2013 Civic Engagement Institute

Becoming Citizens, Becoming Community

North Carolina Campus Compact

February 12, 2013
Elon University
Elon, NC
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2013 Civic Engagement Institute

8:30 a.m. – 9:15 a.m.  Registration, Moseley Lobby

9:15 a.m. – 10:00 a.m.  Opening session, Lakeside Conference Room
  Welcome: Why “Becoming Citizens, Becoming Community?”
  Dr. Spoma Jovanovic, University of North Carolina at Greensboro
  Member, 2013 Civic Engagement Institute planning team
  What is citizenship? Changing perspectives
  Dr. Peter Levine

10:10 a.m. – 11:10 a.m.  Workshop session one: Campus strategies to develop civically-engaged graduates

11:20 a.m. – 12:20 p.m.  Workshop session two: Campus strategies to build communities

12:20 p.m. – 1:10 p.m.  Team lunch, Lakeside Conference Room

1:15 p.m. – 2:45 p.m.  Deliberation on Shaping Our Future, Lakeside Conference Room
  Katy Harriger and Jill McMillan, Wake Forest University
  Bill Muse, National Issues Forum Institute

3:00 p.m. – 3:50 p.m.  Workshop session three: Tools to help remove barriers

4:00 p.m. – 4:40 p.m.  Plenary and discussion, Lakeside Conference Room
  How to accomplish civic renewal
  Dr. Peter Levine

4:40 p.m. – 5:00 p.m.  Closing session, Lakeside Conference Room
  Where do we go from here?
  Dr. Judith Ramaley

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Becoming Citizens, Becoming Community: Objectives for the day

NC Campus Compact member campuses are committed to engagement with the community. But to what end? What are we doing that ensures students are learning and developing the habits and skills necessary for active, lifelong citizenship? What can campuses do to contribute to building the ideal of community? And how do we remove the barriers that stand in the way of this work? Participants in the 2013 Institute will:

• Discuss questions, best practices and theories related to citizenship and citizen and community development
• Explore processes by which a campus can reduce the barriers that get in the way of accomplishing this work
• Revisit the goal of our civic engagement work to ensure it is inclusive of and effective at developing students as citizens
• Consider campus strengths and contributions to this work
• Set concrete goals and identify follow-up strategies to pursue back home
• Converse with like-minded higher education faculty and administrators to consider potential collaborations in community engagement.

Acknowledgements

Many thanks to Elon University, our partner in hosting this annual event. A special thank you to the staff in the following Elon departments: Moseley Center, Moving & Set-Up, the Teaching and Learning Technologies Event Support Team, Aramark’s Mill Point Catering, and Environmental Services.

We greatly appreciate the contribution of the workshop presenters. Thank you for sharing your theories and best practices, and for all the preparation you did to present today.

We thank Professors Katy Harriger and Jill McMillan for helping us learn the Deliberative Dialogue process. Thank you also to President Bill Muse and Jean Johnson from the NIFI Board for joining us, sharing our work broadly, and providing so many resources for our campuses.

We appreciate our sponsor, the Institute on Philanthropy and Voluntary Service, for their support and participation today.

To our special guest speakers, Dr. Peter Levine and Dr. Judith Ramaley – thank you for sharing your wisdom. We wish you all the best in your important work.

This day would not have been possible without the invaluable insights and contributions of the planning committee:

Carol Davis, High Point University  Jarvis Hall, NC Central University  Lane Perry, Western Carolina University
Steve Friedland, Elon School of Law  Spoma Jovanovic, UNC Greensboro  Judith Ramaley, Portland State University
Leslie Garvin, NC Campus Compact  Lisa Keyne, NC Campus Compact

Special event: Deliberation on Shaping Our Future, 1:15-2:45 p.m.
Location: Lakeside Conference Room

The planning committee is pleased to integrate a unique experience into this year’s Institute. Wake Forest University Professors Katy Harriger and Jill McMillan, and the president of the National Issues Forums Institute (NIFI), Bill Muse, will lead us through the process of deliberative dialogue to discuss the role of higher education in shaping the future of the United States. We will be learning at two levels – thinking through the substantive issues surrounding the future of higher education while simultaneously learning how to deliberate about public issues, joining in a national dialogue hosted by NIFI and the American Commonwealth Partnership. Participants will talk in small moderated groups about the choices facing higher education, using the NIFI issue guide, Shaping Our Future, as the common text for discussion. Deliberative dialogues can be one of the tools your campus uses to build citizens and community.
Recycling

Recycle your name badge at the registration table in the lobby of the Moseley Center.

