2018 PACE Conference

8:00 a.m.  Registration and Continental Breakfast, Lobby, Moseley Center

9:00 a.m. – 10:05 a.m.  Opening Session, Moseley Center, McKinnon Hall
  Welcome and acknowledgement of 2018 Award Recipients
  Leslie Garvin, Executive Director, NC Campus Compact
  Leo M. Lambert Engaged Leader Award
  Engaged Faculty Award
  The Civic Engagement Professional of the Year Award

Opening Plenary
  Next Generation Engagement: Building on History, Charting New Pathways
  Nick Longo, Providence College

10:15 a.m. – 11:15 a.m.  Workshop Block I

11:25 a.m. – 12:25 p.m.  Workshop Block II

12:30 p.m.  Lunch, Moseley Center, McKinnon Hall

1:30 p.m. – 2:30 p.m.  Afternoon Plenary
  Pinning a Butterfly: A Dialogue on the Role of Students in Creating Engaged Campuses
  Nick Longo, Providence College

2:40 p.m. - 3:40 p.m.  Workshop Block III

3:50 p.m. - 4:50 p.m.  Mini-Sessions

4:55 p.m. - 5:00 p.m.  Closing Remarks, Professional Resource Giveaway, and Adjourn
About PACE

Welcome to the 2018 Pathways to Achieving Civic Engagement Conference! Today faculty, administrators, and community partners representing 35 institutions from 6 states will share research, model programs, and best-practices related to service-learning and community engagement.

Last year, PACE was on hiatus to encourage support of the 2017 Gulf-South Summit, hosted by UNC Greensboro and held in North Carolina for the first time. Thanks to those of you who contributed to the success of the Summit, as nearly half of the attendees were from North Carolina. Congratulations to Dr. Cathy Hamilton, Director of UNCG’s Office of Leadership & Service-Learning, and her team, for a great job hosting.

We are pleased to return to Elon University for #NCPACE18 as this marks the 20th year of this annual event. It started as a Service-Learning Institute at Elon coordinated by North Carolina Campus Volunteers (NCCV). In 2002, North Carolina Campus Compact was formed, merged with NCCV, and became the conference organizer; in 2009 this event was re-named PACE.

We are excited that Dr. Nick Longo is joining us at PACE for the first time. He will revisit ideas laid out in a 2006 book he co-edited, Students as Colleagues: Expanding the Circle of service-Learning Leadership. (Our 2005 PACE conference featured co-editors of the book, Dr. Edward Zlotkowski and James Williams.) Dr. Longo will also share insights from the 2016 book Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education, which he co-edited.

This year we added a Mini-Sessions workshop block. These topical sessions combine depth with brevity to allow for stimulating idea generation and conversations. Learn more on page 18.

Our work to ensure that higher education contributes to the health and strength of our communities and our democracy, while preparing students for civic and social responsibility, is more necessary than at any point in our 16-year history as a state Compact. I hope you will leave PACE with renewed vigor and commitment to make this a reality.

About North Carolina Campus Compact

Our Mission North Carolina Campus Compact is a collaborative network of colleges and universities committed to educating students for civic and social responsibility, partnering with communities for positive change, and strengthening democracy. The NC Campus Compact state office fosters connections between campuses, shares best practice information and resources, recognizes outstanding work, and champions civic and community engagement in higher education.

NC Campus Compact Staff

Leslie Garvin, Executive Director
Chad Fogleman, Assistant Director
Zandra Cuff, NC After School Corps VISTA Leader
René Summers, Program Assistant

Engaged Faculty Scholars 2017-2018

Dr. Jacquelyn Lee, UNC Wilmington
Dr. Elizabeth Wall-Bassett, Western Carolina University
General Conference Information

Workshop Location
Workshop rooms are located on the first and second floor of Moseley Center and second floor of Lakeside Dining Hall. Room directions are on pg. 12. Workshop room designations are listed with each workshop description.

Acknowledgements
Many thanks to Elon University for hosting the 2018 PACE Conference. Today would not be possible without the incredible events and facilities teams of Elon. We appreciate all the presenters who are leading workshops today.

Special thanks to the 2018 Workshop Proposal Review Committee:
- Hannah Gill, UNC-Chapel Hill
- Scott Hicks, UNC Pembroke
- Ben Shirley, Alamance Community College
- Jennifer Mozolic, Warren Wilson College
- Leslie Garvin, North Carolina Campus Compact

Awards Presentations
This morning we will honor four outstanding individuals who make a difference on their campus and in communities through their commitment to civic and community engagement. We appreciate all those who submitted and those who reviewed the nominations.

Engaged Faculty Award Selection Committee:
- Char Gray, Executive Director, Pennsylvania Campus Compact
- J. R. Jamison, Executive Director, Indiana Campus Compact
- Jacquelyn Lee, Assistant Professor of Social Work, UNC Wilmington
- Elizabeth Wall-Bassett, Associate Professor of Nutrition & Dietetics, Western Carolina University

Feedback
We appreciate your participation in an online evaluation inviting your feedback no later than February 23 at www.surveymonkey.com/r/NCPACE18.

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.

Social Media
To chronicle the day, please use #NCPACE18.

Tweet Off
We are hosting a tweet-off. Whoever tweets the most using #NCPACE18 will win a set of the Bringing Theory to Practice Monographs: The Civic Series which includes the following publications:
- Civic Provocations
- Civic Values, Civic Practices
- Civic Studies
- Civic Engagement, Civic Development and Higher Education
- Civic Learning and Teaching

These are available for review at the resource table.

Recycling
Your meals and breaks are served on compostable materials throughout the day. Please use the containers appropriately marked for this purpose.

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

Dietary Restrictions/Requests
Food buffet items are labeled appropriately for our guests by Elon Dining Services so that you may make the best personal choice for your lunch meal -- vegetarian, vegan, gluten free, and lactose free.
Refreshments

In addition to beverages available in McKinnon Hall, there will be snacks available during the break between Workshop Block III and the Mini Sessions Block. Other options for purchase are located in Moseley Center near the mail room (on the way to Lakeside conference rooms).

F’real smoothies and milkshake self serve station located in the Winter Garden Café.

Irazu Coffee Shop serves specialty coffee, chai latte, hot chocolate, iced lattes and smoothies.

Professional Resource Giveaway

Thank you to the publishers and authors who generously donated resources for our PACE Conference. We invite you to visit the resource tables to review publications. For your convenience, several of the publishers provided conference discount order forms.

Submit your name to receive a resource during the afternoon break and closing session. You must be present to win.

Association of American Colleges and Universities (AAC&U)
American Political Science Association
Career Press
Hachette Book Group
Information Age Publishing (IAP)
Kettering Foundation Press
Michigan State University Press
Stephen Gavazzi, author
Hollie Russon-Gilman, author
Stylus Publishing
SUNY Press
Teachers College Press
Temple University Press
The MIT Press

Thank you to our Sponsors

Please visit the Food Recovery Network and Galaxy Digital representative in the lobby to receive valuable information for your institution. Thank you to our advertising partners, Stylus Publishing, Temple University Press and Gulf South Summit. Learn more about them on the conference program back cover.

