

HYATT REGENCY ORANGE COUNTY
ANAHEIM, CALIFORNIA



2018 CIVIC LEARNING
AND DEMOCRATIC
ENGAGEMENT MEETING

#CLDE18

JUNE 6-9, 2018
ANAHEIM, CALIFORNIA

SCHEDULE AT-A-GLANCE

DAY 1: WEDNESDAY, JUNE 6, 2018

8:00 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Half-day Morning Pre-Conference Workshops
9:00 a.m. – 4:00 p.m.	Full-day Assessment Pre-Conference Workshop with ETS
10:00 a.m. – noon	Voter Friendly Campus Meeting
1:00 p.m. – 4:00 p.m.	Half-day Afternoon Pre-Conference Workshops

DAY 2: THURSDAY, JUNE 7, 2018

8:00 a.m. – 5:00 p.m.	Registration Open
8:30 a.m. – 11:30 a.m.	ADP, TDC, NASPA LEAD Breakfast and Organizing Meetings
11:45 a.m. – 1:45 p.m.	TurboVote's 2018 Voter Engagement Symposium (<i>registration required; lunch provided</i>)
noon – 1:00 p.m.	Lunch on Your Own
1:30 p.m. – 2:30 p.m.	Senior Leadership Meeting
1:30 p.m. – 2:30 p.m.	<i>eJournal of Public Affairs</i> Board Meeting
2:15 p.m. – 2:45 p.m.	CLDE Orientation
3:00 p.m. – 5:30 p.m.	Opening Plenary: CivEd Talks
5:30 p.m. – 6:30 p.m.	Networking Reception and Poster Session

DAY 3: FRIDAY JUNE, 8, 2018

7:00 a.m. – 5:00 p.m.	Registration Open
7:30 a.m. – 9:00 a.m.	Breakfast Sessions I
9:15 a.m. – 10:45 a.m.	Plenary Session with Roadtrip Nation
11:00 a.m. – noon	Roundtable Discussions I & Think Tank Sessions
noon – 1:00 p.m.	Lunch on Your Own
1:15 p.m. – 2:45 p.m.	Featured Sessions
3:00 p.m. – 3:45 p.m.	Workshop Sessions I & Roundtable Discussions II
4:00 p.m. – 5:30 p.m.	Workshop Sessions II

DAY 4: SATURDAY, JUNE 9, 2018

7:30 a.m. – 9:00 a.m.	Breakfast Sessions II & TDC Senior Advisory Board Meeting
9:15 a.m. – 10:45 a.m.	Closing Plenary: Free Speech, Hate Speech & Activism in Higher Education
11:00 a.m. – 12:30 p.m.	Workshop Sessions III
12:30 p.m.	Meeting Officially Adjourns
1:30 p.m. – 3:30 p.m.	ADP Steering Committee Meeting



WELCOME

The American Democracy Project (ADP), The Democracy Commitment (TDC), and NASPA are committed to advancing the civic engagement movement in higher education. We welcome you to the 2018 Civic Learning and Democratic Engagement Meeting in Anaheim, California. Together we will work to ensure that our students graduate from our colleges and universities—both public and private—prepared to be the informed, engaged citizens that our communities and our democracy need.

ADP, TDC, and NASPA share a commitment to fulfilling higher education's potential as an incubator of democratic values and practices. Our 2018 Civic Learning and Democratic Engagement Meeting (CLDE18) is intended to facilitate exchanges of knowledge and develop a sense of community around our shared civic learning and democratic engagement work. This meeting is designed around our emergent theory of change which poses four important questions:

Purpose What are the key features of the thriving democracy we aspire to enact and support through our work?

Learning Outcomes What knowledge, skills, and dispositions do people need in order to help create and contribute to a thriving democracy?

Pedagogy How can we best foster the acquisition and development of the knowledge, skills, and dispositions necessary for a thriving democracy?

Strategy How can we build the institutional culture, infrastructure, and relationships needed to support learning that enables a thriving democracy?

