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Strengthening Civic Commitment at Winona State University: Evaluating the Past and Celebrating the Future

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RESEARCH / CREATIVE PROJECT ABSTRACT / EXECUTIVE SUMMARY
FINAL REPORT FORM

TRAVEL REPORT

Title of Project

Strengthening Civic Commitment at Winona State University: Evaluating the Past and Celebrating the Future

Student Name Laura Lake

Faculty Sponsor Dr. Kara Lindaman

Department Political Science and Public Administration

Abstract

Upon arriving at the American Democracy Project National Meeting Concurrent Session in San Antonio Texas, Laura Lake, Courtney Juelicj and Alexandra Griffin will be presenting along side Dr. Kara Lindaman, on the topic of "Strengthening Civic Commitment at Winona State University: Evaluating the Past and Celebrating the future." In addition to the twenty-minute presentation, students will be Leading the National Issue Forum deliberative dialogue, "Shaping our Future: How should Higher Education Help Us Create the Society We Want?" This session is a presentation on the National Information Forum that these students organized and moderated for in April 2012, in honor of President Judith Ramaley's retirement.

The students will also be attending sessions to enhance their education and experience in democratic processes and participation and to have the opportunity to network and learn from professionals in many different fields of their interests.

Our faculty sponsor did not require a final report

The end product of this project in electronic format has been submitted to the Provost/Vice President for Academic Affairs via the Office of Grants & Sponsored Projects Officer (Maxwell 161, npeterson@winona.edu).

Student Signature

Laura Lake Date

1/28/2013

Faculty Sponsor Signature

Kara Lindaman Date

1/28/2013

Civic Engagement:

Is Winona State Creating Lasting Civic Engagement Amongst Students?

Laura Lake
Research Project
Political Science 410
Faculty Advisor: Dr. Kara Lindaman

Introduction

The relationship between higher education and civic engagement is one that has been studied and analyzed throughout history. Thomas Ehrlich, visiting Professor at the Stanford University School of Education and former chair of the Campus Compact board of directors describes civic engagement as “working to make a difference in the civic life of our communities and developing the combination of knowledge, skill, values and motivation to make that difference.” The literature agrees with this definition, and emphasizes the role of higher education in creating civically minded students.

Two major themes have become present in the literature; the importance of the “first-year experience,” and the significance of the institutional structure on student civic engagement. The literature strongly emphasizes the importance of students' first year at a university as it shapes civic engagement in students. Some sources in the literature discussed how to create an effective “first year experience” in the hopes of creating “life long civic engagement.”

This research project will focus on the ideal of the “first year experience,” and if Winona State University is instilling civic values in the first year orientation course which is required for all freshmen. If Winona State were indeed creating “lasting civic-engagement” the research would reflect that civic participation amongst students would grow as they continue to become educated – theoretically producing high civic engagement in seniors. The proposed research question therefore would be: “Is there a relationship between a student’s level of civic engagement and a student’s class standing? By surveying two-hundred WSU

students of different standings and asking questions that determine if one is civically engaged, a relationship can be determined. Four questions will be asked, determining a student's involvement in campus clubs, number of hours of volunteering, if they have voted, and finally what their year in school is.

The independent variable in this research study is the number of WSU academic credits – which determines class standing. The dependent variable is the student's level of civic engagement. The null hypothesis states “class standing has no effect on a student's level of civic engagement.”

Statement of Problem

Many scholars believe that the role of higher education is to create lasting civic engagement amongst their students. Once students leave an institution, many get jobs or attend more schooling in new communities. A student who holds lasting civic values will participate in their new local community – as they did previously. It is crucial that universities continue to create these civically engaged students as grass root efforts, societal problems, and the need to help others continues to rise.

As the research will show later, 75% of WSU students are unengaged, and therefore WSU is not creating lasting civic engagement amongst the students. If Winona State wants to truly create a community of learners that will improve our world – we as a campus must first create students who will be civically engaged throughout their life.

Literature Review

The relationship between higher education and civic engagement is one that has been studied and analyzed throughout history. Thomas Ehrlich, former chair of the Campus Compact board of directors describes civic engagement as “working to make a difference in the civic life of our communities and developing the combination of knowledge, skill, values and motivation to make that difference.”

The literature agrees with this definition, and emphasizes the role of higher education in creating civically minded students.

Two major themes have become present in the literature; the importance of the “first-year experience,” and the significance of the institutional structure on student civic engagement. The literature strongly emphasizes the importance of students' first year at a university as it shapes civic engagement in students. Some sources in the literature discussed how to create an effective “first year experience” in the hopes of creating “life long civic engagement.”

Many sources offer institutional solutions such to increase civic engagement such as volunteering requirements in the local community, a required “civic engagement course,” and expanding the first year model to create a “civic life.” Some sources in the literature draw a direct correlation between the institutional structure of a university and student engagement. Size, mission and selectivity are three elements which determine the level of civic engagement in students.

The weakness of the literature however involves the lack of structure when discussing other class standings of students. There was minimal scholarly research about creating increased civic engagement after a students “first-year experience.”

The “First-Year Experience”

Amongst literature discussing civic engagement, all sources agree a students first year at a university is crucial in creating a civically engaged individual. In the article entitled “*Civic Engagement: The Transforming Theme for the First College Year*” written by John Gardner coins the term “first-year experience” when discussion the importance of a first year seminar. Gardner focuses on the relationship between engaged college students and the local communities, seeing universities as a “greater good for all, not just for individual benefits.” Gardner believes in not just creating civically engaged students but life-long citizens. This source differs from the literature in that Gardner discusses a needed shift in how universities view civic engagement – from a revenue model to a retention model.

In “*Preparing Undergraduates to Be Citizens: The Critical Role of the First Year College*” author George Mehaffy also places emphasis on the importance of student civic engagement and local communities similar to the Gardner article. However Mehaffy outlines three critical features of civic engagement; institutional intention, programs and activities, and the measuring of results when working to create a civically minded first year students. Mehaffy also provides a guide to creating civically minded courses for universities which encompasses programs that help

students develop “civic skills, debating issues with civility, advocating, organizing and strategies for realizing goals and ways to meet them...” (pg. 6)

Betsy Barefoot, author of the article *“Institutional Structures and Strategies for Embedding Civic Engagement in the First College Year”* combines the two common themes present in the literature – institutional structure and students first year. Barefoot through university case studies focus on special populations, out-of-class civic engagement experiences and civic engagement as an institution wide goal. Unlike Mehaffy and Gardner, Barefoot places more emphasis on the structure of university rather than the community or individuals.

The strength of the literature is found in the discussion of a students first year college experience, and how crucial that year is encouraging civically engaged students. However the literature struggles in explaining how to instill civic engagement ideals in other levels of class standing. Except for the Mehaffy article, the literature placed little emphasis in creating a life long citizen.

Institutional Structure

The literature has show that the institutional structure of a university determines levels of student civic engagement. Stephen R. Porter in his article entitled *“Institutional Structure and Student Engagement”* sites three theories which determine a universities level of civic engagement. First Porter analyzes Selectivity and the theory of Peer Effects, Size, then Redundancy and differentiation of the curriculum, and finally research orientation and faculty time allocation. Porter

determines students who attend a small, liberal arts university with high acceptance requirements have the highest levels of civic engagement amongst their students.

In "*The Missing Link: Exploring the Relationship Between Higher Education and Political Engagement*" authored by D. Sunshine Hillygus discusses the importance of institutional structure through several connective mechanisms. Hillygus uses three hypothesis's to show the relationship. First her "Civic Education Hypothesis" suggests, "additional years of education can continue to equip citizens with political information." (pg. 28) Secondly the "Social Network Hypothesis" offers an "explanation for the relationship between education and participation." (pg. 28) The final hypothesis, the "Political Meritocracy Hypothesis" suggests that "intelligence produces educational attainment, not the other way around..." (pg. 29) Hillygus is the first scholar to show a relationship between more education, for example year at a university, and ones civic engagement.

The concept of an "engaged campus" is coined in an article written by Elizabeth L. Hollander entitles "*Campus Compact: Fostering the Civic Engagement of College Students.*" This source focuses on engaging students in co-curricular activities and creating a faculty ownership of civic education. Hollander differs from other sources in how she views a university. Rather than creating structure to encourage civic engagement amongst students, she believes the campus itself should "act as a good citizen..." (pg. 14) Hollander calls for a "Time for a 100% Strategy" – a plan for civic education that encompasses 100 percent of first-year students. Despite calling for an "engaged campus," the literature once again fails to include all levels of class standing.

Conclusion

The two main themes present in the literature regarding class standing and civic engagement focuses on the first-year experience and the institutional structure of the university. The literature lacked direct research regarding a relationship between class standing (besides freshmen) and civic engagement. The literature did suggest however that increased education, creates more civic engagement. The importance of institutional structure regarding levels of student civic engagement provides another dimension in the literature crucial to creating a civically minded campus and student population.

Hypotheses, Variables and Methodology

Hypothesis

In asking the research question “is there a relationship between a student’s level of civic engagement and a student’s class standing” the null hypothesis remains that class standing has no impact on a student’s level of civic engagement. However the alternate hypothesis proposed by the researcher emphasizes a relationship between class standing and level of civic engagement stating, “the higher a student’s academic year at Winona State University – the higher level of civic engagement that individual holds.”

Methods and Variables

Population Measured

Using a proportionate stratified sample two hundred WSU students will be surveyed. Using the 2010 Campus Plan, the specific percentages of students in each year were made available. These percentages were then applied to the 200 students surveyed. Therefore sixty-four freshmen, forty-two sophomores, thirty-eight juniors and fifty-four seniors were surveyed.

The Survey

The students surveyed were asked four questions. Each student was allowed to select on a numerical scale (0, 1-3, 4-6, 6-8 and 10 plus) the number of campus organizations they are involved in, and the number of local community volunteer hours they complete a week. Each student was also asked if they have participated in the electoral process with a simple “yes” or “no.” Students were also asked what their class standing was – with a choice of freshmen, sophomores, juniors, and seniors.

Recoding of Variables

When students answered the two questions with the numerical range (ie how many activities are you involved in and how many hours have you volunteered) their answers were then recoded into 4 numerical scales:

Zero activities/hours = 0

1 – 3 activities/hours = 1

4 – 6 activities/hours = 2

7 – 9 activities/hours = 3

10 – 10 plus activities/hours = 4

The yes and no answer question (have you participated in the electoral process) was recoded as:

No = 0

Yes = 1

Class standing was recoded into four categories:

Freshmen = 1

Sophomores = 2

Juniors = 3

Seniors = 4

To determine the level of civic engagement – variables were recoded yet again into 3 levels:

Not Civically Engaged = 1

Engaged = 2

Extremely Engaged = 3

Statistics Used

After recoding all of these variables, frequencies were run on each determining the frequency, percent, valid percent and the cumulative percent. Descriptive Statistics were also run on each variable to determine the minimum, maximum, mean and standard deviation. To determine the levels of civic engagement in each class standing – cross tabulations were run between the two variables “level of civic engagement” and “class standing.” This produced the raw numbers and later this information was transformed into pie charts and graphs with percentages in hopes of being more comprehensive and easy to comprehend.

A Chi – Square test was used to determine the data’s Pearson’s Value and likelihood ration. Finally Regression Analysis was run to determine the goodness of fit and further investigate the relationship between class standing and level of civic engagement.

Findings

Statically Analysis

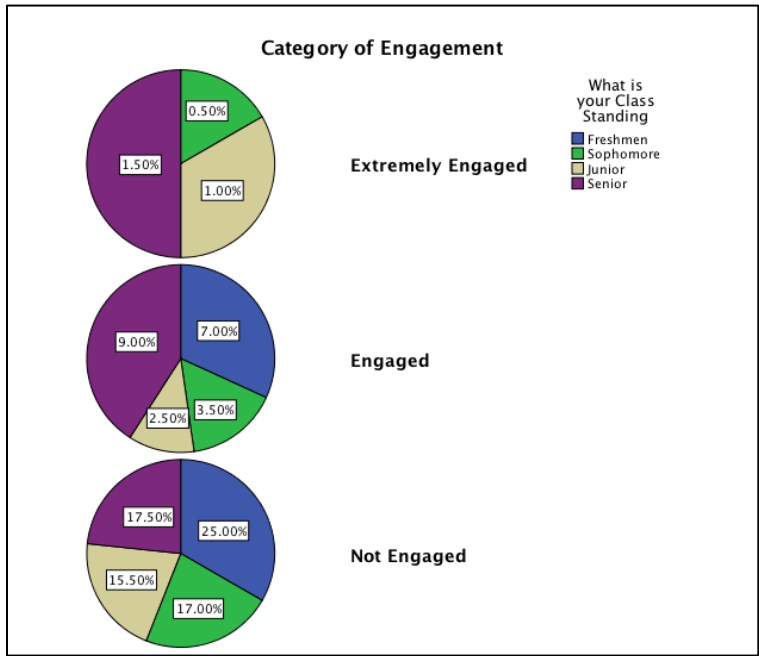
When originally analyzing the data, cross tabulations showed class standing had no effect on level of civic engagement, therefore the null hypothesis was not rejected.

Pie graphs were used to show percentages of each level organized by class standing.

Category of Engagement – What is Your Class Standing Cross Tabulation

			What is your Class Standing				Total
			Freshmen	Sophomore	Junior	Senior	
Category of Engagement	Not Engaged	Count	50	34	31	35	150
		% within Category of Engagement	33.3%	22.7%	20.7%	23.3%	100.0%
		% within What is your Class Standing	78.1%	81.0%	81.6%	62.5%	75.0%
		% of Total	25.0%	17.0%	15.5%	17.5%	75.0%
	Engaged	Count	14	7	5	18	44
		% within Category of Engagement	31.8%	15.9%	11.4%	40.9%	100.0%
		% within What is your Class Standing	21.9%	16.7%	13.2%	32.1%	22.0%
		% of Total	7.0%	3.5%	2.5%	9.0%	22.0%
	Extremely Engaged	Count	0	1	2	3	6
		% within Category of Engagement	0.0%	16.7%	33.3%	50.0%	100.0%
		% within What is your Class Standing	0.0%	2.4%	5.3%	5.4%	3.0%
		% of Total	0.0%	0.5%	1.0%	1.5%	3.0%
Total	Count	64	42	38	56	200	
	% within Category of Engagement	32.0%	21.0%	19.0%	28.0%	100.0%	
	% within What is your Class Standing	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	32.0%	21.0%	19.0%	28.0%	100.0%	

Level of Civic Engagement organized by percentages



However after running an Ordinary Least Square Regression – results found class standing is statistically significant from zero in determining level of civic engagement. The OLS Regression determined class standing is statistically significant on the one tailed test – as the p-value equaled .030

OLS Regression Model of Civic Engagement

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	1.121	.081	13.839	.000
1 What is your Class Standing	.065	.030	2.191	.030

N = 200 P < .10*, p < .05 Adjusted R2 = .019 P = .03

After running the OLS Regression the data showed the Goodness of Fit only explains 1.9% of expected observations. As this goodness of fit is very low, more variables

added to the survey to determine level of civic engagement would increase the goodness of fit.

Variable Analysis

The independent variable, which was most significantly associated with the dependent variable, was “participation in the electoral process.” As this variable when asked in the survey was a “yes” or “no” answer – it showed the most visible relationship. If someone answered “yes” they received a score of 1 – whereas if they answered “no” a score of 0 was given. The other questions – where a numerical scale ranging from 0 – 10 plus showed less significance because of the many available options.

I was surprised that the variables regarding hours of volunteerism and number of campus activities involved in didn't show a greater significance. I believe the number scale created this lack of significance. Perhaps if I had directly asked “are you involved in campus activities?” or “do you volunteer in the local community?” with only a yes or no answer, I believe I would have seen more significance between civic engagement and these variables.

Discussion and Conclusion

Discussion

My findings showed that there indeed was a significant relationship between level of civic engagement and class standing. My results also showed that in total – 75 % of WSU students are not civically engaged, 22% are engaged and only 3% are extremely engaged. These numbers show that WSU could and should do more to

create lasting civic engagement amongst students. Though there was a rise in “engaged” and “extremely engaged” between freshmen and senior students, the number of students still unengaged in their senior year is alarming.

Originally I believed that if WSU was creating lasting civic engagement amongst students, we would see the highest levels of engagement in senior aged students and the level of engagement would grow throughout ones four years at Winona State. This was not the case however, as sophomores and juniors showed little growth from freshmen in their overall civic participation.

One could deduce from my research that Winona State is not creating lasting civic engagement in the freshmen orientation course – Intro to Higher Education. Though students are encouraged to become involved in the campus and local community – the methods used to encourage involvement are failing if 75% of students are not civically engaged.

Conclusion

Though my data showed a significance between level of civic engagement and class standing, I believe more variables should be included to increase the goodness of fit, which would show a stronger relationship. Also rephrasing survey questions to be all “yes” or “no” answers might create stronger survey.

Including questions that ask about the respondent’s background would be beneficial – for example if a student is extremely engaged, are they this way because of increased education at WSU? Or are they extremely engaged because their family has promoted a lifestyle dedicated to civic engagement. This could help WSU

determine what the role of higher education should be in creating lasting civic engagement.

Creating civically engaged students continues to be an important role of higher education. A university can help create engaged citizens through education and opportunities offered. Winona State University could be a university that creates lasting civically engaged students if more emphasis is placed on the importance of civic participation. In order to do this, WSU should stress the importance of involvement in the Intro to Higher Education course – to create a civic “first year experience.”

American Democracy Project
and The Democracy Commitment
National Meeting

June 7–9, 2012
San Antonio, Texas



CIVIC ENGAGEMENT 2.0

Re-Imagining, Strengthening and Deepening Our Civic Work

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American Association
of State Colleges
and Universities

THE AMERICAN DEMOCRACY PROJECT AND THE DEMOCRACY COMMITMENT

This year marks the American Democracy Project's (ADP) 10th National Meeting. ADP is proud to partner with its new sister organization, The Democracy Commitment (TDC), to bring together public four-year and two-year institutions committed to civic engagement. Through this joint national meeting, we hope to spark new conversations and collaborations amongst ADP and TDC members.



The **American Democracy Project** (ADP) focuses on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. ADP began in 2003 as an



initiative of the American Association of State Colleges and Universities (AASCU), in partnership with *The New York Times*. Today more than 240 colleges and universities participate in ADP, representing more than 2 million students. Since its inception, ADP has hosted 10 national and 16 regional meetings, as well as a series of national

initiatives with key civic engagement partners including the Carnegie Foundation for the Advancement of Teaching, the Yellowstone Association in Yellowstone National Park, Public Agenda, the Center for Democracy and Citizenship at Augsburg College, CIRCLE: The Center for the Study of Citizenship at Wayne State University, and the National Conference on Citizenship. ADP has produced 12 monographs, toolkits and guides, in addition to hundreds of campus initiatives including voter education and registration, curriculum revision projects, campus civic engagement audits, speaker series, recognition and reward programs, and specific days of action and reflection (MLK Day of Service, Earth Day, Constitution Day). For more information, visit <http://www.aascu.org/programs/ADP/>.

The Democracy Commitment (TDC) is a national initiative that provides a platform for the development and expansion of community college programs, projects and curricula aimed



at engaging students in civic learning and democratic practice. Officially launched in November 2011 at *The New York Times* headquarters, TDC works to ensure that every graduate of an American community college has an education in democracy. Through national initiatives and partnerships, TDC member institutions enhance democratic

engagement on their campuses, in their communities and local governments. For more information, visit <http://TheDemocracyCommitment.org>.