Special thanks to Information Age Publishing for their generous contribution of resources.

Thanks to a special rate offered by Stylus Publishing NC Campus Compact is able to provide a copy of Publicly Engaged Scholars Edited by Edward Zlotkowski, Nicholas Longo, and James Williams for each campus represented at today’s conference.
**Plenary Presenter**

**Next Generation Engagement: Building on History, Charting New Pathways**

**Nicholas V. Longo, Ph.D.,** is chair of Public and Community Service Studies and professor of Global Studies at Providence College. From 2006–2008, he served as the director of the Harry T. Wilks Leadership Institute, an endowed civic leadership center at Miami University in Ohio. He also served as a program officer at the Charles F. Kettering Foundation in the area of civic education, and directed Campus Compact’s national youth civic engagement initiative, Raise Your Voice.

Nick is author of a number of books, articles, and reports on issues of youth civic education, community-based leadership, global citizenship, and service-learning. His publications include: *Why Community Matters: Connecting Education with Civic Life* (SUNY Press) and several co-edited volumes, including *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (Tufts University Press), *Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education* (Stylus Publishing), and *Deliberative Pedagogy: Teaching and Learning for Democratic Engagement* (Michigan State University Press). He holds a Masters in Public Affairs from the Humphrey Institute and a Ph.D. in education from the University of Minnesota.

Nick lives in Providence, Rhode Island with his wife, Aleida. Together, they have a great passion for educating the next generation of democratic citizens, starting with their children, Maya and Noah.

**Notes**
CAROL E. QUILLEN has led Davidson College in reimagining the liberal arts experience, creating a new model for higher education in an increasingly interconnected world.

Since becoming the college’s 18th president in 2011, Quillen has championed Davidson’s civic mission and focused on preparing students to lead and innovate in the service of something larger than themselves.

Davidson colleagues testify to Quillen’s dynamic leadership, noting how she has “embraced and raised the wattage of Davidson’s mission” and “strategically deepened Davidson’s culture for civic engagement.” Under her leadership, the institution embarked on a $425 million comprehensive campaign in 2014: “GameChangers: Inspiring Leaders to Change the World.”

Quillen’s support for collaborative research has given Davidson students opportunities to produce new knowledge, whether working with faculty in the classroom or entrepreneurs in the community. A new graduation requirement approved in 2016 has students taking at least one course that explores justice, equality, and community. Major gifts from the Duke Endowment are enhancing inclusive pedagogy and interdisciplinary learning.

President Quillen has helped create immersive, community-based experiences like the Education Scholars, a summer program for students seeking to drive change in Charlotte’s K-12 education system. Another program -- the Davidson Impact Fellows -- pairs recent graduates with local nonprofit agencies to address critical social issues. In 2014, Quillen saw the launch of the Davidson College Advising Corps, a partnership with the National College Advising Corps to place Davidson graduates as college mentors at under-resourced schools.

Nationally, Quillen has become a spokesperson for access and affordability in higher education. She served on President Obama’s Advisory Council on Financial Capability for Young Americans in 2014-2015. She has continued to strengthen the Davidson Trust, which allows the college to practice need-blind admission and meet 100 percent of demonstrated need for all students through a combination of grants and campus employment, with no packaged loans. In 2016, Davidson became a founding member of the American Talent Initiative, one of 30 distinguished colleges and universities seeking to expand the number of talented low- and moderate-income students at America’s top-performing institutions.

President Quillen is a frequent speaker at community events, and she serves on the board of directors of the American Council on Education, the National Alliance of Public Charter Schools, the Levine Museum of the New South, and the National Humanities Center. She previously served on the Executive Board of North Carolina Campus Compact.

Quillen grew up in New Castle, Delaware. She earned a bachelor’s degree in American history from the University of Chicago, and received a Ph.D. in European history from Princeton University. She arrived at Davidson from Rice University, where she served as vice president for international and interdisciplinary initiatives.
LEO M. LAMBERT ENGAGED LEADER AWARD

In celebration of the 10th anniversary of NC Campus Compact, the executive board created this award to honor President Lambert’s significant contributions to our shared work. The Board annually selects a North Carolina college president or chancellor, nominated by their peers, who is committed to creating and sustaining engagement that deeply impacts community and campus.

LEO M. LAMBERT has led Elon's rise to national prominence since 1999, promoting a student-centered culture that values strong relationships between students and their faculty and staff mentors. Focused on developing students as global citizens, ethical leaders and creative problem-solvers, Lambert has led two strategic plans, creating a model for the modern liberal arts university. Elon is known for academic excellence across the curriculum, and for its innovative programs in study abroad, undergraduate research, leadership, interfaith dialogue, civic engagement and community service, and preparing students for meaningful careers and advanced study.

Under Lambert's leadership, Elon has invested heavily in developing its residential campus, building four major neighborhoods, integrating academic and residence life programs and nurturing a flourishing intellectual climate. During Lambert's tenure, the university has established new schools of law and health sciences. A chapter of Phi Beta Kappa was established at Elon in 2010, following major investments in academic resources and arts and sciences programs. More than 100 buildings have been added to campus, including Belk Library, Koury Business Center, the Academic Village, Francis Center and numerous athletics facilities, including Rhodes Stadium.

A recognized leader in higher education, Lambert has held leadership roles for numerous organizations, including the National Association of Independent Colleges and Universities, the Association of American Colleges and Universities and the NCAA. He is co-author of, The Undergraduate Experience: Focusing Institutions on What Matters Most, published by Jossey-Bass in 2016.

President Lambert will conclude his highly acclaimed service as Elon’s 8th president on March 1. After a year-long sabbatical, he will return to serve Elon as president emeritus and professor.

PAST LAMBERT AWARD RECIPIENTS

2017 - President William "Bill" G. Ingram, Durham Technical Community College
2016 - Chancellor Steve Ballard, East Carolina University
2015 - President Nathan O. Hatch, Wake Forest University
2014 - Chancellor Philip L. Dubois, The University of North Carolina at Charlotte
2013 - Chancellor Harold L. Martin, Sr., North Carolina Agricultural & Technical State University
2012 - Chancellor Linda Brady, The University of North Carolina at Greensboro
ANNIE JONAS, Ed.D., is an educator who believes experiential learning can unlock a student’s potential. Drawing on her own experiences as an Outward Bound wilderness guide, public school teacher, and nonprofit administrator, Jonas designs vibrant service-learning courses that connect Warren Wilson College students and local school children. She supports fellow faculty members as they incorporate service into their own coursework, and she helps her campus develop a deeper understanding of civic engagement.

Jonas came to Warren Wilson in 2005 as a professor of education, and she has served as chair of the education department since 2011. Her courses all involve service-learning. Her “Educational Psychology” course, for example, has been in partnership with a local K-8 charter school for sixteen semesters. The partnership includes shared goals such as “nurturing dialogue” and “developing future leaders.”

“As we achieve these goals each semester,” writes the school’s principal, “it is clear that the partnership Annie has built and nourished is a model of authentic learning for the field of education.”

