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2015 PACE Conference

9:00 a.m.  Registration and continental breakfast, Moseley Center lobby

9:30 a.m. – 10:20 a.m.  Opening session, McKinnon Hall, Moseley Center

Welcome

Leo Lambert, President, Elon University, and
Member, NC Campus Compact Executive Board

Plenary Address

Beyond Service and Service-Learning: Educating for
Democracy in College

Rick Battistoni, Professor of Political Science and Public and Community
Service Studies, and Director of the Feinstein Institute for Public
Service, Providence College

10:30 a.m. – 11:30 a.m.  Workshop session one

11:40 a.m. – 12:40 p.m.  Workshop session two

12:45 p.m. – 2:00 p.m.  Lunch, McKinnon Hall, Moseley Center

Presentation of Civic Engagement Awards

Leo M. Lambert Engaged Leader Award

Robert L. Sigmon Service-Learning Award

The Civic Engagement Professional of the Year Award

Facilitator

Nido Qubein, President, High Point University, and
Chair, NC Campus Compact Executive Board

Plenary Address

Navigating the Power Dynamics Between Institutions and
Their Communities

Byron White, Vice President for University Engagement,
Cleveland State University

2:10 p.m. – 3:10 p.m.  Workshop session three

3:20 p.m. – 4:20 p.m.  Workshop session four

4:30 p.m. – 5:00 p.m.  Closing session, McKinnon Hall, Moseley Center

Contributing to the national Campus Compact Action Statement

Leslie Garvin, Executive Director, NC Campus Compact

Professional Resource Giveaway
Welcome to the 2015 PACE Conference! Nearly 300 individuals representing 47 institutions in six states are convening today, including 75 college and university presidents and business and foundation leaders attending the concurrent Presidents Forum. Together, we will hear from a leading scholar on democratic engagement, Dr. Rick Battistoni, and we will recognize the work of a few outstanding colleagues. Most of all, we’ll share ideas and learn from each other, so that we can continue North Carolina’s powerful legacy of higher education community engagement.

Elon University first hosted this conference—then called the Service-Learning Institute—in 1998, in partnership with NC Campus Volunteers (NCCV). Formed in 1993, NCCV was a coalition of students and staff seeking to expand college student volunteerism. When NC Campus Compact formed in 2002, it merged with NCCV, and we continued to host the yearly conference. In fact, of the 34 state Compacts, North Carolina is the only network to have hosted a faculty conference every year since our founding. In 2009, the event was renamed the PACE Conference (Pathways to Achieving Civic Engagement) to better reflect the diverse and innovative ways our campuses were promoting experiential learning and engagement. We remain grateful to Elon University for their ongoing commitment to this conference and to the work of NC Campus Compact.

Mark your calendars for February 10, 2016, when we partner with High Point University to host the 2016 PACE Conference. You are also invited to attend national Campus Compact’s 30th Anniversary Summit, March 21-23, 2016, in Boston. At the Anniversary Summit, we will explore the past, present, and future work of the Campus Compact network; our member colleges and universities; and the many organizations, programs, and projects contributing to engagement in higher education.

In preparation for that milestone gathering, we ask for your help in today’s Closing Session, when we will consider the Presidents’ Declaration on the Civic Responsibility of Higher Education (a copy is included in your conference packet). Adopted by the national Campus Compact Board of Directors in 1999, the Declaration articulates the core principles and central commitments of Campus Compact’s leadership, member presidents, and the movement we represent. Each state network has been charged with contributing to a nationwide action statement, as well as developing our own set of action commitments. This work will culminate in a formal statement to be adopted at the Anniversary Summit, which will chart the national Compact’s shared course in the years ahead. In our state, we will also use today’s conversation to launch a new NC Campus Compact strategic planning process. We invite you to stay and contribute your voice.

On a personal note, I am thrilled to share this day with you as the newest Executive Director. Over these nearly 10 years working with the Compact, I have remained inspired by the passion of the staff and faculty who are doing this work daily, bolstered by committed administrators. Working together, we will continue to deepen and expand higher education’s efforts to create a more democratic and just society.

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

North Carolina Campus Compact

Since 2002, North Carolina Campus Compact has been building the capacity of the state’s higher education institutions to develop civically-engaged graduates and strengthen communities. Guided by an Executive Board of presidents and chancellors, the Compact convenes member institutions to share resources and training, to learn from best practices, and to strategize how to become engaged institutions. Elon University serves as host for the state office, which is one of 34 state affiliates that comprise national Campus Compact. Nearly 1,200 presidents and chancellors are members of the national network.

Staff
Leslie Garvin, Executive Director
Chad Fogleman, Program Coordinator
René Summers, Program Assistant
Catherine Casteel, AmeriCorps*VISTA Leader
Perdita Das, AmeriCorps*VISTA Leader

Uniting campuses...Empowering students...Impacting communities
**Plenary Presenter**

**Rick Battistoni**, Ph.D., is Professor of Political Science and Public and Community Service Studies, and Director of the Feinstein Institute for Public Service, at Providence College. For over 25 years, Rick has been a leader in the field of community-based learning, especially as it relates to questions of democratic civic education and engagement, highlighted in 2013 by his receipt of the Thomas Ehrlich Civically Engaged Faculty Award. Rick also developed and directed civic engagement efforts at Rutgers and Baylor Universities. He served from 2001-2004 as director of Project 540, a national high school civic engagement initiative—including a number of North Carolina high schools—funded by a grant from The Pew Charitable Trusts.

A scholar in the field of political theory with a principal interest in the role of education in a democratic society, he is author of several publications, including *Civic Engagement Across the Curriculum: A Resource Book for Faculty in all Disciplines*. His most recent research involves a collaborative cross-institutional study of alumni from three leading community engagement programs, tentatively titled “Civic Identity in the Real World: How Multi-term Undergraduate Civic Engagement Programs Impact Civic Action After College.” He is also working with the Kettering Foundation on a project titled “Engaging Students as Citizens: Beyond Service Learning.”

**Presidents Forum, Numen Lumen Pavilion**

NC Campus Compact member Presidents and Chancellors are hosting the 4th annual Presidents Forum during the PACE Conference. Over 70 presidents, chancellors, business, and foundation leaders across North Carolina will explore this year’s theme, “Creating a Culture for #ServiceYear in North Carolina.”

**HOSTED BY:**

President Leo M. Lambert, Elon University  
President Carol Quillen, Davidson College  
President Richard Brodhead, Duke University  
President Nido Qubein, High Point University  
Chancellor Randy Woodson, North Carolina State University  
Chancellor Carol Folt, The University of North Carolina at Chapel Hill  
President Tom Ross, The University of North Carolina System  
President Nathan Hatch, Wake Forest University

The event features Retired General Stanley McChrystal and focuses on North Carolina’s participation in the movement, led by the Franklin Project, to create 1 million post-graduate Service Year opportunities. General McChrystal is the Chair of the Leadership Council of the Franklin Project, an initiative of the Aspen Institute that envisions a future in which a year of full-time national service—a service year—is a cultural expectation, a common opportunity, and a civic rite of passage for every young American. North Carolina is the first state to convene higher education leaders around this compelling topic.
Acknowledgements

Many thanks to Elon University for hosting the 2015 PACE Conference. Special welcome to Dr. Rick Battistoni and appreciation for leading us in this work. We value the best practices and research shared by the workshop presenters. We are especially excited to embark on what we hope will be a long and fruitful partnership with Community-Campus Partnerships for Health (CCPH). Thank you to the 2015 Workshop Proposal Review Committee: Dr. Sharon Hodge, Elon University; Dr. Annette Greer, East Carolina University; Dr. Scott Hicks, UNC Pembroke; Dr. Lesley Graybeal, Wake Technical Community College; and Dr. Benjamin Tanner, Western Carolina University.

