

A PRIMER ON THE BENEFITS & VALUE OF  
**CIVIC & COMMUNITY  
ENGAGEMENT IN  
HIGHER EDUCATION**



**PREPARED AND PRESENTED BY**

NORTH CAROLINA CAMPUS ENGAGEMENT'S  
2019-2021 COMMUNITY OF PRACTICE, INQUIRY, AND LEARNING  
UPDATED JANUARY 2023



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**Cover Photos:**

- High Point University students facilitate poetry workshops with residents of local assisted living and memory care facilities.
- UNC Asheville's Key Center hosted an event with community partner, Nuestro Centro, which included a discussion with activists at the US/Mexico border, and performances from a mariachi band and the RAICES Youth Dance Troupe.
- Guilford College launched the #quakethevote campaign as a nod to their Quaker roots and mascot and to motivate students to participate in the 2020 presidential election.
- Western Carolina University's Stroll to the Polls for the 2020 Primary, led by Student Democracy Coalition member David Benoit.

**Note regarding the 2nd edition:** Since the production of the first edition of this Primer, NC Campus Compact has become NC Campus Engagement. The organization's new name is reflected throughout this Primer, except when the original name is needed for historical accuracy. In addition, some numerical information has been updated in response to the passage of time since the production of the first version.

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# DEDICATION

This publication is dedicated to all the pioneers of higher education community and civic engagement, especially native North Carolinian Bob Sigmon, who in 1967, along with Bill Ramsay and Wendell Russell, coined the phrase “service-learning.” May his vision continue to guide us:

*I long to see the day when citizens and institutions, service and educational, around the world . . . work cooperatively using the basic principles of reciprocity, of mutual service and learning, and of movement toward just relationships as the bedrock of their evolving life patterns.*

We also dedicate it to the countless community members, students, staff, faculty, and administrators across the state whose vision, commitment, and hard work helped to establish, support, deepen, share, and celebrate community and civic engagement in North Carolina. Thank you all for allowing us to be part of your efforts to learn, grow, and change the world—together.



*North Carolina Campus Engagement (NCCE) is a collaborative network of colleges and universities committed to educating students for civic and social responsibility, partnering with communities for positive change, and strengthening democracy.*



**LESLIE GARVIN**  
EXECUTIVE DIRECTOR

NORTH CAROLINA  
CAMPUS ENGAGEMENT

## FROM THE DIRECTOR

When North Carolina Campus Engagement (NCCE), formerly NC Campus Compact (NCCC), launched in 2002 with 15 college and university presidents committed to the public purposes of higher education, our focus was largely on promoting volunteer service and service-learning. In time we came to see that our mission is much larger and more critical than we first imagined. Our work is about higher education's role in contributing to the vitality and the sustainability of our democracy, our nation, and our world. More than ever, there is an urgent need for higher education to embrace its responsibility to:

1. Contribute to the physical and environmental well-being, economic prosperity, educational endeavors, and civic health of communities,
2. Leverage research and creative activity, teaching and learning, service within and beyond campus, and institutional practices and policies toward solutions to the disparities plaguing our state, nation, and world, and
3. Cultivate the democratic knowledge, skills, perspectives, dispositions, and behaviors necessary for all of us to become increasingly responsible global citizens and agents of change within all of our various communities.

These most public of purposes must be pursued *with* the broader public. It is crucial that the academy continue moving away from our patterns of hierarchical, technocratic, expert-driven interaction with broader communities and build our capacities to partner democratically with other sectors, organizations, and individuals in undertaking this shared work. Civic and community engagement (CCE) at its best demonstrates that the expertise, knowledge, resources, talent, and skills we *all* contribute, combine, and co-generate can yield otherwise unattainable possibilities for progress.



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I am fortunate to say that in my 17 years with NCCE, I have witnessed our membership grow to 39 campuses who have committed to these public purposes. I am also keenly aware that CCE is often difficult, regardless of how far along campuses and communities are in their journeys with it—from beginners to national leaders in the movement. CCE requires us to examine honestly our individual and collective assumptions, norms, and histories. It invites us to see ourselves both as we are and as we can be and thus encourages the challenging yet necessary work of transformation. We have learned that engaging in it as a network enables mutual support as we journey together--sharing experiences, growing together, and trying to push the envelope on practice and scholarship.

It is in this context that the NCCE Community of Practice, Inquiry, and Learning (COPIIL) offers this primer—not only to make the case for but also to inform the ongoing development of CCE in directions that seem to us increasingly important. Although we conceived of this project in December 2019 in response to a call for higher education to focus exclusively on educating students for successful careers and to abandon its social justice aims and experiential methods, we quickly realized that such a resource is especially relevant to the challenges that emerged in 2020. In this time of social unrest and reckoning related to racial and economic injustice in our nation, the COVID-19 pandemic ravaging the world, and the threat to life on this planet posed by climate change, it is not an option for higher education to stand on the sidelines. We must revisit, reclaim, and deepen our commitment to act in the face of these and other challenges on behalf of our common future. It is my hope and belief that this document can help us meet the moment.







**A Western Carolina University student volunteers at the Cullowhee Community Garden.**



## IMPACT STORIES

"Promising Pages—a nonprofit organization that collects donated books and shares them with children living in the Charlotte Area Book Desert who have few, if any, books at home—has partnered with Central Piedmont Community College in their MLK Challenge for several years. While some students clean and sort books, others write letters of encouragement to children and teachers, make bookmarks, or shop for supplies. The result is thousands of books processed and hundreds of projects created in a single day! College would not be complete without giving students such opportunities to learn about the realities of where they live and the necessary foundation to take steps to better the areas in which they live, work, or go to school."

— DANA BARBER

OPERATIONS & VOLUNTEER COORDINATOR,  
PROMISING PAGES AND COMMUNITY PARTNER  
WITH CENTRAL PIEDMONT COMMUNITY COLLEGE



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# INTRODUCTION

Over 50 years ago, native North Carolinian Bob Sigmon was among a small group of practitioner-scholars who promoted the value of what soon came to be called “service-learning”—an approach to teaching and learning that extended beyond the classroom into the community. This pedagogy formalized engagement of students, faculty, and staff from all institution types in integrating the knowledge, expertise, and resources of the academy and of broader communities to address pressing social issues.

Today we use the broad term “civic and community engagement” (CCE) to include a myriad of practices and pedagogies such as volunteerism, service-learning / community-engaged learning, election engagement, social entrepreneurship, community based participatory research, deliberative dialogue, and community and economic development. The leading overarching definition of this work comes from the Carnegie Foundation for the Advancement of Teaching and grounds its Elective Community Engagement Classification:

*Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose . . . is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

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CCE continues to grow across campuses and communities throughout the United States and around the world—as evidenced by both (a) the extensive scholarship being conducted on its associated processes, relationships, and outcomes and (b) the infrastructure that supports it (from campus- and community-based offices, programs, staff, and funding to numerous state, national, and international networks and associations to widespread conferences, professional development opportunities, and online communities).