The community-based learning Warren Wilson students do in a Jonas course makes a lasting impression. A former student who is now a teacher writes that she “vividly remember[s] working with a local middle school science teacher and his students to craft my first ever lesson on genetics.” She continues: “Without Annie’s passion for community engagement, and the powerful, formative experiences she enabled me to have, I would not be the same educator that I am today.”

Over the years, Jonas has also become a faculty leader of community engagement, first as a participant in the college’s Service Learning Fellows program, then as the Faculty Liaison to the Service Learning Program, and now as Director of Faculty Community Engagement. She has led faculty workshops on experiential education and service-learning, advised and consulted with colleagues, and shared her knowledge with the field, presenting research at conferences like PACE and the Gulf South Summit and serving as an associate editor for the Journal of Experiential Education.

In 2015, Jonas was selected as an “Engaged Faculty Scholar” by North Carolina Campus Compact, one of two faculty members chosen for the program’s launch. In this role, Jonas explored developmental aspects of “civic identity” and how the school’s first year seminar might intentionally foster this growth.

Building on her work as an Engaged Faculty Scholar, Jonas and other colleagues defined civic identity as a learning outcome for the first year seminar course in the fall of 2016. The group then conceived a developmental model of civic identity, and support for the concept spread. In fall of 2017, the college Cabinet approved civic identity as the primary educational outcome for all Warren Wilson College students, a testament to Jonas’s institutional leadership.

“Without hesitation, I attribute much of this success to Annie,” writes a colleague. “Her research and understanding of civic identity, skilled listening, consideration of various perspectives, and ability to synthesize feedback allowed for this success.”

Jonas earned her bachelor’s degree in psychology from Guilford College, a master of education and a secondary teaching certificate from Harvard University, and her doctorate in education from Western Carolina University. Before her career in higher education, she was executive director of a wilderness experience program for low-income kids, director of the Project POWER AmeriCorps program in Buncombe County, and a public school teacher in Provincetown, Massachusetts.
ENGAGED FACULTY AWARD

Formerly the Robert L. Sigmon Service-Learning Award

This award recognizes one faculty member from a North Carolina Campus Compact member institution for exemplary engaged teaching and/or scholarship, including leadership in advancing students’ community and civic learning, conducting community-based research, fostering reciprocal community partnerships, building institutional commitments to service-learning and community engagement, and other means of enhancing higher education’s contributions to the public good.

Between 2006 - 2017, NC Campus Compact presented the Robert L. Sigmon Service Learning Award, recognizing one faculty member in our network who made significant contributions to the practice of service-learning. The award was named in honor of Robert L. Sigmon, service-learning pioneer and North Carolina native. In 1967, along with Bill Ramsay and Wendell Russell, he coined the phrase “service-learning” to better describe the community-based internships they facilitated at the Southern Regional Education Board. In 2009, Mr. Sigmon donated his personal library and research to Elon University to create the Robert L. Sigmon Service-Learning Collection. In 2016, the archive was digitized and is now available online. Sigmon contributed to the publication Where’s The Wisdom in Service-Learning? (Information Age Press, 2017), which included reflections from 10 service-learning pioneers about the current state of service-learning.

In 2017 Sigmon asked that his name be removed from the award because “it is the service-learning movement in its many variations, rather than any one or two individuals who need to be recognized. The service-learning language has now had a 50-year run with all kinds of frameworks added and subtracted.” To honor his wishes we have expanded the award beyond service-learning to recognize other forms of engaged teaching and learning. We are forever indebted to Mr. Sigmon for his vision, leadership, and legacy.

“I long to see the day when citizens and institutions around the world - both service and educational - encourage “developing imaginations” (i.e. young people) to work cooperatively using the basic principles of reciprocity, of mutual service and learning, and of movement toward just relationships as the bedrock of their evolving life patterns.”

~ Robert L. Sigmon

PAST SIGMON AWARD RECIPIENTS

2017 - Dr. David M. Malone, Duke University
2016 - Dr. Patricia Bricket, Western Carolina University
2015 - Travis Hicks, M.Arch., UNC Greensboro
2014 - Dr. Jim Cook, UNC Charlotte
2013 - Dr. Rebecca Dumlao, East Carolina University
2012 - Dr. Spoma Jovanovic, UNC Greensboro
2011 - Dr. Della Pollock, UNC-Chapel Hill
2010 - Dr. Michele Gillespie, Wake Forest University
2009 - Pam Kiser, MSW, Elon University
2008 - Dr. Cheryl Brown, Greensboro College
2007 - Dr. Rachel Willis, UNC-Chapel Hill
2006 - Dr. Betsy Alden, Duke University
2018 CIVIC ENGAGEMENT PROFESSIONAL OF THE YEAR AWARD  
SUSTAINER

This award recognizes a staff person at a North Carolina Campus Compact member campus who has – for five or more years – worked for the institutionalization of service, fostered a campus-wide vision of service, supported faculty and students, and formed innovative campus-community partnerships.

Charlotte Chun Williams, Lenoir-Rhyne University

For nearly two decades, CHARLOTTE WILLIAMS, M.A., has been an architect of Lenoir-Rhyne University’s community engagement programming.

Williams first came to Lenoir-Rhyne University (LR) in 1999 as a visiting assistant professor and coordinator of the human and community services (HCS) program. Today she serves as Associate Dean for Engaged and Global Learning, and she continues to coordinate the HCS program. Through her teaching, administration, and civic leadership, Williams has touched the lives of countless LR students and local citizens.

In addition to teaching service-learning courses in the HCS program, Williams advises and mentors students, sets course schedules and teaching assignments, secures grants to expand programming, and administers fieldwork placements. Participation in the program has doubled during her tenure.

Williams supports co-curricular service as well, promoting the annual Hands On Hickory event and serving as an advisor to the Circle K club. For several years, she served as the university’s liaison to NC Campus Compact, supervised Lenoir-Rhyne’s AmeriCorps VISTA member, and managed an NC–ACTs AmeriCorps grant which provided community service scholarships to students. In 2014, she was honored with the university’s “Outstanding Student Organization Faculty Advisor Award.”

A current LR colleague who was once her student praises Williams’s “natural way of meeting students where they are and listening with patience and compassion.”

Williams also models civic leadership. Last fall, she was appointed by the Governor to serve as the 5th Congressional district representative on the NC Human Relations Commission. Previously, she was elected and served two terms on the Hickory Board of Education, and she has served on numerous non-profit boards, including the boards of the United Arts Council of Catawba County, Catawba County Habitat for Humanity, and Cognitive Connection, a local substance abuse program. In 2008, she received LR’s “Community Service Award.” She was also honored by the Hickory Schools Foundation with the “Outstanding Community Partner Award, 2014-15.”

The executive director of the local Women’s Resource Center credits Williams for supporting the center in many ways, including serving as Board President for six years and fostering connections with students.

“We have been enriched and blessed to serve as a starting point in community service for many young people Charlotte sent our way,” she wrote.

Beyond service to the campus and local community, Williams has supported global learning and engagement. In 2009, she developed SOURCE, the Symposium on University Research and Creative Expression. This annual event showcases research and creative work by LR undergrad and graduate students. In 2017, she helped the university secure a $5 million gift to establish a new center for international education, and she is currently working to develop center programming.