Feedback

Within one week of the Institute 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.

Professional Resource Giveaway

Visit the resource tables to review over 50 publications. We thank our contributors. Submit your name to receive a resource during the final session. Must be present to win.

American Association of Community Colleges, Community College Press
Atwood Publishing
Berrett-Koehler Publishers
Campus Compact
Chelsea Green Publishing
Empowerment Institute
Great Books Foundation
Harvard Education Press
Information Age Publishing
Indiana University Press
Intercollegiate Studies Institute
Jossey-Bass Publishing
Kettering Foundation
Lyceum Books
Michigan State University Press
New World Library
Penguin Professional & Career
Pengium Group USA
Smithsonian Books
StarGroup Books
Stylus Publishing
Teachers College Press
The University of Arkansas
The University of Indianapolis Press

More information at the Institute website.
Dr. Peter Levine is the Lincoln Filene Professor of Citizenship & Public Affairs and Director of CIRCLE, The Center for Information and Research on Civic Learning and Engagement. His primary appointment is in Tufts University’s Jonathan Tisch College of Citizenship and Public Service, and he has a secondary appointment in the Tufts philosophy department. Levine graduated from Yale in 1989 with a degree in philosophy. He studied philosophy at Oxford on a Rhodes Scholarship, receiving his doctorate in 1992. From 1991 until 1993, he was a research associate at Common Cause. In the late 1990s, he was Deputy Director of the National Commission on Civic Renewal. Levine is the author of the forthcoming book We are the Ones We Have Been Waiting For: The Philosophy and Practice of Civic Renewal (Oxford University Press, 2013), Reforming the Humanities: Literature and Ethics from Dante through Modern Times (2009), The Future of Democracy: Developing the Next Generation of American Citizens (2007), three other scholarly books on philosophy and politics, and a novel. He also co-edited The Deliberative Democracy Handbook (2006) with John Gastil and Engaging Young People in Civic Life (2009) with Jim Youniss and co-organized the writing of The Civic Mission of Schools, a report released by Carnegie Corporation of New York and CIRCLE in 2003. He has served on the boards or steering committees of AmericaSpeaks, Street Law, the Newspaper Association of America Foundation, the Campaign for the Civic Mission of Schools, the Kettering Foundation, the American Bar Association Committee’s for Public Education, the Paul J. Aicher Foundation, and the Deliberative Democracy Consortium.
Dr. Judith A. Ramaley (pronounced Rah may’ lee) is President Emerita and Distinguished Professor of Public Service at Portland State University in the Mark O. Hatfield School of Government and President Emerita of Winona State University. Dr. Ramaley holds an appointment as a Senior Scholar with the Association of American Colleges and Universities. She is also a member of the board of Second Nature, an organization committed to creating a healthy, just, and sustainable society through the transformation of higher education.

Prior to returning to Portland State University, Dr. Ramaley served as President of Winona State University (WSU) in Minnesota from July 2005 to May 2012. She served as a Visiting Senior Scientist at the National Academy of Sciences in the spring of 2005. From 2001-2004, she was Assistant Director, Education and Human Resources Directorate (EHR) at The National Science Foundation (NSF). While serving at NSF, Dr. Ramaley also held a presidential professorship in biomedical sciences at the University of Maine and was a Fellow of the Margaret Chase Smith Center for Public Policy. Dr. Ramaley was President of The University of Vermont (UVM) and Professor of Biology from 1997 to 2001. She was President and Professor of Biology at Portland State University in Portland, Oregon, for seven years from 1990-1997.