Awards Presentations

During the morning session, we will acknowledge the outstanding contributions of a North Carolina President, a faculty member and two staff members in furthering higher education civic engagement. We appreciate the work of all who submitted nominations for the Lambert, Sigmon and Civic Engagement Professional awards, and to those who helped review nominations including: Stephanie Schooley, Executive Director, Campus Compact of the Mountain West; Madeline Yates, Executive Director, Maryland-DC Campus Compact; and Tabitha Underwood, Executive Director, Missouri Campus Compact.

Cell Phones and Electronic Devices

As a courtesy to presenters, speakers, and attendees, please switch cell phones to silent mode during sessions. Please leave the session when answering calls. While live Tweeting is encouraged for the benefit of colleagues that cannot be in attendance, please be respectful of the varying levels of comfort of presenters and other participants. Please review Media Opt-Out policy and refrain from posting photos of participants or presenters wearing an “opt-out” sticker.

Dietary Restrictions/Requests

For Conference guests who requested a vegetarian meal or identified dietary restrictions during registration, please note that you have a colored dot on your name tag. Your requested entrees are located in Section D of McKinnon Hall. Please check with René Summers at the registration desk before 10:30 a.m. for any dietary adjustments.

Feedback

Within one week of PACE you will receive an e-mail with a link to a brief online evaluation inviting your feedback on the overall conference. We thank you in advance for your participation.

Media Opt-Out

Photos, video, audio are taken throughout the day. NC Campus Compact may use these images in printed marketing materials, videos or online. 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. Thanks to Scott Muthersbaugh for serving as our official PACE photographer.

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.

Refreshments (all day)

Break service will be available throughout the day in McKinnon Hall, Section D. When convenient, please drop by between sessions for a snack and beverage refresh.

Other options located in Moseley Center:
Irazu Coffee Shop serves specialty coffee, chai latte, expresso, hot chocolate, iced lattes and smoothies. Irazu is located on the west end of Moseley Center near the mail room (on the way to Lakeside conference rooms).

Biscuitville is located in Winter Garden Café inside Lakeside Dining Hall. Elon is the only college or university to have an on-campus Biscuitville, which features traditional handmade breakfast biscuits ~ a touch of southern comfort! Biscuitville was founded in 1966 in Burlington, N.C. by Maurice Jennings (Elon ’57).

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

We thank The Community Engagement Collaboratory for their sponsorship of today’s conference. See their ad on the back cover. Please visit the registration desk for a brochure and complimentary items. During the Opening Session we will acknowledge Collaboratory representatives Dr. Emily Janke and Kristin Medlin from UNC Greensboro, creators of The Collaboratory. They are also wearing white ribbons labeled “Special Guest” if you would like to connect.

Professional Resource Giveaway

Visit the resource tables to review publications and submit your name to receive a resource during the final session. Must be present to win. A list of book titles, authors/editors, and publishers may be found in your conference folder. We appreciate the generosity of the publishers who donated resources for today.

AAC&U Communications
American Association of Community Colleges, Community College Press
Campus Compact
Information Age Publishing
Jossey-Bass and John Wiley & Sons Publishing
Louisiana State University Press
Oxford University Press
Princeton University Press
SAGE Publications
Stylus Publishing
Teachers College Press
The New Press
Vanderbilt University Press

NC Campus Compact 2014-2015 Member Campuses

Appalachian State University, Sheri N. Everts, Chancellor
Bennett College for Women, Rosalind Fuse-Hall, President
Campbell University, Jerry M. Wallace, President
Central Piedmont Community College, Anthony “Tony” Zeiss, President
Davidson College, Carol Quillen, President *
Davidson County Community College, Mary Rittling, President *
Duke University, Richard H. Brodhead, President
Durham Technical Community College, William G “Bill” Ingram, President *
East Carolina University, Steven Ballard, Chancellor
Elizabeth City State University, Stacey Franklin Jones, Chancellor
Elon University, Leo M. Lambert, President *
Fayetteville State University, James A. Anderson, Chancellor *
Guilford College, Jane K. Fernandez, President
High Point University, Nido R. Qubein, President **
Lenoir-Rhyne University, Wayne B. Powell, President
Meredith College, Jo Allen, President *
Methodist University, Ben Hancock, Jr., President
North Carolina A & T University, Harold Martin, Chancellor *
North Carolina Central University, Debra Saunders-White, Chancellor
NC Community College System, Scott Ralls, President *
NC Independent Colleges and Universities, Hope Williams, President
North Carolina State University, Randy Woodson, Chancellor
Pfeiffer University, Jerry Boone, Interim President
Queens University of Charlotte, Pamela Davies, President
The University of North Carolina at Asheville, Mary K. Grant, Chancellor
The University of North Carolina at Chapel Hill, Carol L. Folt, Chancellor
The University of North Carolina at Charlotte, Philip L. Dubois, Chancellor
The University of North Carolina at Greensboro, Linda P Brady, Chancellor
The University of North Carolina at Pembroke, Kyle R. Carter, Chancellor
The University of North Carolina at Wilmington, William Sederburg, Chancellor
Wake Forest University, Nathan O. Hatch, President
Wake Technical Community College, Stephen C. Scott, President
Warren Wilson College, Steven L. Solnick, President
Western Carolina University, David Belcher, Chancellor *
Western Piedmont Community College, Michael Helmick, President

* Executive Board
** Chair, Executive Board
NATHAN O. HATCH, Ph.D., became Wake Forest’s 13th president on July 1, 2005. In his eighth year at the helm, U.S. News and World Report named Wake Forest 23rd among 281 national universities – the highest ever ranking for the University.

His time leading Wake Forest has been characterized by achievements on five fronts: 1) clarifying Wake Forest’s mission and strategic plan, 2) assembling a remarkable team of leaders, 3) making significant realignments in business and medicine to better position the University, 4) undertaking bold initiatives to make standardized tests optional for applicants, develop new programs to educate the whole person, reinvent the 21st century liberal arts education with personal and career preparedness a key focus and build greater community through a three-year residency requirement, and 5) leading “Wake Will: The Campaign for Wake Forest,” the largest fundraising effort in the University’s history. Additionally, Dr. Hatch completed a master planning process to ensure the physical development of the campus is aligned with the University’s strategic goals. That plan also takes on important challenges in making the campus more sustainable.

Dr. Hatch established the Office of Personal Career Development under the leadership of Vice President Andy Chan. The mandate of that office is to develop mentoring programs, course offerings, lectures and retreats that will help students think through larger questions about how one’s deepest values should shape professional choices.