The theory of change also suggests that campuses consider how best to construct campus cultures and contexts that foster:

Civic Ethos of campus The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.



Civic Literacy & Skill Building as a goal for every student The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.

Civic Inquiry integrated within the majors and general education The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study.

Civic Action as lifelong practice The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good.

Civic Agency involves the capacities of citizens to work collaboratively across differences like partisan ideology, faith traditions, income, geography, race, and ethnicity to address common challenges, solve problems and create common ground; requires a set of individual skills, knowledge, and predispositions; also involves questions of institutional design, particularly how to constitute groups and institutions for sustainable collective action.

The CLDE Meeting should be considered an opportunity to explore your campus' identity as well as the complexity of the work that is needed to support our students and communities. We encourage you to bring your questions, your experience, and your curiosity to the discussions, featured sessions, keynotes, panels, roundtables, and workshops. Welcome. We are so excited you've decided to join us.



THANK YOU

A SPECIAL THANK YOU TO THE MEETING PLANNING COMMITTEE

The CLDE partners are thankful for the time, effort, and guidance of the conference planning committee.

JENNIFER DOMAGAL-GOLDMAN, National Manager, American Democracy Project, AASCU

STEPHANIE KING, Assistant Director for Civic Engagement, Knowledge Community and Social Justice Initiatives, NASPA

VERDIS L. ROBINSON, National Director, The Democracy Commitment, AASCU

MELISSA BAKER-BOOSAMRA, Associate Director of Student Life for Civic Engagement and Assessment at Grand Valley State University (Mich.)

VERA BARCEGA-RAMIREZ, CLDE18 Student Intern, College of the Canyons (Calif.)

GREGG GRENIER, Director of Community Engagement, Mount Ida College (Mass.)

L. DAISY HENDERSON, Visiting Professor of Sociology at the College of Arts and Sciences, Ferris State University (Mich.)

CHRIS HUTCHISON, Assistant Dean of Students, Chapman University (Calif.)

HANNAH JACKSON, CLDE18 Student Intern, University of Nevada, Reno

MOLLY KERBY, Associate Professor in the Department of Diversity & Community Studies, Western Kentucky University

DUANE D. OAKES, Faculty Director, Center for Community and Civic Engagement, Mesa Community College (Ariz.)

HELEN-MARGARET NASSER, Director, Student Union and Intercultural Center, Kingsborough Community College (N.Y.)

PATTY ROBINSON, Faculty Director, Civic and Community Engagement Initiatives, College of the Canyons (Calif.)

COLLIN SULLIVAN, CLDE18 Student Intern, University of Maryland, Baltimore County

MICHAEL WILLARD, Chair and Professor, Department of Liberal Studies, California State University, Los Angeles

The American Democracy Project



(ADP) is a multi-campus initiative focused on public higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The project began in 2003 as an initiative of the American Association of State Colleges and Universities (AASCU), in partnership with The New York Times. The more than 260 AASCU member campuses in this network advance the civic learning and democratic engagement of their students, campuses and communities. These institutions act as "Stewards of Place" and engage in curricular and co-curricular efforts to deepen

campus cultures of democratic engagement, to ensure that all students are prepared with the knowledge, skills, attitudes and experiences that will help them flourish in the personal, professional and public spheres of their lives. ADP engages campuses and their stakeholders in a variety of professional and leadership development opportunities as well as research, assessment and programmatic activities intended to advance our collective civic work.

