Campus Compact's Community Voices report, and Bryn Mawr College's community partner focus groups, participants will learn about what community groups really think about us IHEs. Challenges, and ways to overcome those challenges, will be highlighted.</td>
<td>McCoy/Oaks 212</td>
<td>Hillary Kane, PHENND</td>
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| **Different Approaches to the Learning & Logistics of Alternative Breaks (Part I)** | This double-session will cover many different aspects of the Alternative Service Breaks at the participating schools. Topics that will be presented include the philosophy of, the modes of learning on, and how each program manages the challenges and logistics of Alternative Service Breaks. | Koury Business Center 101 (Digital Theater) | Dane Emmerling & Sarah Rankin, University of North Carolina  
Adam Culley, North Carolina State University  
Kate Johnson & Lauren Large, Appalachian State University |
<p>| <strong>Service Without Borders: Using Low or No-Cost Distance Technologies to Engage Students</strong> | The session will explore how civic engagement practitioners can overcome the challenges of distance, time, budget and setup and still offer quality service opportunities. The presentation will examine how connections with diverse populations can be established with low or no-cost online communication technologies. The varied student experiences in seated, asynchronous and hybrid courses will be considered to determine how distance technologies can be incorporated in the curriculum to encourage student agency, engagement, and interaction. | Moseley 103 (Commuter Lounge) | Ashley Oliphant &amp; Enoch Park, Pfeiffer University |</p>
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<td><strong>Integrating Social and Intellectual Experiences Through Service Learning</strong></td>
<td>Presenters will discuss a Senior Scholar Program between a civic engagement office and faculty that advanced the research agenda of both partners. The engaged scholarship identified short and long-term impacts of service trips, including student leadership development. Use of a Senior Scholar allows shared expertise and interest within an academic discipline with knowledge of student development and programming. The research collaboration will provide a springboard for a broader discussion of student leadership development and civic engagement.</td>
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<td><strong>Building a Campus' Infrastructure for Community Engagement</strong></td>
<td>In order to sustain the positive outcomes and impact of institutional community engagement efforts we have to first identify what constitutes those outcomes and impact, and then identify the structures and supports that are integral to their success. This workshop focuses on how to develop a comprehensive evaluation plan to assess institutional supports for community engagement.</td>
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<tr>
<td><strong>Research Service-Learning (RSL): Developing the Next Generation of Engaged Scholars</strong></td>
<td>This session introduces RSL as a mechanism for preparing the next generation of engaged scholars. RSL as a teaching and learning strategy, partner (student, faculty, and community) roles and principles of good practice will be discussed. An interdisciplinary RSL project will be presented. Activities designed to help participants assess the appropriateness of RSL opportunities and design RSL projects with graduate preparation in mind will be conducted. Worksheets and a bibliography will be provided.</td>
</tr>
<tr>
<td><strong>The Three R’s - Reacting, Reflecting, and Re-energizing: Specific Strategies for Structured Reflection</strong></td>
<td>Writing, via structured reflection, is a central component of the service-learning experience. Through the writing process, students react to their environment, reflect on their learning, and re-energize for continued growth. This interactive presentation will include examples of specific writing assignments which have succeeded with diverse groups of students and that can be adapted easily to any service-learning course. Also, participants will discuss and develop an assignment/rubric to meet their course needs.</td>
</tr>
</tbody>
</table>

## CONFERENCE ACKNOWLEDGMENTS

Thank you to:

The 2011 Program Selection Committee; the Awards Selection Committee; all the presenters, speakers and special guests and the Student Showcase participants; Scott Muthersbaugh (photographer); Elon University individuals and departments including Brian O’Shea (Student Life), Michael Williams (Moseley Center), C.C. Cowen and crew (Moving & Set-Up), Jeff Lampson (Media Services), Catering and Environmental Services and All About Awards.
**Igniting the Fire**

**Moseley 215**

How can a service-learning experience be dynamic? This session will tell the success story of a course that addressed social issues of slavery, oppression, and homelessness, and the service-learning that exploded, moving beyond the classroom with initiatives that are still in motion a year later. With input from faculty, students, and community partners, participants will discuss ways to motivate a class to catch the vision of service-learning, own it, and run with it.