Dr. Hatch is an active leader in American higher education serving on the board of the American Council on Education and chairing the Division I Board of Directors of the NCAA. He is the immediate past chair of the board of directors of the National Association of Independent Colleges and Universities, and in 2014, the American Academy of Arts and Sciences elected Dr. Hatch among its newest members.

Within the greater Winston-Salem community, President Hatch is recognized as an influential leader. A board member of the United Way of Forsyth County, he also served as Chairman of the 2010 United Way Campaign. His voice is an important one with the Winston-Salem Alliance, with the on-going development of Innovation Quarter in Winston-Salem and other efforts that are transforming the city and region as it moves from a manufacturing-based economy to an information-based economy.

A native of Columbia, S.C., Dr. Hatch graduated from Wheaton College in Illinois, received his master’s and doctoral degrees from Washington University in St. Louis and held post-doctoral fellowships at Harvard and Johns Hopkins universities. He joined the faculty at Notre Dame in 1975. He was named provost, the university’s second highest-ranking position, in 1996; a Presbyterian, he was the first Protestant to ever serve in that position at Notre Dame.
LEO M. LAMBERT has been widely recognized as a leader in facilitating deep, sustainable campus-community partnerships. Since becoming Elon University’s eighth president in 1999, Lambert has advanced an ambitious agenda to establish Elon as a national leader in engaged teaching and learning, has contributed to the creation of a statewide Compact of engaged leaders, and has received national recognition for innovative community-campus engagement. According to Campus Compact President Maureen Curley, Lambert’s leadership will “help us realize the full potential of campus-community engagement in the future.”

Lambert was instrumental in creating NC Campus Compact, served as founding board chair, and hosts the Compact on Elon’s campus. He continues to serve as a board member and serves on the board of the national Campus Compact, serves on the board and president’s council of Project Pericles, and served as a panelist at the White House launch of President Barack Obama’s Interfaith and Community Service Campus Challenge. He currently serves as chair of the board of directors of the North Carolina Independent Colleges and Universities and is a member of the board of directors of the National Association of Independent Colleges and Universities.

President Lambert has worked to ensure that underrepresented students have the opportunity to attend and succeed in college. His vision for the Elon Academy has provided a national model of a college access program for academically promising high school students with financial need and/or no family history of college. Under his leadership, Elon also created the nationally recognized Watson and Odyssey programs, providing crucial scholarships and academic support for students with high financial need, including first-generation college students from North Carolina.

Lambert fosters an environment in which students become global citizens committed to lifelong service and strengthening their communities. Elon has been named to the President’s Higher Education Community Service Honor Roll for seven consecutive years, and was among the first institutions to earn the Carnegie Foundation for the Advancement of Teaching’s classification as a university committed to Community Engagement. Elon received the 2007 Simon Award for Campus Internationalization and is ranked as the #1 master’s level university sending students studying overseas by the Institute of International Education. In 2009, he received the inaugural William M. Burke Presidential Award for Excellence in Experiential Education from the National Society for Experiential Education. In 2010, he received the Periclean Service Award from Project Pericles. As a prominent figure in North Carolina, Lambert has been named one of the “most influential leaders” for five consecutive years by the Triad Business Journal. He received the Thomas Z. Osborne Distinguished Citizen Award, the highest honor bestowed by the Greensboro Chamber of Commerce, and was named a “Father of the Year” by the American Diabetes Association Greater Greensboro Area Father’s Day Council.

LEO M. LAMBERT ENGAGED LEADER AWARD

In celebration of the 10th anniversary of North Carolina Campus Compact, the executive board created this award to honor President Lambert’s significant contributions in educating civically-engaged graduates and strengthening communities. 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.
Four and a half years ago, TRAVIS L. HICKS, M.Arch., left a successful career in architecture and interior design to teach full-time at UNC Greensboro. As an Assistant Professor of Interior Architecture, he fully embraces community engagement pedagogy, focusing his scholarship and teaching on projects that advance social justice. He teaches a process that affords equal voice to all members of the design team (which includes community partners) while recognizing conditions related to poverty, empowerment, degraded environments, and lack of education and resources. Examples of student design projects from his Interior Architecture Spring 2014 course include a homeless shelter for a church in High Point, homes for Habitat for Humanity in Raleigh, and a greenhouse for Steelman Park in Greensboro. Hicks received the university’s Mary Francis Stone Teaching Excellence Award in 2012, and the College of Arts & Sciences Teaching Excellence Award in 2013.

Hicks approach to design has significantly shaped the Interior Architecture department’s collective understanding and implementation of community-engaged design, impacting “culture, activities, and vision,” according to the Chair. Most significantly, Hicks helped launch the Center for Community-Engaged Design (CC-ED) in a storefront space in the low-income Glenwood neighborhood near UNCG. The center connects students and faculty with community members and partners, engaging diverse stakeholders in design processes that address specific and often critical needs.

The dedication of the Center in April 2014 coincided with the inaugural Novem Mason Symposium on Community-Engaged Design, which highlighted the community-engaged design of faculty, staff, and students and featured a distinguished panel of experts assembled by Professor Hicks. In conjunction with the symposium, over 100 faculty, students, community partners, and alumni spent six hours participating in community-engaged design projects throughout the community. Since opening, the CC-ED has been engaged in numerous projects including a community-engaged summer studio directed by Professor Hicks involving 11 interns in four projects, including one where students worked with a local organization to conceive a Housing First approach to ending homelessness; and one involving redevelopment of College Grove, an impoverished area in Greensboro, to include a community center, medical clinic, and garden. For his outstanding work in interior design education, the Council for Interior Design Accreditation awarded Hicks the 2014 CIDA Award of Excellence.

In 2014 Hicks published a chapter on research in practice in the 15th edition of The Architect’s Handbook of Professional Practice, a national standard for architectural practice. He has presented at numerous national and international conferences and helped secured multiple community-based research grants, graduate research assistantships, and undergraduate research awards. He is currently serving as a Faculty Fellow for Community Engagement, through UNCG’s Faculty Teaching and Learning Center. In 2014, he was one of ten finalists for the national Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, sponsored by NERCHE.

Hicks received his master’s in architecture from Princeton University in 1997 and his B.S. in architecture, summa cum laude, from Georgia Tech in 1995.
ROBERT L. SIGMON SERVICE-LEARNING AWARD

This award was created in 2006 to recognize 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.

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 U.S. and completed a M. Div. degree in 1964 at Union Theological Seminary, holding a field assignment as a convener 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 U.S. 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 for an Emerging Leader recognizes a staff person at an NC Campus Compact member campus who - for 4 or fewer years - 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.

Lane Graves Perry III, Western Carolina University

LANE G. PERRY, Ph.D., is the Director of the Center for Service Learning (CSL) at Western Carolina University. Although he has only been at Western Carolina for two and a half years, in this time he has significantly strengthened relationships between the CSL and entities across the university as well as between the university and the local community. Highlights of his institutionalization efforts include developing a new strategic plan for the Center to align with the university's strategic plan, increasing the number of documented service-learning courses from 14 in 2010 to 50 currently, and serving on the four-person team that submitted WCU's successful renewal application for the Carnegie Community Engagement classification.

