

PACE



Pathways to Achieving Civic Engagement Conference

High Point University
High Point, North Carolina

February 15, 2023



Time	Agenda at a Glance	Location
9:30 a.m. - 11 a.m.	<p>NCCE Welcome & State of the Network: Leslie Garvin, Executive Director, NC Campus Engagement</p> <p>HPU Welcome: Dr. Nido Qubein, President, High Point University</p> <p>Awards Ceremony: Meg Ham, President, Food Lion Dr. Kelli Brown, NC Campus Engagement Board Chair, and Chancellor, Western Carolina University</p> <p>Fireside Chat with Dr. Ted Mitchell, President, American Council on Education (ACE)</p> <p>Conversation facilitated by Dr. Pamela Senegal, NCCE Executive Board, and President, Piedmont Community College</p>	Premier Ballroom
11:15 a.m. - 12:15 p.m.	Workshop Block I	8 Locations
12:20 p.m. - 1:10 p.m.	<p>Lunch host, Lovelle McMichael, Assistant Director of the Center for Community Engagement, High Point University</p> <p>Remarks from Awardees of Civic Engagement Professional of the Year, and Engaged Faculty Award</p> <p>Table Talks with NCCE Engaged Faculty Scholars (see program Pg 3).</p>	Premier Ballroom
1:15 p.m. - 2:15 p.m.	<p>Afternoon Plenary Session: Introduction by Dr. Jennifer Ahern-Dodson, Associate Professor of the Practice in Writing and Director of Duke Faculty Write, Duke University, and 2018-2019 NCCE Engaged Faculty Scholar</p> <p><i>A Comprehensive Look at Why Students' Community and Civic Engagement Matters: Findings from the Field</i> Drs. Ashley Finley, Jessica Chittum, and Kathryn Enke, AAC&U</p>	Premier Ballroom
2:25 p.m. - 3:25 p.m.	Workshop Block II	8 Locations
3:25 p.m. - 3:40 p.m.	Afternoon snack break	
3:45 p.m. - 4:45 p.m.	Workshop Block III	8 Locations
4:45 p.m. - 5:00 p.m.	NCCE Door prize drawings and reflection	Premier Ballroom

Welcome from the Executive Director: Leslie Garvin



Our last in-person PACE Conference convening was February 2020, just one month before the global lockdown. Reflecting on this, I feel both sorrow and gratitude. Sorrow for the millions lost during the pandemic and deep gratitude for the gift of your life and presence here today. It is a blessing to welcome you. We appreciate High Point University, today's host, for their hospitality and generosity.

I also want to bear witness and recall the strength and resilience, the sacrifice and love, the beauty and light that shone through this season of darkness. I am reminded of the innumerable ways that our member campuses stepped up to support their campus and local communities. I am also keenly aware of the many issues that the pandemic exposed, exacerbated, or even instigated. But, in addition to the public health issues we faced, let us not forget the social and democratic crises that emerged, including the movement for racial justice ignited by the death of George Floyd, the plethora of environmental disasters we faced, the January 6th insurgence, among others. That is why I am so energized by the new Vision 2025 crafted by a dedicated group of community engagement professionals across our state who met throughout Spring 2022.

New NCCE Vision:

"North Carolina Campus Engagement cultivates a network of North Carolina colleges and universities to advance the collaborative work of public problem-solving and to strengthen democracy through the transformation of people, institutions, and communities."

While we affirm the ongoing value of community and civic engagement, this new vision seeks to be more explicit about the need for greater collaboration and deeper impact. Now, more than ever, we call on the North Carolina Campus Engagement network of 40 members to leverage knowledge, resources, and human capital, to partner with their communities and each other to address the urgent challenges of our time. We now know that our democracy, and even our very lives are at stake. In the words of poet Amanda Gorman "For while we have our eyes on the future, history has its eyes on us." Today may you connect, rebuild, learn, and discover even more Pathways to Achieving Civic Engagement.

Special Guest: Ted Mitchell



Ted Mitchell is the president of the American Council on Education (ACE), the chief organizing body for all American higher education institutions. Ted and his team work closely with Congress, the administration, and the private sector to develop policies and innovative practices that serve America's post-secondary learners. Prior to joining ACE, Ted served as Under Secretary of Education in the Obama administration, responsible for all higher education policy, White House Initiatives focused on HBCUs and minority serving institutions, and Federal Student Aid. In that role, Ted and his team restored Pell grants for incarcerated adults, created the College Scorecard, and restored billions of dollars to students who had been defrauded by for profit colleges and universities.

Before coming to ED, Ted served in a variety of leadership roles in higher education as professor at Dartmouth College, Dean and Vice Chancellor at UCLA, President at Occidental College, and a member of the Stanford Board of Trustees. Ted has also been a leader in K-12 education, serving as the President of the California State Board of Education and leading the New Schools Venture Fund, a venture philanthropy firm focused on technologies that improve educational outcomes for low income students. Throughout his career, Ted has worked to build an educational system that serves the goals of excellence, equity, and social justice.

He serves on the boards of Coursera, TIAA, Khan Academy, GED, and Credential Engine. He has two adult children.

General Conference Information

WORKSHOP LOCATIONS

There are six workshop rooms that are located on either side of the Premier Ballroom and two rooms on the second floor of the arena on either end (Student Club 111 - Faithful Courage, and Student Club 105 - Purple and White).

ACKNOWLEDGEMENTS

Many thanks to President Qubein, High Point University, and to Marideth Riggs and her incredible events and facilities teams.

We are grateful for Dr. Ted Mitchell, the AAC&U Research Team, and the workshop presenters for sharing their knowledge and insights.

Special thanks to all who submitted proposals and nominations, and to the 2023 committee members.

Workshop and Award Selection Committee:

- Jennifer Ahern-Dodson, Duke University
- Stacey Blount, Fayetteville State University
- Susana Cisneros, UNC Charlotte
- Melissa Lyon, Independent Consultant
- Sonalini Sapra, Guilford College
- Allison Walker, High Point University
- Lindsay Woelker, UNC Greensboro

DIETARY RESTRICTIONS/REQUESTS

Food buffet items are labeled appropriately by HPU's catering service so you may make the best personal choices throughout the day.

MEDIA OPT-OUT

Visit the registration desk to obtain an "opt-out" sticker to be placed on your name badge if you do not wish for the photographer to include you in the photos.

RECYCLING

Please use the containers appropriately marked for this purpose.

Recycle your name badge as you leave this afternoon.

PROFESSIONAL RESOURCE GIVEAWAY

We invite you to visit the resource tables to review publications and submit your name for the door prize drawing. You must be present during the closing session to win and choose your prize.

A special thank you to the publishers who generously donated to our door prize drawing. Be sure to pick-up their catalogs for future orders!

- American Association of Colleges and Universities (AAC&U)
- Teachers College Press
- Temple University Press
- Vanderbilt University Press

NCCE RESOURCES

On each table are two copies of NCCE's Vision 2025, 20/20 Campaign fundraising postcards, and a variety of NCCE stickers. There are two copies of the topical briefs we just released in the NCCE *Contributions of Civic and Community Engagement in Higher Education Series*.

In the back of the Premier Ballroom, you will find a few print copies of the newest edition of the NCCE *A primer on the Benefits & Value of Civic & Community Engagement in Higher Education*.

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North Carolina Campus Engagement*

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Workshop Format

Standard Session

A standard session involves one presentation during a 60-minute workshop block, providing a focused amount of time for presenters to dive deeply into content in the following tracks:

- Capacity-building, institutionalization
- Pedagogy
- Research and theory: Research and scholarship deepening understanding of community engagement, trends, and innovations
- Community Partner development and sustainability

Community Conversations

Community Conversations include a brief context setting presentation followed by dedicated time for mutual examination and dialogue with the audience on the proposed topic or themes.

Mini-Sessions

These sessions combine depth with brevity to allow for stimulating idea generation and conversations. Two short presentations, with a similar focus, occur within the 1 hour session in the same location.

Examples from the Field (New this year!)

We noticed an interesting trend this year among the workshop proposal submissions. Many of the sessions highlighted specific projects, courses, programs, methods, and tools that campuses are implementing. We indicated these sessions in the program booklet and distributed them throughout the three workshop blocks so participants can learn about these practical, replicable models that they can take back to their campus to advance community and civic engagement.