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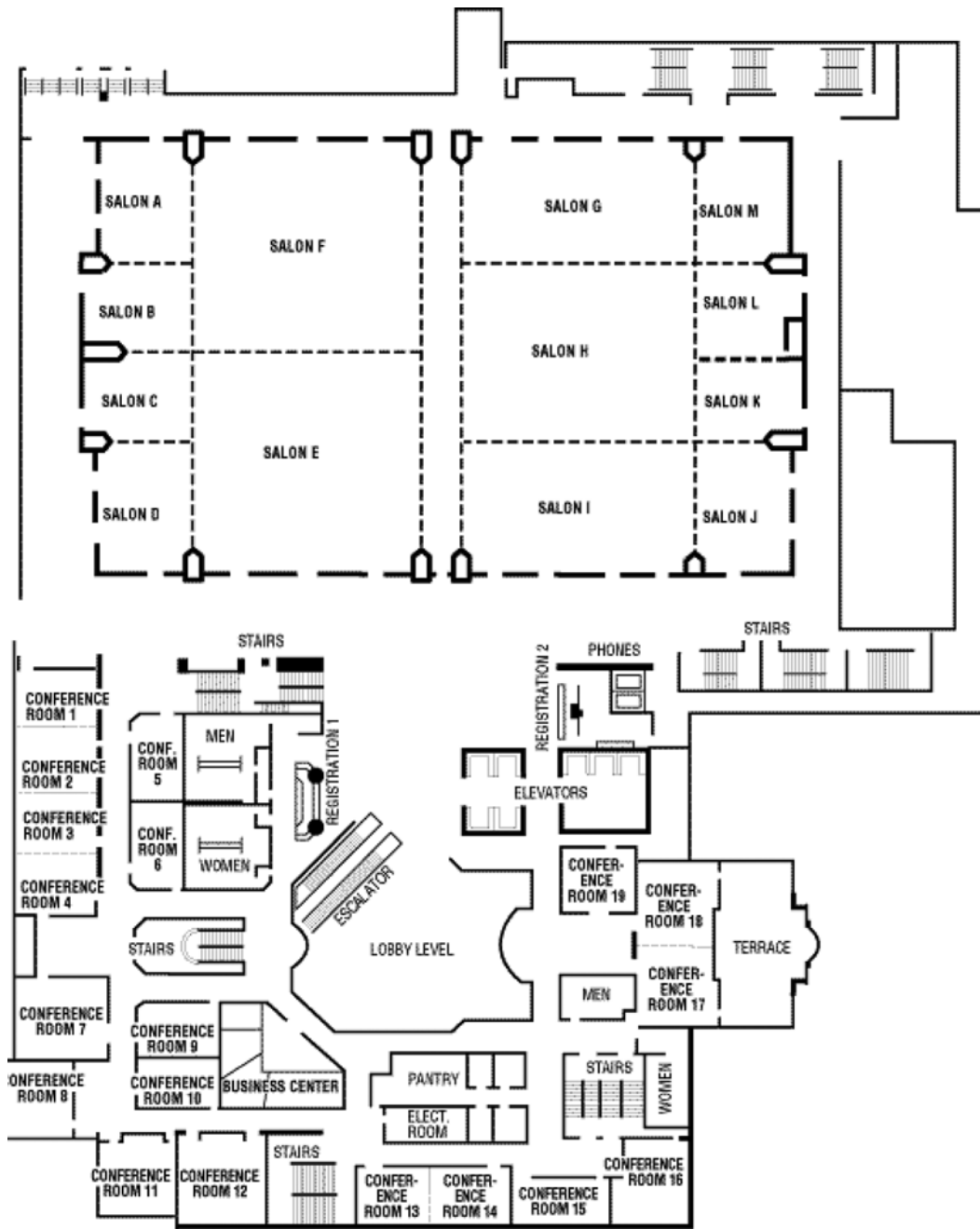
CIVIC ENGAGEMENT 2.0:
RE-IMAGINING, STRENGTHENING AND
DEEPENING OUR CIVIC WORK

**American Democracy Project
and The Democracy Commitment National Meeting
June 7–9, 2012
Mariott Rivercenter
San Antonio, Texas**



American Association of State Colleges and Universities

MARRIOTT RIVERCENTER



GENERAL INFORMATION

Registration

Thursday, June 7	8 a.m. – 5 p.m.
Friday, June 8	7 a.m. – 6 p.m.
Saturday, June 9	7 a.m. – 5 p.m.

Hotel

Marriott Rivercenter • 101 Bowie Street • San Antonio, Texas 78205
phone: 210.223.1000 • toll-free: 800.648.4462 • fax: 210.223.6239

Hotel Check-In/Check-Out

Check-in time is 4 p.m. • Check-out time is Noon

Social Networking Tools for the Meeting

• Twitter

Tweet while you meet!

Meeting Hashtags are: #ADP12 and #TDC12

- *ADP Twitter: twitter.com/ADPaascu*
- *TDC Twitter: twitter.com/TDCNational*

• Facebook

- *ADP Facebook: facebook.com/ADPaascu*
- *TDC Facebook: facebook.com/TheDemocracyCommitment*

• Blog

Watch for live blogging during the ADP/TDC meeting.

- *ADP Blog: <http://adpaascu.wordpress.com/>*
- *TDC Blog: <http://thedemocracycommitment.org/blog/>*

• YouTube

Watch and upload ADP/TDC videos.

- *ADP YouTube: <http://www.youtube.com/adpaascu>*
- *TDC YouTube: <http://www.youtube.com/user/TDCNational>*

Special Meals

All meal functions are buffet style and the food should accommodate most needs. If you did not indicate a special diet on your registration, please discuss your needs when you register and we can try to accommodate them.

Spouse/Guest Meal Cancellation Refunds

Final meal counts must be given to the hotel 72 hours before the event. In order to receive a refund, you must notify AASCU staff of a spouse or guest meal cancellation at least three (3) days before the meal is to take place. Cash refunds will not be issued on site. All refund checks will be mailed from the AASCU office after the meeting.

Evaluation Forms

A meeting evaluation form will be emailed to you on Saturday, June 9. You can also download the evaluation via the ADP/TDC mobile application.

THANK YOU TO OUR SPONSORS

The New York Times Knowledge Network provides e-learning, newspapers and full support and commitment to AASCU institutions. For additional information, visit www.nytimesknownow.com/.

Contact: Lynn Hall • 972.292.3851
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SCHEDULE AT-A-GLANCE

Thursday, June 7

8 a.m. – 5 p.m.	Registration
8 a.m. – 9 a.m.	ADP and TDC Implementation Committee Breakfast <i>(by invitation)</i>
9 a.m. – 1 p.m.	Urban Civic Minor Working Meeting and Lunch <i>(by invitation)</i>
9:30 a.m. – 11:30 a.m.	American Commonwealth Partnership Working Meeting <i>(by invitation)</i>
9:30 a.m. – 3 p.m.	Campus & Community Civic Health Initiative Summit and Working Lunch <i>(by invitation, rsvp required)</i>
9:30 a.m. – 3 p.m.	eCitizenship Pre-Conference Workshop: An Interactive Introduction to Campus Programs, Tools, Assessment and Results <i>(open to all)</i>
9:30 a.m. – 3 p.m.	Addressing Global Challenges Workshop and Lunch: Teaching from a 7 Revolutions Framework <i>(\$50 registration fee, registration required)</i>
10 a.m. – 1:45 p.m.	TDC Pre-Conference Workshop and Working Lunch <i>(by invitation, rsvp required)</i>
1 p.m. – 3 p.m.	Pre-Conference Workshop: American Commonwealth Partnership Open Forum <i>(open to all)</i>
1 p.m. – 3 p.m.	Political Engagement Project (PEP) Meeting <i>(open to all)</i>
1:30 p.m. – 3 p.m.	Pre-Conference Workshop: The Nuts and Bolts of Designing and Implementing a Civic Minor in Urban Education <i>(open to all)</i>
2 p.m. – 3 p.m.	TDC Welcome Session and Orientation <i>(open to all)</i>
2 p.m. – 3 p.m.	ADP Orientation <i>(open to all)</i>
3:30 p.m. – 5:15 p.m.	Opening Plenary: Closing the Gap Between Intention and Action
5:15 p.m. – 6:15 p.m.	Opening Wine and Cheese Reception
6:15 p.m.	Dinner on Your Own

Friday, June 8

7 a.m. – 6 p.m.	Registration
7 a.m. – 8:45 a.m.	Networking Breakfast
7 a.m. – 8:45 a.m.	Breakfast Breakout Sessions
9 a.m. – 10:15 a.m.	Plenary: Town Hall Meeting USA with Former Members of Congress
10:30 a.m. – Noon	Featured Sessions
Noon – 1:30 p.m.	Lunch on Your Own
Noon – 1:15 p.m.	TDC Implementation Lunch for Campus Coordinators <i>(by invitation)</i>
Noon – 1:15 p.m.	ADP Implementation Committee Meeting and Lunch <i>(by invitation)</i>
1:30 p.m. – 2:45 p.m.	Concurrent Sessions
3 p.m. – 4:15 p.m.	Concurrent Sessions
4:30 p.m. – 5:45 p.m.	Concurrent Sessions
5:45 p.m.	Dinner on Your Own

Saturday, June 9

7 a.m. – 5 p.m.	Registration
7 a.m. – 8:15 a.m.	Networking Breakfast
7 a.m. – 8:15 a.m.	Breakfast Breakout Sessions
8:30 a.m. – 9:45 a.m.	Plenary Session: Community Strengths, Assets and Other Ideas We Don't Really Believe
10 a.m. – 11:15 a.m.	Featured Sessions
11:30 a.m. – 12:30 p.m.	Campus & Friends Showcase, Poster Session and Lunch
12:45 p.m. – 1:15 p.m.	Mini Plenary: ADP and TDC—Reflecting on Our Past and Looking to Our Future
1:30 p.m. – 2:45 p.m.	Concurrent Sessions
3 p.m. – 4:15 p.m.	Concurrent Sessions
4:30 p.m. – 5:45 p.m.	Closing Plenary: Going Public—Aligning Classroom Pedagogy with Institutional Commitments to Civic Engagement
6:15 p.m. – 8:15 p.m.	Closing Dinner and Reception at Ácenar on the Riverwalk

THURSDAY, JUNE 7

8 a.m. – 5 p.m. 📍 Salon J Foyer

Registration

8 a.m. – 9 a.m. 📍 Sazo's

ADP and TDC Implementation Committee Breakfast *(by invitation)*

9 a.m. – 1 p.m. 📍 Conference Room 11

Urban Civic Minor Working Meeting and Lunch *(by invitation)*

9:30 a.m. – 11:30 a.m. 📍 Conference Room 7

American Commonwealth Partnership Working Meeting *(by invitation)*

9:30 a.m. – 3 p.m. 📍 Conference Rooms 1 & 2

Campus & Community Civic Health Initiative Summit and Working Lunch *(by invitation, rsvp required)*

The Campus & Community Civic Health Initiative, a newly created effort to measure and improve campus and community civic health, serves as a signature program of the 10th anniversary of ADP. The initiative engages participating institutions to assess the civic health of their campuses and communities and to develop action plans to respond to what they find. The Campus & Community Civic Health Initiative is informed by the critical work of the National Conference on Citizenship (NCoC)—our convening partner organization—on America's civic health, by national thought leaders and by research centers and projects on civic issues. The summit provides participating schools with the opportunity to learn about a number of models for measuring and advancing civic health, as well as the opportunity to develop their own action plans in consultation with convening partners.



Presenters: **Sandra Curry Ardrey** and **Eric Bain-Selbo**, Co-Directors of the Institute of Citizenship and Social Responsibility, Western Kentucky University; **Kristen Cambell**, Chief Program Officer and **Kristi Tate**, Director of Community Strategies, NCoC; **Byron P. White**, Vice President for University Engagement, Cleveland State University (Ohio); **Janelle Grellner**, Professor of Psychology and **Patricia Loughlin**, Associate Professor of History, University of Central Oklahoma; **Abby Kiesa**, Youth Coordinator and Researcher, CIRCLE: The Center for Information and Research on Civic Learning and Engagement; **Heidi Kuester**, CBISA Specialist, Lyon Software; and **Jen Domagal-Goldman**, ADP National Manager, AASCU

THURSDAY, JUNE 7

9:30 a.m. – 3 p.m. • Conference Room 8

eCitizenship Pre-Conference Workshop: An Interactive Introduction to Campus Programs, Tools, Assessment and Results (*open to all*)

In this pre-conference workshop, participants engage in an ongoing Athena Bridge discussion of the meaning and importance of eCitizenship on college campuses. Participants receive an update



on the eCitizenship initiative at Southern Polytechnic University: what is working, what did not work and what our future plans will be. In addition, the workshop includes recommendations for methods, no-cost tools and actions for possible adoption on participants' campuses. Finally, participants are introduced to an assessment tool that was developed and utilized at Missouri State University to examine the relationship between the use of online social networking tools and offline civic engagement for students on their campus, with a special emphasis on how the results of the assessment can be used to improve ongoing eCitizenship efforts. *Note: Lunch on your own, Noon – 1 p.m.*

Presenters: **Michael Stout**, Assistant Professor of Sociology, Missouri State University; **Renee Bricker**, Assistant Professor, Department of History and Philosophy, North Georgia College & State University; **Marc Kruman**, Director, Center for the Study of Citizenship, Wayne State University (Mich.); and **Rich Halstead-Nussloch**, Professor of Information Technology, Southern Polytechnic State University (Ga.)

THURSDAY, JUNE 7

9:30 a.m. – 3 p.m. • Salon J

Addressing Global Challenges Workshop and Working Lunch: Teaching from a 7 Revolutions Framework

(\$50 registration fee, registration required)

This day-long institute introduces participants to numerous tools for educating globally competent citizens. Global Engagement Scholars (faculty members) from 11 AASCU campuses describe how they have built courses and curricula around the Center for Strategic and International Studies' 7 Revolutions Framework (population, resources, technology, information, economic integration, conflict and governance). Institute leaders demonstrate the teaching materials and resources they have found most valuable in the courses they teach (including introductory, first-year, major and honors courses) and guide participants in anticipating how these same tools could be used effectively on their home campuses.

Participants also have the opportunity to learn more about how to bring the new national Global Challenges blended learning course to their campuses. The blended learning model course, designed by the AASCU scholars, includes a variety of teaching methods to deliver and facilitate classroom materials and activities. The course is delivered through the Epsilon eLearning Environment (a web-based application that allows students to access course materials), *The New York Times* Digital Content Repository and much more. Costs for the 2012-13 academic year are \$50 per student for AASCU institutions.

Presenters: **Steven Elliott-Gower**, Director, Honors and Scholars Program, Georgia College; **Dennis Falk**, Professor, Department of Social Work and **William Payne**, Dean, School of Fine Arts, University of Minnesota Duluth; **Ken Hill**, Lecturer of Education and **Keisha L. Hoerrner**, Associate Dean, University College, Kennesaw State University (Ga.); **Shala Mills**, Global Challenges National Course Coordinator and **Brett Whitaker**, Instructor, Leadership Studies, Fort Hays State University (Kan.); **Nathan Phelps**, Faculty, Honors College, Western Kentucky University; **Martin S. Shapiro**, Associate Professor of Psychology, California State University Fresno; and **Yohannes Woldemariam**, Assistant Professor, International Relations and Environmental Studies, Fort Lewis College (Colo.)

10 a.m. – 1:45 p.m. • Conference Rooms 3 & 4

TDC Pre-Conference Workshop and Working Lunch

(by invitation, rsvp required)

THURSDAY, JUNE 7

1 p.m. – 3 p.m. ➡ Conference Room 7

Pre-Conference Workshop: American Commonwealth Partnership Open Forum *(open to all)*

ADP and TDC are two key partners in the new American Commonwealth Partnership (ACP). ACP is an alliance of colleges and universities, higher education groups, P-12 schools and others dedicated to the democracy college ideal for all higher education. Launched at the White House on January 10, ACP grows out of ADP's Civic Agency Initiative and its 'We the People' conference in Washington, D.C. The November 2010 conference laid the initial plans for a movement in higher education to, in partnership with policy makers, deepen the civic identities of colleges and universities and spread empowering pedagogies and community-connecting practices.

At this preconference forum, participants have a chance to hear about several key ACP initiatives, including: the deliberative dialogues on higher education's role in America's future; "Citizen Alum," strategies for broadening the role of alumni from "donors" to "doers;" and Empowering Pedagogies, approaches which bring civic agency into curricular and co-curricular innovation. ADP's new Campus Civic Health Initiative, which focuses on ways to measure and improve civic health, is also discussed.

Facilitator: **Harry Boyte**, Director, Center for Democracy and Citizenship, Augsburg College (Minn.) and National Coordinator, American Commonwealth Partnership

Citizen Alum: Strategies for Campus Teams

Presenters: **Julie Ellison**, Professor of American Culture and English and Lead Organizer of Citizen Alum, University of Michigan; **Thomas Morgan**, Executive Director, Center for Faith and Learning, Augsburg College (Minn.); and **Kara Lindaman**, Associate Professor and ADP Campus Director, Winona State University (Minn.)

Deliberative Dialogues on Shaping Our Future

Presenters: **Kara Lindaman**, Associate Professor and Campus ADP Campus Director and **Laura Lake**, Student, Winona State University (Minn.)

Empowering Pedagogies

Presenters: **Blase Scarnati**, Director, First Year Seminar Program and Global Learning, Northern Arizona University and **Kaylesh Ramu**, Student Government Association President, University of Maryland Baltimore County

1 p.m. – 3 p.m. ➡ Conference Room 12

Political Engagement Project (PEP) Meeting *(open to all)*

An informal gathering of current PEP participants and those interested in participating in the project.

Facilitator: **Stephen Hunt**, Professor, School of Communication, Illinois State University and PEP Faculty Chair



THURSDAY, JUNE 7

1:30 p.m. – 3 p.m. • Conference Room 11

Pre-Conference Workshop: The Nuts and Bolts of Designing and Implementing a Civic Minor in Urban Education (*open to all*)

Five AASCU urban campuses were selected in Fall 2010 to design and implement new Civic Minors in Urban Education within three years. Each Civic Minor must be developed as a partnership between education and arts and sciences faculty and be available to all university students. Each campus designated a design team headed by two design team leaders—one from arts and sciences, the other from education—to create its own version of the Civic Minor, with both unique and common core elements. The unique elements will reflect the circumstances and needs of each particular urban community, its P-12 school district and the university. Each Civic Minor in Urban Education offers pre-service teachers, and their peers who might not otherwise consider a career in education, an opportunity to take other courses that develop a rich understanding of the public policy context of urban schools and community factors that affect school performance, community connection to schools, and learning outcomes for students, especially civic outcomes. AASCU's Director of Teacher Education, Jolanda Westerhof, and design team leaders from the five project campuses, share design specifics and implementation strategies in this hands-on workshop for faculty, service-learning/community engagement directors, deans and provosts interested in creating and implementing their own version of a Civic Minor in Urban Education.



The AASCU Civic Minor in Urban Education project is funded through a grant from the Corporation for National and Community Service.

Facilitator: **Jolanda Westerhof**, Director of Teacher Education, AASCU

Campus Design Team Leaders:

■ **Buffalo State College (N.Y.)**

Kathy Wood, Associate Dean, School of Education

Amitra Wall, Associate Professor, Sociology

■ **California State University, Fresno**

Steven Hart, Assistant Professor, Literacy and Early Education

James Mullooly, Associate Professor, Anthropology

■ **University of North Carolina at Charlotte**

Susan Harden, UNC Charlotte Crossroads Coordinator, Adjunct Professor, College of Education

Janni Sorensen, Assistant Professor, Department of Geography and Earth Sciences

■ **West Chester University of Pennsylvania**

Vicki McGinley, Professor, Department of Special Education

Hannah Ashley, Associate Professor of English

■ **Wright State University (Ohio)**

Anna Lyon, Associate Professor of Teacher Education

Marjorie McLellan, Associate Professor, Department of Urban Affairs and Geography and Department of History

THURSDAY, JUNE 7

2 p.m. – 3 p.m. • Conference Rooms 3 & 4

TDC Welcome Session and Orientation *(open to all)*

All participants from TDC member colleges and those interested in learning more about TDC are invited to this session. This session focuses on getting to know each other and coordinating our participation in the conference.

Facilitator: **Edmundo Norte**, Dean, Intercultural and International Studies, De Anza College (Calif.)

2 p.m. – 3 p.m. • Salon H

ADP Orientation *(open to all)*

Is your campus new to ADP? Is this your first ADP meeting? This session introduces you to ADP and gives you a chance to meet and talk with George L. Mehaffy, ADP's founder, and Jen Domagal-Goldman, ADP's national manager. Come learn what ADP is all about!

Facilitators: **George L. Mehaffy**, Vice President for Academic Leadership and Change and **Jen Domagal-Goldman**, ADP National Manager, AASCU

3:30 p.m. – 5:15 p.m. • Salon H

Opening Plenary: Closing the Gap Between Intention and Action

How we can build a global network that will help people everywhere take action on any issue that concerns them, locally or globally, online and in person?