In 2013, Lane facilitated a partnership between entrepreneurship Professor Bill Richmond (and students) and Habitat for Humanity of Macon County to bring Habitat back to Jackson County. This project has resulted in an engaged Macon County Habitat serving in Jackson County, a student-led chapter on campus, and the creation of a work plan by an entrepreneurship class to eventually open a Jackson County Restore (resale store).

In a nomination letter, one student leader who served through the CSL wrote, “Dr. Perry has set the bar for civic engagement through service, partnerships and innovation, leading the charge to make service a way of life of any student.... Dr. Perry’s work at WCU has fostered the new face of the campus as an engaged institution.”

Dr. Perry earned his B.A. and M.Ed. at the University of Central Oklahoma. From 2008-2012 he lived in Christchurch, New Zealand and worked at the University of Canterbury, where he completed his Ph.D. in higher education and served as a faculty member in the College of Education.

Perry has published and presented on the influence of service-learning on student engagement and how service-learning and community engagement can serve as a responsive pedagogy for bridging the space between the community and classroom. In 2013, he was elected to the board of the International Association on Research and Service Learning and Community Engagement.
The Civic Engagement Professional of the Year Award for a Sustainer recognizes a staff person at an NC Campus Compact member campus who has – for 5 or more years – 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.

**Dena K. Shonts, Central Piedmont Community College**

Since joining the Student Life staff at Central Piedmont Community College in 2004, DENA K. SHONTS, M.A., has embodied the college’s growing support for academic service-learning and co-curricular community engagement. From her time as a student at CPCC working in student government to her current role as Director of Service-Learning, Shonts has worked passionately to create meaningful opportunities for students, faculty, and staff to connect, learn, and serve with the Charlotte community. As one colleague said, “Dena is truly the face, the voice, the heart and the soul of Service-Learning and Civic Engagement at CPCC.”

What began as an office of one (Shonts) on the college’s central campus is now one of the leading community college service-learning programs in the state, with four, full-time community engagement staff supporting all six CPCC campuses. Under her leadership, CPCC’s service-learning team provides faculty development, establishes community partnerships, cultivates student leadership, and coordinates numerous campus-wide community service events. She has worked with more than 50 instructors from departments and disciplines as diverse as human services, biology, and welding. She has cultivated relationships with 100 community partners and instituted an annual volunteer fair and partner appreciation event. Her teams also oversees a community-based work study program that hires, trains, and places more than 25 students each semester; and coordinates large-scale, campus-wide service opportunities like the MLK Day of Service, alternative breaks, poverty simulations, and Service in Action events.

Shonts chairs her school’s campus-wide Service-Learning Steering Committee, and she is an active supporter of the North Carolina Campus Compact network. Shonts served three years on staff conference planning committees, and CPCC hosted the network's CSNAP Student Conference in 2013. Shonts is currently part of a network-wide task force of community college staff who are working to develop a set of community engagement metrics appropriate to the community college setting.

Shonts’s efforts have helped Central Piedmont appear on the President’s Higher Education Community Service Honor Roll in six of the last seven years the award was given, making CPCC the only community college in our state so distinguished. The school was one of just two North Carolina community colleges to make the Honor Roll in 2014.

Colleagues agree that Shonts deserves no small credit for this focus on engagement. “She has added so many programs to CPCC and has helped us grow as an institution,” said one nominator, “creating a true community college experience that encompasses not only academics, but a desire to make our community better.”

While a student at CPCC, Shonts received several honors, including the President’s Award, on the way to receiving her associate’s degree in business administration. She went on to earn her bachelor’s in business administration at Queens University of Charlotte, and she completed a master’s of arts in education at Western Carolina University.
Directions to workshop locations

**McKinnon Hall, Moseley Center**, main floor (You are here!)

**The Oak Room, Moseley 103**, Exit McKinnon Hall and follow the hallway around the Moseley Information Desk. You will pass the stairwell and the main entrance to Moseley. Room 103 will be on your left.

**Ward Octagon, Moseley 105A**, Exit McKinnon Hall and follow the hallway around the Moseley Information Desk. Walk past the main stairwell, the Oak Room, 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, 216**, Exit McKinnon Hall and follow the hall around the Moseley Information Desk. Take the main stairway immediately on your left. On the second floor, turn right at top of landing. Rooms are located on your right.

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

**Lakeside Conference Room 212, 213, 214**, Exit McKinnon Hall and turn right. Continue down the hall until you come to the double-doors leading outside. Turn to right before the exit, then take an immediate left into another hallway beside dining hall tables. Follow the hallway parallel to the windows until you come to an elevator and stairway on your right. Take the stairs or elevator upstairs. If you take the stairs, Lakeside will be on your right at the top. If you take the elevator, turn right as you exit and then another right. Lakeside conference rooms are accessed from the hallway just beyond the stairs.

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**Workshop Issue Codes**

Look for the following initials by workshop descriptions to find sessions that focus on specific areas or issues throughout the day.

- (CCPH) = Community-Campus Partnerships for Health
- (CB) = Capacity-building, institutionalization
- (P) = Pedagogy
- (RT) = Research & Theory
Workshops

Workshop Track: Community-Campus Partnerships for Health

The strategic goals of Community-Campus Partnerships for Health (www.ccph.info) are to: 1) Leverage the knowledge, wisdom and experience in communities and in academic institutions to solve pressing health, social, environmental and economic challenges; 2) Ensure that community-driven social change is central to the work of community-academic partnerships; and 3) Build the capacity of communities and academic institutions to engage each other in partnerships that balance power, share resources, and work towards systems change.

NC Campus Compact is pleased to partner with CCPH to host this full-day workshop track and highlight partnerships that reflect this powerful vision.

Principles of Partnership: A Framework for Building Authentic Partnerships
Session One: 10:30 a.m.
Location: Ward Octagon, Moseley 105A
Al Richmond, Faye Ziegeweid, Community-Campus Partnerships for Health

Community-Campus Partnerships for Health (CCPH) is an international organization that promotes health equity and social justice through partnerships between communities and academic institutions. A fundamental belief of CCPH is that this work must be pursued both within partnerships and through them. This session is designed to introduce participants to the Principles of Partnerships adopted by CCPH for use in forging authentic community campus partnerships.

Building an Agenda of Health Research and Service
Session Two: 11:40 a.m.
Location: Ward Octagon, Moseley 105A
Ronny A. Bell, Maya Angelou Center for Health Equity

The Maya Angelou Center for Health Equity (MACHE) at the Wake Forest School of Medicine is committed to the goal of achieving health equity by translating scientific discovery to action. A key component of this effort is effective partnerships with local and regional community-based organizations. These partnerships are rooted in the principles of community-based participatory research (CBPR) and motivated by mutual goals of improving the health of the community. The focus of this workshop will be the successes and challenges by the MACHE of developing and sustaining community partnerships to address health equity.

Innovation in Community Health Delivery
Session Three: 2:10 p.m.
Location: Ward Octagon, Moseley 105A
Aaron Jackson, Winston-Salem State University

This session describes a novel approach to address the health needs of community residents, and others, who are uninsured or underinsured, in the convenience of their community. The RAMS Know H.O.W. (Hands on Wellness) Mobile Unit is a community outreach program provided by Winston-Salem State University School of Health Sciences. The unit is made up of health sciences faculty, staff, and student volunteers. This team conducts the preventive health screenings and wellness services to local providers, as needed.