Williams received her bachelor’s of social work from the University of Illinois at Urbana-Champaign, and her master’s of arts from the University of Chicago. Earlier in her career, she worked for the City of Chicago as Assistant Commissioner of Planning and as Assistant Deputy Mayor for Community Services.
2018 CIVIC ENGAGEMENT PROFESSIONAL OF THE YEAR AWARD
EMERGING LEADER

This award recognizes a staff person at a North Carolina Campus Compact member campus who has – for five or fewer years – worked for the institutionalization of service, fostered a campus-wide vision of service, supported faculty and students, and formed innovative campus-community partnerships.

Tamara M. Johnson, The University of North Carolina at Charlotte

Over the course of her relatively short tenure at UNC Charlotte, TAMARA M. JOHNSON, Ph.D., has shaped the civic engagement landscape and mapped new pathways that connect students and community.

Her official position – “Research Associate for Academic Planning and Analysis” in the Office of Academic Affairs – belies her significant civic engagement responsibilities. Johnson works enthusiastically to assess and connect the university’s disparate civic engagement work, empowering students, convening colleagues, and spearheading key campus-wide initiatives.

As the coordinator of the university’s North Carolina Campus Compact working group, Johnson oversees efforts to enhance the practice of community-based learning. In 2015, she was instrumental in establishing UNC Charlotte’s biennial Engaged Scholarship and Community Partnership Symposium, an occasion for cross-disciplinary collaboration and sharing best practices. She led committees that organized gatherings for campus and community members around key local issues: Hunger in Charlotte in 2016 and Housing Affordability in 2017. Last fall, she was a key ally for a student-led project to bring Charlotte-Mecklenburg police to campus for a conversation with students and community members about police-involved shootings.

Currently, Johnson is leading UNC Charlotte’s development of a Civic Action Plan. She aims to create a set of strategic initiatives that align teaching, research, and service around an urgent community need, economic mobility.

“Tamara acts in ways that catalyze change by serving as the momentum and connection in a system that is decentralized and prone to silos,” says UNC Charlotte Provost Joan Lorden.

Johnson is also committed to student engagement. Since 2014, she has chaired the 49er Democracy Experience, a group of students who seek to engage their peers in elections and democratic action. While students organize and carry out voter engagement activities, Johnson amplifies their work by brokering partnerships with Residence Life, Athletics, and other campus departments. Their collective efforts engaged hundreds of student voters and helped UNC Charlotte be recognized as a “Voter Friendly Campus.”

Working with colleagues in the Dean of Students Office, Johnson also co-founded and co-leads UNC Charlotte’s Bonner Leaders program, which welcomed its first cohort in the fall of 2016. A four-year campus-community collaboration that uses federal work-study funds to subsidize public service, the program places students at local non-profit partners. One Bonner Leader, who was also invited by Johnson to serve on the Civic Action Plan committee, says Johnson is “willing to lift others up and guide them toward a path of success.”

“By literally offering me a seat at the table,” the student says, Johnson helped grow “my understanding of how change is made and what needs to be changed in our community.”

Johnson also teaches as an adjunct faculty member in the Global Studies department. In 2015 and 2016 she led summer study abroad trips to Cape Town, South Africa, where she once served as a Peace Corps volunteer. Johnson received her bachelor’s degree in geography and international studies from UNC-Chapel Hill, where she later completed her Ph.D. in geography. Before arriving at UNC Charlotte in 2012, she was an instructor at UNC-Chapel Hill, UNC Charlotte, and the University of Cape Town.
PAST CIVIC ENGAGEMENT PROFESSIONAL OF THE YEAR AWARD RECIPIENTS

2017 - Smith Jackson, Elon University
2016 - Emerging Leader: Kelly Misiak, Pfeiffer University
  Sustainer: Cathy Kramer, Warren Wilson College
2015 - Emerging Leader: Lane Perry, Western Carolina University
  Sustainer: Dena Shonts, Central Piedmont Community College
2014 - Emerging Leader: Joe Blosser, High Point University
  Sustainer: Emily Janke, UNC Greensboro
2013 - Elaine Madison, Duke University
2012 - Aubrey Swett, UNC Pembroke
2011 - Mary Morrison, Elon University
2010 - Jenny Huq, UNC-Chapel Hill
2009 - Emerging Leader: Julie Lawson, Peace College
  Sustainer: Stacey Riemer, Davidson College
  Innovator: Susan Harden, UNC Charlotte
2008 - James Shields, Guilford College
2007 - Jenny Koehn, Appalachian State University
2006 - Jason Denius, East Carolina University

Workshop Room Directions

Lakeside Conference Room 212, 213, 214,
Exit McKinnon Hall and turn right. Continue down hallway until you reach double-doors leading outside. Turn right before the exit, then take an immediate left into hallway beside dining hall tables. Follow hallway parallel to the windows until you see elevator and stairway on your right. Lakeside is on second floor. If you take the elevator, turn right as you exit and then another right. The conference rooms will be on your right.

McKinnon Hall, this is the meeting room for plenary sessions. Please convene at the tables nearest the stage in Section F of McKinnon Hall.

Moseley 105A, Ward Octagon, Exit McKinnon Hall and follow the hallway around the Moseley Information Desk. Walk past the main stairwell and Fireplace lounge on your left. Continue straight to the back left corner of the large gathering room to enter room 105 through the wooden door.

Moseley 215 and 216, Exit McKinnon Hall and follow the hallway around the Moseley Information Desk. Take the main stairway immediately on your left. On the second floor, turn right at top of landing. Room 216 is first door on your right and Room 215 is the second door located on your right.

Moseley 217, Same as above but turn left at top of landing. Room is located on your left.

Even though the Lakeside conference rooms and Moseley conference rooms are located on the 2nd floor, they are not connected. To go from one set of conference rooms to the other, you must return to the first floor of the building then follow directions to the next area.

If needed, elevators are available in both areas.
Guided Conversation Tool for Reflecting on Justice in Service-Learning Courses

Location: McKinnon Hall

Service-learning literature endorses “critical” frameworks, but often faculty lack the support necessary to implement pedagogy and programming that are aligned with these principles. Duke Service-Learning has created a guided conversational tool for faculty seeking to implement justice practices in service-learning courses. During this presentation, attendees will complete the self-assessment, hear results from the pilot, and offer feedback on the instrument.

Duke Service-Learning, Duke University
Dane Emmerling, M.P.H., Assistant Director
Michaela Stith, Research Fellow
Joan Clifford, Ph.D., Faculty Consultant
Amy Anderson, Ph.D., Faculty Consultant

Building Bridges from Campus to Communities Across Georgia

Location: Moseley 217

This workshop from University of Georgia Archway Partnership faculty shares experience from over a decade of sustained community-university partnerships in over a dozen diverse communities throughout Georgia. Topic discussed include: criteria for selecting community partners, framework for meaningful collaboration, using students as subject matter experts, teaching civic engagement through capacity building, and methods of evaluation.