North Carolina has a long history of commitment to CCE. North Carolina Campus Engagement (NCCE) is the leading statewide organization dedicated to supporting CCE on campuses across the state. One of its efforts to leverage NC's rich experience with CCE and further our leadership within the CCE movement is the Community of Practice, Inquiry, and Learning (COPIIL) it facilitates. COPIIL brings together practitioner-scholars who share an interest in expanding, deepening, and integrating CCE as a strategy for individual, institutional, and community transformation. As practitioner-scholars we are interested in being part of the ongoing inquiry that is helping to establish promising practices of, generate and apply theory to, and build a knowledge base around, CCE.

COPIIL has engaged in a variety of projects to deepen our understanding of the complexities and possibilities at the heart of CCE and to enhance the processes, relationships, and outcomes of CCE. Before embarking on this primer project we inquired into various ways participants in CCE understand some of the core concepts of the work and wrote about our reflections on the practices and possibilities associated with social justice in CCE.



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# INTRODUCTION (CONTINUED)

COPIL spent most of 2019 focused on producing this primer on the benefits and value of CCE in higher education. We wanted to know more about the range of CCE activities being undertaken across the 39 campuses that were members of NCCC at that time. We wanted to explore why we and our colleagues in the CCE movement find value in the work and to assemble some of the evidence regarding the contributions CCE can make when well designed—both to help make the case for the work when that is needed and to provide a resource that can support doing the work well.

This primer, the first publication in our *Contributions of Civic and Community Engagement in Higher Education Series*, offers an accessible and evidence-based introduction to and overview of 17 community and campus priorities that CCE can advance. These topics were selected through discussions within COPIL and consultation with CCE thought leaders. We do not claim to have included a comprehensive set, but we do believe the topics included here are among the most important for this moment in the evolution of the CCE movement and in our nation's history. The 17 topics are divided into three visually-demarked categories in the pages that follow:



*indicates priorities related especially to students*



*indicates priorities related especially to institutions of higher education*



*indicates priorities related especially to broader communities.*

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This organization, intended to facilitate use of the primer, is somewhat artificial as neither the topics—for example, student success, civic learning, political engagement, diversity and inclusion, economic development, and sustainability—nor the work of CCE fit into discrete categories. Indeed, the 17 priorities and the contributions of CCE to them are as deeply interwoven as the CCE work of community members, students, staff, and faculty is interdependent.

The CCE work happening across NCCC at the time the first edition was released in 2020, is not documented comprehensively in this primer; there are many, many more examples. We include at least one example from each of then-NCCC's 39 member campuses as illustrations of how CCE is being undertaken in the service of these 17 priorities. The descriptions of the examples draw on information available on campus websites and on personal communication. We have done our best to accurately represent the work and anticipate learning more about these and other examples from across the state as our work continues on the *Series* of which this primer is a part.

Clearly higher education institutions and the broader communities of which they are a part have a variety of purposes and a wide array of strategies for pursuing them. CCE is not a panacea. It is, however, an increasingly significant part of discussions at local, state, national, and global levels about how we might best come together to learn and to act so that health, justice, compassion, and peace prevail—within us and around us, today and tomorrow. It is, for us, a source of hope. We offer this primer in that spirit and toward these ends.

## IMPACT STORIES

"Engaging civically within Duke helped me become a better citizen once I left: I was prepared to join non-profit boards, I was more willing to raise my hand to lead a civic initiative, and I gained the confidence to engage with my city beyond my professional life."

— AMIR FAROKHI

DUKE UNIVERSITY ALUMNUS





On September 28, 2020 the Fayetteville State University Office of Student Engagement launched an on-campus voter registration site for all enrolled students, faculty, and staff. The voter registration site provided a safe and brave space for members of the campus community to register to vote and learn about the various opportunities for voting in the upcoming election.



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# STUDENT SUCCESS

Former President of the Association of American Colleges and Universities, Carol Schneider, frames student success as “arguably the greatest challenge of higher education: helping America’s extraordinarily diverse students reap the full benefits—economic, civic, and personal—of their studies in college” (Kuh, 2008, p. 2). Educational research using national data sets has documented a set of high impact practices, including service-learning and other forms of community-based learning, that enhance student success.

Civic and community engagement (CCE), including service-learning, is being increasingly used as a strategic approach toward these ends. CCE can have a positive effect on grade point average (Lockeman & Pelco, 2013) and motivation to succeed in and finish college (Yeh, 2010; Yob, 2014). CCE has also been shown to improve student attitudes toward institution and learning (Lockeman & Pelco, 2013; Reed et al., 2015), thus contributing to an increased rate of graduation. Such outcomes of service-learning and other high-impact practices hold for students from the full range of backgrounds and even more so for students from historically underserved populations (Kuh, 2008).



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### **Central Piedmont Community College**

conducted a five-year (2006-2010) longitudinal assessment to study the impact of service-learning on student learning and on its institutional mission to student learning, success, and completion. Results showed that students who participated in service-learning courses earned higher grades, earned graduation credentials at a higher rate, and were retained at a higher rate than non-service-learning students. Service-learning students earned an A/B/C and successfully completed their service-learning courses at a 23% higher rate than non-service-learning students enrolled in the same course/semester. They also earned graduation credentials at a 17% higher rate. And, compared to non-service-learning students, they were retained from Fall to Spring at a 20-25% higher rate and from Fall to Fall at a 13-23% higher rate. Although this study was not controlled for student self-selection into service-learning, the results are certainly suggestive.

**CCE CAN ... CONTRIBUT[E] TO AN INCREASED RATE OF GRADUATION ... FOR STUDENTS FROM THE FULL RANGE OF BACKGROUNDS AND EVEN MORE SO FOR STUDENTS FROM HISTORICALLY UNDERSERVED POPULATIONS.**



# ACADEMIC LEARNING

Academic learning is one of the two or three categories of learning goals that define service-learning—whether the context is curricular or co-curricular, disciplinary or general education, undergraduate or graduate (the other categories being civic learning and personal or professional growth). According to one framework (Clayton et al., 2011) it consists of foundational learning, higher level learning, thinking from disciplinary and interdisciplinary perspectives, and critical thinking or metacognition more generally. Academic learning occurs through well-designed critical reflection on connections (e.g., similarities and differences) between bodies of thought (e.g., course content) and experience. Among the strongest measures are problem-solving activities and application of rubrics to student products.

Early research (e.g., Astin et al., 2000; Eyler & Giles, 1999) established consensus on service-learning's ability to generate academic learning (see Clayton et al., 2011 for a summary). Inquiry has often focused on discipline-based learning, with an eye to customizing and refining practice. Fleck et al. (2017), for example, used a pre-post design to document enhanced acquisition of content knowledge in sections of a developmental research methods course. Increasingly, the academic learning potential of service-learning is being leveraged at the curriculum-level through cross-course design, thematic pathways, and the integration of first year and capstone projects.