Welcome Remarks: **George L. Mehaffy**, Vice President for Academic Leadership and Change, AASCU and **Brian Murphy**, President, De Anza College (Calif.)

Spoken Word: **Regie Cabico**, Poet and Spoken Word Artist

Introducer: **Amee Bearne**, TDC National Coordinator, AASCU

Presenter: **Ami Dar**, Executive Director and Founder of Idealist.org

5:15 p.m. – 6:15 p.m. • Salons I & J

Opening Wine and Cheese Reception

Cocktail Party Civics: Politics without the Rant

Facilitator: **Susan Dzieduszycka-Suinat**, President and CEO, U.S. Vote Foundation

6:15 p.m.

Dinner on Your Own

FRIDAY, JUNE 8

7 a.m. – 6 p.m. ☛ Salon Foyer

Registration

7 a.m. – 8:45 a.m. ☛ Salon I

Networking Breakfast

7 a.m. – 8:45 a.m.

Breakfast Breakout Sessions

7 a.m. – 8:45 a.m. ☛ Conference Room 1

***eJournal of Public Affairs* Editorial Board Meeting** *(by invitation)*

Facilitators: **Rachelle Darabi**, Associate Provost for Student Development and Public Affairs and **Andrew Lokie**, Coordinator, Special Projects and Editor, *eJournal of Public Affairs*, Missouri State University

7 a.m. – 8:45 a.m. ☛ Conference Room 2

ADP Campus Coordinator Meet-Up *(open to all ADP campus coordinators)*

Informal gathering of ADP campus coordinators and/or directors of Civic Engagement Centers.

Facilitators: **Jen Domagal-Goldman**, ADP National Manager, AASCU and **Melanie J. Blumberg**, Professor of Political Science and Campus Director of ADP, California University of Pennsylvania

7 a.m. – 8:45 a.m. ☛ Conference Room 3

Global Engagement Scholars Meeting *(by invitation)*

Facilitator: **Dennis Falk**, Distinguished Teaching Professor of Social Work and Global Engagement Scholar, University of Minnesota Duluth

7 a.m. – 8:45 a.m. ☛ Conference Room 4

How to Host a Campus Conversation on Climate Change *(open to all)*

This session involves a soup-to-nuts discussion of how to organize and implement a Campus Conversation on Climate Change. Topics to be covered include getting administration buy-in, event logistics, recruitment strategies, development of pre- and post-surveys and discussion guides. This workshop builds upon last year's general discussion of student-centered deliberations on Climate Change and the Campus. Participants are invited to join a nation-wide project that will take place during a two-week period in late-September/early October 2012. For more information, visit hss.cmu.edu/pdd/polls/climate/campus/.

Presenters: **Francis J. Schweigert**, Associate Professor and Director of the Master of Public and Nonprofit Administration Program (MPNA), Metropolitan State University (Minn.) and **Tim Dawson**, Program Manager, Program for Deliberative Democracy, Carnegie Mellon University (Pa.)

FRIDAY, JUNE 8

7 a.m. – 8:45 a.m.

Breakfast Breakout Sessions *continued*

7 a.m. – 8:45 a.m. ☛ Conference Room 6

Civic Agency and Student Organizing: Planning Meeting *(open to all)*

The American Commonwealth Partnership (ACP) and ADP Civic Agency student organizing meeting launches a network of campus-based groups who work together to build the civic agency (empowerment) of students to claim their role in the work of building democracy colleges for the 21st century—the kinds of empowering, community connected learning and educational institutions that suit the challenges of the times. The group will review and finalize the draft of a plan initially developed by students at Western Kentucky University and now incorporating feedback from students and student organizers at the University of Maryland Baltimore County, Winona State University (Minn.), Augsburg College (Minn.), the University of Minnesota, Denver University (Colo.) and Northern Arizona University.

Facilitators: **Paul Markham**, Co-Director, Institute for Citizenship and Social Responsibility and **Noelle Johnson**, Public Achievement Coach, Western Kentucky University

7 a.m. – 8:45 a.m. ☛ Conference Room 7

America's Future Initiative Planning Meeting *(open to all)*

The goal of the America's Future Initiative is to educate undergraduate students about our looming national debt and deficits, while exploring ways in which they can interact with policymakers to end this era of financial irresponsibility.

Facilitator: **Rob Catlett**, Director of Centers for Economic Education and Community Research, Emporia State University (Kan.)

7 a.m. – 8:45 a.m. ☛ Conference Room 8

What it Means to be a Steward of Place: Evidence of Institutional Practice

In 2002, AASCU published *Stepping Forward as Stewards of Place*. Over the last decade, many AASCU institutions have taken up the call to become “stewards” for their regions. This session shares the results of a study of AASCU campuses that received the Carnegie Community Engagement Classification in 2008 and 2010, examining “ground level” engagement in the 10 years following the original report. The aim of this follow-up report is to understand existing practices as a basis for formulating recommendations for campuses to become more effective stewards of place.

Presenters: **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education, University of Massachusetts, Boston and **R. Eugene Rice**, Senior Scholar, Association of American Colleges and Universities

FRIDAY, JUNE 8

7 a.m. – 8:45 a.m.

Breakfast Breakout Sessions *continued*

7 a.m. – 8:45 a.m. • Conference Room 10

Making More Effective Use of Science or Knowledge When the Facts Don't Speak for Themselves

The authority of experts has come under challenge with rising levels of public skepticism about the objectivity of science. Many sound research findings are not being put to use. Examples of failure to make use of scientific knowledge include policy gridlock on climate change, battles over autism and vaccines, and failure to accept expert recommendations on breast cancer screening. Clearly, facts do not speak for themselves. Competing public values are at stake in public policy discussions and something more is needed. As researchers at publicly funded universities, scientists have a responsibility to promote effective use of their knowledge. This roundtable discussion is intended to deepen understanding about the process of knowledge translation and to provide examples of useful or promising approaches to achieve it more effectively.

Facilitator: **Roger Bernier**, Adjunct Professor, College of Public Health, University of Georgia

9 a.m. – 10:15 a.m. • Salon K

Plenary: Town Hall Meeting USA with Former Members of Congress

Discuss today's most pressing issues—including Congress' civility/bipartisanship crisis, the 2012 elections, and the important role of public service in our democracy and how to foster it—with two former college professors and members of Congress. This informal and open session includes ample time for audience Q&A. This session is offered in partnership with the U.S. Association of Former Members of Congress and its Congress to Campus program.

Moderator: **Alberto Olivas**, Director, Center for Civic Participation, Maricopa Community Colleges (Ariz.)

Presenters: The Honorable **Dan Miller** (R-FL, 1993-2003) and
The Honorable **Jerry Patterson** (D-CA, 1975-1985)

Student questions by: **Makisha Noel**, Miami Dade College (Fla.) and **Kaylesh Ramu**, Student Government Association President, University of Maryland Baltimore County

FRIDAY, JUNE 8

10:30 a.m. – Noon

Featured Sessions

10:30 a.m. – Noon • Conference Room 1

TDC on Engaging the Community: Student Perspectives

The Public Achievement program at Lone Star College, Kingwood offers students experience in community and democratic engagement. A panel of students from the Kingwood campus discusses their participation in the program over the last two years and their efforts to expand and further student-led engagement. Other students from TDC institutions show videos documenting their experiences and present on how civic engagement helped enrich their education and aid in degree completion.

Moderator: **John J. Theis**, Professor of Political Science, Lone Star College, Kingwood (Texas)

Presenters: **Blain Donnell**, **Wendy Thorp**, **Cory McAnally** and **Corey Lenon**, Students, Lone Star College, Kingwood (Texas)

10:30 a.m. – Noon • Conference Room 2

Raising Money to Support a Civic Engagement Program

The experiences of campuses that have been successful at raising funds in support of a campus-wide civic engagement program are reviewed in this session. The emphasis is on external fundraising and grant-writing strategies. Also, issues involving the leveraging of institutional budgets to prompt external support and the importance of sound project management and assessment to external fundraising are addressed.

Moderator: **Richard Dunfee**, Executive Director, AASCU Grants Resource Center

Presenters: **Stephen Hunt**, Professor of Communication and **Lance Lippert**, Associate Professor of Communication, Illinois State University; **Gregg Kaufman**, Instructor, Georgia College; and **William M. Loker**, Dean of Undergraduate Education, California State University, Chico

FRIDAY, JUNE 8

10:30 a.m. – Noon

Featured Sessions *continued*

10:30 a.m. – Noon 📍 Conference Room 3

National Issues Forum (NIF)—Shaping Our Future: How Should Higher Education Help Us Create the Society We Want?

This session features a deliberative forum using the new NIF guide, *Shaping Our Future*. This forum also provides an experiential introduction to key concepts and practices in deliberative politics, such as naming and framing issues, choice work and trade-offs experience with choice work. *Shaping Our Future* was developed by NIF and the Kettering Foundation and it will be used in collaboration with the American Commonwealth Partnership.

Presenters: **John Dedrick**, Vice President and Program Director, Charles F. Kettering Foundation and **William V. Muse**, President, NIF Institute.

Moderated by: **Cristin Foster**, Assistant Program Director and **Chris McCauley**, Executive Director, David Mathews Center for Civic Life; **Doug Garnar**, Professor and Service Learning Program Director and **Lisa Strahley**, Associate Professor of Teacher Education and Early Childhood Development, Broome Community College (N.Y.); **Kara Lindaman**, Associate Professor and ADP Campus Director, Winona State University (Minn.); **Alberto Olivas**, Director and **Bernie Ronan**, Associate Vice Chancellor for Public Affairs, Center for Civic Participation, Maricopa Community Colleges (Ariz.)

10:30 a.m. – Noon 📍 Conference Room 4

Community Change Studies for Civic and Democratic Work

The Community Learning Partnership (CLP), a TDC partner, is expanding its Community Change Studies (CSS) programs to prepare students for careers in civic and democratic work, with an emphasis on community engagement that creates a more democratic society. This session presents program designs and curriculum for CSS certificate and degree programs in four CLP sites: Los Angeles, Cupertino, Minneapolis and New York. This session also provides a first look at a new web-based resource center for developing CSS programs and curriculum that will be available to TDC members in late Fall 2012.

Presenters: **Denise Fairchild**, President, Emerald Cities Collaborative; **Sydney Beane**, Director, Minnesota Community Learning Partnership; **Hector Soto**, Director, Center for Neighborhood Leadership, New York; **Benjamin A. Torres**, CEO/President, Community Development Technologies Center, Los Angeles; **Edmundo Norte**, Dean, Intercultural/International Studies, De Anza College (Calif); and students from the CLP site programs

FRIDAY, JUNE 8

10:30 a.m. – Noon

Featured Sessions *continued*

10:30 a.m. – Noon • Conference Room 6

The National Assessment of Service and Community Engagement (NASCE)

The NASCE is the first tool that uses student reported experience to quantitatively measure community engagement among individual students and their institutions. To date, the NASCE has interviewed 12,344 students from 28 colleges and universities of varying sizes and affiliations, spanning nine different states in the United States. The NASCE is an instrument that (1) measures the community engagement and service performed by students; (2) measures and reports the engagement and service across nine areas of human need; (3) expresses engagement and service performed as a percent of the possible service an institution can offer; (4) provides colleges with a measurement of their capacity contribution; and (5) provides a tool that can be used to pinpoint strengths and weaknesses for use in institutional planning. This presentation provides detailed information on the innovative methodology of the NASCE as well as the derivation, implementation and initial findings of these five outlined study aspects.

Presenters: **Mathew Johnson**, Director of Academic Community Engagement and Associate Professor of Sociology and Environmental Studies and **Donald P. Levy**, Director, Siena Research Institute, Siena College (N.Y.)

10:30 a.m. – Noon • Conference Room 7

A Crucible Moment: Higher Education and Democratic Engagement

This session first orients the audience to the *2012 Crucible Moment: College Learning and Democracy's Future* report, commissioned by the U.S. Department of Education. The report will be used to frame a presentation on the upcoming 2015 application cycle for the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification. Participants from two-year and four-year campuses interested in seeking the classification in 2015 are encouraged to attend.

Presenters: **Gail Robinson**, Director of Service Learning, American Association of Community Colleges; **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education, University of Massachusetts, Boston and **Josh Young**, Director of the Institute for Civic Engagement and Democracy, Miami Dade College (Fla.)

FRIDAY, JUNE 8

10:30 a.m. – Noon

Featured Sessions *continued*

10:30 a.m. – Noon • Conference Room 8

Jobs, Jobs, Jobs: Exploring the Link between Civic Engagement and Employment

Civic behaviors—such as political involvement, volunteering and giving—help generate the flow of information, trust and connection in communities. Active participation in civic life is necessary for a community to be socially and economically healthy. This session presents research on the links between civic engagement and economic resilience and provides opportunities for discussion of the unique role that higher education institutions play in advancing civic health and community vitality.

Presenters: **Kristi Tate**, Director of Community Strategies, National Conference on Citizenship and **Michael Stout**, Assistant Professor of Sociology, Missouri State University

10:30 a.m. – Noon • Conference Room 10

Failing to Forget: Teaching the Topics of Today to the Citizens of Tomorrow

Trayvon Martin. The Occupy and Tea Party movements. Women's reproductive rights. Healthcare. Education and tuition. These and many more events mobilize students toward dialogue, organization and action, yet in many academic settings these important issues of the day are quickly overlooked. How can we better serve our students by teaching civic responsibility and democratic engagement through the everyday topics that affect their individual lives and communities? This session explores ways in which our campuses can help students organize around these events and form their own voices under the banner of civic and democratic participation.

Presenter: **Brian Murphy**, President, De Anza College (Calif.)

FRIDAY, JUNE 8

10:30 a.m. – Noon

Featured Sessions *continued*

10:30 a.m. – Noon • Conference Room 11

Transforming Campus Voices into Student Votes: Best Practices for How to Move from “Concept” to “Counted”

As new voters and, sometimes, new residents in their campus community, college students are far more likely than other voters to lack information about voter registration, voting procedures and their right to vote in the community in which they live. Colleges and universities can play an essential role in fulfilling our educational mission to produce informed, engaged citizens by supporting specific reforms that will break down these barriers by empowering students with the information they need. This session provides precise program ideas and best practices for what you can do to boost voter education, registration and get-out-the-vote efforts on your campus.

Moderator: **Elizabeth A. Bennion**, Associate Professor of Political Science and Campus ADP Director, Indiana University South Bend

Presenters: **Alysa Cisneros**, Student Coordinator, De Anza College (Calif.); **Susan Dzieduszycka-Suinat**, President and CEO, U.S. Vote Foundation; **Brandon Loso**, Student, Middle Tennessee State University; **Amelia Ross-Hammond**, Professor and Director, Service-Learning and Civic Engagement, Norfolk State University (Va.); **Dan Vicuña**, Staff Attorney and Campus Vote Project Coordinator, Fair Elections Legal Network; and **Abby Kiesa**, Youth Coordinator and Researcher, CIRCLE: The Center for Information and Research on Civic Learning and Engagement

10:30 a.m. – Noon • Conference Room 12

Global Challenges National Blended Learning Course

Global Challenges: Promise and Peril in the 21st Century is a first of its kind course made possible by the collaborative efforts of the American Association of State Colleges and Universities’ (AASCU) American Democracy Project, *The New York Times* Knowledge Network, and teaching faculty from 11 AASCU institutions. The course uses the Center for Strategic and International Studies’ 7 Revolutions content as a curricular framework for educating globally competent citizens. The course design relies on the most recent research on blended learning models, combining the best of online and face-to-face educational approaches. This groundbreaking national blended learning model course aims to be a template for further national blended learning model courses on other topics. In this session, the national project coordinator of the Global Challenges National Blended Learning Course and the chair of the AASCU Global Engagement Scholars discuss the collaborative effort and share a glimpse of the Spring 2012 pilot. A representative from Sourcebooks publishing also unveils a glimpse of the new *Global Challenges eBook*.

Presenters: **Shala Mills**, Chair and Professor of Political Science and National Coordinator, Global Challenges Course, Fort Hays State University (Kan.); **Dennis Falk**, Distinguished Teaching Professor of Social Work and Global Engagement Scholar, University of Minnesota Duluth; and **Peter Lynch**, Editorial Manager, Sourcebooks

FRIDAY, JUNE 8

Noon – 1:30 p.m.

Lunch on Your Own

Noon – 1:15 p.m. ☛ Conference Room 12

TDC Implementation Lunch for Campus Coordinators *(by invitation)*

Noon – 1:15 p.m. ☛ Sazo's

ADP Implementation Committee Meeting and Lunch *(by invitation)*

1:30 p.m. – 2:45 p.m.

Concurrent Sessions

1:30 p.m. – 2:45 p.m. ☛ Conference Room 1

Civic Engagement: Preparing Students to Lead

Presenters discuss ways of engaging students in social and political issues. The initiatives include programming ranging from elementary schools to college campuses and the communities in which they co-exist.

Changing Lives: Student Involvement with a Naturalization Ceremony through Leadership and Civic Engagement

Presenters: **Susan C. Scott**, Professor of Education; **Mary M. Carver**, Core Curriculum Coordinator of Mass Communication; **Janelle Grellner**, Professor of Psychology; and **Patricia Loughlin**, Associate Professor of History, University of Central Oklahoma

Walking Students Through the Process of Enlightenment, Empowerment and Engagement

Presenter: **Alauna S. Akins**, Communication Instructor, Illinois State University

Kids Talk Democracy: Engaging Tomorrow's Leaders

Presenter: **Melanie J. Blumberg**, Professor of Political Science and Campus Director of ADP, California University of Pennsylvania

FRIDAY, JUNE 8

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 2

Civic Engagement and the National Debt in the General Education Core Curriculum (America's Future Initiative)

The national debt and issues connected with it are likely to gain increasing attention, and this session explores academically based student learning related to deficits, debt and civic engagement. Although economics and political science courses are featured, the nonpartisan multidisciplinary applications, connections and extensions may inspire others.

Civic Engagement: Connecting with Classmates and the Community

Presenter: **Rob Catlett**, Director of Centers for Economic Education and Community Research, Emporia State University (Kan.)

Educating Students about the National Debt: A Multi-Year Study of Civic Engagement in the University Core Curriculum

Presenters: **Steven E. Galatas**, Associate Professor of Political Science and ADP Campus Coordinator and **Cindy Pressley**, Assistant Professor, Stephen F. Austin State University (Texas)

1:30 p.m. – 2:45 p.m. • Conference Room 3

Deliberating with a Purpose: Developing Engagement and Committing to Public Action through Conversation

It's almost as popular to criticize talk radio, cable pundits and bloggers for undermining civil discourse as it is bemoan the absence of citizen participation at city council and school board meetings. Why aren't people joining in the public dialogue? Maybe it's because we aren't engaging them. Turns out, "Ted Talks" doesn't have a monopoly creating a smarter town square. Many universities and centers for civic life are taking on the challenge of being a catalyst for informed, civil discourse, using creative and bold formats to be a safe place for difficult conversations.

Being a Catalyst for Dialogue On and Off Campus

Presenter: **Mark Neikirk**, Executive Director, Scripps Howard Center for Civic Engagement, Northern Kentucky University

Our Community, Our Future: The Role of Citizens in Solving the Dropout Issue in Alabama

Presenters: **Chris McCauley**, Executive Director and **Cristin Foster**, Assistant Program Director, David Mathews Center for Civic Life

Power of Dialogue as a Tool for Social Change

Presenters: **Daniel Fidalgo Tomé**, Coordinator of Service-Learning and **Giana C. Milazzo**, Undergraduate Student in Literature, Richard Stockton College of New Jersey

FRIDAY, JUNE 8

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 4

The Global Engagement Initiative: Research and Assessment

ADP's Global Engagement Initiative, aimed at creating curriculum for educating globally competent citizens, began in 2007 as a collaboration between AASCU members. Since 2007, several AASCU members have used the 7 Revolutions framework, developed by the Center for Strategic and International Studies, in courses ranging from First-Year Experience programs to upper division honors capstone seminars. This session discusses specific ways of assessing learning outcomes, including the results of a single survey given at different universities and the role of ePortfolios. Other research examining how studying the future affects behavior in the present is also presented and discussed.