Dr. Ramaley has a special interest in higher-education reform and institutional change and has played a significant role in designing regional alliances to promote educational cooperation. She also has contributed to a national exploration of the changing nature of work and has written extensively on civic responsibility and partnerships between higher education and community organizations as well as articles on science, technology, engineering and mathematics education.
**Workshops**

**Session One: Campus Strategies to Develop Civically-Engaged Graduates**
10:10 a.m. - 11:10 a.m.

**Assessment of Student Learning in Community Engagement**
*Location: Ward Octagon/105A*

_Peter Levine, Tufts University, CIRCLE_

In this interactive session, participants will be invited to share what they are doing with assessment or their general thoughts about assessing students involved in community work. The session will focus on refining and developing our thinking about assessment, learning from each other.

**Democratic Engagement Beyond the Election Year: UNCG Seeks a Pervasive Strategy of Civic Learning**
*Location: Moseley 215*

_Cathy Hamilton, Spoma Jovanovic, Kristin Moretto, and Chris Poulos, UNC Greensboro_

How best do our campuses foster students as engaged citizens? What are the ways that we mobilize higher education to increase student involvement in public life, nurture democratic practices, and make civic engagement central to student learning? As part of two national initiatives – AASCU’s American Democracy Project and NASPA’s Civic Literacy and Democratic Engagement program – UNCG has attempted to craft a response to the question, “What would a civic minded campus look like?” This session will share ideas, processes and resources for fostering campus-wide civic ethos, civic literacy, civic inquiry, and civic action.

**Democracy USA: Engaging Students in Class, Across the Country and Around the Globe**
*Location: Moseley 103*

_Joseph Blosser, Carol Davis, Greg Sensale, and Ben Turner, High Point University_

During fall 2012, High Point University students, faculty, and staff engaged in an interdisciplinary, experiential learning project that involved over 10 courses. The project included more than 30 students attending the Republican and Democratic National Conventions, election-related co-curricular events, a reality TV show, and a large-scale research project. Come learn the methodology, the perspectives of two students, and products of the project.

**Don’t Count Us Out: How an Overreliance on Accountability Could Undermine the Public’s Confidence in Government and Higher Education**
*Location: McKinnon F*

_Jean Johnson, Public Agenda, NIFI Board_

While many leaders believe that transparency and data help build public trust, the typical American is deeply skeptical about the accuracy and importance of quantitative measures, believing that ethics and responsiveness matter as much as or more than rules and benchmarks. Many also argue that accountability is not the job of leaders alone, but also of the public, and that our institutions will not work well until leaders, individual employees, consumers and voters all behave more responsibly and with more concern about what their actions and decisions mean for others.

What can leaders do to address this possibly corrosive accountability gap and avoid harmful crosstalk? Come consider answers for K-12 and higher education, and government.

**The Poverty Tour: A Joint Project between Higher Education and Community Organizations**
*Location: Moseley 216*

_Jarvis Hall, North Carolina Central University_

In January 2012, the North Carolina Truth and Hope Poverty Tour was launched to give visibility and voice to the poor and marginalized by elevating the issue of poverty in the state. The tour covered over 2,000 miles visiting nearly 30 communities. Explore how the tour became a major collaborative project between North Carolina’s NAACP, AARP and Justice Center; the Center for Poverty, Work, and Opportunity at UNC Chapel Hill; and NC Central’s Institute for Civic Engagement and Social Change. Participants will review data about NC poverty, view a mini-documentary about the tour, hear reflections from NCCU students, and explore institutionalizing the tour in higher education community engagement work.
Periclean Scholars: Exemplary Global Citizens  
*Location: Belk 102*  
*Tom Arcaro, Elon University*

Elon University’s Periclean Scholars program, now in its second decade, is academically rigorous and integrated, cohort-based, multi-year, multidisciplinary, service/partnership focused, and student centered. Learn about this unique program and hear from current and alumni Scholars. The discussion will include program origin and structure, Class initiatives, short and long term impact on students, assessment data, and how the program nurtures exemplary global citizens. Participants will also learn how this program is being replicated by the Universidad de Monterrey (Mexico) and issues that need to be addressed.

Surviving Diversity: Religion and the Pluralistic Campus  
*Location: McKinnon D*  
*Jeff Spinner-Halev, UNC Chapel Hill*

In an increasingly secular society, how can religious students, particularly evangelicals and others who follow traditional religions, feel comfortable on campus? The ideas of toleration and multiculturalism are often promoted on campus, but do these ideas extend to religious conservatives as well? Discuss what can be done to ensure religious conservatives are valued, integrated members of the campus community. How do we create campuses – and communities – in which all citizens survive and thrive?