Engaged Faculty Scholars: Table Talks

The NCCE Engaged Faculty Scholars program supports two faculty members who carry out a self-designed project that advances the scholarship of engagement at their institution. The 12-month program provides a cash stipend, a budget for travel, and professional development support. Look for the "Table Talks" signs on two of the tables and join one of our 2022-2023 Engaged Faculty Scholars to hear about their project.



Allison Walker, Director of Service Learning & Instructor of English at High Point University.
EFS project – A Seat at the Table: An HPU Center for Community Engagement (CCE) Initiative

Walker's project seeks to cultivate human and ecological flourishing in the greater High Point area. The focus is expanding the existing community partnerships of the HPU service-learning program and add new partnerships that build bridges between HPU and the surrounding community. These efforts are data-driven and involve collaboration and the co-creation of knowledge.



Susana Cisneros, Senior Lecturer in the Department of Language and Culture Studies at UNC Charlotte.
EFS project – Más que un viaje en tren/More Than a Train Ride

Cisneros' project engages students in exploring the city of Charlotte to learn about the Blue Line light rail's access to services and resources where Spanish is spoken (e.g. food, health, art, education, legal services, faith practices, business, or professional development). Students are learning about economic mobility, language capital, public and private transportation, and the price of time, while reflecting on issues of diversity, equity, and inclusion of the services and resources in Charlotte. This project will result in the creation of a bilingual website that includes articles and videos highlighting services and resources provided by the Blue Line light rail or within walking distance.

Plenary Presenters



Ashley Finley, PhD, vice president for research and senior advisor to the president at the American Association of Colleges and Universities (AAC&U).

Dr. Finley was previously associate vice president for academic affairs and founding dean of the Dominican Experience at Dominican University of California and national evaluator for Bringing Theory to Practice. Currently, Dr. Finley oversees AAC&U's research agenda through the coordination of projects and reports on pressing issues in higher education. She also advises on strategic initiatives to support member campuses. Dr. Finley regularly works with campuses to connect learning, assessment, vocational exploration, and holistic support for student success through an equity-based lens. Her publications include *How College contributes to Workforce Success*;

A Comprehensive Approach to Assessment of High-Impact Practices; and "Well-Being: An Essential Outcome for Higher Education." Finley received a BA from the University of Nebraska-Lincoln and an MA and PhD, both in sociology, from the University of Iowa.



Jessica Chittum, PhD, Director of Assessment and Pedagogical Innovation in the Office of Curricular and Pedagogical Innovation (OCPI) at the Association of American Colleges and Universities (AAC&U).

In this role Dr. Chittum engages in research, project management, and editorial work primarily supporting AAC&U's VALUE initiative and OCPI's work on ePortfolios and digital pedagogies. Her research interests involve assessment, higher education pedagogy, ePortfolio, and academic motivation. Dr. Chittum completed a PhD in Educational Psychology at Virginia Tech as well as a BS in Elementary Education and an MA in Exceptional Student Education from the University of South Florida St. Petersburg.

Prior to AAC&U, she served as an elementary and middle grades educator in a Florida public school system, and then as an Assistant Professor of Elementary Education and Middle Grades Education at East Carolina University.



Kathryn Enke, PhD, senior advisor for leadership, strategy, and governance at the American Association of Colleges and Universities (AAC&U).

Dr. Enke serves as secretary to AAC&U's Board of Directors and provides administrative oversight for the Office of the President, strategic planning, awards and scholarships, and other presidential priorities. She works cross-functionally to direct the association's current and anticipated leadership development programs, and she coordinates the Presidents' Trust, an international leadership group of over 500 college and university presidents who are committed to advocating for the value of liberal education and inclusive excellence and rebuilding public trust in higher education.

Previously, Dr. Enke served for over a decade as chief of staff and lead Title IX coordinator at the College of Saint Benedict, a Benedictine, residential, liberal arts college for women. She earned a BA in history from the College of Saint Benedict and an MA and PhD in educational policy and administration from the University of Minnesota, Twin Cities. Her research focuses on the ways that individuals' identities mediate their experiences in higher education, particularly at women's colleges and liberal arts colleges.

NC Collegiate Hunger Partnership

Since 2018, NC Campus Engagement has partnered with Food Lion, LLC grocery stores, and their Food Lion Feeds initiative to address student food insecurity. The foundational component of this partnership is the annual **NC Collegiate Hunger Challenge** in which NCCE member colleges and universities raise awareness about and engage in activities to fight food insecurity. They compete to win cash awards and gift cards to support campus-led food security initiatives. Twenty-eight NCCE member campuses have participated to date.

As part of the challenge, each school selects one or two MVP Student Hunger Ambassadors responsible for leading the effort. The school receives funds to support the activities and to provide a stipend to the student Ambassador(s).

The 4th annual Hunger Challenge ran from September 26, 2022 -January 6, 2023. Fifteen of our NCCE member campuses competed: Appalachian State University, Central Piedmont Community College, Davidson-Davie Community College, Durham Technical Community College, East Carolina University, Elizabeth City State University, Fayetteville State University, Guilford College, NC Central University, Piedmont Community College, Queens University of Charlotte, UNC Charlotte, UNC Greensboro, UNC Pembroke, and UNC Wilmington. We will celebrate the hard work of all the participating campuses during a Spring Celebration Luncheon at the Food Lion headquarters in Salisbury, NC on March 16, 2023.



Hunger Challenge Winners

UNC Charlotte (\$10,000)

MVP Student Hunger Ambassador - Matthew McGrew
Mentor, Jes Dormady, Assistant Director of Leadership and Community Engagement

UNC Pembroke (\$7,000)

MVP Student Hunger Ambassador - Elizabeth Eddings
Mentor - Phylencia Latney, Assistant Director for Community Engagement, Office for Community & Civic Engagement

East Carolina University (\$3,000)

MVP Student Hunger Ambassador - Katie Schiwy
Mentor - Katy Locke, Assistant Director, Center for Leadership & Civic Engagement

NC Central University - Social Media Prize (\$1,000 Food Lion gift card)

MVP Student Hunger Ambassador - Shadiamond Simms
Mentor - Dr. Sujayalakshmi Devarayasamudram, Assistant Professor, Nursing

East Carolina University - Souper Bowl Food Drive (\$1,000 Food Lion gift card)

Since 2020, Food Lion has supported the dissemination of over \$16,000 in mini-grants and Food Lion gift cards to support on-campus food pantries. Since 2020, Food Lion has supported one NCCE member community college annually in hosting an NCCE AmeriCorps VISTA Hunger Corps member who dedicates one year of service to supporting food insecurity initiatives.



2022 John Barnhill Civic Trailblazer Award

The John H. Barnhill Civic Trailblazer Award recognizes one student in the state who, like Mr. Barnhill, demonstrates innovation in civic engagement and creates foundations that expand or deepen campus community partnerships.

Kamren Lewis, UNC Pembroke



When Kamren Lewis arrived at UNCP he, in his own words, “wasn’t sure how to use the freedom he was experiencing for the first time.” While participating in a probationary program to help students regain focus, he was introduced to the Office for Community and Civic Engagement and began volunteering with middle-schoolers. As a result of this experience, he helped create the Brave Foundations Mentoring Program. Through this partnership with the Lumberton Housing Authority and Pembroke Housing Authority, UNCP students mentor students in two of the local public housing communities weekly. Kamren developed, implemented, and recruited volunteers and helped design the curriculum, which includes social activities and life skills. Kamren partnered with various university stakeholders and community partners, including the Lumberton Housing Authority, Pembroke Housing Authority, and Old Main Stream Academy, to sustain the mentoring program.

Based on his work with the Brave Foundations Mentoring program, Kamren was provided an opportunity to serve as an intern with the Lumberton Housing Authority. In this role he helped coordinate efforts to provide public housing residents with necessary services and resources through events such as a school supply/book bag drive, Halloween Trunk or Treat, food boxes for Thanksgiving,

an “Empty Christmas” fund to provide gifts for families, and so much more. Kamren also served as a Service-Learning Teaching Assistant and peer mentor for other students on academic probation helping navigate them towards academic success. In his final year, Kamren stepped up to lead other student service leaders in the Office for Community and Civic Engagement as the Senior Student Service Leader. In this role, he attended staff leadership meetings and served as a liaison between the student leaders and professional staff.