The Value of Vision: How a Clear Picture of the Future Affects Behavior in the Present

Presenter: **Nathan Phelps**, Assistant Professor of Honors and Interdisciplinary Studies, Western Kentucky University

The Global Challenges Course Assessment: A Report on the Results of a Survey Given Across Disciplines and Across the Country

Presenters: **Martin Shapiro**, Associate Professor of Psychology, California State University, Fresno and **Ken Hill**, Lecturer of Education, Kennesaw State University (Ga.)

Using ePortfolios to Showcase Service-Learning Projects and to Present Multi-Media Papers Related to Complex Global Challenges

Presenter: **Martin Shapiro**, Associate Professor of Psychology, California State University, Fresno

FRIDAY, JUNE 8

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 6

Teaching and Agitating for Social Justice

Social justice is a broad label covering a wide variety of actions that can be spurred by education in the classroom and extend to activism in the greater community. This session addresses commitments on campus and off, discusses efforts local and global, and draws on several different historical perspectives.

Campus Climate, Civic Engagement and Commemoration

Presenter: **Chris Stangl**, Assistant Professor of Political Science, West Chester University (Pa.)

In Pursuit of Social Justice: Taking Action Against Greed and Indifference Toward the Oglala Lakota Tribe in Pine Ridge, South Dakota

Presenter: **Patty Carlson**, Instructor, Grace Abbott School of Social Work, University of Nebraska, Omaha

Using the Occupy Movement as a Teaching Tool for Civic Engagement

Presenters: **Judith S. Willison**, Assistant Professor of Social Work and **Madonna LaRocque**, Undergraduate Student, Bridgewater State University (Mass.)

1:30 p.m. – 2:45 p.m. • Conference Room 7

Partnering with Community Institutions for Civic Engagement

Through partnerships, local institutions can provide meaningful opportunities for student service learning and civic engagement. Students, in turn, can provide valuable service to those local institutions. This session highlights two universities' successes and challenges in working with local nonprofits and faith-based organizations.

Service-Learning in Memphis: Finding Untold Stories

Presenter: **Dale Hartnett**, Adjunct Lecturer in Communications, The College at Brockport, State University of New York

Creating Sustainable Partnerships: Resource Sharing across Higher Education and K-12 Institutions

Presenter: **Michelle Hargrave**, Director, Office of Civic Engagement, University of Minnesota Duluth

FRIDAY, JUNE 8

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. ◀ Conference Room 8

Whole People, Whole Institutions: Strategies for Transcending Engagement Silos

Civic engagement is most effective and powerful when integrated into the life and self-concept of both individual students and institutions. In this session, explore ideas and experiences related to the process of deepening institutional commitments to promote profound and enduring democratic engagement.

Defining a Civically Engaged Graduate

Presenter: **Tony Johnston**, Professor, Middle Tennessee State University

Building a Democratic Culture on Campus: Strategic Spontaneity, Urgent Patience and Other Necessary Paradoxes

Presenters: **David Hoffman**, Assistant Director of Student Life for Civic Agency and **Craig Berger**, Coordinator for Campus and Civic Engagement, University of Maryland Baltimore County

Strengthening Civic Commitment at Winona State University: Evaluating the Past and Celebrating the Future

Presenters: **Kara L. Lindaman**, Associate Professor of Political Science; **Alexandra Griffin** and **Courtney Juelich**, Students, Winona State University (Minn.)

1:30 p.m. – 2:45 p.m. ◀ Conference Room 10

Democracy in Action—Sustained Dialogue Campus Network (SDCN): Empowering Students with Skills to Make Positive Change in their Communities

Sustained Dialogue (SD) is a fully student-run, student-led semester-long process that provides students with the skills to moderate and participate in difficult discussions related to aspects of diversity and other issues of social division on campus. Learn how colleges and universities across the country have developed their SDCN programs and the changes that have resulted on their college campuses and in their communities. Join representatives from the International Institute on Sustained Dialogue and Cuyahoga Community College as they share lessons learned and the “how to.”

Presenters: **Jennifer Batton**, Director, Global Issues Resource Center, Cuyahoga Community College (Ohio) and **John Dedrick**, Vice President and Program Director, Charles F. Kettering Foundation

FRIDAY, JUNE 8

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. ◀ Conference Room 11

Promoting Engagement Among First-Year Students In and Out of the Classroom

Presenters from three campuses, as well as *The New York Times*, discuss curricular and co-curricular initiatives for first-year students that have proven successful in enhancing student learning, connecting students to communities and developing engagement competencies so students can become productive, engaged global citizens.

Incorporating *The New York Times* into Your First Year Curriculum

Presenters: **Kevin Cappallo** and **Lynn Hall**, National Education Directors, *The New York Times*

Civic Engagement in the First Year

Presenters: **Rachelle Darabi**, Associate Provost, Missouri State University and **Keisha Hoerrner**, Associate Dean for University College, Kennesaw State University (Ga.)

1:30 p.m. – 2:45 p.m. ◀ Conference Room 12

Student Advocacy, Student Activism and Student Voting: Campus Initiatives Gearing-Up for the Fall

This panel showcases programs at schools that, along with community partners, are creating meaningful personal connections toward the improvement of voting, policy development and good civic habits on campuses and within the communities. College and university undergraduate students are building relationships with young people in low-income and immigrant neighborhoods, working together with campus partners to generate new campus civic culture, and researching campus population demographics to better affect voter registration and turnout.

My Vote, Our Future: Using Voter Registration to Engage Communities

Presenters: **Cynthia Kaufman**, Director, Institute of Community and Civic Engagement and **Alysa Cisneros**, Student Coordinator, De Anza College (Calif.)

Your Vote Counts: An HBCU's Campus-Wide Initiative in Collaboration with Community Partners to Increase Civic Activism and Influence Public Policy among Students

Presenter: **Amelia Ross-Hammond**, Professor and Director, Service-Learning and Civic Engagement, Norfolk State University (Va.)

Student Voting in the Presidential Election: The Impact of Proximity to the Polls in Undergraduate Voter Participation

Presenters: **Raven Dohuky**, **Brandon Loso**, **Josh Moore**, **Forest Stroud** and **Kelsey Tellez**, Students; and **Mary A. Evins**, ADP Campus Coordinator, Middle Tennessee State University

FRIDAY, JUNE 8

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 15

Assessing the Outcomes of ADP on Campus: A Roundtable Discussion

Ten years into ADP—it's time to begin assessing efforts on campus and ask if our curriculum and programs are achieving the outcomes we have set. Keene State College has done some limited assessment and we are hoping to engage other campuses in a discussion of the assessment process from determining outcomes to assessment strategies and future program development. Following the discussion, participants are provided with a resource inventory of information collected.

Presenters: **Kimberly Schmidl-Gagne**, Program Coordinator and
Michael Caulfield, Instructional Designer, Keene State
College (N.H.)

3 p.m. – 4:15 p.m.

Concurrent Sessions

3 p.m. – 4:15 p.m. • Conference Room 1

The Legal and Political Position of Women in America

From the broad perspective of women's rise in politics and law, to the specific role of black women's political identity in America, this workshop provides a perspective of how women have persevered in an environment of exclusion.

Reorienting Ourselves in a Crooked Room: Finding Your Authentic Political Self While Being an American Black Woman

Presenters: **Lindsey Ardrey**, Graduate Assistant, Public Achievement Coordinator and **Sandra Ardrey**, Chair, Political Science Department, Western Kentucky University

From the Kitchen to the Cabinet: Women's Rise in Law and Government in America

Presenters: **Darrel Harrison**, Professor/Paralegal Program Director, and
Christal Bundang, Paralegal Student, San Diego Community
College District-Miramar (Calif.)

FRIDAY, JUNE 8

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 2

Expanding Roles for Publicly Engaged Faculty

As the definitions, expectations and opportunities for civic engagement in higher education continue to evolve, presenters explore the impact these changes are having on the role of faculty.

From Relative Obscurity to Rock Stars: The Meteoric Rise of Community Engaged Faculty and the Benefits and Challenges of Institutionalizing Engagement

Presenters: **Janni Sorensen**, Assistant Professor of Geography and Earth Sciences and **Susan Harden**, University of North Carolina Charlotte (UNC) Crossroads Coordinator, UNC at Charlotte

Profiles of Publicly Engaged Scholars: Expanding the Citizenry of Academe

Presenter: **Timothy Eatman**, Assistant Professor of Higher Education/ Director of Research, Syracuse University/Imagining America (N.Y.)

Contingent Faculty as Publicly Engaged Teachers and Scholars: Goals and Aspirations

Presenters: **Julie Ellison**, Professor of American Culture and English and Lead Organizer of Citizen Alum, University of Michigan; **Dale Hartnett**, Adjunct Lecturer in Communications, The College at Brockport, State University of New York; and **Gregg Kaufman**, Instructor, Georgia College

FRIDAY, JUNE 8

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 3

The Global Engagement Initiative: Effectively Using Pedagogy and Curriculum to Drive Change across Institutions

The consolidation of relevant curriculum and interactive pedagogy is essential for student engagement. This group of presentations offers proven combinations of these tools to address prescient global challenges and global citizenship with the goal of affecting change in a variety of institutional settings and populations.

Integrating Global Challenges into a First Year Seminar in a Community College Setting

Presenters: **Maureen Provost**, Associate Professor, Early Childhood Education and First Year Experience; **Fagan Forhan**, Director of Experiential Learning Opportunities and Civic Engagement; and **Gregory Clement**, Assistant Dean of Students, Mount Wachusett Community College (Mass.)

The Global Village Project: Using Effective Pedagogy to Engage Students in Examining Present and Future Geopolitical Challenges

Presenters: **Ken Hill**, Lecturer of Education, Kennesaw State University (Ga.) and **Martin Shapiro**, Associate Professor of Psychology, California State University, Fresno

3 p.m. – 4:15 p.m. • Conference Room 4

Activism 2.0: Tools and Practices for Change through eCitizenship

With the recent evolution and social significance of social networking, it is becoming increasingly important to explore opportunities for meaningful integration of social networking sites as opportunities for guided and purposeful learning of the tools themselves, and their increasing significance in civic engagement and education.

Social Media and Social Change: Frameworks for Connecting eCitizenship to Leadership

Presenter: **Brian LeDuc**, Manager, Leaders in Kennesaw (LINK) Ascend Program, Center for Student Leadership, Kennesaw State University (Ga.)

Engaging Students in eCitizenship through OpEd Writing, Ethical Debates and Peer Review: The Anthropology Community Action Project

Presenter: **Karol Chandler-Ezell**, Assistant Professor, Anthropology Program, Stephen F. Austin State University (Texas)

FRIDAY, JUNE 8

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 6

Crafting Global Civic Engagement

This session encourages participants to engage in a discussion around how the American Democracy Project can incorporate global elements into civic education. Specific programming is offered as an example of how institutions can promote global civic engagement to their students.

ADP Beyond Borders: How FHSU is Developing Globally Engaged Citizens

Presenters: **Kelly Nuckolls**, Student Coordinator and **Brett Whitaker**, Instructor of Leadership Studies, Fort Hays State University (Kan.)

Building a Global Public Community: Service Learning Projects that Span the Distance

Presenters: **Shyam K. Sriram**, TDC Campus Faculty Director and **Tamra Ortgies Young**, Director of Adult Learning Initiatives, Georgia Perimeter College

Comparative Citizenship Education: A Review of Emerging Principles of Civic Education in the Arab World and Reflections on the Mission of American Community Colleges

Presenter: **Layla Azmi Goushey**, Assistant Professor of English and Chair, St. Louis Community College (Mo.)

3 p.m. – 4:15 p.m. • Conference Room 7

Getting Students Involved in Veterans Recognition and Support Programs

This session focuses on getting the campus student body involved in a variety of activities that foster support, recognition and contact with veterans who have served our country. A variety of projects involving students and campus/community partners are discussed, along with how to engage and build relationships with partners to ensure that these partnerships are reciprocal.

Engaging Students to Connect with Heroes

Presenters: **Mary Ann Wood**, Director of Public Affairs Support and **Katherine Nordyke**, Director, Office of Citizenship and Service Learning, Missouri State University

FRIDAY, JUNE 8

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 8

State Higher Education Policy and Civic Learning and Engagement

What is the role of states' higher education authorities in setting policies to strengthen civic learning in public colleges and universities? Two state systems examine processes, possibilities and challenges in their areas and open a dialogue about how departments of higher education might best influence civic learning within our institutions in order to maximize effectiveness and catalyze systemic change in the education of today's students.

Moderator: **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education, University of Massachusetts, Boston

Development of a Statewide Policy for Civic Learning and Civic Engagement

Presenters: **Richard G. Rhoda**, Executive Director, Tennessee Higher Education Commission and **Mary A. Evins**, Associate Professor of History and ADP Campus Coordinator, Middle Tennessee State University

Civic Education and Engagement and Massachusetts' Vision Project for Higher Education

Presenters: **Shelley Tinkham**, Assistant Commissioner for Academic, P-16 and Veterans Policy at the Massachusetts Department of Higher Education and **Fagan Forhan**, Director of Experiential Learning Opportunities and Civic Engagement at Mount Wachusett Community College (Mass.)

3 p.m. – 4:15 p.m. • Conference Room 10

Working with Community Partners—Opportunities, Challenges, Successes and Boundaries

This session describes a variety of projects across disciplines and the co-curriculum which involve faculty, staff, students and community partners. The panelists discuss how to best engage with the community partners, build relationships and ensure that they are reciprocal, in addition to highlighting potential obstacles when building collaborative partnerships. Thoughtful sharing and discussion among audience members about the ins and outs of building, maintaining and sustaining meaningful community partnerships is encouraged.

Presenters: **Becca Berkey**, Coordinator of Experiential Education; **Kayla Donahue**, Student; **Marjorie Droppa**, Assistant Professor of Health Science; **Therese Seibert**, Professor of Sociology; and **William Fleeger**, Assistant Professor of Environmental Studies, Keene State College (N.H.)

FRIDAY, JUNE 8

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 11

Connecting Civic Learning in Classrooms and Communities

This session features two approaches to strengthening civic learning. Participants are involved in a lesson demonstration and receive materials about both approaches.

Creating a Law-Based Civics Course at Your Community College: Connecting Civic Learning and Civic Engagement

Presenter: **Ellen Eason-Montgomery**, Professor, Director of Criminal Justice Program, Howard Community College (Md.)

Building a Minor in Civic Engagement: Intentional Infusion of Civic Engagement through Course Re-Design

Presenters: **Lance Lippert**, Associate Professor of Communication and **Joseph Zompetti**, Professor of Communication; and **Phillip Dawson**, Graduate Assistant, Illinois State University

3 p.m. – 4:15 p.m. • Conference Room 12

Deliberative Politics and Organizing for Deliberative Decision Making

This session discusses the role of public deliberation in democratic politics, introduces research on developing frameworks for productive public deliberations over controversial issues, and provides information useful to people who want to organize and lead forums on campuses and in the community.

Presenters: **John Dedrick**, Vice President and Program Director, Charles F. Kettering Foundation; **Cristin Foster**, Assistant Program Director and **Chris McCauley**, Executive Director, David Mathews Center for Civic Life; **Kara Lindaman**, Associate Professor and ADP Campus Director, Winona State University (Minn.); and **Bill Muse**, President, National Issues Forums Institute

FRIDAY, JUNE 8

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 15

Creating a Culture of Student Engagement

This presentation focuses on how institutions can capitalize on previously dispersed activities to create an intentional effort to advance student engagement through empowerment. Symbolic and authentic empowerment is examined and student presenters highlight the opportunities and challenges encountered through this empowerment.

From Advocates to Administrators: The Creation of a Student-Run Office of Sustainability

Presenters: **Manuel R. Abarca IV**, Sustainability Coordinator and **Taylor Hermann**, Assistant Sustainability Coordinator, University of Central Missouri

Of the Students, By the Students and For the Students

Presenters: **Shari Garber Bax**, Vice Provost and **Kayla Meine**, Undergraduate Student, University of Central Missouri

4:30 p.m. – 5:45 p.m.

Concurrent Sessions

4:30 p.m. – 5:45 p.m. • Conference Room 1

Connect, Engage, Occupy: Civic Engagement and Networks of Participation from Campus to Community

This session explores civic engagement and its effects on student retention, using network analysis to increase civic participation and engagement in the Atlanta Occupy movement. Using multiple research methods allows us to understand civic engagement in multiple sectors and better predict outcomes for students, campuses and communities.

Whither Occupy? Predicting Future Political Engagement by Occupy Members

Presenter: **Joe Corrado**, Associate Professor of Political Science, Clayton State University (Ga.)

What's More Democratic than Participation? Using Community-Based Participatory Action Research with Technology to Build Democratic Citizenship

Presenter: **Courte C. W. Van Voorhees**, Assistant Professor of Interdisciplinary Studies and **Leah Ashwill**, Director, WKU ALIVE Center for Community Partnerships, Western Kentucky University

Retention and Civic Learning in Higher Education

Presenter: **Hilary Stallings**, Manager of Recruitment and Resources, Middle Tennessee State University

FRIDAY, JUNE 8

4:30 p.m. – 5:45 p.m.

Concurrent Sessions *continued*

4:30 p.m. – 5:45 p.m. • Conference Room 2

Activating Knowledge

This session focuses on effective strategies that have been successful in increasing student participation in the civic affairs of the university campus and community.

From “The Pledge” to Civic Engagement

Presenter: **Khodadad (Khodi) Kaviani**, Education Program Director, Central Washington University

Strategies for Achieving Campus-Wide Participation and Success by the Ferris State University Political Engagement Project

Presenters: **Richard W. Griffin**, Co-Coordinator of Political Engagement Project and Professor and **Richard Hewer**, Co-Coordinator of the Political Engagement Project and Associate Professor, Ferris State University (Mich.)

“The Reading Tent”: Implementing a Community Service Program through ACAD 101, Student Leaders, Academic Affairs and Technology

Presenter: **Ellin McDonough**, Program Director for Service Learning, Winthrop University (S.C.)

4:30 p.m. – 5:45 p.m. • Conference Room 3

Promoting Civic Engagement: Innovation, Coordination and Mobilization

Presenters share ideas for promoting civic engagement through year-round programming that includes signature events, community outreach and national initiatives. Of special interest are ideas for budget-friendly election year activities, such as Issue Expos and Campaign Watch.

Presenters: **Melanie J. Blumberg**, Professor of Political Science and ADP Campus Director; **Emily M. Sweitzer**, Professor of Justice and Behavioral Crime; **Gary J. DeLorenzo**, Associate Professor of Computer Information Systems; and **Mary O’Conner**, ADP Campus Advisory Board Member and Professor of Nursing, California University of Pennsylvania

FRIDAY, JUNE 8

4:30 p.m. – 5:45 p.m.

Concurrent Sessions *continued*

4:30 p.m. – 5:45 p.m. • Conference Room 4

Creating a Civic Culture

This session explores strategies for pulling together key players to launch Democracy Commitment and civic engagement initiatives on community college campuses. Topics include creating a culture of civic engagement through spaces for students to be empowered and creatively engineering the institutionalization of ‘civic engagement’ on campus, including the numerous forms this can take.

From Committee, to Office, to Center—and Beyond!: The Institutionalization of Civic Engagement at a Community College

Presenter: **Fagan Forhan**, Director of Experiential Learning Opportunities and Civic Engagement, Mount Wachusett Community College (Mass.)

Launching TDC: First Year Initiatives at Delta College

Presenters: **Lisa Lawrason**, Associate Professor of Political Science and **Kimberly Klein**, Assistant Professor of Political Science, Delta College (Mich.)

4:30 p.m. – 5:45 p.m. • Conference Room 6

Community as Classroom: Community Based Learning to Enhance Students’ Employment and Civic Engagement Skills

This session provides three models of community based learning to strengthen students’ capacities to gain marketable job skills, work effectively in diverse communities and address social problems in their locales.

ENGAGE Social Issues: Bringing University Partnership to Community Colleges

Presenter: **Lora Jorgensen**, Associate Director for Center for Community Engagement and Learning, University of Alaska Anchorage

The Vita Project—Students Working with Diverse Communities through Service Learning

Presenter: **Salley Deaton**, Professor of Business Studies, San Diego Community College District-San Diego City College (Calif.)

The P-16 Initiative: Creating Pathways for Active Citizenship among K-12 and University Students

Presenters: **Julie Dierberger**, P-16 Coordinator, Service Learning Academy and **Paul Sather**, Director Service Learning Academy, University of Nebraska, Omaha

FRIDAY, JUNE 8

4:30 p.m. – 5:45 p.m.