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One of the eight core learning outcomes required for graduation at **Fayetteville State University** is to “demonstrate knowledge and application of principles of ethical and civic responsibility” (Fayetteville State University, n.d.). The Office of Civic Engagement and Service Learning supports students in achieving this outcome through “academically based service learning,” including in courses on “Ethics and Civic Engagement in Action.” Professional development for instructors teaching these courses has included, for example, some of the core concepts in the discipline of ethics and associated ideas for critical reflection activities designed to teach students processes of ethical inquiry.

**Appalachian State University** supports students in connecting co-curricular service activities to their academic courses and recognizes them for doing so at graduation. Students become members of the Academic Service Society by undertaking at least 12 hours of direct service (in events organized by the ACT–Appalachian & the Community Together–Office or their community partners) in a semester, participating in two gatherings (one educational/reflective and the other community building), and completing two written, multimedia, or artistic reflection products. In these reflection products students must introduce 2 - 3 major concepts from any course in which they are simultaneously enrolled and apply them to their service experiences.



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# CIVIC LEARNING

Civic and community engagement (CCE) programs are often designed to teach students to take an active role in the life of democracy by focusing attention on developing informed perspectives on social issues, working through controversy with civility, and public problem solving.

Civic learning is an umbrella term that encompasses a range of ways to express learning goals focused on the individual's role as a contributing member of communities. Included in the outcomes articulated in civic learning frameworks and documented as resulting from appropriately designed CCE are: social responsibility and connection with community (Eyler, 2011), understanding of social issues (Yorie & Ye, 2012), intercultural competence and global awareness (Hartman & Kiely, 2014), civic mindedness and civic action (Richard et al., 2016), and social skills (Celio et al., 2011).

Civic learning has in recent decades come more to the forefront in the United States and globally. As a leading example, a recent United Nations report highlights its importance and calls on higher education to help students “become full participants in democratic society and promoters of changes that will foster equity and justice” (Singh, 2016, para 109).

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**UNC Pembroke** students in an interdisciplinary capstone course learned about—and raised awareness of—the social issues affecting farm workers in rural North Carolina. Students engaged with nonprofits that work for justice on behalf of farmworkers and examined how food systems impact individuals and societies from local to national scales.

The project was also designed to generate the civic learning goals of teamwork skills and cultural sensitivity. One of the students gave voice to the civic learning they experienced through this project: “I’ve decided to go into public relations to help spread awareness of injustice that people face. . . . To be able to help make a difference in the world: this class has shown me that it is possible, even if we’re doing small things.”

**"TO BE ABLE TO HELP MAKE A DIFFERENCE IN THE  
WORLD: THIS CLASS HAS SHOWN ME THAT IT IS  
POSSIBLE, EVEN IF WE'RE DOING SMALL THINGS."**





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# GLOBAL LEARNING & RELATIONSHIP

Higher education has a responsibility to prepare graduates able to engage in an interdependent global society. Global learning outcomes involve “a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability” (Association of American Colleges and Universities, n.d.).

Various forms of civic and community engagement have been shown to generate global learning while advancing the common good. Global service-learning “encompasses service experiences both in the local community and abroad [that] are guided by a global learning framework [and] designed to support global learning outcomes” (Whitehead, 2015). It can contribute to the development of cultural humility (Fisher-Borne et al., 2015) as well as increased capacity and desire to participate in global problem-solving (Garcia & Longo, 2013). As another example, intercultural service-learning (e.g., with immigrants and refugees in the US) can have a significant positive effect on adaptability to other cultures (De Leon, 2014).

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**UNC Chapel Hill's** Latino Migration Project (LMP) introduces students to the “contemporary and historical complexities of migration . . . [through] bi-national relationships across North Carolina and in Mexico” (UNC-Chapel Hill, n.d.). LMP gives students opportunities to learn from and work with immigrants in both North Carolina and Guanajuato, Mexico; in a 3-credit course, for example, students partner with a campus or community organization that works with migrant issues.

Program alum Fran Reuland reflects on her global learning outcomes: “Never before had I taken a class so dedicated to understanding the various perspectives on a topic, in this case Latin American Immigration. I am forever grateful for the trip and the lessons it taught me on the importance of flexibility . . . and appreciating the unity that exists among communities despite differing values.”



# CAREER DEVELOPMENT

Civic and community engagement (CCE) are used across higher education to generate a range of learning outcomes that assist students in developing career readiness. Graduates report such career-related outcomes as positive impact on competitiveness in the job market and on their ability to access jobs (Tiessen et al., 2018) as well as on “navigating the complexity of the workplace . . . gaining workplace experience, and . . . developing a variety of professional skills” (Huff et al., 2016, p. 43).

The Association of American Colleges and Universities (2018) summarizes employers’ requests for graduates with skills that have long been associated with CCE, including oral and written communication, critical thinking, ethical judgment, working effectively in teams, and the practical use and refinement of skills and knowledge. “As employers themselves make clear, [we] should not be forced to choose between preparing students for informed democratic citizenship and . . . career opportunities. . . . There is a civic dimension to every field of study . . . as well as to every workplace. Industries and services have ethical and social responsibilities, and . . . workers . . . need to anticipate the civic implications of their choices and actions” (National Task Force on Civic Learning and Democratic Engagement, 2012, p. 11).

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The Center for Community Engagement at **Methodist University** connects students with community-based internships through the Community Engagement Fellows program. “By giving students the opportunity to engage in meaningful projects and career preparation, this program prepares students to become life-long learners and solid professionals” (Methodist University, n.d.).

At **Guilford Technical Community College**, dental hygiene, therapeutic massage, and creative and performing arts students learn through supervised provision of their professional services to members of the broader community as well as the campus community.

At **Wake Technical Community College**, service-learning is leveraged as a mode of developing career related outcomes in which students “gain hands-on experience, with potential for future internships or employment” (Wake Technical Community College, n.d.) while developing professional networks and building resumes.

**GRADUATES REPORT SUCH CAREER-RELATED OUTCOMES AS POSITIVE IMPACT ON COMPETITIVENESS IN THE JOB MARKET AND ON THEIR ABILITY TO ACCESS JOBS.**



# EMPATHY

Empathy is the ability to understand and experience the thoughts, perspectives, and feelings of others or, more colloquially, to put oneself in another's shoes. It is a foundational element of personal concern for community issues and civic engagement (Krznaric, 2019) and has numerous benefits for students and society, including increased social cooperation, moral concern, and academic achievement. A longitudinal study of college students over a 30-year period, however, found that empathy has been declining since the beginning of the 21st century; the same study also suggested that educational interventions can impact this trajectory (Konrath et al., 2011). Everhart (2016) and colleagues agree, suggesting that “empathy should be viewed as a learnable skill: an ability or set of abilities that can be developed, taught, practiced, and cultivated” (p. 3).

Institutions of higher education are uniquely positioned to assist students in developing empathy through civic and community engagement programs that provide opportunities for experiencing and reflecting on reciprocal relationships among students, community members, and engaged faculty/staff. Pedagogically sound critical service-learning courses have been found to enhance levels of empathy (Bringle et al., 2018; Everhart, 2016), especially when the students have direct interactions with others and must make meaning of the dissonance and discomfort these interactions often evoke.