During his time at UNCP he also served as a student leader at Hawk Camp, an intensive leadership program for first-generation college students, and spent time supporting other organizations, including the CARE Resource Center, the Greater New Orleans Therapeutic Riding Center, Giving Hope Food Pantry, and Lumber River United Way. He also provided academic tutoring to 4th graders every Friday. As a result of all his community engagement, Kamren was inspired to change his major from physical therapy to social work.

Kamren Lewis was recognized virtually during the NCCE Engagement Matters Student Awards Ceremony in November 2022.

This award is named in honor of JOHN BARNHILL and the passion for service he demonstrated while a student at Elon University resulting in him devoting almost 30 hours a week in direct service. He co-founded Elon’s Habitat for Humanity chapter in 1989, which today remains one of the most active in the country. In 1990 he created Elon Volunteers! (EV!), a student community service group that today involves 80 student leaders who coordinate a wide variety of co-curricular service opportunities at Elon University. After graduating he became Elon’s first paid staff to coordinate volunteer service and spearheaded the creation of the endowed, nationally recognized Kernodle Center for Civic Life. Barnhill helped form NC Campus Volunteers (NCCV), and when NCCV transitioned to NC Campus Compact, in 2002, he was the founding executive director serving until 2006.



2023 Community Partner Award

This Award recognizes a community partner that has engaged in the development of a sustained, reciprocal partnership with an NC Campus Engagement member institution.

Hood Huggers International, Asheville, NC



Hood Huggers International was birthed in 2001 when Dewayne Burton returned to the Burton Street Neighborhood, his family's home for four generations, in the heart of West Asheville. Burton Street is a historically African American neighborhood established in the early 1900's by community leader, Edward Walton Pearson, Sr. With a commitment to community development, in 2003, Dewayne started a community garden with a few raised beds on a vacant lot. Today the Peace Gardens and Market includes three garden sites around the neighborhood with a seating area, paintings and art installations, a performance stage, outdoor oven, fire pit/gathering space, library/classroom, greenhouse, small workshop, a composting toilet, and a 2-bedroom, fully furnished bungalow where artists can apply to stay for a 6-week residency and retreat. Participating artists in turn donate one creative piece to The Peace Gardens.

In 2008, Dewayne co-founded Green Opportunities, a green jobs training program focused on lifting those from under-resourced and under-estimated communities. In 2015, DeWayne left Green Opportunities to create Hood Huggers International (HHI), Hood Tours, and the Community Accountability Plan (CAP) Framework – a systemic approach to community development using the arts, environment, and social enterprise. According to the website, this framework “helps identify cooperative ambitions, celebrate and maintain connections, and builds accountability through a variety of community-centered projects at the intersections of economic development, environmental and social justice, and creativity.”

HHI has partnered with UNCA for over a decade, working directly with faculty and classes in the arts, public health, and humanities departments, with the UNCA Key Center for Community Engaged Learning, as well as student-led organizations and initiatives.

They have hosted countless student volunteers, several of whom have become central to their operations and mission resulting in long-term relationships and, in

some cases, employment opportunities. One recent partnership is with UNCA's STEAM Studio where community members, HHI-UI youth, Asheville Creative Arts, and the City of Asheville are working together to create the city's first community health and engagement trail.

One of the programs that HHI/UPG has contributed to is UNCA's Community Engaged Scholar program. As part of this undergraduate research program, students connect with a community partner advisor and complete a Community Engaged Project that directly responds to a need identified by the non-profit organization. Community Engaged Scholar, Madeline Scoggins, wrote about her experience working with HHI/UPG:

Communities can be a magical place. They can work together and build amazing things all whilst taking care of and caring for one another. Often, though, you see the concept of community fading from neighborhoods all over the country. Neighbors are no longer speaking to one another, never mind working together to create something that would benefit them all. The Burton Street Neighborhood is an outlier. Even after years of highway expansions, mass gentrification, and a plethora of other issues thrown their way, they have stuck together and built so much together. Hood Huggers is dedicated to maintaining and growing their community, all while providing necessary resources to community members. By creating realistic goals and thinking outside the box on how to fix issues that have been prevalent for far too long, DeWayne Barton and his team are an integral part of any community as visionaries and progressives. As a person who moved too much throughout life to ever have a community of my own, this project has provided me with the deep understanding that we all need to get out into the community and care for one another.



2023 Civic Engagement Professional of the Year Award

This award recognizes an administrator at an NC Campus Engagement member campus who has worked for the institutionalization of service, fostered a campus-wide vision of service, supported faculty and students, and formed innovative campus-community partnerships.

Jaime L. Russell, Ed.D., UNC Wilmington

Since she arrived at UNC Wilmington in 2012, Jaime Russell, Ed.D., has been the driving force behind efforts to engage students in community service and civic engagement opportunities, and she has spearheaded episodic and on-going programmatic opportunities that fully engage UNCW students in these co-curricular learning opportunities.

In her role as the director of the Office of Student Leadership and Engagement, Russell plans and implements a comprehensive range of community engagement initiatives for students, including local and regional volunteer opportunities, philanthropic projects, and immersive service experiences during semester breaks. She has also helped develop and implement new initiatives including *Feel Good Fridays*, *Mystery Service Saturdays*, *Seahawks that Serve Week*, and the *Frequent Flyers* recognition program. Last fall she coordinated the Adopt-A-Family and Angel Tree campaigns, which sponsored 35 families and 91 children.

Russell serves as the primary point of contact for student food insecurity on campus. She manages Hawk's Harvest food pantry, the on-campus student food pantry, including staffing, management of inventory, identifying grant and donor funding, working with off-campus partner organizations, facilitating needs assessments and data analysis, adhering to applicable health regulations, and identifying and sharing resources. She also provides oversight for the meal voucher donation program that serves food insecure students, works with key campus partners to create awareness, distributes meals, and promotes donation campaign dates. Over the past year, in addition to these community engagement programs, Russell also coordinates UNCW's implementation team for the *GivePulse* volunteer management and tracking platform.

Russell created and facilitates the "Community Engagement Essentials" training that prepares students for mutually beneficial and ethical engagement in the community, utilizing both in-person and asynchronous modalities. She has helped develop and implement an interactive workshop series centered on the UN Sustainable Development Goals, in an effort to educate students about global issues and how to address them locally.

In addition to her expansive responsibilities at UNCW, Russell has also contributed greatly to the NC Campus Engagement statewide network throughout the years. She served on the Planning Team for the Alternative Service Break Institute NCCE hosted in 2013. In 2015 she became UNCW's Primary Liaison. In 2017, she served on the statewide team to develop the 2018 strategic plan. She served on the Advisory Council from 2018-2020 and on various workshop and awards review committees. In 2022, she served on the committee that developed the new Vision 2025. Finally, in Fall 2022, she joined the group designing and facilitating NCCE's six-year professional learning series launch in 2019 to train and develop community engagement professionals in the NCCE member network.

Russell has presented at several conferences, including PACE and NASPA, and contributed to articles in the *Journal of American College Health* and *Innovative Higher Education*. She is also an adjunct instructor in the Watson College of Education and University College.

Russell earned her bachelor's and master's degrees from the Edinboro University of Pennsylvania. She earned her doctorate in educational leadership from UNC Wilmington. Her dissertation topic was *College Male Motivation for Civic Engagement: A Phenomenological Study*.

2023 Engaged Faculty Award

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

Lucy A. Lawrence, MSW, Ph.D., Warren Wilson College



Lucy Lawrence, Ph.D. has taught Social Work at Warren Wilson for 20 years, and has served as the head of the Social Work department for 12. Throughout her tenure thousands of students have experienced Lucy's drive to create positive community change, communicate effectively across cultures and identities, and educate students in ways that are holistic, compassionate, and deeply effective. In her leadership of the Social Work department she has built in a developmental model of community engagement throughout the curriculum that prepares majors for their required practicum semester working at local non-profits. Not only have students and community partners benefited greatly, but it has served as a best-practices model to other departments for embedding meaningful community engagement into curriculum and major design. Lawrence has also served on the Community Engagement Advisory Committee for 14 years, and has acted as a liaison between Warren Wilson's Office of Community Engagement and faculty, helping draw in her faculty colleagues to invest in community engagement and build service-learning courses.