**Nuts-and-Bolts**  
Paula Qualls, Gardner-Webb University

**Risk Management: Essential Tools for Safer Service-Learning**

**McCoy/Oaks 212**

Participation in service-learning puts students, institutions and community partners at risk, yet most institutions have neither a service-learning risk assessment nor risk management plan. This workshop presents risk management models and related documents from two institutions. Examples of service learning projects act as a starting point for identifying and discussing risks and lead to a tutorial on developing risk assessments and management plans. Participants will practice analyzing risk, develop mitigation strategies, and explore best practices.

**Nuts-and-Bolts**  
Jessica Gagne Cloutier, East Carolina University & Bill Richmond, Western Carolina University

**Different Approaches to the Learning and Logistics of Alternative Breaks (Part II)**

See Page 10 for workshop description and location.

**Institutional Transformation for Community Engagement: Envisioning Infrastructure and Data Management Systems**

**McCoy/Oaks 201**

UNCG is undertaking a comprehensive visioning process to generate context-appropriate infrastructure for community-engaged scholarship and to deepen associated conversations and practices. One key question is how database-driven online networking systems can be developed and leveraged to expand the quantity and quality of community engagement partnerships. Participants in this session will analyze models and apply to their own campuses select choice points and trade-offs associated with organizing data management and other elements of institutional transformation for community engagement.

**Nuts-and-Bolts**  
Kristin Buchner, Patti Clayton & Emily M. Janke, UNC Greensboro

**Social Media Toward Holistic Development**

**Moseley 103**  
(Commuter Lounge)

Presenter will provide a technological, process oriented way to utilize social networking as a component integrated within the structured reflective approach to service learning. Data on how to successfully adopt various social networking tools including Twitter, blogging, Facebook, web paging and other “cloud based” tools for added critical reflection in service learning activities will be presented.

**Nuts-and-Bolts**  
Paul Armstrong, Jr., Central Piedmont Community College

**Promoting Faculty Engagement**

**McCoy/Oaks 207**

Much of the work associated with carrying out the engaged work of a college or university lies with the faculty. Faculty create service-learning and undergraduate research experiences for students, and work with community partners in their own engaged scholarship. Yet these activities are often not adequately addressed with regard to faculty review. This workshop discusses faculty documentation and institutional review of these components, particularly as related to the promotion and tenure processes.

**Nuts-and-Bolts**  
Cathy Burack, Brandeis University
Service Learning in Graduate School?
Moseley 217
Programmatic Practice

The purpose of this presentation is to discuss the positives, possibilities, and potential pitfalls of using service learning in graduate education, especially at the masters level. The presenter will examine his own experiences teaching, revising an entire graduate curriculum, use examples of student feedback from a diverse set of evaluation methods of these courses, and discuss what becoming an “engaged department” really means, especially with graduate students.

Sherrill Hayes, UNC Greensboro

Travelling with Excess Baggage: The Burdens of Privilege in International Service-Learning Partnerships
Moseley 216
Research and Theory Advanced

How can international service-learning projects be structured to disrupt students’ class privilege and dismantle stereotypes they hold about the people and communities they serve? This presentation examines the ways in which institutional frameworks and messages, on a macro level, may unintentionally reinforce paternalistic views and attitudes, and offers ideas for counteracting those practices on a micro level.

Prudence Layne, Elon University

A Rhetorical Approach to Service-Learning
Belk 206
Programmatic Practice

This panel presentation provides a rhetorical examination of a service-learning project completed in an Introduction to Professional Writing and Editing class. The panel will discuss the different perspectives of this project in terms of objectives, motivation, project management, and project assessment. Besides discussing the rewards and challenges, we also offer a model with specific suggestions for conference attendees considering incorporating a service-learning component in their courses.