Session Two: Campus Strategies to Build Community  
11:20 a.m. – 12:20 p.m.

The Faces of Welfare  
*Location: Moseley 216*  
*Thomas Mould, Jamie Albright, Greg Honan, Gloria So, and Laura Lee Sturm, Elon University*

The Faces of Welfare project, developed through Elon University’s Program for Ethnographic Research and Community Studies (PERCS), helps students develop an understanding of the varied opinions, views and lived experiences of people both intimately involved in the welfare system, as well as politicians and consumers of U.S. media. The goals of a larger, on-going project include giving voice to underrepresented groups involved in public assistance programs and ensuring the general public receives accessible data to develop media literacy in political discourse about public assistance. The project is a model for collaborative work between faculty, students and community members that bridges traditional classroom pedagogies, undergraduate research and service learning, and can be integrated in many courses.

Building a Diverse and Inclusive Community  
*Location: Moseley 215*  
*Barbee Myers Oaks and Shayla Herndon-Edmunds, Wake Forest University*

Transforming institutional culture in to build a more diverse and inclusive community is a complex task that demands shifting assumptions underlying policies, programs, and structures. This workshop will outline the Wake Forest University Office of Diversity & Inclusion’s strategy for positioning diversity and inclusion as central to facilitating the university’s mission and describe the cultural competence education model designed to enable participants to embrace the complexities, intersections, and benefits of living, studying and working in an increasingly diverse society. Explore the case for diversity within institutions of higher education, identify essential elements in the development and implementation of a campus diversity plan, and learn what success looks like at WFU.
Healing the Heart of Democracy
Location: Ward Octagon/105A
John Fenner, Center for Courage and Renewal

Parker J. Palmer’s *Healing the Heart of Democracy* describes habits of the heart of healthy communities: an understanding that we are all in this together; an appreciation for the value of “otherness;” an ability to hold tension in life-giving ways; a sense of personal voice and agency; and a capacity to create community. Explore these habits and what can be done to help young people learn to hold conflicting viewpoints; to help adults deal with human diversity; and to preserve and expand public life where people with dissimilar backgrounds and viewpoints can meet.

Helping Students Read the Community (Part 1)
Location: McKinnon F
Judith Ramaley, Portland State University

A successful college or university in the 21st century will focus on a mix of interdisciplinary expertise, work closely with other organizations at a local, regional, national and global level, introduce effective instructional approaches that engage students in the study of the Big Questions and ensure students use their education in productive and responsible ways in a world that will continue to change dramatically. This session will provide a model for helping students get to know and become involved in a particular community while exploring the more complex and intellectually challenging aspects of learning.

Engaging Students in Non-Election Years
Location: Belk 102
Theresa Casimano and Jonathan Romm, Campus Election Engagement Project (CEEP)

Keep your campus’ focus on student political engagement beyond the election by learning about best practices from model campus programs in the 2012 Campus Election Engagement Project, funded by civic author, Paul Loeb. Take a look at the reality of the data recently gathered by CIRCLE and lessons learned from the highest rate of youth voter engagement in U.S. history.

“Sense of Place” in Rural Partnerships
Location: Moseley 103
Beth Velde, Kate Lamere, Alex White, Dennis McCunney, Rebecca Dumlao, and Paige Schneider, East Carolina University

According to Charles Wilkinson, “our species thrives on the subtle, intangible, but soul-deep mix of landscape, smells, sounds, history, neighbors and friends that constitute a place. An ethic of place respects equally the people of a region and the land, animals, vegetation, water and air.” Rural community engagement requires faculty and students who recognize the interplay between place, community members, and community issues. Participants will define the concepts of sense and ethic of place through a lens of community engagement; understand the uniqueness of doing engaged research in rural environments; analyze the skills needed to do engagement within an ethic of place; and consider how this integrated approach creates sustainable and socially responsible community/campus partnerships, learning from ECU’s experience.