Lawrence has developed and taught six designated Service Learning courses within the Social Work major and the Global Studies department in collaboration with community partners. Many of those courses were taught year after year, and they have included the following:

- First Year Seminar: Human Rights and Moving Pictures (in collaboration with Mountain Area Residential Facilities)
- Intercultural Development for Social Justice (in collaboration with 12 different partner orgs)
- Introduction to Social Work (in collaboration with Loving Food Resources and Habitat for Humanity)
- Resist, Reform, Revolt: History of Social Welfare (in collaboration with Asheville Poverty Initiative)
- What We Do Here: HBSEII: Social Contexts (in collaboration with Veterans Treatment Court)
- Human Behavior and the Social Environment II: Social Contexts (in collaboration with Swannanoa Community Council)

In addition to these courses on campus, Lawrence has developed and taught 13 study abroad courses that have all included elements of community engagement. Those courses traveled to Tanzania, Latvia, Sweden, Costa Rica, Nicaragua, and Cuba and engaged students in developing their cross-cultural communication skills and their critical awareness of civic identity, social location, and ethics of engagement in these diverse contexts. Lawrence won an international award in 2017 from the Go Abroad Foundation for the most innovative course design for her course to Cuba entitled "Appalachia to Cuba: Intercultural Approaches to Social Welfare and Education."

In 2016, Lawrence began teaching courses for the Inside-Out program at Warren Wilson College, in which students get an in-depth look at the prison system by taking a course behind prison walls alongside inmates at nearby Western Correctional Center for Women (WCCW). A priority of the program is to prepare the women for re-entry into society, providing them with education and skills in an effort to reduce recidivism. WCCW is the only prison facility in North Carolina to offer Inside-Out which provides a unique opportunity for both offenders and outside students to learn more about different generations, environments, and human behavior. Lawrence has taught five classes as part of this program, and in 2021 she was selected as the Inside-Out Director. In this role, Lawrence has worked fiercely to reestablish the program after a two-year hiatus due to the pandemic and a host of institutional challenges including staffing shortages, funding limitations, and new prison leadership. With her incredible leadership the program has been restored, and is stronger than ever.

Lawrence received her BS in social work and sociology from UNC Greensboro, her MSW from Boston University, and her Ph.D. from the University of Alabama.

2023 UNCG/NCCE Engaged Scholarship Prize



The Engaged Scholarship Prize – given by NCCE in partnership with UNC Greensboro – recognizes scholars whose academic work seeks to address public issues and engage communities in collaborative processes that produce or apply knowledge. These scholars – one faculty member and one graduate student – advance service-learning and civic engagement in higher education and disseminate their work to a broader public.

Graduate Student Prize Awarded \$500 Elana Jaffe, UNC-Chapel Hill

Elana Jaffe, MPH, is a medical student at UNC-Chapel Hill. As a medical student pursuing a career in women's health, Jaffe is committed to the development and implementation of evidence-based care for women's health across the life span, especially for women in carceral settings recognizing the increasing numbers of middle-aged women incarcerated in U.S. prisons and jails, and the complete absence of scholarship on this issue. Since 2019, Jaffe has pursued engaged scholarship that centers women's experiences of menopause and access to resources for menopause management in carceral settings.

With support of a Community Engagement Fellowship from the Carolina Center for Public Service and her mentor, Dr. Andrea Knittel, the Medical Director for Incarcerated Women's Health at UNC, Jaffe partnered with community organizations serving justice-involved individuals in North Carolina to conduct a pilot study of women who had experienced the menopause transition while incarcerated. Although women make up only 7% of the overall incarcerated population in the United States, the number of women who are incarcerated is steadily rising, with a documented 750% increase since 1980. In 2020, almost 30,000 women between the ages of 40 and 64 were incarcerated in state or federal prisons. Aside from this pilot study, no studies examine the in-depth experiences of menopausal symptoms or management in carceral settings. By conducting qualitative interviews with women experiencing incarceration this study amplifies the voices of marginalized women who have been otherwise silenced.

This project, which Jaffe conceptualized with her faculty mentor in response to an unmet need that was voiced by patients incarcerated in North Carolina, was co-developed with a wide range of community partners and is designed to surface and document community needs and values, and has involved community stakeholder input at all stages.

Interviewees reported concerning and disruptive symptoms, inadequate resources to manage symptoms, multiple barriers to accessing care for menopause-related symptoms, a lack of social and informational support, and receiving extra punishment for attempts to manage symptoms. These findings won the 2020 Master's Research Award in the Aging & Public Health Section at the American Public Health Association annual conference, and were subsequently published in the journal *Menopause*. Jaffe also conducted an analysis of menopause related medication use among women experiencing incarceration in North Carolina, which was presented at the Academic Consortium on Criminal Justice Health in Raleigh and subsequently published in the *International Journal of Prisoner Health*.

While future research is needed given the urgent evidence gaps and the growing population, Jaffe and her partners believe that these findings will inform future correctional health programming at carceral institutions within North Carolina and beyond. "Research, especially in the field of medicine, is too often conducted in isolation from the contexts in which findings will be implemented. My goal is for this interdisciplinary scholarship to serve as one example of how student research in academic medicine can listen to and elevate stories of diverse communities and advocate for change that is responsive to their needs and values," writes Jaffe.

2023 UNCG/NCCE Engaged Scholarship Prize

Faculty Prize Awarded \$1,500
Dane Emmerling, UNC-Chapel Hill



Dane Emmerling, PhD, an Assistant Professor in the Department of Health Behavior at UNC Gillings School of Global Public Health, is no stranger to the NCCE network, having spent a decade creating service-learning and engaged scholarship opportunities as a community engagement administrator and consultant for Duke Service-Learning and the Carolina Center for Public Service. He has presented his work in service-learning and engaged scholarship several times at the PACE conference and other NCCE professional development events. He has also been a leader in calling on the service-learning field to integrate social justice into pedagogy, partnerships, and the engaged products of our work, a point of view he expressed in a recent article he co-authored, "Designing Service-Learning to Enhance Social Justice Commitments: A Critical Reflection Tool."

When he decided to pursue a PhD in public health, Emmerling knew he wanted to conduct research that was engaged, participatory, and relevant to issues of health and justice in North Carolina and beyond. His research focuses on the possibilities for experiences and programs that shift individuals' and institutions' attitudes and behaviors about their participation in unjust systems. He ultimately seeks to gain evidence of effective interventions that raise the consciousness of public health practitioners and policy makers to recognize and eliminate health disparities.

One of the most common interventions in inequitable systems is diversity training for individuals within organizations; approximately 67% of organizations in the U.S. and 74% of Fortune 500 companies use diversity training. There is limited evidence of the effectiveness of these trainings, with previous studies including a mix of methodologically, weak positive findings and null effects. Further, most of these trainings focus on individual-level biases, but fail to explore the role of structural racism in health inequities, education disparities, the racial wealth gap, and disproportionality in criminal justice.

Over five years ago, to fill these gaps, Emmerling embarked on a community-based participatory research partnership (CBPR) with the Racial Equity Institute (REI), to evaluate their antiracism training and disseminate the findings. This research project included a qualitative

study of the perspectives of 15 REI trainers on the intended impacts of Phase 1 of the training and a quantitative test of those impacts using novel and validated measures of knowledge, attitudes, and behaviors. Emmerling and his colleagues also completed in-depth interviews with 17 organizers from Race Matters for Juvenile Justice (RMJJ), which works to transform the juvenile justice system. They found that the REI Phase 1 training influences individuals' knowledge, attitudes, and behaviors. Collectively, these studies contribute to an emerging science of antiracism that reckons with the benefits and limitations of antiracism training as an intervention for individuals, organizations, and systems.

Emmerling's partnership with REI serves as an example of reciprocity and the trust-building needed to work effectively across the lines of race, gender, generation, and academic-community organizer. They used CBPR to build trust, increase transparency, share power and decision making, ensure mutual benefit, and improve the quality of data and research products. To formalize the focus and approach of our partnership, they wrote a Full Value Contract and a Memorandum of Understanding outlining the guiding principles and people to which this work would be accountable, ensuring that the process and outcomes of the work would be aligned with principles of antiracism. The MOU specified shared ownership between REI and UNC of all data and publications created through collaboration. Input from REI and our other community partner RMJJ was part of designing, implementing, analyzing, and writing up the findings from the research.