Improving Health Through Community-Engaged Dental Education
Session Four: 3:20 p.m.
Location: Ward Octagon, Moseley 105A
Dennis McCunney, Ervin Davis, Meagan Smith, East Carolina University

The East Carolina University School of Dental Medicine (SODM) aims to train dentists as civic leaders passionate about providing care for underserved populations in rural areas of North Carolina at community based service-learning centers (CSLCs). The program’s service-learning curriculum in particular emphasizes such key concepts as reciprocal partnerships, critical reflection, and holistic care that considers cultural, social, economic and other contexts that affect patient health and wellness. Presenters will share on the developmental and theoretical frameworks used for service-learning curriculum development; the unique challenges and opportunities of a service-learning-based dental program; innovative approaches to developing reflective dental practitioners; and the individual and social impacts of integrating personal, civic, and academic learning.
Session One: 10:30 a.m. - 11:30 a.m.

Principles of Partnership: A Framework for Building Authentic Partnerships (CCPH)

Location: Ward Octagon, Moseley 105A
Al Richmond, Faye Ziegeweid, Community-Campus Partnerships for Health

See description on page 13.

Exploring Democratic Civic Pedagogies in the Classroom (P)
Location: McKinnon Hall, Section F
Rick Battistoni, Providence College

In thinking about how our students might gain the knowledge, skills, values, and capacities for action necessary for 21st century engagement, how much attention do we need to pay to content, and how much to pedagogy? Does democratic learning require a democratic classroom? If so, what teaching strategies can be employed to achieve desired democratic outcomes? What challenges might exist to making our classrooms more democratic? This workshop will explore these questions, and share resources.

Finally!: High-Impact Service-Learning Pedagogy in Online Courses (P)
Location: The Oak Room, Moseley 103
Ashley Oliphant, Rosemary Minyard, Matt Belles, Enoch Park, Pfeiffer University

This presentation provides 1) the framework for high-impact online service-learning pedagogy modeled in Maine Campus Compact’s Fusion curriculum; 2) three case studies from different disciplines; 3) an adaptable rubric designed to guide users toward more intentional and successful pedagogy; and 4) suggestions for affordable and user-friendly support technologies.

Commitment to Dialogue: Two Effective Practices in Establishing the University’s Role in Civic Dialogue (CB)
Location: Moseley 215

Jason Husser, Constance Ledoux Book, Catherine Parsons, Elon University
Madison Taylor, The Times-News, Burlington

Recognizing the importance of the sharing of ideas in creating effective democracies and community prosperity, Elon University has effectively implemented two transferable practices. The first is a “dialogue-on-demand” policy developed by the Council on Civic Engagement to promote a 72-hour response to requests for dialogue. The new policy stages commitment to the conversation and provides structural format, two critical elements toward university success in effective dialogue. The second is a newly formed community focused program to discuss mutually agreed and socially voted-on topics. In partnership with the local newspaper, The Times-News, effective community dialogue on community and world issues of importance is being held on a regular basis. This workshop shares with participants the original goals in these programs, the structural policies implemented, lessons learned during our first year of programming, and how such programs can transfer to other colleges.

The Civic-Minded Graduate: Construct Validation Evidence (RT)
Location: Moseley 216
Robert Bringle, Appalachian State University

A Civic-Minded Graduate (CMG) is pursuing an education to acquire skills and knowledge to engage in a career that can address social issues. Three research studies will be summarized that provide construct validation of CMG as a set of common learning objectives for curricular and co-curricular programs. Attendees will be invited to discuss implications of the research findings, including the practical implications of the results for assessing service-learning courses, programs, and campuses.
From Anchor to Member: Aligning University Strengths and Community Priorities (CB)
Location: Moseley 217
Emily Janke, Kristin Medlin, Joshua MacInnes, UNC Greensboro
Improving the health, safety, and quality of life for all members of society requires institutions to transition from collections of individual and coincidental activities to collective and intentional partnerships (Holland, 2012). How does your institution contribute to “moving the needle” on community priorities? Learn concrete steps to identify and align university strengths and community-identified priorities for greater impact.

Ethics and Civic Engagement in Action using Service-Learning (CB)
Location: Lakeside 212
Sherree Davis, Melissa Lyon, M. Beth Hogan, Socorro Hernandez-Hinek, Joseph Osei, Fayetteville State University
The Ethics and Civic Engagement Fellow Trainers will present on the development of a new course to fulfill the Core Learning Outcome of Ethics and Civic Engagement at Fayetteville State University. They discuss the development of this interdisciplinary course, training required for faculty members to be eligible to teach this course, share examples of recent courses taught, and share plans for the sustainability of these courses.

Gradual to Hatch: Reflection as Incubator for Experiential Learning (P)
Location: Lakeside 213
Lane Perry, Vicki Faircloth, Cyndy Caravelis Hughes, Western Carolina University
Based on their own merits as educative experiences, study abroad and service-learning have been identified as high-impact practices that positively influence student engagement, citizenship development, and academic enhancement. Reflection is core to many of these practices. Moreover, it is co-constructed reflection that transcends actual experiences associated with the activities that can bring it to a place of meaning. Three approaches to integrating travel, community-engagement, and reflection are reviewed and common themes for reflection are addressed.

Intersections of Social Entrepreneurship and Service-learning (CB)
Location: Lakeside 214
Joan Clifford, Matt Nash, Emily Durham, Duke University
Have you wondered what intersections exist between social entrepreneurship and service-learning pedagogies? What are the commonalities and the differences in these fields to ethical community engagement? In transformative learning outcomes? In the impact in structural and systemic change? Learn how Duke University is developing collaborations to promote sustainable and complementary community engagement across curricular and co-curricular programming. The panelists from Duke Innovation and Entrepreneurship, Duke Service-Learning, and DukeEngage will discuss the intersections of their initiatives and possible future collaborations that build on the ever increasingly large network of departments and programs involved in community engagement. Panelists will discuss an example of a co-sponsored workshop designed to activate the conversation between students, faculty, staff and the community to increase best practices for community engagement.

Workshop Issue Codes
Look for the following initials by workshop descriptions to find sessions that focus on specific areas or issues throughout the day.

(CCPH) = Community-Campus Partnerships for Health
(CB) = Capacity-building, institutionalization
(P) = Pedagogy
(RT) = Research & Theory
Session Two: 11:40 a.m. - 12:40 p.m.

Building an Agenda of Health Research and Service (CCPH)
Location: Ward Octagon, Moseley 105A
Ronny A. Bell, Maya Angelou Center for Health Equity
See description on page 13.

Assessing concepts and appreciation of “otherness” in critical reflection (RT)
Location: The Oak Room, Moseley 103
Sarah Stanlick, Lehigh University
Palmer (2011) describes five habits that make democratic engagement possible. One of these principles – appreciation of the value of “otherness” – is pertinent not only for democracy, but global citizenship. Through critical reflection, learners reveal their perspectives on “otherness” and ability to engage interculturally. This presentation will explore reflections of global citizenship learners and their revelations about otherness, correlated with measures of ambiguity tolerance and ethnocultural empathy as indicators of global citizenship identity development.