Learn more: <http://www.aascu.org/programs/ADP/>

For more information on AASCU's American Democracy Project or to get involved, contact: Jennifer Domagal-Goldman, National Manager, American Democracy Project, AASCU at adp@aascu.org or 202.478.7833

The Democracy Commitment



(TDC) is a national coalition of American community colleges dedicated to advancing democracy, and to make democratic skills more available to all community college students who desire a voice and a seat at the table of local, state, and national discourse and action. To such end, TDC provides a platform for the development and expansion of community college programs, projects, and curricula aimed at engaging students in civic and democratic learning and engagement. TDC was launched on November 11, 2011, at The New York Times and was modeled after AASCU's American Democracy Project where it is housed in their offices in

Washington, D.C. With a network of over 100 community colleges in 25 states, TDC's goal is to ensure that every community college student graduates with an education in civic responsibility and democracy. This includes all of democracy's students whether they aim to transfer to university, achieve an associate degree, and/or obtain a certificate. *Learn more: <http://thedemocracycommitment.org/>*

For more information on The Democracy Commitment or to get involved, contact: Verdis L. Robinson, National Director, The Democracy Commitment, AASCU at tdc@aascu.org or 202.478.4656.

The NASPA LEAD Initiative on Civic Learning and Democratic Engagement



(Lead Initiative) comprises a network of NASPA member colleges and universities committed to encouraging and highlighting the work of student affairs in making civic learning and democratic engagement a part of every student's college education. Selected institutions, representing public and private four-year and two-year colleges and universities, have committed to a series of strategies to work in partnership with on and off campus constituents

to influence students' ongoing commitment to civic learning and democratic engagement. The NASPA Lead Initiative offers unique professional development opportunities, targeted resources, networking, and recognition for its Lead Institutions. *For more information: <https://www.naspa.org/constituent-groups/groups/lead-initiative>*

Applications are currently being accepted for the 2018-2019 year. Apply before June 30th: http://apps.naspa.org/cfp/evt_frm_user.cfm?event_id=689

For more information on how your institution can get involved contact, Stephanie King, Assistant Director for Civic Engagement, Knowledge Community and Social Justice Initiatives, NASPA at sking@naspa.org or 202.719.1193.

★ PARTNERS

SPECIAL THANK YOU TO OUR PARTNERS, SPONSORS, AND EXHIBITORS.



THE
ANDREW
GOODMAN
FOUNDATION



GENERAL CONFERENCE INFORMATION

Registration

The CLDE18 registration desk is located in the Grand Rotunda, and is open during the hours of:

Tuesday, June 5 – 3:00 p.m. – 5:00 p.m.

Wednesday, June 6 – 8:00 a.m. – 5:00 p.m.

Thursday, June 7 – 8:00 a.m. – 5:00 p.m.

Friday, June 8 – 7:00 a.m. – 5:00 p.m.

Conference Location

All CLDE18 activities will be held at the Hyatt Regency Orange County and are open to conference participants only.

Hyatt Regency Orange County: 11999 Harbor Blvd., Garden Grove, CA 92840

Phone: (714) 750-1234

Attire

Attire for the CLDE18 is business casual.

Accessibility/Dietary Needs

If you have an accommodation request, dietary concerns, or questions, please speak with the meeting staff at the CLDE18 registration desk.

Cell Phones

As a courtesy to presenters, speakers, panelists and attendees, please turn off cell phones during program sessions. Please leave the session room if you must take a call.

CLDE Commemorative Pins

Each year during the CLDE Meeting, there is a donation drive to support a local non-profit that has a similar mission as the CLDE meeting. This year, in order to give-back to the Anaheim area, meeting participants can purchase a \$5.00 lapel pin at registration. Proceeds will go toward a local non-profit. This year's pin was designed by Genevieve Geller, BFA in Graphic Design, Chapman University (Class of 2020). About the pin design, the pin bears the shape of California, the third largest state in the country. The text, Anaheim, CA CLDE 2018, is situated toward Southern California, acknowledging the conference location. The poppies adorning the top of the pin celebrate the California state flower. The blue and green colors of the CLDE conference are complemented by the vibrant orange color of poppy blooms that exist throughout the State. Purchase yours today, supplies are limited.



GENERAL CONFERENCE INFORMATION

Continuing Education

NASPA is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Sessions or programs for which NBCC-approved clock hours will be awarded are identified in this program book. The ACEP is solely responsible for all aspects of the program.