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In **High Point University's** LifeLines program, service-learning students are well-positioned to develop an enhanced capacity for empathy through interactions with elders with whom they come to realize they share the experience of illness. Students facilitate poetry workshops, collaboratively creating, reading, and reflecting on poems with residents of local assisted living and memory care facilities. The poetry serves as a gateway into exploration of "the temporality of our shared human condition," as students consider the pervasiveness of illness and healing. They learn to hear the "universal language of suffering and hope, self-doubt and transformation" while weighing how "we each play the part of the ill, the caregiver, the witness" during our lives (Walker, 2016, p. 139). Students reflect on their "own illness narratives to develop community and self-empathy" (Walker, 2016, p. 143).

**EMPATHY SHOULD BE VIEWED AS A LEARNABLE SKILL:  
AN ABILITY OR SET OF ABILITIES THAT CAN BE  
DEVELOPED, TAUGHT, PRACTICED, AND CULTIVATED.**





Meredith College students participated in an alternative spring break trip with the North Carolina Coastal Federation to build an oyster barrier reef along the Wilmington coast shoreline.



## IMPACT STORIES

"Community engagement hugely impacted my experience as a student and my career. I first encountered food insecurity through serving meals at a local homeless shelter while attending UNC Wilmington, and this sparked my passion for food access and farming, which led me to found Rise Up Community Farm (now a community partner of UNCW). If it weren't for my community engagement experience, I may have never found myself on this path. It connected me to the world outside of campus and allowed me to think more deeply about what I wanted to pursue after finishing my degree. As community engagement was the spark that lit the fire for my career passion, I see it as an important piece of the puzzle for every student."

— MARI CARL FISHER

UNC WILMINGTON ALUMNA

EXECUTIVE DIRECTOR & FARM MANAGER,  
RISE UP COMMUNITY FARM





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# DIVERSITY, EQUITY, & INCLUSION

Disrespect for and demonization of differences in social identities (race, class, gender, religion etc.) has led to historic and ongoing systems of oppression and inequitable access to resources, rights, and opportunities.

At its best, civic and community engagement (CCE) embraces a framework of full participation (Sturm et al., 2011). That is, it enables people “whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others” (p. 3). CCE prioritizes building relationships across difference and learning from and with others, and it can be a powerful, embodied means of addressing the intersecting priorities of diversity, equity, and inclusion (DEI).

CCE has been found to generate such DEI outcomes as “tolerance of difference, stereotype confrontation, recognition of universality, interactions across difference, knowledge about the served population, and belief in the value of diversity” (Holsapple, 2012, p. 15). It builds capacities for integrating the knowledge and experience brought by individuals with different identities, backgrounds, and roles and thus nurtures a campus climate of inclusivity.

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**Davidson College** advances the CCE practice of deliberative dialogue—in which individuals listen deeply to understand all perspectives on an issue while maintaining mutual respect—through its Deliberative Citizenship Initiative (DCI). Deliberative dialogue promotes diversity, equity and inclusion as it centralizes “core egalitarian values and the elaboration of diverse and at times previously unpopular or previously unheard (or silenced) perspectives and claims, thereby supporting goals of inclusivity” (Deliberative Citizenship Initiative, p. 6).

DCI at Davidson includes: active, purpose-driven, multi-perspectival classroom dialogue; dialogue training and public forums beyond the classroom; deliberation opportunities involving local government, community organizations, and community members; and mini-grants and workshops that support student and faculty research.

**CCE BUILDS CAPACITIES FOR INTEGRATING THE  
KNOWLEDGE AND EXPERIENCE BROUGHT BY  
INDIVIDUALS WITH DIFFERENT IDENTITIES,  
BACKGROUNDS, AND ROLES AND THUS NURTURES  
A CAMPUS CLIMATE OF INCLUSIVITY.**



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# FACULTY FLOURISHING

It is increasingly important that institutions of higher education critically re-examine culture, practices, and policies in order to better support the success of diversifying campus populations. Civic and community engagement (CCE) bolsters allied priorities of campus diversity and faculty success.

Faculty flourishing is important, in part, for the interdependent success of students of color who comprise over 45% of undergraduates (Fry & Parker, 2018). New faculty, especially women of color, often prioritize the connection of public purposes with their academic careers and look for academic homes that will support them in making CCE a central part of their careers (Stolzenberg et al., 2018; Post et al., 2016). Campuses can leverage CCE to recruit and retain such faculty.

CCE frames teaching, research, and service as complementary domains of work; and both satisfaction and impact often increase when these roles are more “synergistic” (Beaulieu et al., 2018; Janke & Colbeck, 2008). CCE has proven to be an important element of “academic environments that cultivate professional growth [and that, in turn] . . . lead to increases in organizational commitment and retention, motivation, satisfaction, and performance” (O’Meara, 2013, pp. 218-219).

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**Western Carolina University** supports faculty in integrating CCE into their courses and scholarship and in developing and deepening community-campus partnerships through an intensive annual Faculty Institute on Community Engagement (FICE). FICE is a year-long, multi-disciplinary faculty learning community in which a dozen faculty participate in workshops, retreats, and conferences while also working in teams to develop new projects. The content of FICE includes such topics as exploring definitions, purposes, and theoretical bases of CCE; establishing community-campus partnerships; creating and assessing learning objectives; creating and evaluating impact and making plans for continuous improvement; and engaging in scholarship.

**UNC Greensboro** is nationally recognized for integrating CCE within all areas of faculty work (research and creative activity, teaching, and service). In 2010, CCE was recognized within university-wide promotion and tenure guidelines; and by 2014, every academic department had revised promotion and tenure guidelines to align with the university-wide policy. To support these guidelines in practice, UNCG's Institute for Community and Economic Engagement (ICEE) conducted a series of workshops with over 113 representatives from 42 academic departments with the goal of determining and addressing the barriers that prevent the full acceptance and equitable treatment of CCE scholarship (Janke et al., 2016). ICEE mentors faculty in defining and valuing CCE, measuring the impact of the nontraditional products it produces, and equitably evaluating CCE scholarship alongside more traditional forms of scholarship.



# MULTI-, INTER-, & TRANSDISCIPLINARITY

Complex (often called "wicked") problems—such as climate change, public health, and social injustice—are, simply put, “large-scale, interconnected, high-stakes messes” (Lake, 2015, p. 219) that involve a high level of uncertainty and implicate change in behaviors and mindsets. They require “the emergence of novel ideas and associated social practices that . . . contribute to change and transformation” (Burman, 2019, p. 199). The knowledge and methods of a single academic discipline are not sufficient to address such challenges; multi-disciplinary, inter-disciplinary, and trans-disciplinary inquiry are required.