In addition to his published dissertation "A Participatory Evaluation of the Impact of Antiracism Training: Towards Methods and Measures of Individual, Organizational, and System Change," Emmerling and the CBPR team have discussed their partnership and disseminated their results in a variety of formats including symposia and guest lectures in several classes at UNC. Additionally, they are currently co-authoring three peer-reviewed articles for publication in Public Health journals. Community partners from REI are co-authors and co-creators of each manuscript. They are also currently working with a design firm to create a summary of their findings to be widely distributed to the thousands of people with whom REI works each year and beyond.



2023 LEO M. LAMBERT ENGAGED LEADER AWARD RECIPIENT

Nido Qubein, President, High Point University

Dr. Nido R. Qubein is a dynamic entrepreneur, orator, author, fundraiser, and visionary. One need only witness the extraordinary transformation of High Point University (HPU) since he became president in 2005, to recognize his extraordinary leadership skills and talents. Such changes include dramatically increasing undergraduate enrollment (from 1500 to 6000), building or renovating 125 buildings on campus with a total investment of \$3 billion dollars and adding 10 academic schools, with four more on the way.

Nido Qubein's life story is a journey from humble beginnings and adversity to abundance, resulting in him adopting the guiding principle found in the Gospel of Luke: "To whom much is given, much is required." A dynamic philanthropist and servant leader, he not only lives by this principle, he teaches it to students through his Freshman Seminar, and he works tirelessly to ensure that holistic learning and a values-based education remain the central focus of High Point University. The Chronicle of Higher Education ranked Qubein as the third highest donor university president from 2006-2016.

Believing that values are better modeled than taught, he has led by example through his civic accomplishments as a servant leader to the High Point community. HPU has donated \$1.87 million to the United Way of Greater High Point since 2005. During his tenure, he helped start the Service Learning initiative. Through 20-30 courses, nearly 500 students complete 25 hours of service each academic year. HPU faculty and staff give more than 500,000 hours of volunteer service annually to 50 community partners, through co-curricular service initiatives. With Dr. Qubein's support, HPU started a Bonner Leader Program in 2013 and an AmeriCorps VISTA Program in 2017. Through the Bonner Program over 40 student leaders, mostly first-generation, have made a four-year commitment to 8-10 hours of community service each week and participate in the Civic Responsibility and Social Innovation Minor. HPU VISTAs have provided 90,000 hours of service and raised over \$1 million for local nonprofits in the past five years.

HPU opened The Center for Community Engagement, in Fall 2022, which now serves as the central hub connecting the university and community resources.

In 2017, Qubein agreed to lead efforts to acquire a professional baseball team and the naming rights for a new stadium in downtown High Point. He not only acquired the team and naming rights, but also dramatically broadened the scope and vision of the downtown revitalization by raising \$100 million to construct additional downtown attractions that would make the city of High Point a year-round destination, including a Children's Museum.

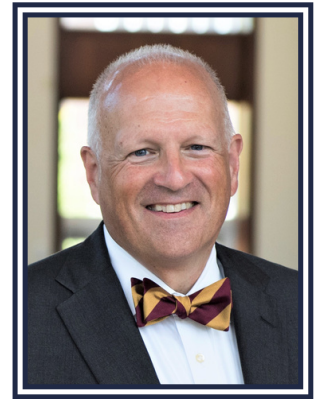
Dr. Qubein's philanthropy and service extends beyond the High Point community. He served on the NC Campus Engagement Executive Board, from 2013 to 2020, and served as Chair from 2014-2020. During the 2017 Presidents Forum, he announced a challenge gift of \$200,000 to establish the HPU Challenge Fund for NC Campus Engagement. His gift resulted in additional institutional donations from UNC Charlotte, UNC Greensboro, and Western Carolina University, and launched an individual giving campaign. Today this special interest endowment fund is administered by the Alamance Community Foundation and is contributing to NCCE's long-term stability and sustainability. In 2019, when Dr. Qubein learned that Bennett College, a small, private, women's college and HBCU in Greensboro, needed to raise money to save its accreditation, he helped raise over \$1.3 million, with the support of HPU's board, administration, faculty, students and alumni. This gift not only helped Bennett reach its fundraising goal, it built a lasting relationship between the Bennett team and the HPU team. It is unprecedented for a higher education institution to raise \$1.3 million for another university.

Among his numerous awards are Citizen of the Year and Philanthropist of the Year, from the city of High Point; Distinguished Citizen from the Old North State Council of the Boy Scouts of America; the Ellis Island Medal of Honor; and the Horatio Alger Award for Distinguished Americans. He is the founder of the National Speakers Association Foundation where the highest award for Philanthropy is named for him. All three of his alma maters bestowed upon him honorary doctorates.

LEO M. LAMBERT

ENGAGED LEADER AWARD

In 2012 we created this award to honor President Lambert's significant contributions to our shared work. The Executive Board annually selects a North Carolina college president or chancellor, nominated by their peers, who is committed to creating and sustaining engagement that deeply impacts community and campus.



Leo M. Lambert is a professor and president emeritus of Elon University, where he served as president from 1999-2018. During his tenure as president, Lambert led two, ten-year strategic plans for the campus that propelled Elon from a regional college to one of the top-100 universities in the United States. A chapter of Phi Beta Kappa, the oldest and most prestigious academic honor society in the U.S., was established at Elon in 2010 following major investments in arts and sciences programs, world languages, honors, and support for faculty scholarship. Elon's professional schools of business, law, health sciences, communications and education also achieved top accreditations and distinctions during his presidency. Today Elon is recognized widely for excellence in experiential learning, including its programs in study abroad, undergraduate research, civic engagement and interfaith cooperation. More than 100 buildings were added to Elon's campus during Lambert's presidency.

In 2002, Dr. Lambert convened a group of 15 presidents and chancellors to launch NC Campus Engagement's predecessor, NC Campus Compact, in North Carolina and agreed to host the state office at Elon serving as the Executive Board Chair until 2008. He also served on the national Campus Compact Board of Directors from 2003-2009.

Lambert is the coauthor of *The Undergraduate Experience: Focusing Institutions on What Matters Most* and a new book with Peter Felten titled *Relationship-Rich Education: How Human Connections Drive Success in College* (Johns Hopkins University Press, 2020). A recognized leader in higher education, Lambert currently serves on the boards of the Association of Governing Boards, The Washington Center, and the John N. Gardner Institute for Excellence in Undergraduate Education and has previously served on the boards of the American Council on Education, the Association of American Colleges and Universities, and the National Association of Independent Colleges and Universities. He is also a senior fellow for religious pluralism for the Aspen Institute's Inclusive America Project and the Interfaith Youth Core. In 2009, he received the inaugural William M. Burke Presidential Award for Excellence in Experiential Education from the National Society for Experiential Education. Lambert holds honorary doctoral degrees in humane letters from his alma maters, SUNY Geneseo and Jacksonville University.

Lambert Engaged Leader Award

2021 and 2022 - award suspended while Presidents Forum met virtually
2020 Chancellor Elwood L. Robinson, Winston-Salem State University
2019 President Hope Williams, North Carolina Independent Colleges and Universities
2018 President Carol E. Quillen, Davidson College
2017 President William "Bill" G. Ingram, Durham Technical Community College
2016 Chancellor Steve Ballard, East Carolina University
2015 President Nathan O. Hatch, Wake Forest University
2014 Chancellor Philip L. Dubois, The University of North Carolina at Charlotte
2013 Chancellor Harold L. Martin, Sr., North Carolina Agricultural & Technical State University
2012 Chancellor Linda Brady, The University of North Carolina at Greensboro

Previous Award Recipients

Community Partner Award

- 2022 Reading Connections for its partnership with UNC Greensboro
2021 The Salvation Army Boys and Girls Club of Alamance County for its partnership with Elon University
2020 Haywood Pathways Center for its partnership with Western Carolina University
2019 Boys & Girls Club of the Coastal Plain for its partnership with East Carolina University
-