Concurrent Sessions *continued*

4:30 p.m. – 5:45 p.m. • Conference Room 7

Sharing and Promoting the Scholarship of Civic Engagement: Two Projects You Should Know About!

Hear more about the forthcoming American Political Science Association monograph on civic engagement. Learn about the theories, best practices and assessment techniques covered in the book and sign up to receive notification of publication. Participants also learn about the *eJournal of Public Affairs*: how it started, what it is and how you can become a contributor and reader as a way to extend our conversations and develop your knowledge about civic engagement and public affairs.

From Service-Learning to Civic and Political Engagement: An Overview of APSA's Forthcoming Book on Civic Engagement Pedagogy

Presenter: **Elizabeth A. Bennion**, Co-Editor, *From Service-Learning to Civic and Political Engagement*, Associate Professor of Political Science and ADP Campus Director, Indiana University South Bend

Extending Our Conversations through the *eJournal of Public Affairs*

Presenters: **Rachelle Darabi**, Associate Provost, Student Development and Public Affairs; **Marc Cooper**, Professor; and **Andrew Lokie**, Coordinator, Special Projects & Editor, *eJournal of Public Affairs*, Missouri State University

FRIDAY, JUNE 8

4:30 p.m. – 5:45 p.m.

Concurrent Sessions *continued*

4:30 p.m. – 5:45 p.m. 🗨️ Conference Room 8

Conceptions of Engagement: Exploring the Nexus of Philosophy, Power and Place

What do different conceptions of engagement imply about the process of engagement? In this session, hear three perspectives on engagement: 1) How honest and informed philosophical questioning is a necessary antecedent to effective democratic activity; 2) How alternative ways of framing civic engagement goals and strategies can carry significant ramifications for student learning; and 3) How seeing higher education institutions as “place-builders” and individuals as “place-keepers” can help transform civic engagement.

The Missing Ingredient in Citizenship and Democracy: Philosophical Engagement

Presenter: **Wesley Martin**, Assistant Professor of Political Science, Keene State College (N.H.)

Framing Matters: The Politics of Creating a Powerful, Authentic and Congruent Language of Engagement

Presenters: **Craig Berger**, Coordinator for Campus and Civic Engagement and **David Hoffman**, Assistant Director of Student Life for Civic Agency, University of Maryland Baltimore County

Place Building Theory: A New Paradigm for Advancing Civic Engagement in Higher Education

Presenter: **Michael Kimball**, Associate Professor of Anthropology, University of Northern Colorado

4:30 p.m. – 5:45 p.m. 🗨️ Conference Room 10

Institutional Cultural Change through ADP

Collaborators in this session explore how the civic agency work of ADP has become embedded in the institutional culture of Georgia College and how the Lander University ADP is attempting to find ways to embed enhanced civil discourse in curricular and co-curricular experiences. This program includes individual presentations, role-playing and audience participation and discussion.

Georgia College’s ADP Quilt: How Civic Agency is Stitched into the University’s Culture

Presenter: **Gregg Kaufman**, Instructor, Georgia College

Civil Discourse in the Academy: The Lander University Initiative

Presenters: **Alice Taylor-Colbert**, Dean, College of Arts and Humanities and **Chad Kinsella**, Assistant Professor of Political Science, Lander University (S.C.)

FRIDAY, JUNE 8

4:30 p.m. – 5:45 p.m.

Concurrent Sessions *continued*

4:30 p.m. – 5:45 p.m. • Conference Room 11

Supercharging Student Learning: Strategies for Embedding Service Learning and Civic Engagement throughout the Curriculum

Ideally, service learning and civic engagement activities in higher education not only connect campus and community, but they reinforce the curriculum and student learning. This panel explores the ways that three institutions have deeply embedded outreach activities within an academic program's pedagogical mission, simultaneously providing a more rewarding experience for students and forging links between students and society. Also discussed are specific strategies for course design, long-term project implementation and isolating lines of synergy between academic departments and university administration.

Integrating Civic Engagement through Academic Debate

Presenter: **Joseph P. Zoppetti**, Professor of Communication, Illinois State University

Getting to Know Your Communications Department: Synergies between Disciplinary Knowledge and Engaged Outreach

Presenter: **Marcus Paroske**, Assistant Professor of Communication, University of Michigan-Flint

Utilizing Service-Learning to Engage Students in Deliberative Polling Activities to Benefit Communications and Address Community Issues

Presenters: **Brian Calfano**, Associate Professor of Political Science and **Katherine Nordyke**, Director, Office of Citizenship and Service Learning, Missouri State University

4:30 p.m. – 5:45 p.m. • Conference Room 12

Developing the Next Generation of Leaders through Organizer Training and Mobilizing Youth Cultural Resources

This session looks at some successful models for using community colleges as a base for training the next generation of community organizers. It also looks at ways that we can draw on the cultures that our students bring to college, as a basis for engaging them to become advocates for social change.

Presenters: **Cynthia Kaufman**, Director, Institute of Community and Civic Engagement and **Kei Fischer**, Community Organizer, De Anza College (Calif.)

5:45 p.m.

Dinner on Your Own

SATURDAY, JUNE 9

7 a.m. – 5 p.m. ☛ Salon J Foyer

Registration

7 a.m. – 8:15 a.m. ☛ Salons I & J

Networking Breakfast

7 a.m. – 8:15 a.m.

Breakfast Breakout Sessions

7 a.m. – 8:15 a.m. ☛ Conference Room 1

The National Conference on Citizenship (NCoC): Civic Health Initiatives Partnership Opportunities *(open to all)*

NCoC is a nonprofit organization chartered by the U.S. Congress to advance the nation's civic life. NCoC currently works with communities across the country to use civic data to measure and understand how our communities and democracy are functioning. These partnerships have produced reports, infographics and initiatives that promote dialogue and action around civic engagement. Join NCoC to learn more about partnership opportunities in 2012.

Presenter: **Kristi Tate**, Director of Community Strategies, NCoC

7 a.m. – 8:15 a.m. ☛ Conference Room 2

Public Achievement Coaches Meeting

A time for Public Achievement coaches to share stories, build relationships and make plans for connecting during the next school year.

Facilitator: **Dennis Donovan**, National Organizer for Public Achievement, Center for Democracy and Citizenship, Augsburg College (Minn.)

7 a.m. – 8:15 a.m. ☛ Conference Room 3

Constitution Day: 225th Anniversary—Planning *(open to all)*

Interested in brainstorming ideas for how ADP and TDC campuses can commemorate the 225th signing of the U.S. Constitution when observing Constitution Day on and around September 17, 2012? Join this session for an informal conversation about program planning! Also explored is the possibility of publishing a Constitution Day toolkit.

Facilitator: **Amy Jordan**, Professor of Organizational Leadership and ADP Campus Coordinator, University of Arkansas-Fort Smith

7 a.m. – 8:15 a.m. ☛ Conference Room 4

Democracy Plazas Meeting *(open to all)*

Want to learn more about creating a Democracy Plaza experience on your campus? This meeting is for those interested in this signature civic engagement practice.

Facilitator: **H. Anne Weiss**, Graduate Assistant in Civic Engagement, Indiana University Purdue University Indianapolis

SATURDAY, JUNE 9

7 a.m. – 8:15 a.m.

Breakfast Breakout Sessions *continued*

7 a.m. – 8:15 a.m. 📍 Conference Room 6

Integrating Global Challenges into a First Year Seminar in a Community College Setting *(open to all)*

Mount Wachusett Community College in Gardner, Mass. is the only community college currently using Global Challenges (formerly known as 7 Revolutions), an ADP initiative, in their curriculum. Presenters share their framework for embedding Global Challenges into a First Year Experience (FYE) course focused on the development of student success skills based on completion of a one-year pilot. Participants then engage in a think-tank style dialogue about how to meaningfully integrate the Global Challenges into an FYE/intro course at a community college, being mindful of the challenges and barriers our students face every day. Presenters look to participants to help build recommendations and strategies as to how community colleges can use this vehicle to help students take back democracy's colleges—the community college.

Presenters: **Maureen Provost**, Associate Professor, Early Childhood Education and First Year Experience; **Fagan Forhan**, Director of Experiential Learning Opportunities and Civic Engagement; and **Gregory Clement**, Assistant Dean of Students, Mount Wachusett Community College (Mass.)

7 a.m. – 8:15 a.m. 📍 Conference Room 7

U.S. Association of Former Members of Congress (FMC) *(open to all)*

This informal session outlines how ADP and TDC campuses can participate in FMC's Congress to Campus Program, which strives to facilitate face-to-face discussions between students and former members of Congress about civic engagement and public service. Come learn how to bring former members to your campus!

Facilitators: **Elizabeth Ardagna**, Member Services Manager, The Honorable **Dan Miller** (R-FL, 93-03) and The Honorable **Jerry Patterson** (D-CA, 75-85), U.S. Association of Former Members of Congress

7 a.m. – 8:15 a.m. 📍 Conference Room 8

ADP Implementation Committee Meeting *(by invitation)*

Facilitators: **Jen Domagal-Goldman**, ADP National Manager and **George L. Mehaffy**, Vice President for Academic Leadership and Change, AASCU

7 a.m. – 8:15 a.m. 📍 Conference Room 11

TDC Campus Coordinators Meeting *(by invitation)*

Facilitators: **Amee Bearne**, TDC National Coordinator, AASCU and **Bernie Ronan**, Associate Vice Chancellor for Public Affairs, Maricopa Community Colleges (Ariz.)

SATURDAY, JUNE 9

7 a.m. – 8:15 a.m.

Breakfast Breakout Sessions *continued*

7 a.m. – 8:15 a.m. • Conference Room 12

***eJournal of Public Affairs* Open Meeting** (*open to all*)

This breakout session acts as a follow-up to the “Extending Our Conversations through the *eJournal of Public Affairs*” presentation. The opportunity for questions and discussion about civic engagement and public affairs is offered, along with an appeal to participate and contribute to the *eJournal of Public Affairs*.

Facilitators: **Rachelle Darabi**, Associate Provost for Student Development and Public Affairs; **Marc Cooper**, Professor; and **Andrew Lokie**, Coordinator, Special Projects and Editor, *eJournal of Public Affairs*, Missouri State University

8:30 a.m. – 9:45 a.m. • Salon K

Plenary Session: Community Strengths, Assets and Other Ideas We Don’t Really Believe

Language about community strengths and assets is present in nearly every grant proposal, statement of purpose and presentation related to university-community engagement: “We will build on the strengths and assets of the community.” And yet, in the implementation of our engagement efforts, the community’s assets are more an afterthought than the substance of the work. The dominant framework for engagement continues to view the community as deficient and in need of fixing, and residents as clients rather than producers. Byron White addresses why our rhetoric and convictions so often fall short of our practice, and what can we do to walk our talk.

Introducer: **Jen Domagal-Goldman**, ADP National Manager, AASCU

Presenter: **Byron P. White**, Vice President for University Engagement, Cleveland State University (Ohio)

10 a.m. – 11:15 a.m.

Featured Sessions

10 a.m. – 11:15 a.m. • Conference Room 1

Next Generation Civic Engagement

Higher education plays a significant role in preparing the next generation of informed, engaged citizens for our democracy, but we need new ways of teaching personal and social responsibility to a digitally native generation of students. This session describes the redesign of a civic engagement course at the University of North Texas into blended and online formats and provides examples of experiential learning activities. It also addresses the importance of anchoring course redesign to a foundation of thoughtfully identified student learning outcomes.

Presenters: **Brenda McCoy**, Director, Bachelor of Applied Arts and Sciences Program and **Michael Simmons**, Senior Associate Director, Center for Learning Enhancement, Assessment and Redesign, University of North Texas

SATURDAY, JUNE 9

10 a.m. – 11:15 a.m.

Featured Sessions *continued*

10 a.m. – 11:15 a.m. • Conference Room 2

Capturing and Assessing Student Voting on Your Campus

Using public voting data, it is difficult to assess student turnout on a single campus and what institutional strategies positively affect turnout. In 2012, CIRCLE will be working with interested campuses and partners to fill this gap. We are developing a free service to calculate turnout using data collected by a national firm. This session discusses current student voting research, what participants most want to know about student voting and how campuses can get involved to assess strategies used to register and mobilize students.

Presenter: **Abby Kiesa**, Youth Coordinator and Researcher, CIRCLE: The Center for Information and Research on Civic Learning and Engagement

10 a.m. – 11:15 a.m. • Conference Room 3

Defining, Creating, Assessing, Closing the Loop: Long-Term Assessment of Social Responsibility

In this session, participants, while learning about the very practical aspects of one school's comprehensive model for assessing social responsibility, are actively engaged in reviewing their own institution's efforts and selecting areas for improvement. Using a template to guide them in defining terms, identifying organizational structures and exploring potential means of determining impact, participants develop their own action plan to improve the results of efforts on their home campuses, including rare models for directly assessing student learning outcomes in social responsibility.

Presenters: **Gregory Mellas**, Service Learning Director and Spanish Faculty; **Michael Seward**, English Faculty; and **Cheryl Neudauer**, Center for Teaching and Learning Campus Leader and Biology Faculty, Minneapolis Community & Technical College (Minn.)

10 a.m. – 11:15 a.m. • Conference Room 4

ADP: Advancing the Civic Frontier

In this session, Tom Ehrlich, who has been instrumental in guiding the intellectual work of ADP, asks us to consider the new challenges and opportunities that we face in the civic engagement movement. In particular, he focuses on the need to engage students in the civic work of protecting and promoting public education at every level and on the use of social media and other emerging technologies to enhance teaching and learning about civic work.

Presenter: **Tom Ehrlich**, Visiting Professor, School of Education, Stanford University (Calif.)

SATURDAY, JUNE 9

10 a.m. – 11:15 a.m.

Featured Sessions *continued*

10 a.m. – 11:15 a.m. 📍 Conference Room 6

Linking High-Impact Learning and Community Engagement

Come join a conversation about how campuses might thoughtfully link High-Impact Practices (HIPs)—such as first-year experiences, course-based internships, writing intensive courses, undergraduate research and capstones—with civic and community engagement. Presenters share examples of what the Bonner Foundation and its network of campus-based intensive programs have begun to articulate as high-impact community engagement practices (HICEPs). Practices include multi-year commitments and agreements with community partners, multi-year faculty connections, policy research projects and more. Presenters hope to foster conversation and sharing amongst a national learning community for campuses with civic partners like AAC&U, AASCU (and ADP), Bringing Theory to Practice, Imagining America, NERCHE and others in the field.

Presenters: **Mathew Johnson**, Director of Academic Community Engagement and Associate Professor of Sociology and Environmental Studies, Siena College (N.Y.) and **Ariane Hoy**, Senior Program Officer, Bonner Foundation

10 a.m. – 11:15 a.m. 📍 Conference Room 7

Introducing Citizen Alum—Alumni as Doers, Not (Just) Donors

This session is an introduction to Citizen Alum as a strategy for institutional culture change. The particular focus of this panel is integrating alumni relations into campus-wide public/community engagement.

Presenters: **Julie Ellison**, Professor of American Culture and English and Lead Organizer of Citizen Alum, University of Michigan; **Jodi Bantley**, Coordinator, Community Service-Learning, Center for Community-Based Learning, Metropolitan State University (Minn.); **LeeAnn Lands**, Associate Professor of History and American Studies and **Lisa Duke**, Director, Office of Alumni Affairs, Kennesaw State University (Ga.)

SATURDAY, JUNE 9

10 a.m. – 11:15 a.m.

Featured Sessions *continued*

10 a.m. – 11:15 a.m. • Conference Room 8

Putting Democratic Engagement to Work on Campus: A Conversation with John Saltmarsh, Co-Editor of *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education*

This session is focused on a discussion among participants on issues, challenges and questions from the chapters and the critique offered in the book. One point of conversation might be putting the conceptual framework of “democratic engagement” in place on campus, providing concrete strategies for using the book, *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education* (2011) to implement change. Collectively we can discuss strategies for faculty, staff, administrators, students and community partners to implement democratic engagement on campus, drawing, in many cases, on campus examples.

Presenter: **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education, University of Massachusetts, Boston and Co-Editor of *To Serve a Larger Purpose*

10 a.m. – 11:15 a.m. • Conference Room 11

Realizing the Potential of TDC and ADP: Developing Partnerships Between Universities, Community Colleges and Municipalities

Over the last 10 years, scholars, educators, administrators and others have devoted significant attention to the development of programs that support education for citizenship in higher education. These efforts have born significant fruit, as evidenced by the many programs featured at the TDC/ADP National Meeting. A central concern for the next 10 years will be how those in higher education will sustain the commitment to civic engagement, especially in light of personnel changes and budgetary constraints. Presenters on this panel discuss how campuses can develop meaningful partnerships across campus and community to ensure that education for democracy remains a vital component of higher education.

Presenters: **Sarah Diel-Hunt**, Heartland Community College (Ill.); and **Stephen Hunt**, Professor of Communication, **Jan Murphy**, Associate Vice President for Academic Affairs and **Lance Lippert**, Association Professor of Communication, Illinois State University

SATURDAY, JUNE 9

10 a.m. – 11:15 a.m.

Featured Sessions *continued*

10 a.m. – 11:15 a.m. • Conference Room 12

Exploring 21st Century Approaches to Civic Dialogue: New Tools for a Digital Democracy

Join a discussion of innovative tools for promoting civic engagement and civil discourse around critical issues on college campuses.

Democracy Plaza: Student Updates, Research Questions and Moving into the Future Electronic Space of Civil and Civic Dialogue

Presenters: **H. Anne Weiss**, Graduate Assistant in Civic Engagement;
Youngbok Hong, Associate Faculty of Art; and
Anthony Greco, Student, Indiana University Purdue University
Indianapolis

The Civil Debate Wall: Using Digital Media to Train Effective Citizens

Presenters: **Shelby Taylor**, Digital Communications Director and
Emma K. Humphries, Assistant in Citizenship, Bob Graham
Center for Public Service, University of Florida

SATURDAY, JUNE 9

11:30 a.m. – 12:30 p.m. ☛ Salon I

Campus & Friends Showcase, Poster Session and Lunch

Posters

Towards Democracy? Elections in the Democratic Republic of Congo (1960-2011)

By **Elizabeth Hauck**, Student, Santa Fe College (Fla.)

Youth Vote Overseas: Building a Network of Young Voters Abroad in 2012 and Introducing U.S. Vote Foundation: The First Online Absentee Ballot System for Every State

By **Susan Dzieduszcka-Suinat**, President and CEO, Overseas Vote Foundation

Controversial Issues in Discussion-Based Opportunities to Develop Youth Civic Engagement

By **Alex Lin**, Doctoral Student, University of California, Irvine

Public Achievement in Urban & Suburban Schools with Leadership Focus From Student Proposed Issue and Action Using Empowerment and Civic Responsibility

By **Becky Hamlin**, Undergraduate Student Teacher in Special Education and **Robert Logan**, Graduate Student Teacher in Special Education, Augsburg College (Minn.)

Student Involvement and the Fiscal Incentives that Deter It

By **Jennifer Burger**, Student, University of Michigan-Flint

Engaging Students through On-Campus Candidate Forums

By **Alyssa Martin** and **Evan Bohl**, Students, Northwest Vista College (Texas)

12:45 p.m. – 1:15 p.m. ☛ Salon H

Mini Plenary: ADP and TDC—Reflecting on Our Past and Looking to Our Future

Hear reflections on the founding and continuing work of two leading civic engagement organizations in higher education: ADP and TDC.

Moderator: **George L. Mehaffy**, Vice President for Academic Leadership and Change, AASCU

Panelists: **Tom Ehrlich**, Visiting Professor, School of Education, Stanford University (Calif.); **Felice Nudelman**, Chancellor-Elect, Antioch University (Ohio); **Brian Murphy**, President, De Anza College (Calif.); and **Bernie Ronan**, Associate Vice Chancellor for Public Affairs, Maricopa Community Colleges (Ariz.)

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions

1:30 p.m. – 2:45 p.m. • Conference Room 1

The Service Learning Trio: Interdisciplinary Perspectives

Have you reached your service learning potential? In this collaborative session, discover unique service learning ideas from different standpoints that illustrate a “learning by serving” approach, allowing students to experience philanthropy firsthand, while at the same time engaging in real-world application of course concepts.