Faith & Service: Connecting Campus and Community through Interfaith Initiatives (CB)
Location: Moseley 215
Jesse Outen, Katrina Pitts, Boudre Thomas, Gwenda Green, Tondaleya Jackson, Benedict College
Imam Omar Shaheed, Masjid As-Saleem
Learn about the Benedict College Yes We CARE (Constituents Aligned to Respond Effectively) Interfaith Initiative which illustrates how service learning and civic engagement, through the interfaith model, positively impacts student outcomes and addresses community needs. Workshop attendees will gain an awareness of the interfaith model used at Benedict College, best practices and strategies for interfaith initiatives and additional resources to successfully implement this model on other campuses.

Empathic Anger: “I’m so angry I could . . . Help!” (RT)
Location: Moseley 216
Robert Bringle, Appalachian State University
Although empathy is associated with sadness that is elicited by someone who is suffering; this research examined empathic anger: the observer experiences anger on behalf of the victim as the basis of action. Four research studies will be presented that focus on a measure of empathic anger, construct validation of the scale, and attributions by those high on empathic anger. Attendees will be invited to explore empathic anger as a learning objective in service learning.

Teaching Civic Engagement and Democracy through Service-Learning (P)
Location: Moseley 217
Frank McKay, North Carolina New Schools
Doug Hutchman, Collin Miller, Buncombe County Early College
Spoma Jovanovic, Vincent Russell, Elizabeth Dam-Regier, Nicholson Sprinkle, UNC Greensboro
Kate Santhuff, Cape Fear Community College
Presenters will share two projects highlighting service-learning as a tool to engage high school and college students in civic action. The Games, Play, & Democracy project promotes advocacy and democratic participation in youth using game-like activities and play. Learn how students were trained to lead civic action using Participatory Budgeting with their community and the City of Greensboro. Hear a student’s perspective on how The Asheville-Buncombe Slave Deeds Project helped him increase civic-mindedness, explore career opportunities and gain career-ready skills.

Using Online Tools to Support Community Engagement: The Buckley Portfolio and Digital Badges (CB)
Location: Lakeside 212
Enoch Park, Pfeiffer University
Ryan Nilsen, Austin Gragson, UNC-Chapel Hill
This interactive session will explore how emerging online tools can be used for tracking and sharing information about student community engagement experiences. We will first consider a case study of the ePortfolio system developed for the Buckley Public Service Scholars program at UNC-CH to both support student learning and gather data for program assessment and then introduce the concept of using micro-credentialing to validate, recognize, and share students’ engaged experiences through digital badge systems.
First-year college students face challenges with the transition to college, including higher expectations for academic work along with having to navigate a new community and a new group of peers. This workshop will introduce two high-impact programs for first-year students at Warren Wilson College and Western Carolina University. Both programs address these challenges through the combination of First-Year Seminars and Service Learning, coupled with critical reflection using the DEAL model (Clayton & Ash, 2006).

Why is Action Research a great tool for civic engagement administrators? This session will be both presentation and discussion – defining terms, raising questions, and learning about an action research project at Duke University. We will share our process, early learning, and engage participants in small group discussion about their own action research questions. Workshop participants will leave the workshop with a basic understanding of action research and guidelines for developing their own action research project.

Are there different challenges in using service-learning in a professional field? While we talk about partnerships between communities and campuses, in some fields, the profession may be a third element that faculty need to consider in providing satisfactory experiences for students and the partners they work with. This session will explore faculty views on how novices can do meaningful professional work in a community context.
Social Work & Action Research: Listening to Low Income People (P)
Location: The Oak Room, Moseley 103

Becki Hornung, Warren Wilson College
Linda Stout, Spirit In Action

Presenters will discuss curriculum and pedagogical design for their *We the People* project, an annually recurring service learning social work course whose purpose is to listen to, learn from, and engage with, low income people in Swannanoa, NC. Phase two of the project and the evolving curriculum design will also be discussed by the presenters.

Growing the Capacity to Address Hunger and Create Social Change (CB)
Location: Lakeside 212

Kim Buch, Sean Langley, Tamara Johnson, Jenny Matz, UNC Charlotte
Nichelle Shuck, Elizabeth Wall-Bassett, Kaitlyn Walker, East Carolina University

What does hunger, nutrition, and food insecurity really look like? For some of our students and community members these three words are reality and a part of everyday life.

- Food insecurity is a lack of access to enough food for an active, healthy life (U.S. Department of Agriculture, 2014).
- Hunger is feeling of discomfort or weakness caused by lack of food, coupled with the desire to eat.
- Nutrition is the process of providing or obtaining the food necessary for health and growth.

Participants will learn how faculty, student affairs professionals, and students are working to address issues of hunger, nutrition, and food insecurity on our campuses and in our communities. Presenters will share information about the Campus Kitchen, the Seeds to Snack program, and the West Greenville Community Garden Network at East Carolina; and the Niner Student Pantry and the Community Garden at UNC Charlotte.

This session will highlight student and community learning through capacity building and shared stories of impact. A panel of faculty, staff, and undergraduate/graduate student volunteers from both campuses will address issues, challenges, and solutions to the problems of hunger, food insecurity, and nutrition on our campuses and in our communities. We will engage the audience in the presentation with the goal of generating capacity-building dialogue around these issues.

Community College Economic and Community Engagement Metrics (Pilot)
Location: Moseley 216

Dena Shonts, Central Piedmont Community College, Erin Riney, Durham Technical Community College, Beth Parrish, Western Piedmont Community College

In May 2014 NC Campus Compact convened a Task Force to develop a set of economic and community engagement metrics to pilot on several community colleges starting in the 2015-16 academic year. In this session, members of the Task Force will discuss the draft metrics and solicit feedback.

Got impact?: Identifying and Measuring Community Engagement Benefits Across Participants (CB)
Location: Lakeside 214

Betty Farmer, Lane Perry, David Onder, Western Carolina University

Mutually beneficial relationships are touted as the ideal outcomes for university/community engagement. But what are those outcomes and how do we know when partners achieve them? Western Carolina University faculty and staff identify specific benefits to the community partner, students, faculty, and university and share how these impacts were measured.

Snapshots of an Engaged Library (CB)
Location: Belk Library 206

Shaunta Alvarez, Lynne Bisko, Patrick Rudd, and Betty Garrison, Elon University

What does an engaged library look like? What role does an engaged library play on an engaged campus? Learn about how an academic library has collaborated with faculty, staff, students, and community partners to enhance service learning and community engagement on their campus.
Session Four: 3:20 p.m. - 4:20 p.m.

Improving Health Through Community-Engaged Dental Education (CCPH)
Location: Ward Octagon, Moseley 105A
Dennis McCunney, Ervin Davis, Meagan Smith, East Carolina University
See description on page 13.