Participants can receive a maximum of five clock hours for this event. Up to three additional clock hours are available for attending pre-conference workshops. To receive credit, please complete a reporting form available at registration. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

Hyatt Regency Orange County Maps

A map of the meeting space can be found at the back of the program book.

eJournal of Public Affairs

The *eJournal of Public Affairs* will publish a special issue relating to the 2018 Civic Learning and Democratic Engagement (CLDE) meeting. The issue will include selected articles based on scholarship presented at the conference. Papers given at the conference or manuscripts developed later based on program presentations may be submitted for consideration. View the call for submissions for this special issue [here](#). The *eJournal of Public Affairs* is a peer-reviewed, multidisciplinary, open-access journal published by Missouri State University and affiliated with the American Democracy Project. ADP, TDC and NASPA are delighted to partner with the *eJournal* on this special CLDE issue. For more information, visit <http://eJournal.missouristate.edu> or email us at eJournalPA@MissouriState.edu, or blfeck2@msudenver.edu. Attend the *eJournal of Public Affairs* open information for more information on Friday, June 8 from 8:00 a.m. – 9:00 a.m. in the Salon II meeting room.

Exhibitors

Please visit the meeting exhibitor tables during the conference during the same hours as registration. Exhibits will be open in the Grand Rotunda. A complete listing of conference exhibitors is located on page 8 of the program book.

Evaluation

The 2018 Civic Learning and Democratic Engagement Meeting evaluation will be available online following the conclusion of the conference and will be sent via email to all participants.

Lost and Found

Lost and found articles should be turned into the CLDE18 registration desk.

Materials

Session materials will be posted to the NASPA Professional Development Archive of the NASPA website. To view the program materials, login using the credentials you used at the time of registration and select 2018 Civic Learning and Democratic Engagement Meeting under Current National Events. You will then see a listing of program titles which are hyperlinked to uploaded materials. Presentations are available as they are uploaded from presenters. Presentation materials are also available in the mobile app.

NASPA Mobile App

Enhance your conference experience with the NASPA Mobile App, powered by Guidebook! View the schedule and create our own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for "NASPA Mobile App." After installation, download the 2018 Civic Learning and Democratic Engagement Meeting guide from within the NASPA Mobile App.

Name Badges

Conference badges are required to participate in sessions and any meals provided throughout CLDE18. Your badge not only indicates that you are fully registered for the conference, but serves to build community among attendees.

Nursing Mother Rooms

There is a nursing mother room available for participants to utilize. To access this room, please stop by registration for details.

Social Media

Join in on the conversation via Twitter and Instagram! Participants should use #CLDE18 as the hashtag for the event. For all the latest tweets and photos, be sure to follow the official American Democracy Project, NASPA, and The Democracy Commitment Twitter handles, @ADPaascu, @NASPATweets, @NASPA_LEAD, and @TDCNation.

Wi-Fi

There will be free Wi-Fi in the meeting areas. The information to connect in the meeting space is:

Network: @Hyatt_Meeting

Passcode: CLDE2018

Note: The Wi-Fi doesn't carry over from your room to the meeting space. You will have to toggle between the two as you move about the hotel.



PERSONALIZE YOUR EXPERIENCE

Professional Competencies for Student Affairs Practitioners

In July 2015, the NASPA Board of Directors approved Professional Competency Areas for Student Affairs Practitioners. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, the attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. Within the conference program, sessions that fall into particular competency areas are marked with the icons as indicated below.