Civic Engagement Professional of the Year Award

- | | |
|---|--|
| 2022 Kathy L. Sikes, Duke University | 2014 Emerging Leader: Dr. Joe Blosser, High Point University |
| 2021 Dr. Marianne Magjuka, Wake Forest University | Sustainer: Dr. Emily Janke, UNC Greensboro |
| 2020 Dr. Lori kniffin, UNC Greensboro | 2013 Dr. Elaine Madison, Duke University |
| 2019 Sean Langley, UNC Charlotte | 2012 Aubrey Swett, UNC Pembroke |
| 2018 Dr. Charlotte Williams, Lenoir-Rhyne University | 2011 Mary Morrison, Elon University |
| 2017 Dr. Smith Jackson, Elon University | 2010 Jenny Huq, UNC-Chapel Hill |
| 2016 Emerging Leader: Kelly Misiak, Pfeiffer University | 2009 Emerging Leader: Julie Lawson, Peace College |
| Sustainer: Cathy Kramer, Warren Wilson College | Sustainer: Dr. Stacey Riemer, Davidson College |
| 2015 Emerging Leader: Dr. Lane Perry, Western Carolina University | Innovator: Dr. Susan Harden, UNC Charlotte |
| Sustainer: Dena Shonts, Central Piedmont Community College | 2008 James Shields, Guilford College |
| | 2007 Jenny Koehn, Appalachian State University |
| | 2006 Jason Denius, East Carolina University |
-

Engaged Faculty Award/Sigmon

- | | |
|--|--|
| 2022 Dr. Lynn White Blanchard, UNC-Chapel Hill | 2014 Dr. Jim Cook, UNC Charlotte |
| 2021 Steven M. Virgil, Esq., Wake Forest University | 2013 Dr. Rebecca Dumlao, East Carolina University |
| 2020 Dr. Elizabeth Wall-Bassett, Western Carolina University | 2012 Dr. Spoma Jovanovic, UNC Greensboro |
| 2019 Dr. Alessandra Von Burg, Wake Forest University | 2011 Dr. Della Pollock, UNC-Chapel Hill |
| 2018 Dr. Annie Jonas, Warren Wilson College | 2010 Dr. Michele Gillespie, Wake Forest University |
| 2017 Dr. David M. Malone, Duke University | 2009 Pam Kiser, MSW, Elon University |
| 2016 Dr. Patricia Bricker, Western Carolina University | 2008 Dr. Cheryl Brown, Greensboro College |
| 2015 Travis Hicks, M.Arch., UNC Greensboro | 2007 Dr. Rachel Willis, UNC-Chapel Hill |
| | 2006 Dr. Betsy Alden, Duke University |
-

UNCG/NCCE Engaged Scholarship Prize

- 2022 Faculty Recipient: Dr. Marianne LeGreco, UNC Greensboro
Graduate Student: Jessica Clifford, UNC Greensboro
2020 Faculty Recipient: Dr. Erin McKenney, NC State University
Graduate Student: Jessica Marie Soldavini, UNC-Chapel Hill

Workshop Breakout Sessions

See page 3 for an overview of session formats.

Workshop Block I 11:15 a.m. - 12:15 p.m.

How R We Doing?: Engaging Community Residents (Community Conversation)

Location: Room C - Innovation

Using the SOFAR model, let's discuss how we are building and how we aspire to build relationships and engage with community residents within service-learning and community engagement. We'll grapple with who "counts" as a resident of a community, tendencies to have community organizations represent the perspectives of residents, and our shared lessons and questions around this theme.

Kim Dean-Anderson, Bonner Center for Civic Engagement, University of Richmond
Joy Jackson, Office of Community Engagement, William & Mary
Patti H. Clayton, Practitioner-Scholar, PHC Ventures

Reframe Spaces of Engagement: Understanding Joy in Black Young People (Community Conversation)

Location: Room A - Growth Mindset

This conversation will offer theoretical justification for increased scholarship centered on understanding joy among Black young people to foster more equitable engagement with this population. The conversation will discuss the need for educational community-engaged spaces where young Black people have the opportunity to tap into their vast and generative imaginations. To experience joy.

Erica Wrencher, Assistant Director, Institute for Community and Economic Engagement, UNC Greensboro

Building an Assessment Infrastructure for Community Partnership Satisfaction and Reciprocity (Standard Workshop, Capacity Building)

Location: Room B - Life Skills

We all know that assessment is critical to maintaining mutually beneficial partnerships, but where do we start? This presentation outlines the steps, challenges, lessons learned, and initial outcomes of building an assessment infrastructure into the work of the Kernodle Center for

Civic Life at Elon University. In addition, inflection points in the scholarship and research on partnerships will be presented.

Sara Beth Hardy, MA, Assistant Director for Community Partnerships, Kernodle Center for Civic Life, Elon University
Sadie Richey, Graduate Apprentice, Kernodle Center for Civic Life, Elon University

The Power and Place Collaborative: Assessing Community Co-Designed Project-Based Learning (Standard Workshop, Community Partner Development & Sustainability)

Location: Room D - Gratitude

This session offers strategies for co-designing, facilitating, and assessing cross-course, place-based learning opportunities that engage with the goals and needs of diverse communities. Participants will learn about the work of the Power and Place Collaborative, examine the power-laden processes of place production, and explore opportunities for co-creating and assessing curricular projects that enact mutually beneficial processes and outcomes.

Danielle Lake, PhD, Director of Design Thinking and Associate Professor, Elon University
Shineece Sellars, Executive Director of the African American Cultural Arts and History Center
Sandy Marshall, Ph.D., Associate Professor of Geography, Elon University
Nick Gozik, Ph.D., Dean of Global Education & Assistant Professor, Isabella Cannon Global Education Center, Elon University
Tracey Thurnes, Ed.D, PA-C, Associate Professor of Physician Assistant Studies, Director of Accelerated Pathways Program, Elon University

Workshop Block I

11:15 a.m. - 12:15 p.m.

Exploring Positionality, Power, and More with Shiloh and UNCA Members (Standard Workshops, Community Partner Development & Sustainability) [Examples from the Field]

Location: Room E - Experiential Learning

This workshop will begin with sharing about a multi-year partnership between residents of Shiloh Community, an historic African American community in Asheville, and students and an instructor in a public health graduate program. We will then explore together questions around positionality, privilege, power, trust, relationship, emergence, and more, through discussions of real scenarios and reflection on participants' own roles.

Ameena Batada, Dr.PH, Professor of Health and Wellness and MPH Co-Director, UNC Asheville

Norma Baynes, RN, Community Member & Archivist, Shiloh Community Association

Lauralee Petritz, Grants Manager, Shiloh Community Association

MINI-SESSION

Location: Room F - Mentorship

Peace and Dialogue, Peacebuilding Initiatives at William Peace University

This session will focus on an emerging component of William Peace University's Honors Program centered on peacebuilding and dialogue. Information will be shared about how peacebuilding is being threaded throughout both curricular and co-curricular elements of the program with time for discussion about lessons learned during the launch of the new initiatives.

Heidi Gailor, Ph.D., Honors Program Director, William Peace University

Building Democracy, One Conversation at a Time: The Deliberative Citizenship Initiative at Davidson College

This session will share insights from Davidson College's Deliberative Citizenship Initiative, which is dedicated to creating opportunities for Davidson students, faculty, staff, alumni and community members to engage with one another on important and contentious topics facing our community and society. This cross-campus and community-oriented collaboration includes a Fellows Program, Deliberative Forums, Deliberative "D" Teams, a Deliberative Pedagogy (DeeP) Collaborative, Speaker Series, and more.

Graham Bullock, PhD, MPP, Associate Professor of Political Science, Faculty Director of the Deliberative Citizenship Initiative, Director of the Sustainability Information Lab, Davidson College

Are Our Intentions Clear? Surveying Engagement for Social Change (Standard, Research & Theory)

Location: Student Club 111 - Faithful Courage

In this academic year when our theme is Beyond the Discourse: Words Become Action, the time is right for assessing ways Duke Service-Learning's programs and courses embrace social change strategies. This presentation presents findings of a pilot research project seeking to understand ways faculty and students interpret the means and modes of engagement in service-learning and community-based courses.

Amy Anderson, PhD, Asst. Professor of the Practice, Duke Program in Education and Faculty Consultant, Duke Service-Learning

Joan Clifford, PhD, Assoc. Professor of the Practice of Romance Studies and Faculty Director, Duke Service-Learning

Kathy Sikes, MEd, Asst. Director and Senior Fellow, Civic Engagement for Duke Service-Learning

Brenda Whiteman, PhD, Program Specialist, Duke Service-Learning

MINI-SESSION

Location: Student Club 105 - Purple and White

Audio description of artwork: a pedagogical tool

How does a person who is blind experience a work of visual art? Audio description is an accommodation tool to provide people who are blind with access to visual images. This presentation explores how teaching the basics of audio description to students serves numerous pedagogical goals and expands the diversity discussion to be inclusive of people with disabilities.