Collaborative Engagement and Personal Responsibility: “Not Yo’ Mama’s Service Learning Projects”

Presenter: **Cora Ann Williams**, Professor, Speech Communication, Lone Star College-Kingwood (Texas)

Service Learning: Connecting Students’ Minds to Course Content

Presenter: **Jeffrey W. Fox**, School-Based Scholars Coordinator, Adjunct Professor of Communication, Northern Kentucky University

Interdisciplinary Service Projects: Dos and Don’ts

Presenters: **Cindy L. Pressley**, Assistant Professor and **Karol Chandler-Ezell**, Assistant Professor, Stephen F. Austin State University (Texas)

1:30 p.m. – 2:45 p.m. • Conference Room 2

Perspectives on Citizenship

Three interactive, engaging presentations related to citizenship, a cornerstone concept for meaningful civic engagement. In this session presenters examine ideas of citizenship within the academy, including the intersection of tribal citizenship and U.S. citizenship; public education’s development of citizen-students into the 21st century; and a sketch of how good design is good citizenship. This lively session promises to spark your thinking and keep you engaged.

Citizenship: One Principle, Multiple Perspectives

Presenters: **Jocelyn Lee Payne**, Assistant Professor of Education and **Rachel Green**, Assistant Professor of Education, Northeastern State University-Broken Arrow (Okla.)

Public Education and the Cultivation of Citizen-Students

Presenter: **Dominique Johnson**, Assistant Professor of Law and Society, Ramapo College of New Jersey

Good Design is Good Citizenship

Presenter: **Rich Halstead-Nussloch**, Professor of Information Technology, Polytechnic State University (Ga.)

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 3

Students Engaging Change

This session shares various efforts across three institutions where students are engaging in change in their communities. From first year civic engagement opportunities (some of which start before students enter campus), to violence and bully prevention, students across universities are finding out what it's like to be citizens in their democracy.

Addressing Needs of Those Affected by Violence through Community Engagement

Presenter: **Maureen Moffitt Wilt**, Associate Professor of Social Work,
University of Central Missouri

Before Day One: First-Year Students' Creating Their Path Towards Civic Engagement

Presenters: **Brandon Martin**, Graduate Assistant for Civic Engagement;
Cara Daniello, Student; and **Kerry Duda**, Community Service
Center Student Staff, Ramapo College of New Jersey

TRANSFORMERS Program Development & Assessment: A Community Engagement Approach to Anti-Bullying

Presenters: **Cheri J. Simonds**, Professor of Communication;
Elizabeth Flood, **Stevie Munz**, **Matt Spialek** and **Anna Wright**,
Graduate Teaching Assistants, Illinois State University

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 4

Building a Better Civic Engagement Experience

This session focuses on how three institutions have created innovative curricular and programmatic initiatives to offer civic engagement education. Models for how these types of initiatives and pedagogies could be implemented on other campuses are shared, as well as best practices for their use and creation.

Integrating Course Redesign Principles into Civic Engagement

Curriculum: Teaching Large Sections of Global Challenges Students

Presenter: **Brett Whitaker**, Instructor of Leadership Studies, Fort Hays State University (Kan.)

Creating Integrated Student Focused Initiatives

Presenters: **Mark Gempler**, Associate Director of the Student Center;
Kim Schmidl-Gagne, Program Coordinator in Academic Affairs; and **Dylan Morrill**, Student, Keene State College (N.H.)

Building Research Skills for International Students through Global Challenges

Presenters: **Paula Moore**, English as a Second Language Academic Specialist and **Katherine Nordyke**, Director of Citizenship and Service-Learning, Missouri State University

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 6

Strategies for Institutionalizing Civic Engagement

How can campuses support and sustain their commitment to civic engagement? Representatives of three colleges share specific strategies for effective and enduring institutional engagement practices.

An Engaged Campus: Coordinating Volunteer and Service Opportunities, Activities and Community Relations

Presenters: **Deborah Smith-Howell**, Associate Vice Chancellor for Academic Affairs and Dean, Graduate Studies and **Sara Woods**, Associate Dean, College of Public Affairs and Community Service, University of Nebraska, Omaha

Recognition and Rewards, Kudos and Dollars: Towards Institutionalization of Civic Engagement

Presenters: **Kaylene A. Gebert**, Professor, Speech and Theatre and **Judith Iriarte-Gross**, Professor of Chemistry and Director, Women In STEM Center, Middle Tennessee State University

Work You Need to Do in Order to Do Your Work: MDC's Story of Institutionalizing Civic Engagement

Presenters: **Jo Anne Zarowny**, Program Manager, Institute for Civic Engagement and Democracy (iCED) and **Tamica Ramos**, Wolfson and Medical Center Campus Director, Institute for Civic Engagement and Democracy (iCED), Miami Dade College (Fla.)

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 7

Developing Civic Agency through Public Achievement

This session explores public achievement pedagogy, a youth civic engagement initiative focused on the fundamental concepts of citizenship, democracy, leadership and public work that emerges from student-based interest surrounding social justice topics. Public Achievement at Fridley Middle School combines the talents and desires of marginalized youth with the guidance and support of their coaches and teachers to build a better world and to create a community-centered political system that encourages “choice and voice” of socially aware citizens.

First Annual International Public Achievement Conference: Empowering the Coaches

Presenters: **Noelle Johnson** and **Lindsey Ardrey**, Public Achievement Coaches; and **Bianca Brown**, Student, Western Kentucky University

Radical Change in the Midst of Mediocrity: The Engagement of Marginalized Special Education Populations as Participant Citizens

Presenters: **Susan O’Connor**, Associate Professor of Special Education and **Donna R. Patterson**, Assistant Professor of Special Education, Augsburg College (Minn.)

Public Achievement: Applications of Democracy and Student Leadership in Special Education Classrooms and the Greater Community

Presenters: **Kjerstin M. Hagen**, Public Achievement Coach and Special Education Teacher and **Heather Clinton**, Public Achievement Coach, Licensed Teacher, Augsburg College (Minn.)

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 8

The Gift of Experiential Learning: Case Studies in Student Lobbying and Policymaking

This panel focuses on unique methods of encouraging experiential and active learning in political science. Panelists discuss a unique student-conducted forum on public policy, as well as a field trip to a state house where students took part in active lobbying on a social justice issue and also met their legislators.

Teaching the Skills of Advocacy: Case Study of the Student Public Policy Forum

Presenters: **Alberto Olivas**, Director, Center for Civic Participation, Maricopa Community Colleges (Ariz.); **Brian Dille**, Residential Faculty, Political Science, Mesa Community College (Ariz.); and **Manuela Mikesell**, Student, Scottsdale Community College (Ariz.)

Georgia Politics 101: A Lobbying Assignment at the State Capital

Presenter: **Shyam K. Sriram**, Faculty Director, Georgia Perimeter College

1:30 p.m. – 2:45 p.m. • Conference Room 11

Context Matters: Seizing Opportunities for Education, Action and Advocacy

Join representatives from a national organization and an urban campus to learn how each creates opportunities for students to have an impact on national and global issues and in the communities where they live, study and work. Offered in this session are examples of internships, service-learning, community partnerships, advocacy projects and ideas for assessing the impact of this work.

Building Civic Literacy in the Nation's Capital

Presenter: **Andrea Barron**, Senior Program Manager for Civic Engagement, The Washington Center for Internships and Academic Seminars

The Power of the Footprint: How One Campus Forged Community Partnerships and Built Synergies Recognized by Carnegie

Presenters: **Margaret W. Cohen**, Director and Associate Provost for Professional Development; **Lynn M. Staley**, Assistant Teaching Professor and **Chad Hankinson**, Associate Teaching Professor, University of Missouri-St. Louis

SATURDAY, JUNE 9

1:30 p.m. – 2:45 p.m.

Concurrent Sessions *continued*

1:30 p.m. – 2:45 p.m. • Conference Room 12

Putting Students at the Center of Civic Engagement

Students can be more than passive recipients in courses and on our campuses. This session highlights how students at three universities engaged in efforts to address problems beyond the classroom to create change on their campus and in their community.

Students Speak and Step Up: Engaging Students in Issues that Matter to Them and Supporting Student-Driven Solutions to Enhance and Improve our Communities

Presenter: **Jennifer Mair**, Adjunct Faculty, Communication Studies, Skyline College (Calif.)

More than “Winning:” How Students Organize to Solve Campus Problems

Presenter: **Paul Markham**, Co-Director, Institute for Citizenship and Social Responsibility, Western Kentucky University

3 p.m. – 4:15 p.m.

Concurrent Sessions

3 p.m. – 4:15 p.m. • Conference Room 1

Partnering with Community Institutions for Civic Engagement

Through partnerships, local institutions can provide meaningful opportunities for student service-learning and civic engagement. Students, in turn, can provide valuable service to those local institutions. This session highlights two universities’ successes and challenges in working with local nonprofits and faith-based organizations.

Engaging Students with the Local Non-Profit Community

Presenter: **Cindy Pressley**, Assistant Professor of Government, Stephen F. Austin State University (Texas)

Organizing Religion: The Role of Faith-Based Organizations in Democratic Work

Presenters: **Paul Markham**, Co-Director, Institute for Citizenship and Social Responsibility and **Terry Shoemaker**, Program Coordinator, Institute for Citizenship and Social Responsibility, Western Kentucky University

SATURDAY, JUNE 9

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 2

Civic Engagement across the Curriculum

This session considers multiple ways for incorporating civic learning and engagement in the undergraduate curriculum. How do we teach civic responsibility, learning and engagement? Presenters consider how civic engagement is integrated across the curriculum, as well as incorporated in STEM education for non-majors and in distance education.

Integrating Civic Responsibility and Purposeful Civic Learning into the Curriculum

Presenters: **Gail Robinson**, Director of Service Learning, American Association of Community Colleges; **Josh Young**, Director, Institute for Civic Engagement and Democracy and **Makisha Noel**, Student, Miami Dade College

STEM Education and Civic Engagement for Non-Majors—Developing Citizen Scientists

Presenters: **Judith Iriarte-Gross**, Professor of Chemistry and Director, Women In STEM Center and **Kaylene Gebert**, Professor of Speech and Theatre, Middle Tennessee State University

Civic Engagement and Distance Education

Presenter: **Jeff Dense**, Professor of Political Science, Eastern Oregon University

3 p.m. – 4:15 p.m. • Conference Room 3

Community, Sustainability and Stewardship

These sessions explore the possibility for strengthening student connections to community through projects and programs emphasizing sustainability, environmental awareness and stewardship. Presenters discuss course design, student learning outcomes and opportunities for creating and supporting community partnerships.

Putting Down Roots: Building Strong Community Connections through Tree-Planting Projects

Presenter: **Christina Jarvis**, Associate Professor of English, SUNY Fredonia

Leaving a Legacy: Engaging Students in Park Management and Natural Resource Planning

Presenter: **William Fleeger**, Assistant Professor of Environmental Studies, Keene State College (N.H.)

Teaching About Sustainability: The Fundamental Global Challenge

Presenter: **Dennis Falk**, Professor of Social Work, University of Minnesota Duluth

SATURDAY, JUNE 9

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 4

The Sights and Sounds of Participatory Democracy: Speaking and Acting for the Public Good

Every citizen of the academy, whether they are student, staff, faculty or administrator, needs both the opportunity and the training to engage in effective public discourse. The academy should consider two critical ingredients needed to support public speaking for the public good: a safe and identified location where all can engage in public discourse and a center that can assist with the development and honing of the skills and techniques needed for effective public speaking (a center for civic engagement and public discourse). Panelists discuss opportunities created in and beyond the academy for student engagement in the civic sphere.

Public Speaking for the Public Good

Presenter: **Michael McCarthy**, Lecturer in Communications, Keene State College (N.H.)

Dinner and a Good Dessert: The Rhetoric of Conversation for Students' Civic Action

Presenter: **Heather Lettner-Rust**, Assistant Professor of English, Longwood University (Va.)

The Struggle for Respect: Using Concepts of Participation and the Role of Civic Literacy to Engage Diverse Students in Civic Activities

Presenter: **Amelia Ross-Hammond**, Professor and Director of Service-Learning and Civic Engagement, Norfolk State University (Va.)

SATURDAY, JUNE 9

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 6

Social Media: Revolution and Evolution in Modern Society

This panel examines how social media can be used to enhance democratic value of participation in the classroom. Special attention is given to student ownership of these media as a prerequisite for participation. A concurrent focus specifically examines student engagement and models to best execute these projects.

The Revolution of Social Media to Facilitate Greater Participation in Democracy

Presenter: **Steven Peist**, Reading Faculty, Modern Languages, Estrella Mountain Community College (Ariz.)

Building Active Citizenship In and Beyond the College Classroom: Blogging for Diversity and Justice

Presenter: **Anne B. Cross**, Associate Professor of Criminal Justice, Metropolitan State University (Colo.)

Using Facebook to Advance Civic Engagement and Global Learning In the Classroom

Presenter: **Carlton Anthony Usher II**, Associate Professor, Kennesaw State University (Ga.)

3 p.m. – 4:15 p.m. • Conference Room 7

Assessing Civic Engagement Skills

This session explores the institutional and instructional resources and strategies that affect civic learning for education majors, as well as majors from a variety of other disciplines. Panelists discuss assessment techniques and their results when it comes to effectiveness in teaching students about civic engagement.

The Impact of a Year-Long Immersion Program

Presenter: **Adam Hoffman**, Assistant Professor of Political Science and Director of the Institute for Public Affairs and Civic Engagement, Salisbury University (Md.)

Assessing Pre-Service Teachers' Knowledge of Civics: Lessons Learned from Texas

Presenter: **Paul Nagel**, Associate Professor of Elementary Social Studies Methods, Northwestern State University (La.)

SATURDAY, JUNE 9

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 11

National Civic Minor in Urban Education Project: Five New Models that Integrate Service Learning with Public Policy Coursework

Five AASCU urban campuses were selected in Fall 2010 to design and implement new Civic Minors in Urban Education. Each minor must be developed as a partnership between education and arts and sciences faculty and be available to all university students. Each minor will offer pre-service teachers, and their peers who might not otherwise consider a career in education, an opportunity to take courses that develop a rich understanding of the public policy context of urban schools and community factors that affect school performance, community connections to schools and learning outcomes for students. This session includes a presentation of the five models, specific information about their implementation and any issues or obstacles encountered, plus time for Q&A.

Presenters: **Jolanda Westerhof**, Director of Teacher Education, AASCU, and participating campus representatives: **Kathy Wood**, Associate Dean, School of Education and **Amitra Wall**, Associate Professor of Sociology, Buffalo State College, State University of New York; **Steven Hart**, Assistant Professor of Literacy and Early Education and **James Mullooly**, Associate Professor of Anthropology, California State University, Fresno; **Susan Harden**, UNC Charlotte Crossroads Coordinator and Adjunct Professor of Education and **Janni Sorensen**, Assistant Professor of Geography and Earth Sciences, University of North Carolina at Charlotte; **Vicki McGinley**, Professor of Special Education and **Hannah Ashley**, Associate Professor of English, West Chester University of Pennsylvania; **Anna Lyon**, Associate Professor of Teacher Education and **Marjorie McLellan**, Associate Professor, Department of Urban Affairs and Geography and Department of History, Wright State University (Ohio)

SATURDAY, JUNE 9

3 p.m. – 4:15 p.m.

Concurrent Sessions *continued*

3 p.m. – 4:15 p.m. • Conference Room 12

Designing and Implementing Programs for Actively Engaged Citizenship

Learning doesn't take place solely in the classroom. Through innovative practices, creative design process and partnerships across the campus, community and country, these presenters have found significant advocates on and off campus. Presenters share their experiences and insight on establishing points of collaboration and creating significant, purposeful experiences for students in the process.

Leadership in Action: Engaging Practitioners in Collaborative Partnerships for Meaningful Student Leadership

Presenters: **Brian M. Wooten**, Director, Center for Student Leadership and Assistant Professor for University Studies; **Josh Hunt** and **Brian LeDuc**, Managers for Leadership Programs, Kennesaw State University (Ga.); and **Lily Chowana-Bandhu**, Associate Director of Campus Activities, University of Southern California

Youth & Seniors—American Democracy: An American Partnership

Presenters: **Christie Brungardt**, Assistant Professor of Leadership Studies and Director of the Women's Leadership Project, Fort Hays State University (Kan.) and **Katherine Nordyke**, Director of Citizenship and Service-Learning, Missouri State University

The Western Carolina University Poverty Project: A Framework for Engaged Learning at a Regional Comprehensive University

Presenters: **Jennifer Cooper**, Interim Director of Service Learning and **John Whitmire**, Associate Professor, Department of Philosophy and Religion, Western Carolina University (N.C.)

SATURDAY, JUNE 9

4:30 p.m. – 5:45 p.m. 📍 Salon K

Closing Plenary: Going Public—Aligning Classroom Pedagogy with Institutional Commitments to Civic Engagement

Many AASCU-member universities stress regional, civic engagement as a key strategic priority. Yet translating that priority to the classroom via faculty teaching practices can be challenging. This session provides participants with an overview of an innovative teaching approach that improves students' civic dispositions and retention. The approach, Public Sphere Pedagogy (PSP), embeds a tailored public arena in varied courses to permit discussion of students' research, questions and concerns about contemporary issues. Faculty, staff, administrators and community members act as dialogue partners with students, helping all participants to move their thinking and their plans for civic action forward. At CSU, Chico, PSP has broad faculty appeal and is used in disciplinary areas as varied as political science, communication studies, economics and English to improve students' engagement with subject matter learning, assist students' construction of civic dispositions, and increase students' persistence to graduation. This session includes both a set of models of embedded public spheres (e.g., a student-led Town Hall, a "Great Debate" and a multi-media festival where students present and discuss their work) and tools for developing PSP approaches on participants' home campuses.

Introducer: **Jocelyn Lee Payne**, Assistant Professor of Education, Northeastern State University-Broken Arrow (Okla.)

Presenters: **Thia Wolf**, First-Year Experience Director and a Professor of English Studies; **Ellie Clifford Ertle**, Lecturer of Political Science and Faculty Coordinator for the Town Hall Meeting Program; **Zach Justus**, Assistant Professor of Communication Arts and Sciences; and **William Loker**, Dean of Undergraduate Education, California State University, Chico

ADP 10th Anniversary Kick-off

- University of Central Oklahoma student video
- ADP 10th Anniversary contests announced
- Concluding Remarks

6:15 p.m. – 8:15 p.m. 📍 Offsite • Riverwalk at Ácenar • 146 East Houston Street

Closing Dinner and Reception

PLENARY AND FEATURED SESSION SPEAKERS

Jodi Bantley has returned to higher education in the past two years, after spending most of her professional life directly engaged in addressing public problems through mostly grassroots non-profit organizations in the Twin Cities of Minneapolis-St. Paul, Minnesota. At Metropolitan State (Minn.), she assists students and faculty to incorporate meaningful community-based learning experiences into their coursework and promotes civic engagement as part of Metropolitan State University's Center for Community-Based Learning staff and American Democracy Project team. Bantley is inspired by the stories of Metropolitan State's non-traditional students and enjoys the opportunity to imagine, through Citizen Alum, new ways that the university can strengthen their efforts to create a more just society.



Sydney (Syd) D. Beane was born in 1942 on the Mdewakanton Dakota/Flandreau Santee Sioux Reservation in South Dakota. Beane, like his ancestors, has been a lifelong educator, activist and organizer for American Indian concerns both locally and nationally. He is generally recognized as one of the leading authorities in the country on the relocation and aftermath of American Indians into the cities from rural reservation communities. His educational experience includes college and graduate degrees with related teaching positions at a Minnesota high school, Arizona State University and San Francisco State University. He has an administrative and media background, and founded the Native Media & Technology Network (NMTN), which recruits and trains American Indian youth for employment opportunities in the entertainment industry. Beane was the co-producer/writer/director of *Native Nations: Standing Together for Civil Rights*, a one-hour documentary on the American Indian Civil Rights Movement released by ABC, NBC and the Hallmark Channel for national network broadcast. He is an adjunct faculty member at Minneapolis Community & Technical College.