Democratic civic and community engagement (CCE) enables such inquiry because it is by definition trans-disciplinary (drawing on knowledge that transcends academic disciplines) and often also invites multi- and inter-disciplinarity. It integrates the questions, perspectives, and knowledge of community members, students, faculty, and staff and thus “is not limited to the constructs and principles of academic disciplines but rather incorporates a wider range of ways to generate, organize, and steward knowledge” (Kniffin et al., 2020, p. 20). Inquiry and action grounded in collaborative, generative deliberation are well suited to examination of complex, intractable, dynamic challenges that resist resolution and that require socially constructed and systemic strategies.



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The Design Thinking Studio in Social Innovation at **Elon University** cuts across disciplines and encourages innovation with and within the local community. The Studio is a four-course CCE experience that uses design thinking methods to define and address social challenges in the local community. Students take four courses to learn about design thinking, systems design, social innovation, and creativity while working independently and collaboratively on projects that seek to build capacities of community members, students, and faculty. As one example, they partnered with the Alamance Wellness Collaborative on its initiative to encourage active lifestyles and support access to healthy food.

At **Queens University of Charlotte**, students in their junior year of general education take a set of learning community courses that are intentionally designed to incorporate CCE. The 300 level learning communities ask students to “evaluate the consequences personal choices have on the well-being of communities, assess the variety of ways to practice citizenship, and appraise interactions between ethics and social responsibility” (personal communication). By design, the program tackles civic issues and opportunities from inter- and cross-disciplinary perspectives in that partner courses cannot be from the same academic area. The wide array of disciplines that are involved allow faculty to tailor their interests and partnerships to an array of community-relevant experiences.



# PUBLIC TRUST & PARTNERSHIP

Seeking to fulfill their responsibilities as citizens many campuses seek to enhance public trust and partner in deep and impactful ways with broader communities. Increasingly, “higher education no longer sees itself as going out into the community, but as part of the community, whether . . . local, national, or global” (National Task Force on Civic Learning and Democratic Engagement [NTF], 2012, p. 64). However, the “legacy of the Ivory Tower,” according to Harkavy (2016), is a significant obstacle; that legacy includes, for example, “being distant from grassroots communities . . . [and] wielding their power and influence in ways that advance their immediate agenda but not that of nearby residents or the broader public” (Rubin & Rose, 2015, p. 2).

Civic and community engagement initiatives can help institutions of higher education overcome this challenge, including through participation in collective impact initiatives and similar multifaceted, multi-organization coalitions that focus collaboration on enhanced quality of life. Through “generative civic partnerships . . . multiplicity of voices and perspectives becomes the norm . . . [and] partners are bound to one another” (NTF, 2012, pp. 64-65). Students are often engaged in such partnerships, as in service-learning and community engaged research, and can develop the networks and trust that comprise the social capital they may then take into future change-oriented partnerships (Dagostino, 2010).

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Duke-Durham Neighborhood Partnership (DDNP), an initiative of **Duke University's** Office of Durham & Community Affairs, “is organized around the 12 neighborhoods and nine schools closest to campus to improve quality of life for residents, with a focus on affordable homeownership, educational achievement, youth outreach, neighborhood safety, and quality health care” (DDNP, n.d.).

Leading with partnerships and foregrounding the development of community assets, the “collaboration is driven by input drawn from neighborhood associations, local resident planning conversations, Durham city and county officials, and local school teachers and staff” (DDNP, n.d.). Schools, neighborhoods, nonprofits, and DDNP provide collaborative programs focused on developing Durham neighborhood assets, including Duke Homebuyers Club, a College Advising Corps, and Duke University Retiree Outreach. Equally important to the program services are “the less tangible bonds of trust and partnership that have developed within the neighborhoods and with Duke” (Office of Durham and Regional Affairs, n.d.).

**BONDS OF TRUST ... HAVE  
DEVELOPED WITHIN THE  
NEIGHBORHOODS AND  
WITH DUKE.**



# POLITICAL ENGAGEMENT

Political engagement refers to activities such as voting and governance and to the associated knowledge (e.g., of public decision-making processes), skills (e.g., of dialogue and information literacy), and attitudes (e.g., motivation to participate).

According to *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*, “It is important for pluralist democracy . . . that as many people as possible possess a set of capacities that . . . support responsible citizenship by helping them thoughtfully evaluate political choices and effectively contribute to political outcomes” (Colby et al., 2007, p. 6). Civic and community engagement (CCE) increases interest in political processes (Eyler, 2011), post-graduation civic leadership and political engagement (Astin et al., 2006), and voter participation by young adults in elections (Perrin & Gillis, 2019).

CCE can be used to cultivate political engagement among students and to support campus and community members more generally in learning about and participating in political processes such as voting. Research suggests a variety of CCE approaches can increase political engagement include providing opportunities to participate in national and local political discourse, removing barriers to voting, and facilitating discussion of policies (Thomas et al., 2018).

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**East Carolina University's** Center for Leadership and Civic Engagement "provides opportunities for the campus community to learn, serve and lead with our community as active citizens and advocates for positive social change" (East Carolina University, n.d.). During the 2020 election season, ECU partnered with three non-partisan groups: the Andrew Goodman Foundation, the All In Campus Democracy Challenge, and Campus Vote project. In addition to voter participation programs, the Center facilitates Citizen U, a citizens' academy to foster civic learning, voter knowledge, and knowledge of public services in the City of Greenville.

Students in **Piedmont Community College's** Integrated Reading and Writing class partnered with the Person County Board of Elections to host Voter Awareness and Registration in 2020. They provided an opportunity for community members to register to vote as well as information about early voting dates and poll locations; and they helped voters change their addresses in advance of voting.

## IMPACT STORIES

"The Community Writing Center (CWC) is a partnership between High Point University and Mt. Zion Baptist Church. Having the CWC, which is housed in the church, in our community has been extremely beneficial. Service-learning students and Bonner Leaders provide educational support, physical activity, nutritious food, and mentorship to students from local elementary and middle schools, and faculty offer some of our adult writing classes for local residents. If the college/university has a strong presence in the city, it should have a strong presence in the city. The more we see the "good" that the students bring to the community, the more likely we are to embrace them and appreciate their contributions."

— FRANK THOMAS

PASTOR, MT. ZION BAPTIST CHURCH

COMMUNITY PARTNER WITH HIGH POINT UNIVERSITY





**Students at North Carolina Central University prepared 15,000 meals during the 40 Days of Peace Meal Packaging program. The event fostered the institution's 'beloved community' while shedding light on food insecurity.**







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# JUSTICE & RACIAL HEALING

Although its centrality has waxed and waned through the years, social justice was a primary objective of the pioneers of service-learning. They sought to transform education in order to build capacities for challenging status quo inequities and acting to change oppressive systems.

Justice is arguably on the rise as an ultimate vision and purpose of civic and community engagement (CCE), as evidenced by increasing attention within the movement to such issues as access to education, criminal and environmental justice, economic inequity, human and animal rights, and systemic racism. Critical service-learning (Mitchell, 2008), for example, insists on examining inequities in the distribution of power. Fair trade learning (Hartman et al., 2014) is a framework for global educational and service partnerships that “foregrounds the goals of economic equity, equal partnership, mutual learning, [and] cooperative and positive social change” (p. 110).