Forging Pathways for Reciprocal Partnerships through Community Writing and Publishing (P)
Location: The Oak Room, Moseley 103
Cara Kozma, Charmaine Cadeau, Allison Walker, High Point University
This workshop highlights community writing and publishing as innovative pedagogical approaches that can deepen university/community partnerships by providing opportunities for reciprocal inquiry between students and partners. The presenters will provide participants with resources related to community writing and publishing, including a bibliography and activity handouts, and offer detailed descriptions of three service learning courses that culminated in published work coauthored by students and partners.

Promoting Campus and Community Engagement among Students with Military Affiliation (CB)
Location: Moseley 215
Danielle Breidung, Nick Becker, Samantha Smith, Rebekah Herty, University of South Carolina Beaufort
Student and staff representatives of the University of South Carolina Beaufort will give a panel presentation regarding an innovative strategy for encouraging students with military affiliation to participate in campus activities and community service. This approach specifically aims to facilitate collaboration between student organizations and to cultivate camaraderie and civic engagement campus-wide. Come and see how easy it is to replicate this model!

Building Strength, Building Community, and Building Campus Leaders Through Service (P)
Location: Moseley 216
Jeffrey Hartman, Gardner-Webb University
This session explores how to use service learning within the curriculum to strengthen student identity, retention, leadership, and learning while also building relationships with key institutional stakeholders. Session participants will discuss the cycle of a fitness-based service project that asks the students to become the teachers and the teachers to become the students. The presenter provides pedagogical techniques and assignments that can be replicated on other campuses.

Integrating Service Learning in Visual Arts Curriculum (P)
Location: Moseley 217
Carolyn Jacobs, Central Piedmont Community College
Explore innovative ways to utilize Service Learning concepts in Visual Arts curricula. By incorporating a Service Learning component in the classroom, students meet curriculum objectives and explore community-based relationships in a meaningful way. Presenter will demonstrate how Central Piedmont Community College’s Art Department uses Service Learning to transform requests the department receives to create art for public organizations into Public Art projects, providing an introduction to this growing field in the art world.

Student Success through Community College & University Service-Learning Partnerships (CB)
Location: Lakeside 212
John Berry, Kate Santhuff, Cape Fear Community College
Jenni Harris, UNC Wilmington
Throughout our state, community colleges serve as the preamble to students’ university experiences. Such is the case in Wilmington, NC, where approximately 80% of Cape Fear Community College’s students transfer to UNC Wilmington. Preparing our students for civic engagement and community mindedness through Service-Learning is one way to help students learn their strengths and hone their career aspirations. In addition, it supports students’ success in their academic lives as they transition from one institution of higher education to another. Participants in this session will hear about the growing operational partnership between Cape Fear Community College and UNC Wilmington, focused on the holistic design of student development both in the academic and co-curricular realms. Particular note is paid to Service-Learning and how it is helping students at both institutions become more well-rounded and engaged citizens.
Innovative Approaches to Campus-Community Partnerships (CB) (P)
Location: Lakeside 213
Sharon Hodge, Tammy Cobb, William Moner, Evan Small, Timothy Norvell, Elon University
Anne K. Morris, Burlington Downtown Corporation
Andrea Jones, Jacquelyn Lee, Diane Pastor, UNC Wilmington
Session participants will hear from UNC Wilmington’s Community Engagement Research Fellowship Program (CERF) followed by Elon University’s Downtown Innovation Group (DIG) on their recent independently developed approaches to innovative partnerships. Sharing the community asset based philosophy across both initiatives, attention will be given to the processes used to give clear focus on how to work with and in communities. These multidisciplinary initiatives seek to create stronger academic-community connections and student engagement opportunities while furthering their mutually defined goals. Panelists include faculty, staff, and community partners.

Going Beyond The Semester: Extending Service Commitments in Service-Learning Programs (P)
Location: Lakeside 214
Jordan Travis Radke, Tremayne Manson, UNC Chapel Hill
Susan Worley, Volunteers for Youth
How can you extend service commitments in service-learning programs beyond the boundaries of a single semester? What might be the unique benefits and challenges to doing so? In this session, we will share a service-learning model that fosters year-long, and in some cases multi-year, commitments. We will discuss the nuts and bolts of implementation and share some “lessons learned” along the way. Throughout, you will be invited to share your own models, advice, and questions.

Monitoring & Measuring Initiative: “Assessing Student Learning Outcomes” (Part II)
Location: McKinnon Hall, Section F
Patti Clayton, PHC Ventures and UNC Greensboro, Robert Bringle, Appalachian State University
In fall 2013 NC Campus Compact launched a strategy to assist member campuses in efforts to monitor and measure campus-community engagement. This closed session is only for those participating in the MMI initiative.

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Workshop Presenters

Irina Adams, B.A., DukeEngage, Assistant Director of Programs, Duke University

Shaunta Alvarez, M.A.L.I.S., Archives Librarian, Carol Grotnes Belk Library Archives and Special Collections, Elon University

Amy Anderson, Ph.D., Instructor, Program in Education and Faculty Consultant, Duke Service-Learning

Nick Becker, Senior, Computational Science major, University of South Carolina Beaufort

Ronny Bell, Ph.D., Director, Maya Angelou Center for Health Equity

Matt Belles, M.S., Assistant Professor of Health and Physical Education, Pfeiffer University

John Berry, Ph.D., Vice President, Student Services, Cape Fear Community College

Lynne Bisko, M.L.S., Outreach Librarian, Carol Grotnes Belk Library, Elon University

Constance Ledoux Book, Ph.D., Associate Provost for Academic Affairs, Elon University

Danielle Breidung, M.Ed. candidate, Civic Engagement Coordinator, Student Life Department, University of South Carolina Beaufort

Robert G. Bringle, Ph.D., Kulyynych/Cline Visiting Distinguished Professor of Psychology, Appalachian State University, and Chancellor’s Professor Emeritus of Psychology and Philanthropic Studies, IUPUI

Kim Buch, Ph.D., Professor of Psychology, UNC Charlotte

Charmaine Cadeau, Ph.D., Assistant Professor of English, High Point University

Meredith Casper, M.A., DukeEngage, Program Director for Training and Student Development, Duke University

Patti Clayton, Ph.D., Senior Scholar, Center for Service and Learning, IUPUI; Visiting Scholar, Institute for Community and Economic Development, UNC Greensboro; Visiting Fellow, NERCHE

Joan Clifford, Ph.D., Lecturer, Romance Studies Department and Director of Community-Based Language Initiatives in Service-learning, Duke University

Tammy Cobb, B.A., Assistant Director for Community Partnerships, Kernodle Center for Service Learning and Community Engagement, Elon University

Elizabeth Dam-Regier, M.A. student, Communication Studies, UNC Greensboro

Ervin Davis, Ph.D., Unit Chief, Behavioral Sciences, School of Dental Medicine, East Carolina University

Sherree Davis, Ed.D., Director, Office of Civic Engagement and Service Learning, Assistant Professor, Criminal Justice, Fayetteville State University

Emily Durham, M.A., Assistant Director of Programs and Program Director in DukeEngage, Duke University

Vicki Faircloth, Ph.D., Associate Professor, Teaching and Learning, Western Carolina University

Betty Farmer, Ph.D., Professor, Communication, Western Carolina University

Betty Garrison, M.S.L.S., Business Librarian, Carol Grotnes Belk Library, Elon University