ADVISING AND SUPPORTING



ASSESSMENT, EVALUATION, AND RESEARCH



LAW, POLICY, AND GOVERNANCE



LEADERSHIP



ORGANIZATIONAL AND HUMAN RESOURCES



PERSONAL AND ETHICAL FOUNDATIONS



SOCIAL JUSTICE AND INCLUSION



STUDENT LEARNING AND DEVELOPMENT



TECHNOLOGY



VALUES, PHILOSOPHY, AND HISTORY

In addition to our keynote speakers and featured sessions, a call for educational sessions was shared and we received almost 200 proposals. Accepted programs demonstrated relevance to Civic Learning and Democratic Engagement in higher education with particular attention giving to our emergent Theory of Change. This year's conference is seeking to enhance our emergent theory of change adapted from threads of the 2012 *Crucible Moment* report.

MEETING THREADS

- Purpose (Vision)
- Learning Outcomes
- Pedagogy
- Strategy

MEETING TAGS

- Civic Action
- Civic Agency
- Civic Ethos
- Civic Inquiry
- Civic Literacy and Skill Building



Jonathan Alger is president of James Madison University (JMU) in Virginia. Under his leadership, JMU has developed a new vision to be “the national model of the engaged university: engaged with ideas and the world,” and a strategic plan focused on engaged learning, community engagement, and civic engagement. A nationally recognized scholar on higher education policy and law, Alger presented at many conferences and campuses across the U.S. and abroad and has published extensively in legal and higher education journals and periodicals (including on issues of free expression, hate speech, and discrimination). President Alger graduated with High Honors and Phi Beta Kappa from Swarthmore College as a political science major, and with Honors from Harvard Law School.



Stefan Bradley is an associate professor and chair of African American studies at Loyola Marymount University in Los Angeles, California. His primary research area is recent African American history. More specifically, he is fascinated with the efforts and abilities of black college students to change not only their scholastic environments but also the communities that surrounded their institutions of higher learning. Amazingly, young people, by way of protests and demands, have been able to influence college curricula as well as the policies of their schools. This interest in the protest movements of these young people has led him to study black student activism at Ivy League universities. His first book, *Harlem vs. Columbia University: Black Student Power in the Late 1960s* deals with black students who risked their educations (and potentially their lives) during the famous controversy that took place at Columbia University in 1968-1969. After the uprisings in Ferguson, Missouri and elsewhere occurred, his work on student/youth activism has been discussed in media outlets such as the *Harvard Law Review*, *New York Times*, NPR, C-Span2 BookTV, CNN, Al-Jazeera, MSNBC, BBC, and BET.



Clare Cady is a scholar-practitioner whose work rests in the intersection of higher education and human services. She has developed programs to address basic needs insecurities among college students including campus pantries, emergency aid funds, housing interventions, and resource centers. She co-founded and directs the College and University Food Bank Alliance, an organization focused on alleviating student hunger, and is engaged in evidence-based programming and evaluation at the HOPE Center for College, Community, and Justice at Temple University. Clare’s work has been published in the *Journal of College and Character*, ACPA’s *About Campus*, and the *Chronicle of Higher Education*. When she is not working, Clare can be found at least 10 miles up a trailhead in the wilderness, padding the Instagram account of her dog, Echo, or both!



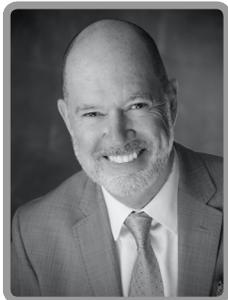
Hannah Jackson is a third-year student at University of Nevada, Reno studying education, journalism, and political science (which is the closest thing that she could get to earning a degree in civics). She is grateful to have had incredible opportunities to be involved in civic and democratic engagement during my time at the University. Hannah is the state representative for Nevada’s We the People: The Citizen and the Constitution program and has had the opportunity to work on a local ballot question campaign to fund infrastructure in local public schools, and currently serves in her student government as Speaker of the Senate.