Xiaoli Li, Lois Petrovich-Mwaniki, Hanna Allen & Andrew Linton, Western Carolina University

SAVE THE DATE!!
NC Campus Compact celebrates 10 years in 2012!
We are planning a series of exciting events to celebrate this milestone.
Stay posted to our website for details and to join us in celebrating 10 years of uniting campuses, empowering students and impacting communities.
www.nccampuscompact.org
Hanna Allen is a Senior at Western Carolina University majoring in Professional Writing.

Amy L. Anderson, Ph.D., is a Faculty Consultant with the Service-Learning Program and an Instructor in the Program in Education at Duke University.

Paul Armstrong, Jr., is an Adjunct Professor for the Humanities at Central Piedmont Community College.

Kristin Buchner is a Graduate Assistant for Community Engagement in the Office of Research & Economic Development at UNC Greensboro.

Patti H. Clayton, Ph.D., is a Visiting Scholar in the Office of Research and Economic Development at the University of North Carolina at Greensboro.

Jessica Gagne Cloutier is the Service-Learning Coordinator at East Carolina University.

Adam Culley is the Assistant Director in the Center for Student Leadership, Ethics, & Public Service at North Carolina State University.

Dane Emmerling is the Alternative Breaks Coordinator for the APPLES Service-Learning Program at the University of North Carolina at Chapel Hill.

Cathy Hamilton, Ph.D., is the Director of the Office of Leadership and Service-Learning at the University of North Carolina at Greensboro.

Sherrill W. Hayes, Ph.D., is an Assistant Professor in Conflict Studies and Dispute Resolution at the University of North Carolina at Greensboro.

Jessica Katz Jameson, Ph.D., is an Associate Professor and Associate Department Head in the Department of Communication at North Carolina State University.

Emily M. Janke, Ph.D., is the Special Assistant for Community Engagement in the Office of Research and Economic Development at University of North Carolina at Greensboro.

Deana Johnson is the Director of the College Opportunity Program at the University of North Carolina at Pembroke.

Kate Johnson is the Community Services Coordinator for the Department of Student Services at Appalachian State University.

Hillary Kane is the Director for the Philadelphia Higher Education Network for Neighborhood Development (PHENND).

Lauren Large is a Senior at Appalachian State University majoring in Psychology.

Prudence Layne, Ph.D., is an Assistant Professor in the Department of English and Coordinator of African and African-American Studies at Elon University.

Xiaoli Li is an Assistant Professor in the Department of English at Western Carolina University.

Andrew Linton is a Junior at Western Carolina University majoring in Professional Writing.

David Malone, Ph.D., is an Associate Professor in the Program in Education and Director of the Service-Learning Program at Duke University.

Barbara A. Metelsky is a doctoral candidate in the Department of Leadership, Policy, and Adult and Higher Education at North Carolina State University.

Ashley Oliphant, Ph.D., is the Faculty Fellow for the Francis Center for Servant Leadership and an Assistant Professor of English at Pfeiffer University.

Enoch Park, M.A., is the Director of Distance Education at Pfeiffer University.

Lois Petrovich-Mwaniki, Ph.D., is Director of International Programs and Services at Western Carolina University.

Paula Fontana Qualis, Ph.D., is a Professor in the Department of Religious Studies and Philosophy at Gardner-Webb University.

Sarah Rankin is a senior at the University of North Carolina at Chapel Hill majoring in journalism and mass communication and history.

Rick Reitzug, Ph.D., is a Professor of Educational Leadership and Cultural Foundations in the School of Education at the University of North Carolina at Greensboro.

William Richmond, Ph.D., is an Associate Professor in Computer Information Systems in the College of Business at Western Carolina University.

Matt Serra, Ph.D., is Director of the Trinity College Office of Assessment and an Adjunct Assistant Professor in Psychology and Neuroscience at Duke University.
**East Carolina University**

The Health Communication Puppetry Initiative shares healthy eating and diabetes prevention messages with at-risk children in Eastern NC. During this showcase, graduate students will share their experiences as puppeteers using Kids on the Block puppets. They will offer their experiences as mentors for undergraduates in the innovative Puppetry to Make a Difference Honors course. Finally, they will contribute ideas about how their experiences in service learning/community engagement can enhance their career development.