Critically reflective practitioner-scholars are calling on CCE to better fulfill its potential to turn our eyes toward individual and institutional biases and complicities as well as leverage points for transformation (Fine, 2016; Kliewer, 2013). At the leading edge of these calls today is a focus on self-critical reframing in the service of racial healing—using CCE’s well-established, if not always well-practiced, commitment to “ask[ing] uncomfortable questions, . . . creat[ing] space that values the knowledge, contribution, and full participation of communities, . . . and mak[ing] the needed changes . . . with . . . humility and respect” (Sweet, 2020).

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**Guilford College** has shifted language and work related to food scarcity to a food justice paradigm that focuses on the intersection of growing good food sustainably and working with underserved populations to build food sovereignty (whereby producers and consumer control the processes and policies of food systems). They explore issues such as food waste, sustainability, and environmental racism while engaging in multiple change-oriented activities, including a food pantry, the Guilford Farm and community garden, and the Mobile Oasis Farmers Market (which brings produce from local and regional farmers to food deserts in Guilford County).

The Charlotte Racial Justice Consortium (CRJC) has been selected by the Association of American Colleges & Universities (AAC&U) to host a Truth, Racial Healing, & Transformation (TRHT) Center. The goal is to prepare “the next generation of strategic leaders and thinkers to break down racial hierarchies and dismantle the belief in the hierarchy of human value” (AAC&U, n.d.; Duke University also hosts a TRHT Center). As members of the CRJC, **UNC Charlotte, Queens University of Charlotte,** and Johnson C. Smith University “listen to Charlotte’s many racial truths, encourage a community that understands its history of race and racism, and develop student, university, and community leaders who work across our region towards truth, racial healing, and equity” (Johnson C. Smith, 2020). The CRJC’s Charlotte Racial Equity Leadership Fellows program selects students from each campus for a year-long “reflection of Charlotte’s history of racism and its connection to each university while exploring racial equity and leadership development skills”; the program culminates with student-led projects “designed to foster truth, racial healing, and transformation” (Johnson C. Smith, 2020).



# SUSTAINABILITY & SENSE OF PLACE

With the goal of healthy, resilient, and flourishing human and ecological communities today and into the future, sustainability integrates and synergizes commitments to the three "Es" of equity, environment, and economy—often colloquially expressed as people, planet, and profit. Increasingly a fourth "E," for education, is incorporated in frameworks for sustainability.

UNESCO's 2017 Education for Sustainable Development report calls on educational institutions to implement innovative pedagogies to move the world closer to achieving the global Sustainable Development Goals, explicitly naming service-learning and community-based research as examples. Higher education must play a leadership role in cultivating "sustainability change-makers . . . for environmental integrity, economic viability, and a just society for present and future generations" (p. 7). Aligning sustainability priorities of campuses and communities enables local and regional change on such systemic issues as climate, energy, food, and biodiversity and provides opportunities for learning about the interdependence of social and ecological communities.

Civic and community engagement (CCE) invites participants to explore their place's myriad meanings (e.g., scientific, cultural, historical, sociopolitical) and calls attention to diverse relationships with the places in which they live, work, and serve (Coleman et al., 2017). Such immersion in place can encourage the development of environmental responsibility and catalyze engagement with public eco-social issues (Eisenhut & Flannery, 2005; McDonald, 2011).

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Grounded in [their] rich history of place and purpose," **Warren Wilson College** is deeply invested in sustainability. Named a "Top 10 Greenest Campus," their current Strategic Plan names Land and Environmental Sustainability as one of six priorities. As one example of using CCE to advance this priority, students in a "Community-based Environmental Education" course partner with high school students and first graders on the "Connecting People to Places" project. Students studying horticulture and nutrition design place-based lessons on growing and cooking healthy food and with high school students who facilitate hands-on elementary school lessons correlated to state standards (e.g., transplanting kale and baking kale chips, making music in a garden, writing recipes).

**Wingate University** is leading efforts to leverage CCE to address sustainability. Two faculty members and an undergraduate student co-authored an essay (Wright et al., 2017) drawing on their institutional context to make the case for integrating these two movements (CCE and sustainability in higher education). They explored "how new ideas and perspectives can emerge when commitments to ecological health and social justice are brought together" in CCE (p. 166). The student co-author identified several examples he experienced of Wingate's use of CCE to advance sustainability priorities, including "practices, programs, and technologies that spanned many disciplines—from composting to school garden programs, from activism to solar farms, from NOAA drone research to conservation efforts building oyster shell sea walls" (p. 166).

**ALIGNING  
SUSTAINABILITY  
PRIORITIES OF  
CAMPUSES AND  
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LOCAL AND REGIONAL  
CHANGE.**



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# ECONOMIC DEVELOPMENT

Economic development is “a process that influences growth and restructuring of an economy to enhance the economic well being of a community” (International Economic Development Council, n.d., p.3). Higher education “shape[s] the economic landscape and viability of a city and its region as a powerful stakeholder in community-development efforts” (Rubin & Rose, 2015).

Civic and community engagement provides a framework for mutually beneficial and reciprocal education and research collaborations that power economic development. Colleges and universities are positioned to advance inclusive economic development (Dostilio, 2019), which is informed by principles such as anchor institution work, community wealth building, full participation for employees, and inclusive innovation.

Franklin’s (2009) study of the role of community-campus engagement in regional economic development documented partnerships that involved, for example: establishing infrastructure for information technology, strengthening social services systems, siting technology parks, identifying workforce needs, establishing business incubators, and organizing regional coalitions.



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**NC State University's** Centennial Campus—“an innovative research campus where private companies . . . work in partnership with university researchers to solve the grand challenges facing society, develop businesses that drive the state’s economy and serve as a national model of public-private research partnerships” (High, n.d.)—is a premiere example of community-campus partnerships focused on economic development.

Centennial Campus is home to over 75 partnerships with industry, government, and nonprofit organizations that collectively employ over 5,500 people; and it has launched over 170 start-up companies. Scientists from long-standing partner ABB Inc., which develops “smart energy” technologies through collaborative research, teach classes and mentor graduate students; the company both provides scholarships and hires graduates. Another partner, the Friday Institute cultivates equity-mindedness in education by “bringing together students, teachers, researchers, policymakers and educational professionals to foster collaborations that improve education for all learners” (William and Ida Friday Institute, n.d.).

**PRIVATE COMPANIES . . . WORK IN  
PARTNERSHIP WITH UNIVERSITY  
RESEARCHERS TO ... DEVELOP BUSINESSES  
THAT DRIVE THE STATE’S ECONOMY.**



# P-20 EDUCATION

Civic and community engagement (CCE) partnerships from Pre-K through graduate school (P-20) engage individuals across virtually the entire human life cycle in cradle-to-career-to-grave learning opportunities. Including but not limited to tutoring and mentoring, such CCE is central to educational pipelines. A white paper from Transform Mid-Atlantic, formerly Campus Compact of the Mid-Atlantic, (2015) calls for using CCE in a “strategic, systemic approach” (including projects, programs, and policies) “cascad[ing] from higher education through PreK-12” to enhance “college, career, and civic readiness for all our youth and communities” (p. 2, 6). Recommended “Joint Strategic Actions for PreK-12, Higher Education, and Community Organizations” include developing large-scale CCE partnerships--complete with co-created systems for communication, assessment of learning, program evaluation, and data sharing—with projects undertaken collectively by P-20 students and instructors with local community members.