PLENARY SPEAKERS



Berenecea Johnson Eanes currently serves as vice president for the Division of Student Affairs at California State University, Fullerton. As vice president, she is responsible for running a Division that supports the personal, social and academic development of students at a diverse institution with an enrollment of more than 40,000. Overseeing a team of 400+ employees, VP Eanes provides leadership and direction for the areas of Student Engagement, Student Retention, Student Transitions, Associated Students, Inc., Title IX and Intercollegiate Athletics, ensuring that each area is equipped with the resources necessary to best promote student success. A firm believer that higher education is one of the most important social justice issues of our time, VP Eanes was recently named recipient of the California State University's 2018

Wang Family Excellence Award, which honors four outstanding faculty members and one administrator who have distinguished themselves by exemplary contributions and achievements. Beyond leadership within Student Affairs, she is also active as a member of the President's Cabinet and the President's Advisory Board, participating in the development of long-term, university-wide goals to increase engagement, retention, and graduation rates. A published author, VP Eanes is currently a member of six student affairs professional associations. She received a Ph.D. in Social work from Clark Atlanta University, a Master of Social Work from Boston University and a Bachelor of Science in Public Health from Dillard University in New Orleans.



Kevin Kruger draws on more than 35 years of experience in higher education. Since 2012, he has served as president and CEO for NASPA – Student Affairs Administrators in Higher Education. Prior to his role as president, Dr. Kruger worked for 18 years as the associate executive director and served as the chief operating officer (COO) and chief financial officer (CFO) for NASPA. He has held a range of student affairs positions at Southern Methodist University and the University of Maryland. As NASPA president, Dr. Kruger represents student affairs at a variety of national forums and is a frequent contributor to higher education news stories on the college student experience. Dr. Kruger has published and presented nationally on trends in higher education, student success, degree-completion strategies for low-income/first generation students,

technology, and change management and leadership in higher education. He is the proud father of two children, one a college sophomore and the other a junior in high school. Dr. Kruger received his M.A. and Ph.D. in Counseling and Personnel Services from the University of Maryland.



Mike Marriner is a Co-founder of Roadtrip Nation and leads Roadtrip Nation's program management and strategic partnership efforts with organizations including KQED, The Corporation for Public Broadcasting, the College Board, The California Department of Education, AVID, and other national and state-wide organizations that help bring the Roadtrip Nation Experience to millions of people. He is a co-author of all three Roadtrip Nation books, has been featured on national outlets such as NBC's Today Show and Esquire's "Best & Brightest" list, is an Ashoka Fellow, and a frequent public speaker. Mike graduated from Pepperdine University in 2000 with a degree in biology, and the Harvard Business School - Social Enterprise program in 2012.

PLENARY SPEAKERS



Joel Pérez, a native of Southern California, is the vice president and dean of students at Whittier College (Calif.), a private, historically Quaker, liberal arts, Hispanic/Minority Serving institution in Southern California. From the start of his career, Pérez has led efforts on all the campuses he has served to create a more inclusive community. This has entailed mentoring students as well as developing programs designed to assist all students in being successful in their academic pursuits. Pérez is the national co-chair of NASPA's Latinx/a/o knowledge community and serves on the board of directors for Degrees of Change. He is the author of a recent book chapter on "Pursuing the Dream: Policy, Practice, and Broken Promises for Undocumented Students" in *Latinx/a/os in Higher Education: Exploring Identity, Pathways, and Success* (2018). Pérez holds a

Ph.D. from Claremont Graduate University, a master's in education from Azusa Pacific University and a bachelor's degree from Biola University.



Sian Proctor is a geoscience professor at South Mountain Community College (SMCC) in Phoenix, Arizona. She has a B.S. in environmental science, M.S. in geology, and a Ph.D. in science education. She did her sabbatical at FEMA's Emergency Management Institute designing their science of disaster curriculum. She is the Sustainability Coordinator at South Mountain Community College and developed SMCC's sustainability certificate program. In 2017-18 she helped coordinate the Climate Resilience in Urban Campuses + Communities (CRUX) partnership with Arizona State University and the City of Phoenix. She has a strong curriculum development background, has traveled and taught around the world, was a PolarTREC teacher studying climate change in Barrow, Alaska, a NOAA Teacher at Sea, an Astronomy in

Chile Educator Ambassador, a finalist for the NASA astronaut program, and lived in a NASA funded Mars simulation for four months. She has appeared in multiple science TV shows and is currently the STEM demo expert on the Science Channel's *Strange Evidence*.