Elizabeth A. Bennion is associate professor of political science and campus director of the American Democracy Project at Indiana University South Bend, where she connects campus and community through civic education programming. She teaches courses in American politics with an emphasis on political behavior. Bennion is the 2011-2012 Eldon F. Lundquist Fellow, the highest campus honor bestowed upon a meritorious IU South Bend faculty member who has demonstrated excellence in teaching, scholarly achievement and diversified public service. Bennion is also a six-time recipient of the competitive Trustees' Teaching Award, an inductee of the all-IU Faculty Colloquium on Excellence in Teaching, and a recipient of the all-IU W. George Pinnell Award for Outstanding Service. Bennion's scholarship has been published in multiple books, journals and newsletters. She is currently co-editing a book on civic engagement pedagogy for the American Political Science Association.

PLENARY AND FEATURED SESSION SPEAKERS



Regie Cabico is one of the country's leading innovators and pioneers of poetry and spoken word, having won three top prizes in the 1993, 1994 and 1997 National Poetry Slams and winning The Nuyorican Poets Cafe Grand Slam. *Bust Magazine* ranked him in the "100 Men We Love," and *The Kenyon Review* called him the "Lady Gaga of Poetry." Cabico has shared the stage with Jesse Eisenberg, Michael Ealy (as part of Howard Zinn's People's History Project) and Alice Walker (at Split This Rock Poetry Festival); he most recently performed at The Kennedy Center as part of John Legend's *What's Goin' On Now* concert with ArtLab. Cabico, whose work is published in over 40 anthologies, has taught at Urban Word NYC, Poets House, Kundiman and Split This Rock, and as faculty at Banff Arts Center's Spoken Word program. He also received the Writers for Writers Award for his work with at-risk youth from *Poets and Writers*. Cabico is a former NYU Artist in Residence for Asian Pacific American Studies. He performs throughout the U.K. and North America and resides in Washington, D.C.



Alysa Cisneros is a student at De Anza College in Cupertino, California. She is also the Rappaport internship and student coordinator for the Institute of Community and Civic Engagement; former campaign coordinator for My Vote, Our Future; campus Camp Wellstone organizer; teaching assistant in political science; and mother of a five-year-old girl.



Ami Dar is the founder and executive director of *Idealist.org*. Built in 1996 with \$3,500, Idealist has become one of the most popular nonprofit resources on the web, with information provided by 70,000 organizations around the world and 100,000 visitors every day. Dar was born in Jerusalem, grew up in Peru and in Mexico, and lives in New York.

PLENARY AND FEATURED SESSION SPEAKERS



John R. Dedrick is vice president and program director at the Charles F. Kettering Foundation, Inc. Dedrick has a long-standing research interest in the theory and practice of democracy, and he has worked closely with higher education professionals and community-based forum moderators on numerous scholarly and community-based research studies. Dedrick serves on the Board of Philanthropy for Active Civic Engagement, the executive committee of Deliberative Democracy Consortium, the Ohio Grantmakers Forum's Public Policy committee and the editorial board of the *Journal of Public Deliberation*. He also serves as adjunct faculty at Fielding Graduate University's (Calif.) Institute for Social Innovation, where he leads seminars on topics including deliberation, dialogue and civic engagement.



Sarah Diel-Hunt currently serves as the dean of social and business sciences and chair of the Political Engagement Project at Heartland Community College (Ill.). She also serves on the faculty, teaching courses in political science. She has led efforts at Heartland Community College to create a transferrable Curriculum Sequence in Civic Education, with focus on developing civic skills in students. Diel-Hunt earned her B.A. degrees in English and political science from the University of Kansas, her M.A. in political science from the University of Northern Iowa, and her Ph.D. in political science from Southern Illinois University in 2000.



Blain Miller Donnell is a student at Lone Star College-Kingwood (Texas). He has been a volunteer Public Achievement coach for two years and has worked with students who wanted a teen center for their community and students who want to reach out to the Hispanic community. He is interested in politics and is transferring to the University of Texas in Arlington in the fall 2012 semester.



Richard Dunfee became executive director of the AASCU Grants Resource Center in June 2006. He previously served as president of the Colleges of Mid-America, vice president for administration at CUNY/York College, assistant vice president for research at St. Cloud State University (Minn.), and lead research development activities at Johns Hopkins University. He has written numerous successful grant proposals, and is the author of articles and books on funding and consortia in education. He holds a B.A. and M.A. from Marshall University (W. Va.) and a Ph.D. from Ohio State University.

PLENARY AND FEATURED SESSION SPEAKERS



Susan Dzieduszycka-Suinat is president and CEO of Overseas Vote Foundation (OVF), www.overseasvotefoundation.org, and U.S. Vote Foundation (US Vote), www.usvotefoundation.org, both nonprofit, nonpartisan organizations which help U.S. domestic, absentee, overseas and military voters participate in federal elections by providing public access to a comprehensive range of interactive web services. Her vision for voter services that work within today's security paradigm and address the real and practical needs of absentee voters, coupled with her ability to translate these needs into logical, easily accessed technology solutions, is demonstrated through the OVF and US Vote online presence. Dzieduszycka-Suinat studied and earned a Bachelor's of Arts in Environmental Studies at the University of California, Santa Cruz and holds certifications in organizational development, large-scale project management and marketing from the University of California, Berkeley.



Thomas Ehrlich is a visiting professor at the Stanford University (Calif.) School of Education. He previously served as president of Indiana University, provost of the University of Pennsylvania and dean of Stanford Law School. He was also the first president of the Legal Services Corporation in Washington, D.C., and the first director of the International Development Cooperation Agency, reporting to President Carter. After his tenure at Indiana University, Ehrlich was a distinguished university scholar at California State University. From 2000 to 2010 he was a senior scholar at the Carnegie Foundation for the Advancement of Teaching. He is author, co-author or editor of 13 books, including *Educating for Democracy: Preparing Undergraduates for Lives of Responsible Political Engagement* (2007). He is currently working on a book about how and why young people should engage in public service. He is a graduate of Harvard College and Harvard Law School and holds five honorary degrees.



Julie Ellison is one of the foremost commentators in the U.S. on emerging models of socially responsive knowledge creation in the humanities and arts. Ellison is professor of American culture and English at the University of Michigan and served as founding director of *Imagining America: Artists and Scholars in Public Life* from 2001 to 2007. With Dr. Timothy Eatman, she co-authored *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University* (2008). She is currently leading "Citizen Alum," an initiative of the American Commonwealth Partnership (ACP), and is a member of the ACP National Steering Committee. Author of three scholarly books on U.S. and British literary history, she is working on a book titled *Lyric Citizenship: The Public Project of the Humanities*. Her courses include "Getting In: What College Means in America," "Public Poetry" and "Organizing Culture."

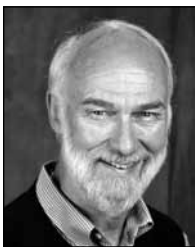
PLENARY AND FEATURED SESSION SPEAKERS



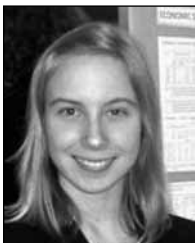
Ellie Clifford Ertle is a lecturer in the department of political science and the faculty coordinator for the Town Hall Meeting Program at California State University, Chico. She teaches a variety of courses in political science, ranging from American government to political theory, socialization and inquiry. Most recently, her work has focused on civic engagement and non-coercive educational practices as the pedagogical foundation for student learning within and across disciplines.



Denise Fairchild is the inaugural president of Emerald Cities Collaborative, a national non-profit accelerating the growth and distributive benefits of the emerging green economy. She has spent over 30 years promoting housing and economic opportunities for low-income and minority communities. She founded and directed the Community & Economic Development Department at L.A. Trade-Technical College, and CDTech, its community development research and technical assistance affiliate. She helped launch the Regional Economic Development Institute to provide technical education for jobs with a green economy focus. In addition, Fairchild directed LISC in L.A. and raised over \$100 million in equity, grants and loans for community-based housing and commercial development projects. She has also served with the California Commission, California Local Economic Development Association, Urban Land Institute, Coalition for Women's Economic Development, L.A. Quality Board and as Mayor Villaraigosa's special advisor for South L.A. Investments.



Dennis Falk is professor and director of graduate studies in the department of social work at the University of Minnesota Duluth. He has taught a course on Global Issues in a variety of formats over the past 20 years, including large lecture classes, honors seminars and online offerings. His research interests include defining and promoting global citizenship. He is currently working with *The New York Times* and the Center for Strategic and International Studies (CSIS) to develop a comprehensive global education curriculum for the 420 AASCU member institutions and its 3.6 million students.



Cristin Foster serves as assistant program director for the David Mathews Center for Civic Life. She graduated from the University of Montevallo with a Bachelor of Arts in History in 2011. Foster spent 2009-2011 as an undergraduate Jean O'Connor-Snyder intern with the Mathews Center. Originally from Pensacola, Florida, she currently resides in Montevallo, Alabama.

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Doug Garnar is a senior professor at Broome Community College (BBC) where he has taught history/social science courses since 1971. Working with a small group of faculty in the mid-1980s, he helped to create a civic education course requirement taken by all graduating BCC students since 1988. In 2000, Garnar helped to initiate the campus' service program and has been its coordinator since 2007. He pioneered the use of National Issues Forums/deliberative discourse in courses on the BCC campus, as well as in the local community, and has attended a number of Kettering Foundation conversations on deliberative democracy since 2006. Garnar was also involved in initial conversations, initiated by the Kettering Foundation in October 2010, which led to the creation of The Democracy Commitment. He has served as the chair of the college's Center for Civic Engagement advisory board since its revival in 2006 and was the campus coordinator for The Democracy Commitment this past year. Garnar was awarded a Distinguished Service Professorship by the State University of New York board of trustees in 2007.



Anthony Greco is the former president of Democracy Plaza, and a current undergraduate student at Indiana University Purdue University Indianapolis (IUPUI) where Greco is pursuing a bachelors degree in communication and pre-law. Greco, as a member of Democracy Plaza, has learned that, the first step in political involvement is listening and providing a unique medium for civil discourse, such as Democracy Plaza. He looks forward to using what he has learned to further the goals of DP and to supplement his new role as the student body president of IUPUI.



Youngbok Hong is an associate professor of visual communication design at Herron School of Art and Design, Indiana University, Indianapolis campus. She teaches and researches in the areas of creative problem solving process, design research methodology and people-centered experience design. Hong sees the design discipline as an alternative methodological approach for diverse problem solving. She is actively engaged in the real world problems of communities and has executed numerous research projects: Marion County Jury Experience Project (social service experience design), The Hawthorne Community Center Project (community development program design) and the eCitizenship project (social media and technology for public engagement). Prior to academia, she worked in the area of interaction design in roles ranging from interface designer to multimedia producer.

PLENARY AND FEATURED SESSION SPEAKERS



Ariane Hoy manages campus support, national meeting planning, and resource development for the Bonner network of 60+ campus programs. Hoy attended Stanford University, where she majored in political science and became heavily involved in community engagement through the Haas Center. She was awarded a John Gardner Fellowship, working in East Palo Alto with the superintendent of schools. Hoy then joined City Year, where she served as team leader, program director and senior program designer and trainer for the Academy. With much experience in program development and change management, Hoy has served as the director of the Echoing Green's fellowship; Jumpstart's vice president for program; and executive director of Campus Outreach Opportunity League (COOL). Hoy was a member of the AAC&U national advisory board for the VALUE Initiative and is a member of the advisory boards for AAC&U's Diversity & Democracy and the Center for an Engaged Democracy.



Emma Humphries is a passionate civic education supporter and scholar of civic engagement. Humphries is the assistant in citizenship of the Bob Graham Center for Public Service, working to implement the three-year, \$3 million dollar Knight Foundation Grant to prepare University of Florida students to be informed, skilled and engaged citizens.



Stephen Hunt serves as professor of communication and associate director of the School of Communication at Illinois State University. He also serves as the university's co-chair of the American Democracy Project and is a Carnegie Fellow for Political Engagement, leading national efforts to sharpen the political and civic leadership skills of today's college students. Hunt is the author of over 30 scholarly articles, many focused on civic and political engagement, and has authored a public speaking textbook focused on critical thinking and civic engagement that is used by several communication departments throughout the country. Hunt earned his Ph.D. in instructional communication from Southern Illinois University in 1998.



Mathew Johnson is an associate professor of sociology and environmental studies and director of academic community engagement in the office of the president at Siena College in Loudonville, N.Y. Johnson is a Campus Compact National Engaged Scholar and has won several competitive federal and foundation grants to support the ongoing integration of academic service learning and community engagement into the institutional life of Siena College. He served on the National Educational Roundtable that resulted in the AAC&U report, *Crucible*

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Moment. Johnson is the co-founder of the National Assessment of Service and Community Engagement and has been a co-author on the last two New York Civic Health Index reports of the National Council on Citizenship. He was appointed to serve on the New York State Commission for National and Community Service by Governor Andrew Cuomo.



Zach Justus is an assistant professor of in the department of communication arts and sciences at California State University, Chico. His primary research interests are rhetoric, terrorism and politics. He has been the co-coordinator of the Chico Great Debate for five semesters and has a long history of public deliberation as a speech and debate competitor and later as a coach.



Gregg Kaufman (Wilfred Laurier University, B.A. '71, Pacific Lutheran Theological Seminary, M. Div. '75 and Princeton Theological Seminary, Th.M. '98) serves as an instructor in the Georgia College Department of Government and Sociology and coordinates the GC American Democracy Project. Kaufman served as an ELCA pastor for 30 years prior to his university tenure. He participated in a Kettering Foundation research project dedicated to creating centers for public life, out of which the GC Public Voice Partnership was established. PVP consults with community organizations to plan, convene and implement public forums. Georgia College served as a test forum site for the new National Issues Forum book, *How Can Higher Education Help Us Create the Society We Want?* Kaufman's teaching interests include religion and politics, citizen engagement in democracy, public deliberation and Public Achievement. Kaufman serves on the ADP Implementation Committee.



Abby Kiesa is youth coordinator and researcher at CIRCLE (based at the Tisch College of Citizenship & Public Service at Tufts University) and serves as liaison to practitioner organizations across the country. Kiesa also works on CIRCLE's qualitative research and evaluation projects. Before CIRCLE, she organized students as part of a national campaign of Campus Compact to increase youth involvement in public life. She has contributed to several publications and co-edited *Raise Your Voice: A Student Guide to Making Positive Social Change*. In 2007, Kiesa was named an emerging leader in service-learning, an initiative to "elevate and prepare a new, culturally diverse generation of service-learning leaders committed to working with traditionally under-served populations, schools and communities." She serves on the board of the International Association for Research on Service-Learning and Community Engagement and is also a graduate student in American Studies at the University of Maryland.

PLENARY AND FEATURED SESSION SPEAKERS



LeeAnn Lands is associate professor of history and American studies at Kennesaw State University (Ga.). Her research, writing and creative work focuses on housing segregation, anti-poverty movements and spatial inequality. Her book, *The Culture of Property: Race, Class, and Housing Landscapes in Atlanta, 1880-1950* examines the relationship between whiteness and neighborhood landscapes. Since joining KSU in 2001, Lands has been involved in a number of public projects, often in collaboration with student researchers. The Summer Hill Project documented and interpreted the historically black Summer Hill neighborhood in Cartersville. *Taking Place* produced a series of radio documentaries examining place and community. In Lands' current work, The Peoplestown Project, she is collaborating with community-based organizations in central Atlanta to document and interpret anti-poverty movements in the urban South. She is KSU's representative to Imagining America.



Corey Lenon is an honor graduate from Lone Star College in Kingwood, Texas, where she received her associate of arts degree in teaching. She was the vice president of leadership for Phi Theta Kappa for 2010-11 and the vice president of the Be-A-Teacher Club for University of Houston for 2011-12. Currently attending the University of Houston, Lenon plans to earn her bachelor's degree in urban education. This spring she started a literacy program with student teachers tutoring struggling 1st grade students to help them reach their benchmarks. She has written class grants to fund college projects that have benefited both the students and the community. As an AmeriCorps member for the second year in a row, Lenon has volunteered over 300 community service hours each year. She is a mentor coach for Public Achievement, where she works with high school students and focuses on bringing art into the schools. Corey has an 8-year-old son and has been married for 21 years.



Donald Levy directs the research institute at Siena College (N.Y.), conducting public opinion polls on political, economic, social and cultural attitudes and behavior. His interest in community engagement led him to investigate and measure the engagement of college students through the design and fielding of the National Assessment of Service and Community Engagement (NASCE) in partnership with Mathew Johnson. Additionally, Levy has used public opinion polling to track and report on the civic health of New Yorkers through a unique 26 indicator survey that conceptualizes civic health as including the dimensions of social connectedness, trust, responsibility, information and duty. Levy regularly contributes to scholarly publications and popular media outlets. He received his Ph. D. in sociology from the University of Connecticut and holds a B.A. from Yale University.

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Kara Lindaman is an associate professor of political science/public administration at Winona State University (Minn.), where she also serves as the campus coordinator of the American Democracy Project (ADP). Through ADP, Winona State University has participated in the Deliberative Polling Project®, the Civic Agency Institute and the We the People initiative. From this work, she was invited to participate on the steering committee of the exciting American Commonwealth Partnership, directed by Harry Boyte of the Center for Democracy and Citizenship. She continues to be actively involved through piloting the Citizen Alum initiative and the National Issues Forum Civic Summit held in Spring 2012. Her work continues to focus on the civic engagement and civic agency of students as political science undergraduates, pre-service teachers and first year students.



Lance R. Lippert, an associate professor at Illinois State University, currently teaches graduate and undergraduate organizational and leadership communication courses, as well as training and development, in the school of communication. He also directs the university's interdisciplinary civic engagement and responsibility minor.



William Loker is dean of undergraduate education, senior international officer and professor of anthropology at California State University, Chico. His work as dean has focused on enhancing student engagement and success through promoting curricular and pedagogical innovations that enrich the student experience both inside and outside the classroom, including community-based learning and research, international education and inquiry-based teaching and learning.



Brandon Loso, from Bell Buckle, Tenn., is a junior at Middle Tennessee State University. He is majoring in marketing with a minor in business administration. Throughout the past four semesters at MTSU, Loso has become very involved in student organizations and holds leadership positions for several of those organizations. He is currently the American Democracy Project vice president, Alpha Tau Omega Fraternity Community Service and Philanthropy chairman, Up 'Til Dawn for St. Jude's team leader, Student Government Association College of Business senator and member of the Student Government Association Homecoming Executive Committee.

PLENARY AND FEATURED SESSION SPEAKERS



Cory McAnally is a recent graduate of Lone Star College-Kingwood (Texas), with a double Associate of Art and Science. She will be pursuing a B.B.A. in general business at the University of Houston-Downtown and a B.S. in nutrition at the University of Houston, as well as a non-profit certification from the Continuing Education Program at Lone Star. McAnally's future plan is to operate a non-profit foundation that will focus on removing the need for the public education system to provide for pediatric nutritional needs and make this a community-based initiative so that pediatric malnutrition, obesity and diabetes may be properly addressed. Currently the out-going president of the Honors Student Organization and the incoming vice president for service of the Alpha Lambda Xi chapter of Phi Theta Kappa, McAnally also serves as the vice president of the Returning and Non-Traditional Student Organization, the true passion of her college career.



Chris McCauley is executive director of the David Mathews Center for Civic Life. He graduated from Auburn University with a Bachelor of Arts in Political Science in 2006 and a master's degree in public administration in May 2009; he has been working with the center since September 2009. McCauley is originally from Montgomery, and his office is housed at the American Village in Montevallo, Alabama.



Brenda McCoy is the director of applied professional programs at the University of North Texas (UNT), which includes Alternative Dispute Resolution, the Bachelor of Applied Arts & Sciences (BAAS) degree program, and Non-Profit Studies. McCoy's academic background is in sociology. She has been actively involved in UNT's Next Generation Course Redesign™ Project since 2008, and has redesigned and implemented an introductory sociology course, a cross-disciplinary course in research methods and a course on civic engagement. She is currently developing a new BAAS program assessment model using data from required courses that have been redesigned. Her scholarly interests include pedagogy and engaged learning strategies. McCoy regularly conducts workshops and gives presentations on the need for new instructional approaches in higher education.



George L. Mehaffy serves as the vice president for academic leadership and change at the American Association of State Colleges and Universities (AASCU) in Washington, D.C., which represents 420 public colleges and universities and their 3.6 million students. His division is responsible for developing and managing programs for member institutions in areas including leadership development, undergraduate education, technology, international education and teacher education.