Daniel Ellison, J.D., Instructor Thompson Writing Program, Duke University

Girls STEM Camps: Promoting Equity and Inclusion in New Ways [Examples from the Field]

This presentation will discuss how an engaged scholarship STEM camp for girls was used to promote equity and inclusion. The goal of the camp was to spark an interest in technology for girls from mostly underserved areas in Eastern North Carolina. We will discuss how the project was developed and techniques used at the camp that were most beneficial.

April H. Reed, PhD, Associate Professor, Management Information Systems Department, East Carolina University

Workshop Block II

2:25 p.m. – 3:25 p.m.

Where's the Love? Exploring Relationship & Ownership in Community Engagement (Community Conversation) Location: Room A - Growth Mindset

Love for one's community often serves as a powerful motivator for deeper community work. Communities seem to thrive when its members demonstrate that love and investment in it; it motivates them to solve problems and move forward together. This community conversation will explore the question of how we can foster that sense of love and community ownership in others.

Erin Payseur Oeth, M.Ed., Community-Based Consulting & Coaching, Erin Oeth LLC

Social Media as a Collaborative Tool in Community Engagement (Community Conversation) Location: Room B - Life Skills

Successful community engagement depends on constructive communication and interaction between diverse individuals. Also, social media messages impact lives and influence thinking, exchange and actions among community members. Presenters share scholarship/practice in media literacy and social media management to foster this community conversation about social media use in civic and community engagement. A resource list will be provided for future use.

Rebecca Dumlao, Ph.D., Professor, School of Communication, East Carolina University
John Howard, Ph.D., Professor of Communication, University Ombuds, East Carolina University

The Evolution of a University Media Literacy Collaborative (Standard) (Special Track: Facilitating Civic Learning and Democratic Engagement [Examples from the Field])

Location: Room D - Gratitude

Are you considering creating a media literacy initiative at your institution? Join us for an overview of the steps our university has taken to promote media literacy education and outreach within our campus community. You will learn how we are forming a campus coalition, creating and sharing content, and developing programming and outreach.

Catherine Tingelstad, MLS, Head of Instruction and Curriculum Engagement, Atkins Library, UNC Charlotte
Mark Sanders, Ph.D., Associate Teaching Professor of Philosophy, UNC Charlotte

Interventions to Deepening Community-Campus Partnerships: Multi-campus Reflections and Research Results (Standard Workshops, Community Partner Development & Sustainability) Location: Room C - Innovation

Participants in this interactive session will learn about the Transformational Relationship Evaluation Scale II scale and associated Reflection Framework that were designed for critical reflection on partnership dynamics (e.g., power sharing, decision making). Research will be presented that the tools can generate actionable learning and improve practice among all participants in service-learning and civic engagement partnerships.

Haden Botkin, MS, University of Nebraska-Lincoln
Robert G. Bringle, Ph.D., Chancellor's Professor of Psychology and Philanthropic Studies, IUPUI
Patti Clayton, Ph.D., Consultant, PHC Ventures
Lori Kniffin, Ph.D., Assistant Professor, Leadership Studies, Fort Hay State University

Building Community Inside Prison Walls: An Experiential Model of Higher Education in an Incarcerated Setting (Standard, Community Partner Development & Sustainability) [Examples from the Field] Location: Room E - Experiential Learning

This presentation highlights voices of faculty, institutional administrators from both Warren Wilson College and Western Correctional Center for Women, along with current and former Inside and Out students. Presenters will discuss the impact of higher education in prison to cultivate personal empowerment, institutional synergy that strengthens community partnership, and the capacity to influence the policies and practices of incarceration.

Lucy Lawrence, MSW, PhD, Professor of Social Work, Inside Out Program Director, Warren Wilson College
Lyn O'Hare, MA, Dean of Academic Engagement, Warren Wilson College
Shaheedah Jackson, Alumna, Inside Out, Warren Wilson College
Abbie Ervin, Student, Inside Out Warren Wilson College
Jenna Onderko, Student, Inside Out, Warren Wilson College

Workshop Block II 2:25 p.m. - 3:25 p.m.

Balancing teaching, research, and community partnerships as engaged scholars (Standard Workshops, Capacity Building)

Location: Student Club 105 - Purple and White

Community-engaged scholars face the challenge of balancing many commitments, including scholarship, teaching, and community partnerships. In this workshop, we will discuss three strategies to help you to establish your priorities and create and sustain momentum for your work.

Jennifer Ahern-Dodson, Ph.D., Associate Professor of the Practice in Writing and Director of Duke Faculty Write, Duke University

MINI-SESSION [Examples from the Field]

Location: Student Club 111 - Faithful Courage

Perspectives on Refugee Community Partnership's Bridge Builder Program

This session reflects on a series of semi-structured qualitative interviews with volunteers in Refugee Community Partnership's (RCP's) Bridge Builder program. RCP matches volunteers with refugee families in intentional relationships of mutual aid and long-term reciprocity. The session considers volunteer perspectives and RCP's ongoing work to center the priorities and experiences of local refugees.

Ann Suk, MSPH, Doctoral Candidate, Anthropology Department, UNC-Chapel Hill

Imagining Health Justice: A Multidisciplinary Community-Course Arts Collaboration

Imagining Health Justice was a multidisciplinary healing initiative to bring people in our community displaced by urban renewal together with students and faculty to practice new ways of being in relationship. Using story, ritual, and creative expression, we connected health outcomes and historic and present-day injustices. We will share an emergent process model based on our experiences.

Lise Kloeppel, MFA, Chair & Associate Professor of Drama, UNC Asheville
Ameena Batada, DrPH, Professor of Health and Wellness, UNC Asheville

MINI-SESSION

Location: Room F - Mentorship

Ungrading as an Anti-Racist Assessment Practice

Through ungrading, instructors create a space for anti-racist assessment that supports partner-centered relationships. Ungrading allows students to reflect without fear of academic penalty, thus generating honest community listening practices. By removing assessment hierarchy, students find themselves open to intellectual risk-taking, emotional vulnerability, and empathic service. Presenter will share resources that demonstrate ungrading practices between students and community partners.

Allison S. Walker, MFA, Director of Service Learning, Center for Community Engagement, High Point University

Increasing faculty commitment to teaching community-based learning courses

University faculty members state multiple reasons for their commitment to community-based learning (CBL): achieving stated learning outcomes, providing discipline-to-profession connections, and increasing students' participation in civic engagement. For various reasons, faculty also choose not to engage with CBL pedagogy. This research study attempts to better understand the range of reasons for teaching and not teaching CBL courses.

Phillip Motley, MFA, Associate Professor, Communication Design, Elon University
Amanda Sturgill, Ph.D., Associate Professor, Journalism, Elon University
Alexa Darby, Ph.D., Professor, Psychology, Elon University
Bob Frigo, M.A./M.Ed., Director, Kernodle Center for Civic Life, Elon University

Workshop Block III 3:45 p.m. – 4:45 p.m.

Connect. Engage. Influence. Transform! Strategies to Engage and Manage Stakeholders (Standard Workshop, Community Partner Development & Sustainability)

Location: Room A - Growth Mindset

Higher education institutions and community organizations have projects focused on making an impact in their communities. Projects without effective collaboration and communication can lead to stakeholders operating solo. Attend this workshop to learn the theory of stakeholder management; best practices to identify stakeholders, manage stakeholder engagement, control stakeholder involvement, and how to create a stakeholder management plan for project success.

Tamiko Ward, PMP, M.Ed., Director, Compliance Monitoring, School District of Philadelphia, Office of Postsecondary Readiness

Dean's Civic Education Challenge at NC State (Standard, Special Track: Facilitating Civic Learning & Democratic Engagement)

Location: Room B - Life Skills

In 2022, the Pack the Polls coalition at NC State University forged a partnership with the Dean of the College of Education to create the College Civic Education Challenge adopted by the other college deans to promote civic engagement and voter engagement in the mid-term election. We will discuss the development of this challenge, the administration, the outcomes, and an opportunity for campuses to collaborate to design their own civic education challenge for the future.

Brian Mathis, MA, Associate Director, Student Leadership and Engagement, NC State University
Alex Kappus, Ph.D., Sr. Director of Student Success, College of Education, NC State University

Community Engagement Essentials: Educating Students for Intentional and Successful Partnerships (Standard, Pedagogy)

Location: Room D - Gratitude

This session will provide an overview of the creation of "Community Engagement Essentials"; a three module, asynchronous Canvas training that was developed with the goal of providing a common starting point for students across campus before they engage in the community. The modules are intentionally interdisciplinary and are recommended for courses or roles that include a community engaged learning projects.