Civic Engagement in the Fourth Dimension: The Real Time of Real Lives
Location: Moseley 217
Julie Ellison, Citizen Alum, University of Michigan

Now that those civically-engaged students have graduated, how do you relate to the citizen alums they have become? Citizen Alum, a multi-institutional initiative, counters the image of alumni as primarily “donors” with a vision of them also as “doers,” active participants with colleges and universities in problem solving across lines of difference. The 21 colleges and universities with Citizen Alum Campus Teams build substantive relationships with alumni offering an alternative to committed alumni who recoil from the role of ‘ATM’ or who are graduating with a heavy burden of educational debt. After a brief orientation to Citizen Alum, participants will discuss “Where are your citizen alums?” and “Who is on your campus team?”

National Issues Forum: Promoting Public Deliberation in America
Location: McKinnon D
Bill Muse, National Issues Forum Institute; Jean Johnson, Public Agenda; and Katy Harriger, Wake Forest University

Participants will discuss the work of the Kettering Foundation and the National Issues Forums Institute and how their resources and collective work contribute to higher education and your campus!
Session Three: Tools to Help Remove Barriers
3:00 p.m. – 3:50 p.m.

Making Space: ‘Being’ Rather than ‘Doing’ in Community Engagement
Location: Moseley 216
Kathleen E. Edwards, Ph.D. student, UNC Greensboro; and Tiffany Dumas, Volunteer Coordinator, Interactive Resource Center

Initially connected to reconciliation efforts between First Nations and the Canadian government, making space is the act of “listening, learning, and doing things differently” (Regan, as cited in Steinman, 2011, p. 12) so that it creates new forms of engagement that could not otherwise be imagined. Eric Steinman offers making space as a practice through which to develop more authentic service-learning relationships by moving away from service-learning as what we do and moving toward how we are in relation to each other. Inspired by this idea of making space, the two session facilitators committed to implementing a service-learning class in Fall 2012 that prioritized “participatory listening” (Steinman, 2011), border crossing (Anzaldúa, 2012), and community building over a project-based course construction. Explore some of the successes and challenges experienced as they tried to operationalize a commitment to making space within the various relationships.

Gatekeeper Training
Location: Moseley 215
Shayla Herndon-Edmunds, Wake Forest University

The Wake Forest Office of Diversity & Inclusion developed and implemented a cultural competence education model designed to enable participants to embrace the complexities, intersections, and benefits of living, studying and working in an increasingly diverse society. The signature program, Gatekeepers Workshop Series, includes the topics Enhancing Our Community through Inclusion, Cross-Cultural Conflict & Dialogue and Contact Theory & Dialogue. Attend this workshop if you are interested in experiencing a cultural competence education workshop for your own development and/or to assess the feasibility of providing diversity education or cross-cultural communication training for faculty, staff and/or students. Participate in activities designed to broaden one’s view of diversity, explore perception and how it is formed, and learn techniques for effectiveness in cross-cultural interactions.

Civic Engagement and Community Information: Five Strategies to Revive Civic Communication
Location: McKinnon D
Peter Levine, Tufts University, CIRCLE

The Knight Commission on the Information Needs of Communities in a Democracy issued a report in 2009 arguing that the traditional news media can no longer inform people adequately. Colleges and universities can be part of the solution if they communicate in new ways, not relying on journalists to translate their research for the public. This new communication requires changes in institutions’ policies and priorities as well as new skills for students and professors. After a very brief background presentation, this session will turn to brainstorming and strategy.

Managing Deliberative Dialogues
Location: Moseley 103
Katy Harriger and Jill McMillan, Wake Forest University; and Bill Muse, National Issues Forums Institute

Would you like to bring deliberative dialogue to your campus? What is involved in planning for and carrying out a dialogue? What kind of issues work best for campus conversations? How can you involve a wide spectrum of the campus in this effort? These questions and others will be addressed.