*Kelly Jarrell, Zhu Mengying and Leslie Moore* are graduate students in Health Communication as well as puppeteers and mentors.

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**North Carolina State University**

**Nutrition NUTS**

Nutrition NUTS, a service program in which students teach nutrition education to preschoolers and their families, delivers nutrition education via PEANUTS Read (students make weekly visits to Head Start programs in targeted counties to read stories with food and nutrition themes to children); and WALNUTS (interactive boards bearing nutrition guidance and information) will be developed and placed in Head Start sites and staffed by a NCSU student to provide parent education about nutrition.

*Chris Dunham* is a senior at NC State University majoring in Nutrition Science.

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**Elon University**

The Campus Kitchen at Elon University (CKEU) is opening this February to students, faculty and staff as an on-site service opportunity through the Kernodle Center for Service Learning and Community Engagement. CKEU collects unserved and unused food from community partners, including ARAMARK dining services, to create nutritious meals to serve to those in need.

*Amber Mathis*, a junior studying Education at Elon, is the inaugural Director of CKEU.

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**UNC Greensboro**

Students will showcase a service-learning program for social justice stirred by wabi sabi to reveal the beauty and "perfection" in what is and will always be an imperfect and unfinished experience. They will detail how this university-high school partnership to secure more bus benches for public transit riders for all its flaws, persists to advance social change and recruit an ever-widening circle of supporters.

*Dante Johnson and Crystal Oldham* are graduate students in the Department of Communication Studies.

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**UNC A & T State University**

Students will share their experiences of learning to teach and lead by advancing shared leadership roles in a participatory action research tutorial for 3rd-5th graders from urban impact schools. Across eleven semesters SMART PATH has provided an experiential foundation in cultural competence for teaching across diversity, best practices for accelerating children’s learning, the development of collaborative learning communities, and leader development for more than 800 student volunteers.

*Derrick Covington, Stephen Fails, Marcus S. Gibson, Bethany Penn, Blayre Penn, Markus Jamal Webb, Whitney Wilson and Erica Wright* are undergraduates and SMART mentors.

*Thomas Smith, Vivian Hampton, and Ioney James* are Professors in the Department of Curriculum & Instruction.

*Amod Camp* is a post-graduate teacher certification student.

*Liz Barber* is an Associate Professor of Leadership Studies.

*Patrice Smith* graduated from NC A & T in 2010.

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Before you leave...

**Don’t forget to recycle your name badge at the registration table in Moseley!**
8:00-9:00  Registration

9:00-11:00  Opening Session

Welcome
Dr. Kenneth Peacock, Chancellor, Appalachian State University
NC Campus Compact Executive Board Chair

Keynote Address
Service as a Solution: A National Perspective
Ms. Nicole Gallant, Director, Learn and Serve America Corporation for National and Community Service

Panel Discussion
Service as a Solution: North Carolina Perspectives
Dr. Scott Ralls, President, NC Community College System
Mr. Tom Ross, President, University of North Carolina
Dr. Hope Williams, President, NC Independent Colleges & Universities

Moderator: Dr. Garrett Hinshaw, President, Catawba Valley Community College, NC Campus Compact Executive Board Member

Civic Engagement Awards Ceremony
The Robert L. Sigmon Service-Learning Award
The Civic Engagement Professional of the Year Award

11:00-12:00  North Carolina Issues (Workshops)

12:10-1:10  Luncheon

1:20-2:35  PACE Workshops (Session One)

2:45-4:00  PACE Workshops (Session Two)

4:05-4:45  Closing Session

Keynote Address
Service as a Solution on Your Campus: Promising Connections
Dr. Cathy Burack, Brandeis University

Civic Engagement Student Showcase & Dessert Reception