Archway Partnership, University of Georgia
Kristen Miller, M.B.A., Archway Professional
Sam Perren, M.P.A., Archway Professional

Community-Engaged Pedagogy: Collaboratively Developing a Healthy Living Website

Location: Moseley 216

Building capacities to effectively collaborate is essential in today's polarized world. The collaborative communication framework was used to help graduate students work with community partners on health disparities. One student/public health educator will share her experience in developing a healthy living website for Cleveland County. Attendees will consider ways to collaborate effectively on a topic that matters to them.

East Carolina University
Rebecca Dumlao, Ph.D., Professor, School of Communication
Susan Willis, Public Health Educator, Cleveland County, and Health Communication M.A. Candidate

Service Bound?: The impact of Outward Bound Experiences on Service Engagement

Location: Moseley 105A, Ward Octagon

This session will present preliminary findings from a study designed to investigate the impact of undergraduate student participation in an Outward Bound course on participants' disposition and engagement in service activities. The study involves a review of the extant literature, a qualitative analysis of nearly 20 years of evaluation data, and individual interviews with University of North Carolina at Chapel Hill undergraduates and alumni.

The University of North Carolina at Chapel Hill
Ryan Nilsen, M.T.S., Program Officer for Student Programs, Carolina Center for Public Service
Cheryl Bolick, Ph.D., Associate Professor, School of Education
Being WITH in a FOR world: Operationalizing Democratic Civic Engagement

Location: Lakeside 212

In this highly interactive session (part of a series taking place across the US) we will examine our work through the lens of tensions between technocratic and democratic engagement, generate potential refinements to our practice, and propose content of a book project on operationalizing democratic engagement across multiple domains of teaching, learning, and scholarship (including but transcending SLCE).

Patti H. Clayton, SLCE Practitioner-Scholar and Consultant, PHC Ventures, Indiana University - Purdue University Indianapolis, The University of North Carolina at Greensboro, Kansas State University, University of Alaska Anchorage
Annie Jonas, Ed.D., Director of Faculty Community Engagement, Center for Community Engagement, Warren Wilson College
Lori Hensley, Director of Operations, Beyond Fences
Amanda Arrington, Executive Director and Founder, Beyond Fences

Using the Civic Learning Spiral to Develop and Assess a Student Leader Curriculum

Location: Lakeside 213

This workshop will describe the evolution of a partnership between Elon University’s Kernodle Center and Office of Institutional Research that resulted in the development of an experimental curriculum and assessment/evaluation plan for a co-curricular service-learning program based on Musil’s Civic Learning Spiral model. Facilitators will also engage participants in a broader dialogue on advancing co-curricular SLCE work on campuses.

Elon University
Bob Frigo, M.A., Associate Director, Kernodle Center for Service Learning and Community Engagement
Kim Fath, Ph.D., Assistant Director of Assessment, Office of Institutional Research and Assessment

Let’s Come Together: Creating Collective Commitments

Location: Lakeside 214

Much of the community-engaged partnerships on our campuses are developed by individual faculty and staff to pursue their own scholarly and teaching agendas. In this session, participants will learn about examples, resources, and strategies that support a move toward multi-partner, multi-sector, and multidisciplinary approaches to engaging with communities. Participants will gain new strategies for moving from the individual to the collective.

The University of North Carolina at Greensboro
Emily Janke, Ph.D., Director, Institute for Community and Economic Engagement and Associate Professor, Peace and Conflict Studies
Lori Kniffin, M.S., Assistant Director, Institute for Community and Economic Engagement
Kristin Medlin, M.P.A., M.S., Assistant Director for Postsecondary Initiatives, Treetop Commons, and Scholar, Institute for Community and Economic Engagement
Marianne LeGreco, Ph.D., Associate Professor, Communication Studies

Workshop Block II
11:25 a.m. - 12:25 p.m.

Practical ideas for Integrating Civic Learning Outcomes Across the Curriculum

Location: McKinnon Hall

Building on the experience of faculty from diverse disciplines who teach in the university’s general education program, this workshop offers concrete tools and ideas for integrating civic engagement into almost any course. We will discuss simple ways to design course-based learning that will improve your student’s civic knowledge, civic skills, and civic identity.

Queens University of Charlotte
Maggie Commins, Ph.D., Associate Professor of Political Science
Patricia Koplas, Ph.D., Associate Professor of Biology
Jennifer Easterwood, Ph.D., Associate Professor of Biology
Sarah Griffith, Ph.D., Associate Professor of History
Community Engagement to Achieve Institutional and Individual Goals: Four-year Model
Location: Moseley 215

Community engagement plays a critical role in our four year model to educate and develop principled leaders. Sample components include an annual Leadership Day that engages all freshmen and sophomores in community outreach, a summer eight-week service intensive with high risk youth, and sustained community initiatives led by more engaged student leaders. All components are replicable and available to participants.

The Citadel
Conway Saylor, Ph.D., Director of Service Learning and Civic Engagement, The Krause Center for Leadership and Ethics
Jennifer Wicker, Assistant Principal, Liberty Hill Academy, Charleston County School District
Bo Cain, Newman Civic Fellow, Senior Cadet

Academic Service Learning as a Context for Addressing University Students’ Math Anxiety
Location: Moseley 216

Drawing from research demonstrating a reduction in university students’ math anxiety across an academic service learning (ASL) experience, presenters will engage participants in a discussion of this pedagogy as a context for addressing math anxiety. Our undergraduate Early Childhood participants initially expressed a high degree of math anxiety, yet post-ASL expressed self-efficacy for teaching math and a desire to advocate for math education.

Elon University
Heidi Hollingsworth, Ph.D., Associate Professor of Education and Program Coordinator for Early Childhood
Mary Knight-McKenna, Ph.D., Associate Professor of Education

Work and Civic Identity at Warren Wilson College and IUPUI
Location: Moseley 217

At Warren Wilson College and IUPUI employment engages students in civic learning outside of the classroom. In this workshop we will share each institution’s approach to creating civically-engaged work opportunities, including the Warren Wilson Civic Identity Model and the IUPUI Civic Minded Graduate framework, and best practices for developing civically engage work opportunities at other institutions.

Paul Bobbitt, B.A., Associate Dean of Work, Warren Wilson College
Morgan Studer, M.A., Director, Faculty and Community Resources, Center for Service and Learning, Indiana University-Purdue University Indianapolis

Beyond Judgment, Beyond Fences
Location: Moseley 105A, Ward Octagon

Come talk with leaders of a Durham-based social justice organization about ways we can all – whether based primarily on campuses or with community organizations – help move ourselves and others beyond default, simplistic judgment of others and into relationships of mutual care and respect. We will focus on cultural humility (looking inward), empathy (looking through others’ eyes), and systems critique (looking at broad forces of inequality and oppression) as they are intentionally incorporated at Beyond Fences and in participants’ own contexts.