PLENARY AND FEATURED SESSION SPEAKERS

He organizes two national conferences annually for chief academic officers and directs a variety of projects, including a series of joint programs with international partners; an annual technology conference with EDUCAUSE; research projects on topics such as assessment, accountability and student success; and the American Democracy Project.



Gregory Mellas is the director of service learning and an instructor of Spanish at Minneapolis Community and Technical College (MCTC). His work includes development and support of engaged faculty practitioners, partnership development and evaluation and assessment of student learning. He leads the MCTC Center for Civic Engagement, which allies students, faculty, staff and partners to strengthen democratic practice and organize for community and institutional change. His research interests include the effectiveness of experiential pedagogy to promote communicative competence and social responsibility among second language learners. Prior to his tenure with MCTC, Mellas worked as the service learning coordinator in the Center for Community Based Learning at Metropolitan State University (Minn.).



Dan Miller represented the 13th Congressional District of Florida for 10 years. A former college professor and businessman, Miller never held public office before his election to Congress. In keeping with his promise of a self-imposed term limit, Miller retired from Congress in 2003. Born in Michigan, Miller moved to Bradenton in 1958. He received his B.S. degree from the University of Florida, an M.B.A. at Emory University and a Ph.D. in marketing and statistics from Louisiana State University. He taught statistics and marketing at the graduate and undergraduate levels at Louisiana State University, Georgia State University and the University of South Florida in Sarasota. In Congress, Miller served on the Appropriations Committee, the Budget Committee, and the Committee on Government Reform. As a member of Appropriations, he served on the Labor, Health and Human Services, Education Subcommittee; Commerce, Justice, State and Judiciary Subcommittee and Military Construction Subcommittee.



Shala Mills is chair and professor of political science at Fort Hays State University (Kan.), where she also serves as a fellow with the Docking Institute of Public Affairs and the Center for Civic Leadership. Mills is the recipient of numerous teaching and advising awards—the Pilot Award for outstanding teaching, the Navigator Award for outstanding advising, the Mortar Board Excellence in Advising Award, and American Political Science Association and Pi Sigma Alpha Recognition for Outstanding Teaching in Political Science. She teaches courses in the areas of law and the courts, current political issues and sustainability. She is a 2012-13

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Kansas Health Foundation Fellow and is a member of the Executive Committee of the Kansas Humanities Council Board of Directors. She serves as one of AASCU/ADP's Global Engagement Scholars and is the national coordinator for the AASCU/ADP Global Challenges Red Balloon Project.



Brian Murphy is president of De Anza College in Cupertino, California. He was director of the San Francisco Urban Institute at San Francisco State University, after serving as chief consultant to the California State Legislature's Review of the Master Plan for Higher Education in the late 80s. Murphy taught political theory at the University of California, Santa Cruz, Santa Clara University and San Francisco State, and has served on city commissions and non-profit boards in San Francisco. He holds a B.A. (Williams College), an M.A. and a Ph.D. (University of California, Berkeley), all in political science.



Jan Murphy joined Illinois State University in 1986 and is a professor of family and consumer sciences. At Illinois State, she has also served as assistant dean for research and associate dean in the college of applied science and technology. From 1996–2001, she was chairperson in the department of family and consumer sciences. Murphy was appointed as the assistant to the provost in 2001 and has been the associate provost since 2002. Murphy received a B.S. in dietetics, a M.S. in human nutrition and a Ph.D. in nutrition research from the University of Nebraska-Lincoln. Murphy's research interests involve dietary influences on the absorption and metabolism of fatty acids. More recently, her work has focused on civic engagement, the assessment of student learning and generational influences on the workplace.



William V. Muse worked in higher education for 40 years, serving as president of Akron and Auburn and as chancellor of East Carolina; dean at Appalachian State, Nebraska and Texas A&M; and faculty at Georgia Tech and Ohio University. He has been president of the National Issues Forums Institute (NIFI) since 2008.

Cheryl Neudauer has a background in biomedical research, curriculum and instruction, science education, and evaluation. She teaches face-to-face, blended, and fully-online pre-nursing and teaching in higher education courses. At Minneapolis Community & Technical College (Minn.), Neudauer plans and facilitates faculty development activities and has been a part of the Center for Civic Engagement, SENCER-inspired working groups, Climate Commitment Committee, among other groups. She also wrote the developmental evaluation plan, MCTC's social responsibility assessment efforts, then participated in the Social Responsibility Caucus and embedding projects. Her research and

PLENARY AND FEATURED SESSION SPEAKERS

educational interests include student-learning outcomes, assessment, active learning, critical thinking, and social responsibility and the inter-relationship between these.

Edmundo Norte serves as the dean of intercultural and international studies at De Anza College (Calif.) and is a national consultant on issues of diversity, equity and transformative leadership, conducting experiential workshops on “A Human Development Approach to Transforming Power, Perceptions and Society,” an empathy-focused way of engaging in anti-racist, social justice work. He leads seminars and teaches courses at San Jose State University’s Department of Educational Leadership, for California State University East Bay’s Master of Education in Urban Teacher Leadership program, and at De Anza College’s Institute for Community and Civic Engagement. In 2003 he began using nonviolent communication in his work on equity and multiculturalism, and he completed the Bay Area Center for Nonviolent Communication’s North American Leadership Program in 2005. His work now integrates a balance of critical consciousness with compassionate interpersonal connection. He holds a master’s degree from Harvard University and has nearly completed his doctoral work there in the department of human development and psychology. While his formal education is rooted in developmental psychology, professionally he has taught at every level of public education, from kindergarten to post-graduate programs.



Felice Nudelman is chancellor-elect of Antioch University in Ohio (starting July 1, 2012). Prior to joining Antioch, Nudelman served as executive director of education for *The New York Times* Company. Nudelman was responsible for developing and overseeing education initiatives at *The New York Times* Company, including *The New York Times* Knowledge Network, and well as the company’s relationship with Epsilen, LLC.

Nudelman helped launch AASCU’s American Democracy Project.



Alberto Olivás currently serves as director of the Maricopa Community Colleges’ Center for Civic Participation (CCP) and works to promote civic education and active citizenship statewide. As director of the CCP, he oversees efforts to partner with business, education, community and government agencies to increase public participation in planning and policy development processes, and to involve students and faculty as part of those processes. He has previously served

as an appointee to the Arizona Commission on Indian Affairs, as director of voter outreach for the Arizona Secretary of State’s office and as director of the Governor’s Office of Equal Opportunity. He is a board member for Kids Voting Arizona, Valley Leadership, Arizona Town Hall and the Mesa Association of Hispanic Citizens.

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Jerry Patterson served in the United States Coast Guard from 1953 to 1957, receiving the National Defense Service Medal. Patterson received his B.A. from California State University, Long Beach in 1960 and his law degree from the UCLA School of Law in 1966. He was admitted to the California bar in 1967 and commenced practice in Santa Ana. He was a Santa Ana city councilman from 1969 to 1973. Congressman Patterson was concurrently the mayor of Santa Ana and the city attorney of Placentia from 1973 to 1975. While in Congress, he served as chairman of the Select Committee on Committee Reform (96th Congress) and Chaired the House Subcommittee on International Development Finance in the 97th and 98th Congress'. He was a professor at California State University, Long Beach from 1986 to 1999. Congressman Patterson continues to be an educator, community activist and member of nonprofit boards and commissions. In 1996, Patterson returned to elective office when he won a seat on the Coast Community College District board of trustees, where he continues to serve.



Gail Robinson is director of service learning for the American Association of Community Colleges (AACC) in Washington, D.C. She has managed AACC's national service learning initiatives since 1994, including grants from Learn and Serve America and The National Campaign to Prevent Teen and Unplanned Pregnancy. She works with faculty, staff and administrators at colleges across the country to develop and evaluate service learning and community engagement programs. She served as co-editor of AACC's best-selling book, *A Practical Guide for Integrating Civic Responsibility into the Curriculum*, and is the author of numerous reports and monographs. She is a member of the Carnegie Community Engagement Classification national advisory panel and served on the board of directors of the International Association for Research on Service-Learning and Community Engagement.



Bernie Ronan is the associate vice chancellor for public affairs of the Maricopa Community Colleges (Ariz.). He oversees the Division of Public Affairs, which includes government relations, marketing, media relations, communications, as well as the Center for Civic Participation. He has been an administrator in the Maricopa Colleges for the past 20 years, including serving as the acting president of Mesa Community College in 2007-08. Prior to his service in the Maricopa Colleges, Ronan was deputy director of the Arizona Department of Commerce, and deputy associate superintendent of the Arizona Department of Education. Over his career as a public administrator, he has developed numerous community partnerships and has done research and analysis on public policy issues. An Arizona native, he has his doctorate in public administration from Arizona State University.

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Amelia Ross-Hammond is distinguished faculty, professor and director of service-learning and civic engagement at Norfolk State University (Va.). She is also campus coordinator for the U.S. Constitution Day activities and liaison advisory board member of The Washington Center for Internships and Academic Seminars. Ross-Hammond is a graduate of the UVA Sorensen Institute for Political Leadership, a founding member of the Va. Engage Network and author of *Enhancing Critical Thinking Pathways through Service-Learning and Civic Engagement*. She serves as a peer reviewer for two outreach journals. Ross-Hammond serves on several boards, including the Virginia Beach Community Development Corp., the Southside Boys and Girls Club, Inc. and is former vice chair of the electoral board for the City of Virginia Beach. In addition, she is a judge for the governor's Volunteerism and Community Service Award and the Montpelier Center for the Constitution's annual "We the People" U.S. Constitution Hearings competition, for middle and high schools.



John Saltmarsh is the co-director of the New England Resource Center for Higher Education (NERCHE) at the University of Massachusetts, Boston, as well as a faculty member in the higher education administration doctoral program in the college of education and human development. He leads the project in which NERCHE serves as the administrative partner with the Carnegie Foundation for the Advancement of Teaching for Carnegie's Elective Community Engagement Classification. He is the co-author, most recently, of *"To Serve a Larger Purpose:" Engagement for Democracy and the Transformation of Higher Education* (2011). He serves on the national advisory board of Imagining America; as a member of the Association of American Colleges and Universities' coordinating committee of the Civic Learning and Democratic Engagement Action Network; as an associate editor for the *Michigan Journal of Community Service-Learning*; and on the editorial board of the *Journal of Higher Education Outreach and Engagement*.



Michael Seward is a faculty member at Minneapolis Community and Technical College (Minn.), having taught a variety of courses in the English department and the urban teacher education program. He has served as the college's assessment coordinator and has chaired its Academic Council. His worked has focused on the development of a comprehensive assessment model that includes the response to multiple measures to determine and improve institutional impact, especially on student learning outcomes. Recent efforts include the creation of methods to measure and enhance institutional and classroom efforts to improve student social responsibility skills.

PLENARY AND FEATURED SESSION SPEAKERS



Michael Simmons is the senior associate director of the University of North Texas' Center for Learning Enhancement, Assessment and Redesign, where he leads faculty support projects ranging from NextGen course redesign to strategic education initiatives. Simmons previously served as assistant vice president at Texas Woman's University, where he led the online and continuing education divisions. He also served as the director of the Marshall University Technology Institute.

Prior to his work in higher education, he served in a range of public policy positions for state and local governments. He holds a doctorate in public administration from the University of Texas at Arlington and an M.P.A. from UNC Chapel Hill.



Michael Stout is an assistant professor of sociology at Missouri State University. His research interests are in the areas of social capital and civic engagement. In 2010, Stout and two other MSU sociologists collaborated with the National Conference on Citizenship to produce the first ever *Missouri Civic Health Index*, a report summarizing the empirical indicators of civic health for the state of Missouri. Stout is also the coordinator of the Ozarks Regional Social Capital Study (ORSCS), an ongoing

project that tracks levels of social capital and civic engagement in Southwest Missouri. Funded by a local coalition of private, philanthropic and public contributions, the ORSCS is a valuable source of information for community and civic leaders in the Ozarks.



Lisa Strahley has been an associate professor in the education/early childhood department at Broome Community College (N.Y.) since 2005. Prior to this she was a public school teacher beginning her career in 1992. Strahley has been involved in multiple civic education projects at BCC including: development of a Public Achievement pilot project with a local elementary school; facilitating NIF forums on campus; working with a fledgling civic education/engagement

community organization composed primarily of secondary/higher education teachers, its main mission to increase the number of civic education/engagement opportunities for local secondary education students. Over the past year Strahley has worked with other national higher education faculty and the Kettering Foundation to create a new National Issues Forum focusing on the high school dropout issue. She continues to work with the Kettering Foundation on the topic of public deliberation issues. She also coordinates professional development at BCC and is involved in service-learning. This coming fall, Strahley will assume the chair of the college's Center for Civic Engagement advisory board, as well as become the campus coordinator for The Democracy Commitment.

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Kristi Tate serves as director of community strategies for the National Conference on Citizenship (NCoC). In this role, she manages the organization’s civic health initiatives. Before joining NCoC, Tate served as program director of the D.C. Schools Project at Georgetown University’s Center for Social Justice. She also served in leadership roles for the Summer of Service Internship program, the Georgetown chapter of the Jesuit Universities Humanitarian Action Network and alternative spring break border immersion programs. Tate has also served as director of community programs for HandsOn Greater Phoenix, an organization that empowers individuals to create positive change through volunteerism. She has served as the education director for the Charlestown Boys & Girls Club in Boston, and has spent time as a student and volunteer in Chile and Nicaragua. She has a B.A. from the University of Notre Dame and a Master of Arts in Liberal Studies from Georgetown University.



Shelby Taylor is responsible for social media strategy and digital ventures at the Bob Graham Center for Public Service. Taylor was the lead on the award-winning Civil Debate Wall—a digital interactive aimed at increasing civic dialogue. “The Wall” has been recognized as an innovative tool for civil discourse and has generated measurable exposure for the center. Taylor oversees several other digital projects including website design and application development. She previously served on the strategic communications team at Bose Public Affairs Group. Her client list included Kroger Supermarkets; U.S. Steel Corporation; and RE/MAX of Indiana. Taylor worked as communications coordinator for the Indiana Hospital Association and also served as the assistant director of Ball State University’s Center for Organizational Resources. She holds a B.A. in political science and a minor in business administration from the University of Florida and an M.A. in public relations from Ball State University.



John Theis is professor of political science, director of the Center For Civic Engagement at Lone Star College-Kingwood (Texas) and the campus coordinator for The Democracy Commitment. He has been involved in engagement work for over 15 years and started the LSC-K Public Achievement program in 2010. Theis grew up in South Korea and holds a Ph.D. from the University of Arizona.



Wendy Thorp is a student at Lone Star College-Kingwood (Texas). She participates in Public Achievement as a coach at Splendora Early College, and also serves as a coach in an orientation program—Coyote Crew—as well as being a student ambassador for LSC-Kingwood. Thorp was recently elected as the executive vice president of her student government association. Her major is early childhood education and she

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serves as her district's president for the Texas State Teacher's Association-Student Program. She is the proud aunt of two girls, who have ignited a passion within her to protect their education system and to become an advocate for students.



Dan Vicuña is a staff attorney with the Fair Elections Legal Network (FELN). He also serves as FELN's Campus Vote Project coordinator. Vicuña began at FELN as a legal researcher. He has also analyzed Supreme Court cases at Alliance for Justice and worked in communications for a congressional campaign and the League of Conservation Voters. During law school, Vicuña worked as a summer associate at Olson Hagel & Fishburn, a law firm specializing in political law in Sacramento, Calif. He also volunteered at Refugees International Japan while studying abroad in Tokyo. Vicuña holds a J.D. from American University and a B.A. in political science from UCLA. He is a member of the California Bar.



H. Anne Weiss, after three years of volunteering with the national service program AmeriCorps, found her passion to engage citizens in creating effective, active and powerful communities. She has supplemented this passion with a Bachelor of Arts in Civic Engagement, Philanthropic Studies and Social Action obtained at Indiana University Purdue University Indianapolis (IUPUI) in Indiana. As an undergraduate at IUPUI, Weiss was very engaged on campus and took on leadership roles in the following organizations: Democracy Plaza, Undergraduate Student Government, Go Green IUPUI, the IUPUI Common Theme and Nonprofit Leadership Alliance (formerly American Humanics). In Fall 2011, Weiss began a Master of Arts in Applied Communication with a focus on deliberative, democratic dialogue and deliberation within the research area of co-curricular, service-learning (specifically: public, written expression at Democracy Plaza). As a graduate assistant with the IUPUI Center for Service and Learning, Weiss will be advising the Democracy Plaza. She looks forward to strengthening, enhancing and creating new opportunities for civic engagement at IUPUI and in the Indianapolis community.



Byron P. White is vice president for university engagement at Cleveland State University (Ohio), where he is responsible for developing strategic plans for community engagement to enhance CSU's numerous partnerships. Before joining CSU in February 2012, White was vice chancellor for economic advancement for the Ohio board of regents. He previously served as associate vice president for community engagement at Xavier University in Cincinnati and as founding executive director of the university's Eigel Center for Community-Engaged Learning. A former editorial page editor of *The Cincinnati Post*, White also served as

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editor of the *Chicago Tribune's* Urban Affairs Team and as a writer on the Tribune's editorial board. He later became the newspaper's senior manager of community relations. White has directed and worked with community-based organizations in Cincinnati and Chicago, often in conjunction with the Asset-Based Community Development Institute at Northwestern University, on whose faculty he serves. He also continues to serve as a Senior Fellow for the Community Building Institute at Xavier University, and as a research associate at the Kettering Foundation. White has a doctorate in higher education management from the University of Pennsylvania, a master's degree in social science from the University of Chicago and a bachelor's degree in journalism from Ohio University.



Thia Wolf is the First-Year Experience (FYE) director and a professor of English studies at California State University, Chico. Most of her work involves “designing for learning,” an approach that focuses on crafting environments and learning activities so that students experience their education as purposeful and compelling. Wolf has published on collaborative learning, writing center practice, and Public Sphere Pedagogy (PSP). As FYE director, she oversees the development and delivery of course-embedded public arenas where students lead discussions about their research on contemporary issues.



Josh Young is the director of Miami Dade College's Institute for Civic Engagement and Democracy, where he oversees all service-learning and America Reads activities, as well as numerous other campus-community partnership and civic engagement initiatives. Young holds a B.A. in sociology from the University of Virginia and master's degrees in social work and public administration from Florida State University. He served two tours with the Peace Corps in Mali, West Africa and Paraguay, South America, and ran summer community service programs for youth for four summers in the Dominican Republic. He has been with MDC since 1994. MDC's service-learning program now involves more than 280 faculty, 7,800 students and 300 community partners annually. Young has been a national service-learning mentor with the American Association of Community Colleges and has extensive experience leading workshops for faculty, students, community partners and administrators around the nation.

FUTURE DATES

2013

**American Democracy Project and
The Democracy Commitment National Meeting**

Marriott City Center

Denver, Colorado

June 6-8

2014

**American Democracy Project and
The Democracy Commitment National Meeting**

Marriott Louisville Downtown

Louisville, Kentucky

June 5-7

Delivering America's Promise

AASCU's membership of 420 public colleges and universities is found throughout the United States and in Guam, Puerto Rico and the Virgin Islands. We range in size from 1,000 students to 44,000. We are found in the inner city, in suburbs, towns and cities, and in remote rural America. We include campuses with extensive offerings in law, medicine and doctoral education—as well as campuses offering associate degrees to complement baccalaureate studies. We are both residential and commuter, and with on-line degrees as well. Yet common to virtually every member institution are three qualities that define its work and characterize our common commitments.

- We are institutions of access and opportunity. We believe that the American promise should be real for all Americans, and that belief shapes our commitment to access, affordability and educational opportunity, and in the process strengthens American democracy for all citizens.
- We are student-centered institutions. We place the student at the heart of our enterprise, enhancing the learning environment and student achievement not only through teaching and advising, but through our research and public service activities.
- We are “stewards of place.” We engage faculty, staff and students with the communities and regions we serve—helping to advance public education, economic development and the quality of life for all with whom we live and who support our work.

We affirm that America's promise extends not only to those who come to the campus but to all our neighbors. We believe that through this stewardship and through our commitments to access and opportunity and to our students, public colleges and universities effectively and accountably deliver America's promise. In so doing we honor and fulfill the public trust.



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Final Report for Travel Grant for Laura Lake is actually a YouTube Video published on 9/16/12

http://www.youtube.com/watch?v=RR0U_LnStJI&feature=plcp