The focus of P-20 CCE systems increasingly encompasses broader, essential dimensions of such educational pipeline and lifelong learning efforts: the health and wellbeing of students, families, and communities. As a leading example of this holistic approach, The Netter Center for Community Partnerships at the University of Pennsylvania developed the framework of (and supports a national network of) University-Assisted Community Schools. As “core institutions for community engagement and democratic development,” community schools “educate, engage, empower, and serve students, families, and community members” (Netter Center, n.d.).

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The Martin Dixon Intergenerational Center at **Bennett College** includes a variety of programs that support educational pipelines and lifelong learning: preschool programs, tutoring and mentoring, service activities for high school and college students, programs for families with differently abled members, and activities for senior citizens. The Center “is designed to lay the foundation for future learning for today’s students who will be the leaders of tomorrow . . . [and] to enhance the life-long learning process from toddler to senior citizen” (Martin Dixon Intergenerational Center, n.d.).

**William Peace University** partners with YMCA of the Triangle—“the region’s largest provider of youth programming”—to support local young people in “achieving higher educational outcomes” through, for example, information and workshops related to accessing financial aid, sorting through college prospects, applying for admission, and finding scholarship support (William Peace University News, October 28, 2020).



# STEM & STEAM

STEM (science, technology, engineering, and mathematics) and STEAM (integrating art and design) emphasize the importance of innovation, information and technology literacy, problem-solving, critical thinking, and evidence-based decision-making in light of 21st century careers, research and development, public policy, and global competitiveness. The increasing focus on these disciplines is a response to disturbingly low performance of young people in the United States relative to other countries in math and science. Further, according to the National Science Foundation, “women . . . [B]lack, Hispanics, and American Indians or Alaska Natives . . . remain underrepresented in the S&E [science and engineering] workforce relative to their overall presence in the workforce and the population” (2020, para. 3).

Civic and community engagement (CCE) can play a key role in advancing and leveraging STEM/STEAM to address such inequities while deepening public engagement in science. One example is the Engineering Project in Community Service (EPICS) Program, which began at Purdue University and has since spread across the country. The program partners youth from elementary to high school with undergraduates and community members in design projects that address community challenges; EPICS reports “high percentages of females and minorities, as well as free and reduced lunch students participating in the program” (n.d., para. 4).

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**UNC Asheville's** STEAM Studio is a collaborative educational and maker space that “connects campus into the creative community of Asheville” (UNC Asheville). Its high-tech equipment (e.g., 3-D printers, laser cutters, tools for metal fabrication and woodworking) is used by students, faculty, and staff in cross-disciplinary academic courses and by community partners and local artists. Programs include a partnership between UNCA and the non-profit Journeymen Asheville in which boys undertake social-emotional development in workshops with adult mentors and SkillSet, a collaboration that encourages girls to pursue STEM/STEAM through in-person and online programming on mixed media sculpture, construction, and animation facilitated by women and nonbinary / gender nonconforming people.

In 2018, artist Mel Chin used the studio to create a 60' statue called Wake as part of a Times Square exhibit designed to educate the public and catalyze dialogue about climate change (Newton, 2018).

**CCE CAN PLAY A KEY ROLE IN  
ADVANCING AND LEVERAGING  
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INEQUITIES WHILE DEEPENING PUBLIC  
ENGAGEMENT IN SCIENCE.**





# CRISIS RESPONSE

Wildfires. Hurricanes. Ice storms. Flooding. Earthquakes. Power disruptions. Spread of disease. These and many other types of natural and human-made threats to public health and safety and to human and nonhuman life call for crisis response. “Humanitarian efforts have many needs that require citizen involvement, . . . [and] through education and service, [colleges and] universities are uniquely positioned to support humanitarian organizations” (Goffnett et al., 2013). Indeed, “academic institutions contribute a broad range of resources to community disaster response” in such areas as shelter, information sharing, medical treatment, counseling, staging, and technology to name a few (Dunlop et al., 2014).

Examples abound of civic and community engagement (CCE) initiatives and partnerships playing key roles in crisis response around the world. After Hurricane Katrina, according to a local chancellor, “college students [were] essential to the recovery and rebuilding of Gulf Coast communities” (Johnson et al., 2015, p. 41). Tulane University revised its curriculum and graduation requirements to engage the entire campus community in rebuilding work. As an international example, after major earthquakes in 2010 and 2011, over 9,000 students at the University of Canterbury in New Zealand organized themselves into the Student Volunteer Army and undertook relief work in the city; the university followed their lead by creating the country’s first recognized community-engaged course, “Rebuilding Christchurch.” The response of higher education institutions to the COVID-19 pandemic (see pp. 52-53 in this document for a few examples) demonstrates concretely the value of CCE in mobilizing for emergency relief in the face of crises.

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**UNC Wilmington** relied heavily on CCE in the wake of Hurricane Florence in 2018.

The Office of Community Engagement compiled a list of resources for people of the Cape Fear Region affected by the storm as well as people from around the region and country who wanted to donate goods, services, or money.

The institution set up Emergency Funds to provide financial assistance to students, faculty, and staff personally affected by the storm. During the UNCW-Clemson Exhibition game, they raised \$50,000 for The Good Shepherd Center and the UNCW Campus Emergency fund.

Students formed "We Wilm Rebuild," a grassroots effort to host water and food donation drives statewide and to collect and distribute donations to non-profit agencies assisting those most impacted. Spanish professor Dr. Amanda Boomershine worked with Centro Hispano to arrange for students in a World Languages and Cultures class to provide translation services to Spanish speaking residents whose homes were flooded by the hurricane.

The Center for Teaching Excellence and the Office of Undergraduate Studies provided Applied Learning Recovery mini-grants to support the immediate implementation of applied learning projects that helped enhance UNCW students' learning and benefitted the campus and/or local community.



Every year Davidson College hosts the Community Innovation Institute, which is designed to advance community change work—such as data equity and affordable housing—and promote collaboration between community and campus stakeholders.





## IMPACT STORIES

"While an undergraduate at Fayetteville State University, I was regularly afforded opportunities for civic engagement, which was highlighted as a responsibility of citizenship. As an alumnus whose organization is partnering with Fayetteville State University, it is particularly rewarding to pass along to the next generation lessons about civic engagement similar to those I was fortunate to learn. Citizenship requires active engagement, and it is rewarding to ignite the passion for it in current students."