Lori Hensley, Director of Operations, Beyond Fences
Amanda Arrington, Executive Director and Founder, Beyond Fences
Patti H. Clayton, SLCE Practitioner-Scholar and Consultant, PHC Ventures, Indiana University - Purdue University Indianapolis, University of North Carolina at Greensboro, Kansas State University, University of Alaska Anchorage

Getting to the Root: Engaging Students in Research for Advocacy
Location: Lakeside 212

Go beyond the traditional “volunteer-and-reflect” model of service learning to work to address root factors of social challenges. This workshop will engage participants in exploring how students may engage in community-driven research for advocacy, including: 1) a rationale for student-engaged research; 2) brief case studies; 3) a step-by-step framework; 4) practice with critical reflection activities; and 5) a discussion of ethical considerations.

Ameena Batada, Dr.PH., Associate Professor, Health and Wellness Promotion, The University of North Carolina Asheville
Pedagogical Applications of Restorative Practices: A Youth Sports Perspective

Location: Lakeside 213

This presentation introduces Restorative Youth Sports, an interdisciplinary model of restorative practices. Restorative practices aim to provide individuals the opportunity to repair harm that occurs in relationships. Participants will gain an appreciation for the role of conflict resolution in community-engaged teaching and partnerships. We will discuss strategies to recognize and incorporate opportunities for restorative practices in our own scholarly work.

The University of North Carolina at Greensboro
Michael Hemphill, Ph.D., Assistant Professor of Kinesiology
Emily Janke, Ph.D., Associate Professor of Peace and Conflict Studies
Santos Flores, M.A., Doctoral Student, Department of Kinesiology

Freshman Foundations: Meeting Student Needs and Institutional Goals through Service

Location: Lakeside 214

Service-learning is essential for first-year students as they make the transition to college. Through service, freshmen build confidence and develop critical relationships and connections. Presenters will highlight two literacy projects designed to engage first-year students as well as to encourage future involvement in service and foster academic success. Participants will also be invited to brainstorm and collaborate in small groups.

The University of North Carolina at Pembroke
Deana C. Johnson, M.A., Director, College Opportunity Program
Amy R. Williams, M.A., Lecturer, College Opportunity Program

Workshop Block III
2:40 p.m. - 3:40 p.m.

Streamlining the Online Journal Process: From Submission to Publication

Location: McKinnon Hall

In this workshop, we review the inner workings of the online journal submission process, focusing on upcoming opportunities with NC Campus Compact’s Partnerships: A Journal of Service-Learning and Civic Engagement. This session is designed for seasoned authors, first-time submitters, and others curious about the online submission and review process. Get tips from the editor, learn methods to ensure the best review possible, and discover how online journals operate. Two special features of the workshop include: (1) a group activity and discussion on the common “pitfalls” that cause manuscripts to be declined; and (2) a brainstorming session for participants with ideas for manuscripts they would like to submit.

The University of North Carolina at Greensboro
Spoma Jovanovic, Ph.D., Communication Studies; Editor, Partnerships: A Journal of Service-Learning and Civic Engagement
C.J. Brewer, M.A. Candidate, Teaching Assistant, Communication Studies; Editorial Assistant, Partnerships: A Journal of Service-Learning and Civic Engagement

Beyond Classification: Leveraging Partnership Data Collection to Achieve Larger Aims

Location: Moseley 215

Institutions must track and report community-engagement activity for various classifications. In this session, participants with learn several ways to leverage this need to collect data to build relationships, communicate community-engagement stories, and advance institutional and community priorities. Let data collection serve as an opportunity to achieve larger aims.

The University of North Carolina at Greensboro
Lori Kniffin, M.S., Assistant Director, Institute for Community and Economic Engagement
Sangeetha Shivaji, M.S., Media and Communications Manager, Office of Research and Engagement
Marianne LeGreco, Ph.D., Associate Professor, Communication Studies
Global Model of Practicum Student Instruction Through Guatemalan Partnerships

Location: Moseley 216

Using a "naturalistic" inquiry, a 3-year research draws lessons from experiential learning of Elon students engaged in professional practice in Guatemala. The human service practicum course is developed in partnership with community-based groups and educational institutions to advance global engagement. This study has implications for community engagement research, policy, and practice.

Elon University

Carmen Monico, Ph.D., M.S.W., M.S., Assistant Professor, Human Services
Alejandra Paull, Student

Art as Empowerment: Art Students Meet After School Students

Location: Moseley 217

We will explore a partnership between a university and an after-school program exposing students to the visual arts and teacher candidates to developing an edTPA portfolio (a performance-based assessment required by all teacher candidates in North Carolina during their student teaching clinical experience), consisting of writing, teaching and analyzing lessons. This experience prepared teacher candidates for their student teaching semester and the completion of a now mandatory edTPA portfolio.

Naomi Lifschitz-Grant, Ed.D., Assistant Professor, Art Education Undergraduate Program Coordinator, Department of Art, The University of North Carolina Pembroke

Non-curriculum and Curriculum Partnerships to Encourage Success Through Entrepreneurial Thinking

Location: Moseley 105A, Ward Octagon

Entrepreneurial thinking is a long-lasting skill set that colleges and universities can teach students. This workshop demonstrates the REAL (Rural Entrepreneurship through Action Learning) curriculum. The REAL tools enhance the students' college experience by opening up lessons through non-traditional and engaging resources. See REAL in action and participate in a discussion of how the college experience can be more successful through community involvement and non-traditional learning.

Martha Larson, Small Business Center Director, Davidson County Community College
Lisa Rolan, Small Business Center Director, South Piedmont Community College

Campus-Wide Integration of Civic Identity at Warren Wilson College

Location: Lakeside 212

This presentation will highlight the process of developing, implementing and evaluating Warren Wilson’s new civic identity model that emerged from a collaborative process of campus leadership representing academics, work, community engagement, residential life and student life offices.

Warren Wilson College

Annie Jonas, Ed.D., Director of Faculty Community Engagement, Center for Community Engagement
Brooke Millsaps, M.A., Associate Dean of Community Engagement, Center for Community Engagement
Langdon J. Martin, Ph.D., Chair of Chemistry and Director of General Education
Economic Mobility: The Civic Action Plan Catalyzes Bold Actions

Location: Lakeside 213

A recent study of economic mobility ranked Charlotte low. UNC Charlotte decided to capitalize on the university’s commitment to create a Civic Action Plan to strategically engage the community to address economic mobility. This session will describe a year-long process which led to major recommendations and a bold shift in the way the university approaches community engagement.

Susan B. Harden, Ph.D., Assistant Professor of Education, The University of North Carolina at Charlotte

Integrating Service-Learning with Other High-Impact Pedagogies and Service Programs

Location: Lakeside 214

Those attending this session will be invited to explore integrating service-learning with other high-impact pedagogies (e.g., study away, research, internships and pre-professional courses, first-year success seminars, themed learning communities) as well as with service programs (e.g., community work-study programs, service scholarship programs). Implications for course and program design, civic learning, and assessment and research will be explored.

Robert G. Bringle, Ph.D., Chancellor’s Professor Emeritus, Psychology and Philanthropic Studies, Indiana University-Purdue University Indianapolis
Morgan Studer, M.A., Director Faculty and Community Resources, Center for Service and Learning, Indiana University-Purdue University Indianapolis
Patti H. Clayton, SLCE Practitioner-Scholar and Consultant, PHC Ventures, Indiana University - Purdue University Indianapolis, The University of North Carolina at Greensboro, Kansas State University, University of Alaska Anchorage

Mini-Session Workshop Block

3:50 - 4:50 p.m.