Jaime L. Russell, Ed.D., Director, Student Community Engagement, UNC Wilmington

NCCE: Initiatives to Build the CCE Field (Community Conversation) [Examples from the Field]

Location: Room E - Experiential Learning

Join this session to learn about and contribute to two exciting NCCE initiatives. NCCE's Community of Practice, Inquiry, and Learning (COPIL) has been hard at work in recent months to further develop resources on such topics within the previously released Primer on the Benefits of Civic and Community Engagement (CCE): Civic Learning, Student Success, Empathy, Sustainability & Sense of Place, and Faculty Flourishing. And NCCE is hosting 3 Learning Exchanges (LEs) this year focused on Minority Serving Institutions, Community Colleges, and Community-Based Internships. Participants will be able to rotate through topics of their choice.

Jennifer Ahern-Dodson, PhD, Associate Professor of the Practice in Writing and Director of Duke Faculty Write, Duke University

Ryan Nilsen, M.T.S., Senior Program Officer for Community Engagement at the Carolina Center for Public Service and Adjunct Instructor in the Department of Public Policy, UNC-Chapel Hill
Elizabeth Wall-Bassett, PhD, RDN, FAND, Professor, Nutrition and Dietetics Program, Western Carolina University

Allison S. Walker, MFA, Director of Service Learning, Center for Community Engagement, High Point University

Jennifer Mock, M.Ed. in Higher Education Community College and University Leadership, Director of Academic and Career Readiness, Alamance Community College

Katelyn Bodwell, M.A., Program Officer for Community Engagement, Carolina Center for Public Service, UNC-Chapel Hill

Stacye Blount, PhD, Associate Professor of Sociology, Fayetteville State University

Workshop Block III 3:45 p.m. - 4:45 p.m.

Building Collaborative Cross-Campus Partnerships to Increase Student Community Engagement (Standard, Capacity Building)

Location: Student Club 111 - Faithful Courage

The Kernodle Center for Civic Life at Elon University has built collaborative relationships across campus leading to new initiatives including a summer internship program, two mentoring partnerships with local organizations, and increased service opportunities for student-athletes and Greek affiliated students. During this presentation, we will share more about these initiatives and offer suggestions for advancing collaborative efforts on your campus.

Kyle Anderson, M.Ed. in Higher Education, Associate Director, Kernodle Center for Civic Life, Elon University

Andrew Moffa, M.S.Ed. in Higher Education & Student Affairs, Assistant Director, Kernodle Center for Civic Life, Elon University

Sara Beth Hardy, MA in Nonprofit Management, Assistant Director for Community Partnerships, Kernodle Center for Civic Life, Elon University

Centering inclusion and equity: Workshopping a rubric for instructional design (Standard, Pedagogy)

Location: Room C - Innovation

Participants will be introduced to, interact with, and critique a new rubric (co-created by the facilitators drawing on extensive literature) to support the design and refinement of courses that center inclusion and equity. The user-friendly rubric is for courses in general and community-engaged courses in particular; participants should find it relevant to many teaching and instructional support activities.

Patti H. Clayton, Practitioner-Scholar, PHC Ventures & Senior Scholar, UNCG & Practitioner-Scholar-in-Residence, NCCE

Joe Bandy, Interim Director, Center for Teaching, Vanderbilt University

MINI SESSION - [Examples from the Field]

Location: Student Club 105 - Purple and White

Scaffolding Community-Engaged Learning Experiences in a Graduate Public Health Program

Community-engaged learning is a continuous and scaffolded aspect of the place-based health concentration of the UNC Asheville - UNC Gillings Master of Public Health program. We will share how students engage with communities in Western North Carolina, focusing on: 1) Place; 2) Practice; 3) People; and 4) Partnerships over four semesters and a summer, along with lessons learned and future plans.

Ameena Batada, DrPH, Co-Director of MPH Program and Professor of Health and Wellness, UNC Asheville
Sarah Thach, MPH, Co-Director of MPH Program, UNC Gillings, UNC-Chapel Hill

A Hybrid Approach to Boosting Civic Engagement

Similarly to the rest of the education sector, COVID forced global education and community engagement into virtual spaces. While this initially seemed like an oxymoron, it didn't take us long to appreciate virtual engagement's potential to enhance in-person and immersive experiences. Virtual tools deepen community engagement for both students and community partners.

Torey Siebart, BA, Outreach Assistant, Amizade, LTD.

Workshop Block III 3:45 p.m. – 4:45 p.m.

MINI SESSION

Location: Student Club 105 - Purple and White

Breakthrough Learning in Agriculture Science and Technology: A Community Engagement Story

Breakthrough Learning in Agriculture Science and Technology (BLAST!) was designed by Piedmont Community College in partnership with Caswell County Schools and Caswell County Cooperative Extension. It serves to interest youth in agriculture as a career. Participants will observe how the partnership unfolded, critical lessons learned, and how to use storytelling as a tool when launching a new community engagement initiative.

Emily Buchanan, M. Ed., Director of Caswell Campus Operations for Piedmont Community College

Community Immersion, Service Learning, Funds of Knowledge, and Preservice Science Teacher Preparation

This paper discusses results and insights from a research project aimed at fostering a culturally relevant preservice science teacher preparation through student immersion and service learning in a rural fishing and farming village in the central Philippines. It presents a cyclical model of a transformative community-based science teacher education that emphasizes “giving back” through service learning as an antidote to “mining” from community funds of knowledge.

Vicente Handa, Ph.D., Associate Professor, Curriculum and Instruction, Appalachian State University

Upcoming NC Campus Engagement Events

Visit www.nccampusengagement.org for more details. There you can also sign up for the NCCE Engagement Matters newsletter.

February 20 – 24, 2023 - Citizen Redefined Training (with Citizen University) at Elon University

NCCE is hosting administrators from our member campuses for an immersive training in the Citizen Redefined curriculum. Upon completion of the training participants will be able to implement the curriculum on their campus. The Citizen Redefined curriculum is a series of activities, discussions, and exercises that lead students through an arc of self-reflection and skill development. Students reckon with moral tensions in American history and make sense of the current state of our democracy while building conviction, confidence, and purpose as a foundation for living their lives with civic character. Stay posted to our website tuned for a fall semester training.

March 3, 2023 - 6th Annual Engaged Scholar Writing Retreat at the Duke Office of Durham and Community Affairs

This gathering is intended for scholars who teach an engaged pedagogy such as service-learning, community-based research, or participatory action research and who are working to advance their scholarship. The retreat includes discussion on strategies for effective writing, opportunities to write, and networking with others working on community-engaged scholarship. Registration is open until full.

Civically Engaged Student Spring Webinar Series (featuring student leaders from the NCCE network)

Big Stories, Bold Voices: Activism Redefined - Wednesday, March 29 (6:30 p.m. – 7:30 p.m.)

Kassidy McFeeley, Junior, Marketing, High Point University

Jenny Ngo, freshman, Biology, High Point University

Students Breaking Barriers From 1965 – 2022 - Wednesday, April 5 (6:30 p.m. – 7:30 p.m.)

Ilyana Beachem, Junior, Race and Public Health major, Fayetteville State University

Aigne Taylor, Campus Coordinator, North Carolina Black Alliance

Growing Up In the Grassroots - Wednesday, April 12 (6:30 p.m. – 7:30 p.m.)

Joy Reeves, Presidential Fellow, Rachel Carson Council, Duke University

March 25, 2023 - Inaugural Redesigning Democracy Competition at William Peace University

Student teams from the NCCE network will spend a day exploring the topic "Trustworthy Elections." They will engage in dialogue and learning and then propose solutions to address the issue, competing for prizes. We are partnering with the Braver Angels Alliance of Central NC on this convening.

About North Carolina Campus Engagement

Mission 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. The NC Campus Engagement state office fosters connections between campuses, shares best practice information and resources, recognizes outstanding work, and champions civic and community engagement in higher education.

Vision North Carolina Campus Engagement cultivates a network of North Carolina colleges and universities to advance the collaborative work of public problem-solving and strengthen democracy through the transformation of people, institutions, and communities.

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