Helping Students Read the Community (Part 2)
Location: McKinnon F
Judith Ramaley, Portland State University

The Power of Inquiry
Location: Ward Octagon/105A
John Fenner, Center for Courage and Renewal

Good questions create doorways into new levels of understanding; they are invitations to travel where one has not been before and see things with new eyes. Too often true dialogue is thwarted by questions aimed at proving the other wrong, by turning dialogue into debate. In this interactive session participants will learn how to craft “open and honest” questions that can deepen understanding and expand dialogue. Explore the process of Appreciative Inquiry, the use of questions to discover the strengths and best qualities of an organization or community. These can serve as the foundation of any change process.
I’m Just Sayin’: Getting Involved in Community Issues

Location: Moseley 217

Carol Davis, Sarah Martin, and Ben Turner, High Point University

Based on their two-year project, Democracy USA/American Dream Project, at High Point University, presenters will share unique and meaningful strategies your campus can use to encourage students to volunteer to go into the community. Not only will they learn citizenship skills, they will have a life-changing experience!
**Workshop Presenter Information**

**Tom Arcaro**, Ph.D., Professor of Sociology in the Department of Sociology and Anthropology, Director of Project Pericles, Elon University

**Jamie Albright**, senior, public health studies major, Elon University

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

**Theresa Cusimano**, J.D., Director for Virginia, Campus Election Engagement Project

**Carol Angela Davis**, J.D., Communications Professor in the Nido Qubein School of Communications, creator and Co-Principal Investigator of the Democracy USA/American Dream Project, High Point University.

**Tiffany Dumas**, Volunteer Coordinator, Interactive Resource Center, Greensboro

**Kathleen Edwards**, Ph.D. student, UNC Greensboro

**Rebecca Dumiao**, Ph.D., Associate Professor in Communication, East Carolina University

**Julie Ellison**, Ph.D., Professor of American Culture and English and Faculty Associate in the School of Art and Design, University of Michigan, and Lead Organizer of Citizen Alum

**John Fenner**, Program Director, Center for Courage & Renewal, and Senior Associate, Everyday Democracy

**Jarvis A. Hall**, Ph.D., Associate Professor of Political Science and founding Director of the Institute for Civic Engagement and Social Change, North Carolina Central University

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

**Katy Harriger**, Ph.D., Professor and Department Chair, Politics and International Affairs, Wake Forest University

**Shayla Herndon-Edmunds**, Manager of Diversity Education, Office of Diversity & Inclusion, Wake Forest University

**Greg Honan**, junior, political science major, Elon University

**Jean Johnson**, Senior Fellow and Special Adviser, Public Agenda, and board member, National Issues Forums Institute

**Spoma Jovanovic**, Ph.D., Associate Professor of Communication Studies, UNC Greensboro

**Kate Lamere**, Ph.D., Assistant Professor, Graphic Design, East Carolina University

**Sarah Martin**, senior, communication major, High Point University

**Dennis McCunney**, M.A., Director, Volunteer and Service-Learning Center, East Carolina University

**Jillian J. McMillan**, Ph.D., Professor emerita, Communication, Wake Forest University

**Kristin Moretto**, Ph.D., Assistant Director of Service-Learning, UNC Greensboro

**Tom Mould**, Ph.D., Associate Professor of Anthropology, Director of the Program for Ethnographic Research and Community Studies (PERCS), Elon University

**William Muse**, Ph.D., president of the National Issues Forums Institute

**Barbee Myers Oakes**, Ph.D., Assistant Provost for Diversity and Inclusion, Wake Forest University

**Christopher N. Poulos**, Ph.D., Associate Professor and department head, Communication Studies, UNC Greensboro

**Jonathan S. Romm**, M.Ed., Executive Director, Campus Election Engagement Project

**Paige Schneider**, Assistant Professor, Recreation and Leisure Studies; Affiliate Faculty member, Center for Sustainable Tourism, East Carolina University

**Greg Sensale**, junior, history and political science major, High Point University

**Gloria So**, junior, human rights and social justice activism major, Elon University

**Jeff Spinner-Halev**, Ph.D., Kenan Eminent Professor of Political Ethics, Political Science, UNC Chapel Hill

**Laura Lee Sturm**, senior, human service studies major, Elon University

**Ben Turner**, junior, communication major, High Point University

**Beth Velde**, Ph.D., OTR/L, Director, Public Service and Community Relations, Chancellor's Division; Professor, Occupational Therapy, College of Allied Health Sciences, East Carolina University

**Alex White**, DDS, Dr.PH, Unit Chief, Public Health Dentistry, East Carolina University
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