Each location includes three 15 minute mini-presentations on a related topic with 5 minutes of Q & A between presentations.

Topic: Food Insecurity

Location: Moseley 215

A Community-Based Research Project to Explore Food Security

This presentation describes a community-based research project designed for undergraduate students in a course titled Social Inequality and Planning at UNC Charlotte. The purpose of the project was to introduce students to the concept of food insecurity and push them to think how food insecurity interacts with the physical and social characteristics of a community.

Tara Bengle, Ph.D., Community Development Research Manager, Smith Institute for Applied Research, Johnson C. Smith University

Fresh Food and Farming: Role of College Collaborations

Sweetgrass Gardens is a non-profit farm that engages volunteers in planting, nurturing, harvesting, and distributing fresh produce and honey in rural food deserts. Generous community support has enabled expansion of the educational, economic empowerment, and food-share missions. Our Sweetgrass Community Partner will share different collaborations that three colleges have engaged in to enable their students to learn by serving.

Jennifer Wicker, Assistant Principal, Liberty Hill Academy and Farm Manager, Sweetgrass Garden
What’s on Your Plate? A Dimensions of Food Insecurity Simulation

This session will allow participants to have a better understanding of the decisions many people who undergo food insecurity have to make in their lives. It serves as a peek into the dimension of food insecurity, including other important requirements of a family that can make affording enough food for a family difficult. At the end of the day, food hardship involves much more than food itself.

High Point University
Amanda P. Goodwin, AmeriCorps VISTA
Ebony Gillette, AmeriCorps VISTA

Stakeholder Perspectives On Early Literacy Within The Community

This exploratory study aims to gain the perspectives of community stakeholders concerning early literacy, school readiness and literacy initiatives in Pitt County. These perspectives will inform practitioners and other community members on what can be done to enhance early literacy in the community so that children are starting school with the skills required to achieve academic success.

East Carolina University
Shawnee Johnson, Student
Sherea Blanchard, Ph.D., Assistant Professor, Human Development and Family Science

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Topic: Partnerships to Improve K-12 Education
Location: Moseley 216

Partnership through Poetry: Poetry Publishing Project with Elementary Students

Faculty members from UNC Pembroke partnered with the Public Schools of Robeson County to promote literacy. UNCP students served as writing mentors to introduce second graders to poetry and to publish their works. The project culminated with a literacy celebration at the partner school. The presenters will continue the partnership with an upcoming event scheduled this spring.

The University of North Carolina at Pembroke
Deana C. Johnson, M.A., Director, College Opportunity Program
Amy R. Williams, M.A., Lecturer, College Opportunity Program

Philosophy in High Schools

Learn about a fall 2017 Philosophy of Education class that examines the role that philosophy can and should play in education. A central feature of the course is the design and implementation of philosophy lesson plans for high school students, by the college students in the class.

Mark Sanders, Ph.D. Senior Lecturer, Philosophy, The University of North Carolina at Charlotte

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Topic: Health and Science Partnerships
Location: Moseley 217

An Art-Focused Approach to Science Outreach

We have created a science outreach program that integrates art and science as a way to reach out to high school student populations. In the initial stage of the project, undergraduate students from a liberal arts institution met with students from a local high school specializing in the arts to share insights into biological phenomena that cannot be seen with the naked eye, to perform experiments and to generate ideas for cell biology-inspired art.

Veronica A. Segarra, Ph.D., Assistant Professor of Biology, High Point University
Tarsha Reid, M.Ed., High School Teacher, Penn Griffin School for the Arts
Partnering for Community Prosperity Through Service Learning

Gardner-Webb University hosted a 4th grade field trip for an at-risk group of local elementary school students. Hear how several departments came together to host the event; how service learning was woven into course objectives; and student learning outcomes while staying within a reasonable budget.

_Hunt School of Nursing, Gardner Webb University_

Jill S. Parker, DNP, FNP-C, Assistant Professor of Nursing
Yvonne H. Smith, DNP, RN-BC, NCSN, Assistant Professor of Nursing

The PRAISE Program: Reducing Disparities through Community-Church-Campus Collaborations

Through the involvement of over 100 students, faculty members, community organization representatives, and church health champions, the PRAISE program was developed and is now an example of a successful community-church-campus collaboration to reduce health disparities. This presentation will highlight student engagement in the history of the program and its implementation and assessment, and will discuss successes, challenges, and lessons learned.

Ameena Batada, DrPH, Associate Professor, Health and Wellness Promotion, The University of North Carolina at Asheville
Kathey Avery, RN, Nurse Health Educator, Asheville Buncombe Institute for Parity Achievement

Topic: Election Engagement
Location: Moseley 105A, Ward Octagon

Lessons Learned from Building a Campus Infrastructure for Civic and Political Engagement

During the last few years, Elon University has involved faculty, staff, and students in developing a campus infrastructure to cultivate the next generation of informed leaders and active citizens who will help strengthen communities and shape our democracy. This framework involves facets such as election engagement efforts, campus and community conversations, opportunities to learn about how government works, and programs to foster civil discourse. This session will provide an overview of the campus structure and lessons learned along the way.

Bob Frigo, M.A., Associate Director, Kernodle Center for Service Learning and Community Engagement, Elon University

The Institute of Politics: Inspiring the Next Generation of Political Leadership

For students interested in politics, it’s difficult to find political organizations on campus that go beyond clubs for Democrats or Republicans. At the University of North Carolina at Chapel Hill, students launched the nonpartisan Institute of Politics in January 2017 to foster a passion for civic engagement and public service. By creating a variety of unique pathways that brings together students from across the political spectrum, we hope to inspire the next generation of political leadership, combat cynicism, and build a better politics for generations to come. This session will provide an overview of the IOP’s four key program areas and lessons learned since our founding.

Tanner Glenn, Executive Director, Institute of Politics, The University of North Carolina at Chapel Hill

Duke POLIS: Bolstering Civility through Strong Relationships

This discussion will focus on how campus depolarization begins with genuine campus connections. Whom should we meet, and how should we engage? Answering such questions helps us break down ideological barriers and establish pathways for greater trust and openness.

B.J. Rudell, Associate Director, POLIS: The Center for Political Leadership, Innovation, and Service, Duke University
Potential Roles for College Student Volunteers in Hurricane Evacuations and Aftermath

This year as hurricanes devastated Texas, Florida, and Puerto Rico, a surge of well-intentioned assistance emerged. A psychologist who has studied Hurricane impacts and stages since Hugo in 1989 will collaborate with a student who recently served both as a shelter volunteer and alternative break home repair team member to highlight highs, lows, and pacing of college student disaster-related initiatives.

The Citadel
Conway F. Saylor, Ph.D., Director of Service Learning and Civic Engagement, The Krause Center for Leadership and Ethics
Logan Barber, Cadet junior

Students as Colleagues as Course Assistants

Discover for yourself the transformative experience of partnering with undergraduate students in facilitating a full-immersion service-learning course. Benefits to student leaders, students, and faculty will be highlighted. Adoption of this model of co-leading courses will be encouraged!