— DEMETRIUS HADDOCK

FAYETTEVILLE STATE UNIVERSITY ALUMNUS  
CUMBERLAND COUNTY CHAPTER OF FAYETTEVILLE  
STATE UNIVERSITY ALUMNI, INTERIM PRESIDENT



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# IMPACT: PANDEMIC RESPONSE

The potential of civic and community engagement to impact individuals and communities from local to global has been called forth and demonstrated with particular poignancy by the COVID-19 pandemic. The depth and flexibility of the relationships our campuses have with communities across the state enabled many partnerships to refocus their efforts quickly on emergency response. The following examples illustrate the work undertaken across the full range of institution types and geographic regions that comprised NCCC in 2019.

- **Elizabeth City State University** is conducting research into mutations of the COVID-19 virus and providing freezers for vaccine storage.
- **Wayne Community College, Lenoir-Rhyne University, and Alamance Community College** donated personal protective equipment and supplies including hospital beds, surgical masks, face shields, and isolation gowns.
- **Campbell University** provided shift relief for county public health staff, produced virtual educational and support materials for healthcare professionals and clergy, and offered tele-medicine and tele-therapy.
- **Winston-Salem State University** and **North Carolina A&T State University** provided grants to students and their families who are economically impacted by the pandemic.





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- **Meredith College, Davidson-Davie Community College, Durham Technical Community College, and Piedmont Community College** leveraged their existing food pantries to disseminate additional resources to assist people affected by COVID-19.
  - **High Point University** provided equipment, supplies and space to train and refresh physicians, physician assistants, and nurse practitioners in Advanced Cardiac Life Support certifications.
  - Two music professors from **Brevard College** and **Western Carolina University** partnered to play and record pieces by Vivaldi & Bach to share with local churches to fill the void of missing choirs during the Easter season.
  - **NC State's** College of Education offered resources to parents teaching at home.
  - **North Carolina Central University** launched the Advanced Center for COVID-19 Related Disparities to facilitate COVID-19 testing and conduct multidisciplinary research on the public health and economic impact of COVID-19 on underserved communities of NC.
  - **Wake Forest University** developed extensive virtual programming, including tutoring, story times, cooking demonstrations, book discussions, and deliberative dialogues.



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## IMPACT STORIES

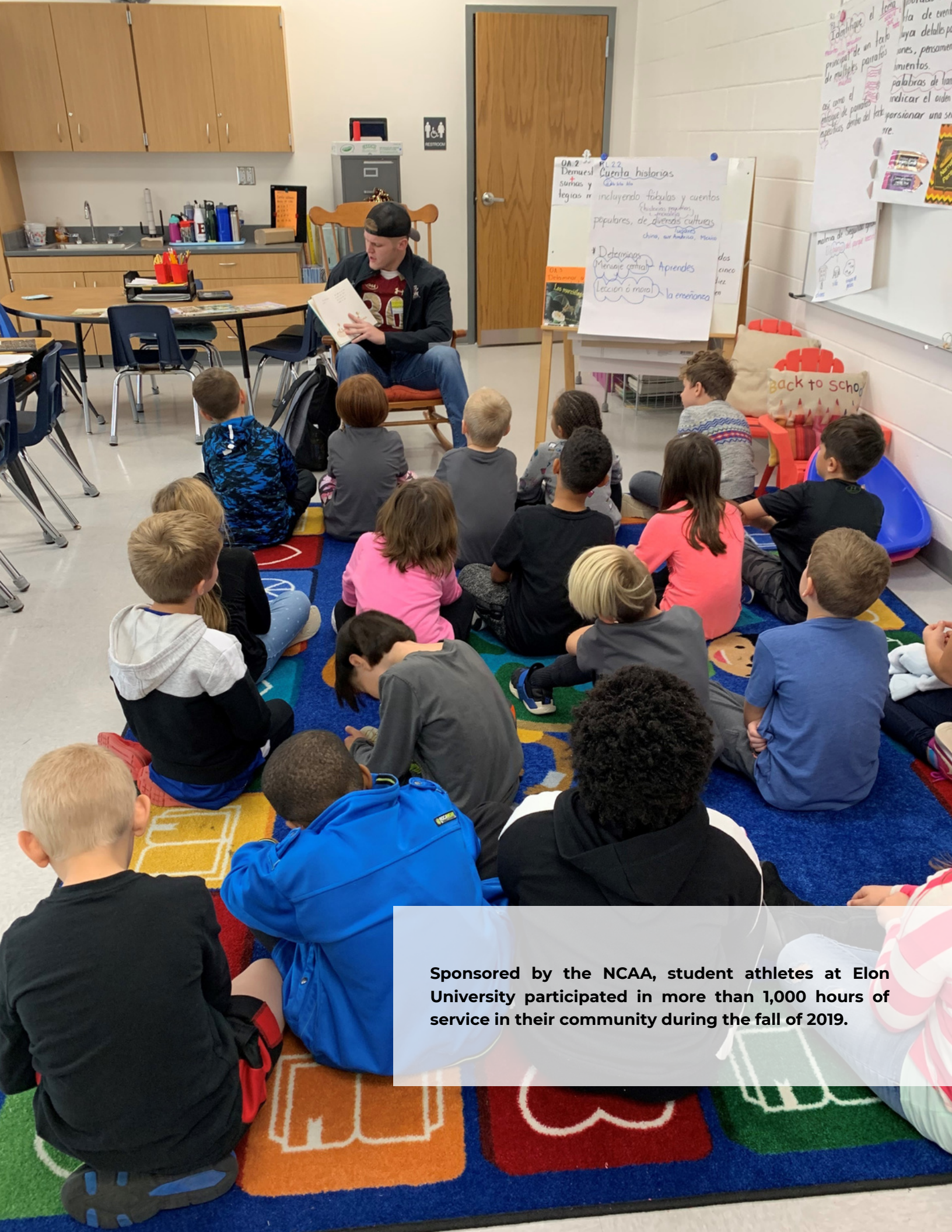
"As a first-year student, I saw how much of an impact I could have on my community. I joined a first-year service learning community at Western Carolina University called The Ripple Effect in which we created, developed, and implemented service projects. My project was chartering a chapter of the National Alliance on Mental Illness on campus. This organization provides educational materials, support, and resources to those affected by mental illness. My community and civic engagement experiences inspired me to continue to serve my community and led me to get a job as an NC Campus [Engagement] AmeriCorps VISTA working on food security, which is an amazing opportunity to further my professional career."

— HANNAH FRASER

WESTERN CAROLINA UNIVERSITY ALUMNA







Sponsored by the NCAA, student athletes at Elon University participated in more than 1,000 hours of service in their community during the fall of 2019.

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# CONTRIBUTORS

Members of North Carolina Campus Engagement's Community of Practice, Inquiry, and Learning (COPIL) are committed to being part of the ongoing inquiry that is helping to establish promising practices of, generate and apply theory to, and build a knowledge base around CCE. This primer is the first product in the ongoing series, *Contributions of Civic and Community Engagement in Higher Education*. To learn more about COPIL please visit: <https://nccampusengagement.org/community-of-practice-inquiry-and-learning-copil/>

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