Austin Gragson, Junior, Psychology major, Information Specialist, Carolina Center for Public Service; Buckley Public Service Scholars Program participant, UNC-Chapel Hill

Gwenda Green, Ph.D., Professor of English, Benedict College

Jenni Harris, B.A., Assistant Chancellor for Community Partnerships, UNC Wilmington

Jeffrey M. Hartman, Ph.D., Associate Professor, Exercise Science, Gardner-Webb University

Socorro Hernandez-Hinek, M.F.A., Associate Professor in visual arts, Department of Performing and Fine Arts, Fayetteville State University

Rebekah Herty, Senior, Biology major, University of South Carolina Beaufort

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

M. Beth Hogan, Ph.D., Associate Professor of Healthcare Management, Department of Accounting, Finance, Healthcare Administration, and Information Systems, Fayetteville State University

Sharon Hodge, Ph.D., Faculty Development Fellow for Service Learning, Koury Business School, Elon University

Becki Hornung, MSW, Ph.D., Professor of Social Work, Warren Wilson College
### Workshop Presenters

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<th>Name</th>
<th>Title/Position</th>
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<td>Cyndy Caravelis Hughes</td>
<td>Ph.D., Assistant Professor, Criminology and Criminal Justice, Western Carolina University</td>
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<td>Jason Husser</td>
<td>Ph.D., Faculty Fellow for Civic Engagement, Assistant Professor, Political Science, Assistant Director, Elon Poll, Elon University</td>
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<td>Doug Hutchman</td>
<td>M.Ed. NBCC, College and Career Coordinator, Buncombe County Early College</td>
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<td>Carolyn Jacobs</td>
<td>M.F.A, Instructor, Visual Arts, Drawing, Central Piedmont Community College</td>
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<td>Aaron Jackson</td>
<td>M.P.H., Mobile Clinic Coordinator, Winston-Salem State University</td>
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<td>M.A., Assistant Director of Off-Campus and Community Outreach, Dean of Students Office, UNC Charlotte</td>
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<td>Joshua MacInnes</td>
<td>Graduate Assistant, Institute for Community &amp; Economic Engagement; Graduate student, Educational Research Methodology; UNC Greensboro</td>
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<td>Tremayne Manson</td>
<td>M.Ed., Administrative Services Specialist, Carolina Center for Public Service, UNC-Chapel Hill</td>
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<td>Frank McKay</td>
<td>M.S., Director, School Services, North Carolina New Schools and NC Service-Learning Coalition K-12 Representative</td>
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<td>Kristin Medlin</td>
<td>M.P.A., Communications and Partnerships Manager, Institute for Community &amp; Economic Engagement, UNC Greensboro</td>
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<td>Collin Miller</td>
<td>student, Buncombe County Early College</td>
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<td>M.T.S., Program Officer for Student Programs, Carolina Center for Public Service, UNC-Chapel Hill</td>
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Beth Parrish, M.A., Lead Instructor, Early Childhood Education, Western Piedmont Community College

Catherine Parsons, Program Assistant, Civic Engagement, Elon University

Diane K. Pastor, Ph.D., NP-C, Associate Professor, School of Nursing, UNC Wilmington

Lane Perry, Ph.D., Director, Center for Service Learning, Western Carolina University

Katrina Pitts, Program Coordinator, The Office of Service Learning and Leadership Development, Benedict College

Jordan Travis Radke, Ph.D. Candidate (ABD), Teaching Fellow, UNC Sociology Department, UNC-Chapel Hill

Rachel Reeser, 3rd grade teacher, Isaac Dickson Elementary School

Al Richmond, MSW, Executive Director, Community-Campus Partnerships for Health

Erin Riney, M.A., College Success Instructor and Service-Learning Director, Durham Technical Community College

Patrick Rudd, M.L.S., Librarian, Carol Grotnes Belk Library, Elon University

Zach Rumble, B.S., Graduate Assistant, Center for Service Learning, Western Carolina University

Vincent Russell, B.A., President, Participatory Budgeting Greensboro

Kate Santhuff, M.A., Educational Partnerships Liaison, and Service Learning Coordinator, Cape Fear Community College, and Vice-Chair, NC Service-Learning Coalition

Imam Omar Shaheed, Masjid As-Salaam

Dena Shonts, M.A., Director of Service-Learning, Central Piedmont Community College

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

Kathy Sikes, M.Ed., DukeEngage, Assistant Senior Director for Programs and Outreach, Duke University

Evan Small, M.Ed., Assistant Director for Student Programs, Kernodle Center for Service Learning and Community Engagement, Elon University

Meagan Smith, M.S., Associate Director for Service-Learning and Communications, Volunteer and Service-Learning Center, East Carolina University

Samantha Smith, Senior, Hospitality Management major, University of South Carolina Beaufort

Nicholson Sprinkle, M.A. student, Communication Studies, UNC Greensboro

Sarah Stanlick, Ph.D. candidate, College of Education, Lehigh University

Linda Stout, Executive Director, Spirit In Action

Amanda Sturgill, Ph.D., Associate Professor of Communications, Elon University

Madison Taylor, reporter, The Times-News, Burlington

Boudre Thomas, M.P.H., Program Assistant, The Office of Service Learning and Leadership Development, Benedict College

Allison Walker, M.F.A., Instructor of English, High Point University

Kaitlyn Walker, M.P.H. Graduate Assistant, East Carolina University

Elizabeth Wall-Bassett, Ph.D., R.D., FAND/Associate Professor/Department of Nutrition Science, East Carolina University – Seeds to Snack and West Greenville Harvest

Kristin Wright, B.A., Assistant Director, Duke University Service-Learning

Susan Worley, MSW, Executive Director, Volunteers for Youth

Faye Ziegeweid, M.P.H., Associate Director, Community-Campus Partnerships for Health
Given momentous changes in the economy and the workplace, what should we expect of American higher education? In January 2015, education leaders and scholars launched a nationwide effort to spark local conversations on these questions. Organized by the National Issues Forums Institute, the American Commonwealth Partnership at Augsburg College, and the Kettering Foundation, this conversation responds to concerns voiced by thousands of citizens in more than 160 local forums where participants considered the future of higher education.

Harry C. Boyte is founder of the Center for Democracy and Citizenship at the Humphrey School of Public Affairs, now part of the Sabo Center for Democracy and Citizenship at Augsburg College, where he is now a Senior Scholar. He is also a Senior Fellow at the University of Minnesota’s Humphrey School of Public Affairs, and Visiting Professor at Nelson Mandela Metropolitan University in South Africa.

Boyte has authored numerous books on democracy and community organizing. His most recent is an edited volume, Democracy’s Education: Public Work, Citizenship, and the Future of Colleges and Universities, a collection of essays by leading university presidents, policy makers, faculty, students, community organizers and public intellectuals on how educators can be agents-- rather than victims-- of change. His work has appeared in more than 150 publications, and his political commentary has appeared on CBS Evening and Morning News and National Public Radio.

This event is free and open to member campuses only. Two representatives per campus. Lunch provided. Participating campuses should commit to facilitating their own campus/community dialogue on this topic in 2015.

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