North Carolina State University
Annette C. Moore, Ph.D., Teaching Associate Professor, Dept. of Parks, Recreation & Tourism Management
Leah Babb, Course Assistant, Dept. of Parks, Recreation & Tourism Management

Cultivating Engaged Scholarship Through Curricular and Co-curricular Programming

This presentation reviews the civic engagement related elements of the Levine Scholars Program of UNC Charlotte developed through curricular and co-curricular opportunities for students. These include specially designed courses, preparation for study abroad, internships, alternative spring break, summer service trips, and creation of funded civic engagement grants. Examples of using students as colleagues in these activities will be discussed.

Mark Sanders, Ph.D. Senior Lecturer, Philosophy, The University of North Carolina at Charlotte

"SEE ME: Looking with Intention" Documentary Photography Project

Students in a service learning documentary photography course at High Point University recently exhibited work at the High Point Museum celebrating immigrants and refugees of the local community. We will discuss how the students became social activists and persevered to create their traveling exhibit when many in the international arena went underground.

Benita R. VanWinkle, M.F.A., Assistant Professor of Art, Art Department, High Point University

Spartans-In-Dialogue: A Co-curricular Tool for Democracy

Dialogue and deliberation are key practices for community and civic engagement. Research supports these practices in higher education allowing students to develop meaningful interactions across difference, enhance the intellectual climate of the campus, and actively engage in our democratic society. We will share the program framework and learning goals of co-curricular dialogue initiatives at UNCG and their pedagogical effectiveness of promoting inclusion and civility.

The University of North Carolina at Greensboro
Carla Fullwood, M.A., Assistant Director, Office of Intercultural Engagement
Kristina Gage, M.Ed., Assistant Director, Office of Leadership and Service-Learning
The DNA Discussion Project: Exploring Identity as a Reflective Community

The DNA Discussion Project is collaborative, promotes diversity learning, works with community partners and requires critical reflection on the experience. Participants share Ancestry DNA results through facilitated dialogue and compare family narratives. We intentionally include students, staff, faculty and a broad base of community participants to support our institutional goal of creating a more inclusive and engaged campus.

The University of North Carolina at Wilmington
Kent Guion, M.D., MA., Chief Diversity Officer, Institutional Diversity and Inclusion
Jess M. Boersma, Ph.D., Director of ETEAL, Academic Affairs, and Co-Chair, North Carolina Service-Learning Coalition

The Conference on Undergraduate Regional Engagement (CURE): Creating an Engaged Campus

Tasked with designing a meaningful experience that introduces hundreds of students to community engagement at WCU, the Honors College and Center for Service Learning staffers created the Conference on Undergraduate Regional Engagement. CURE focuses on creating awareness about issues that impact our community and fosters skills among students to address those issues. Participants will learn how to replicate this initiative.

Western Carolina University
Lane Perry, Ph.D., Director, Center for Service Learning
Jennifer Cooper, M.A., Associate Director, Center for Service Learning

Service to Veterans, Service by Veterans

Combining efforts of traditional students, veteran students, and faculty, collegiate community engagement can provide a mutually effective process to alleviate the challenges hindering veterans both on campus and within the community. An undergraduate veteran student inspiring his fellow veterans to service and a Civic Engagement Fellow enhancing community services to veterans share their blended perspectives.

The Citadel
Kyle Paradiso, Veteran Student Liaison for Service Learning and Civic Engagement, The Krause Center for Leadership and Ethics
Juan G. Campana, Student Veterans Association President

Faculty Emotions in Service-Learning

The purpose of this study is to understand faculty emotions in service-learning courses. Eleven higher education faculty participated in 35-minute individual interviews. Findings showed that faculty experience a wide range of emotions in the course and working with the community. The four themes include positive student performance, negative student performance, interactions with the community, and beginning of the semester.

Elon University
Alexa Darby, Ph.D., Faculty Development Fellow and Psychology Professor
Morgan Oldham, Student

Topic: Creating and Sustaining an Engaged Campus
Location: Lakeside 214
## North Carolina Campus Compact 2017-2018 Member Campuses

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**NC Campus Compact Opportunities**

**Engaged Faculty Scholars Initiative**
Application opens: March 1    Deadline: May 18
Term of Service: July 1, 2018 - June 30, 2019

Two faculty members from the NC Campus Compact network will be selected to:

- Promote and deepen the scholarship of engagement at the scholar's own institution, and
- Assist in building the infrastructure for faculty engagement on another member institution.

Participating scholars receive a stipend and professional development funding.

**Carnegie Classification Training**
April 11 at UNC Charlotte (9 a.m. - 3 p.m.)
Cost: $165/pp

In 2006 the Carnegie Foundation for the Advancement of Teaching created the Community Engagement Classification which recognizes higher education's commitment to community engagement. This elective classification reaffirms institutional commitment to deepen the practice of service and to further strengthen bonds between campus and community. Campus Compact is partnering with John Saltmarsh and the Swearer Center at Brown University to offer a series of workshops and webinars for colleges and universities seeking the Carnegie Foundation's Community Engagement Classification. This series will support campuses that are first-time applicants or reclassifying for 2020.

Learn more and register here: https://compact.org/carnegie/

**Community Engagement Administrators Conference**
June 12 at Elon University (9 a.m. - 4 p.m.)
Cost: $100/pp for Campus Compact members
$130 for non-members

Registration: March 16-May 31

Topic: Planning for Data Collection on Civic and Community Engagement Activities
Facilitator: Anne Weiss, Director of Assessment, Indiana Campus Compact

This session will give participants tools, strategies, and information to design, initiate and/or enhance systematic mechanisms for monitoring and auditing community-engaged activities across your institution.

**Save the Date!**
2018 CSNAP Student Conference
November 9-10 at Fayetteville State University

Cost: $75/pp for Campus Compact members
$100/pp for non-members

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For additional information and registration links go to www.nccampuscompact.org
[A] must-read for those of us responsible for educating students who will become our future world leaders. [This book] proposes that research universities become radically transformed to function as democratic, civic, and community-engaged institutions, and I could not agree with the idea more.

— EDUARDO J. PADRÓN, PRESIDENT, MIAMI DADE COLLEGE

Grounded in historical analyses about the theories and practices of civic participation in democratic societies, Knowledge for Social Change provides wonderful examples of and provocative perspectives on the critical role that higher education institutions—especially research universities—play in advancing social change in contemporary society. This book should be required reading for students in every college and university across the land.

— ALBERT M. CAMARILLO, STANFORD UNIVERSITY
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Teaching for Community Impact
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Purpose, Platforms, and Programs for Community Engagement
Marshall Welch
Foreword by John Saltmarsh
Co-published with Campus Compact
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Publicly Engaged Scholars
Next Generation Engagement and the Future of Higher Education
Edited by Margaret A. Post, Elaine Ward, Nicholas V. Longo, and John Saltmarsh
Afterword by Timothy K. Eatman
Paper, $35.00 | eBook, $27.99

Research on Student Civic Outcomes in Service Learning
Conceptual Frameworks and Methods
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