Nancy Thomas is the director of the Institute for Democracy & Higher Education at the Jonathan M. Tisch College of Civic Life at Tufts University in Medford, Massachusetts. She directs research on higher education's role in American democracy, including the National Study of Learning, Voting, and Engagement (NSLVE). Prior to joining Tisch College in 2012, Nancy directed the Democracy Imperative, a national network of academics and practitioners working to advance deliberative democracy in higher education. Earlier in her career, she practiced university law. She currently serves as an associate editor for the *Journal of Public Deliberation* and senior associate with Everyday Democracy. Her professional interests connect political learning and democratic engagement; equity, diversity, and inclusion; academic

freedom and free speech, and; legal issues in higher education. She holds a doctorate from the Harvard Graduate School of Education and a JD from Case Western Reserve University.



REGISTRATION OPEN

Grand Rotunda | 8:00 A.M. - 5:00 P.M.

PRE-CONFERENCE WORKSHOPS

HARBOR ROOM | 9:00 A.M. - NOON

MAKING ASSESSMENT WORK FOR YOU: STRATEGIES TO BRING MEANING TO YOUR CIVIC ENGAGEMENT EFFORTS (SPONSORED BY ETS; REGISTRATION REQUIRED)

ORGANIZERS:

Abraham Goldberg, executive director, James Madison Center for Civic Engagement, James Madison University (Va.)

Dena Pastor, associate director of assessment operations, Center for Assessment & Research Studies and professor of Graduate Psychology, James Madison University (Va.)

Ross Markle, senior assessment strategist, Higher Education Division, ETS

There are two parts of an effective assessment process that scare many practitioners in higher education: developing student learning outcomes and identifying which data to use. Most have engaged in the process of writing learning objectives, often because it was an institutional or program requirement and often without seeing much benefit to or impact upon their work. Similarly, we've all dreaded that moment when asked to provide data to support our program, class, or initiative. Yet these two practices (a) don't have to instill fear, and (b) are actually especially pertinent in the area of civic learning. Student learning outcomes help to articulate your particular approach to civic learning and/or engagement, which is critical for conversations both within and outside of your institution. Identifying appropriate data – either for demonstrating effectiveness or guiding improvements – also has particular importance in the civic learning space, mostly because there are so many types of data that can be applied (e.g., surveys, rubrics, tests, enrollment outcomes, grades). But how do you determine and organize the appropriate data sources that most closely relate to your work? Presenters in this workshop will focus on practical strategies in both of these areas, providing attendees with concrete tools and strategies that can immediately impact their courses, programs, centers, and institutions.

GRANADA | 9:00 A.M. - NOON

ADP'S DIGITAL POLARIZATION INITIATIVE MEETING FOR PARTICIPATING ADP CAMPUSES BY INVITATION (REGISTRATION REQUIRED)

ORGANIZERS:

Mike Caulfield, ADP Civic Fellow and director of Blended and Networked Learning, Washington State University Vancouver

Jennifer Domagal-Goldman, national manager, AASCU's American Democracy Project

This workshop is for the ten campuses engaged in the American Democracy Project's pilot Digital Polarization Initiative. Participants will discuss ongoing logistical concerns regarding the fall 2018 implementation of course modules related to online civic literacy efforts and will include faculty development related to teaching strategies, materials and the assessment of these efforts. New materials for teaching courses will be presented, and some ways in which different campuses have worked with the material will be showcased.



MADRID | 9:00 A.M. - NOON

"REACTING TO DEMOCRACY": IMMERSIVE CIVIC LEARNING THROUGH HISTORICAL ROLE-PLAYING GAMES (REGISTRATION REQUIRED)

ORGANIZERS:

Verdis L. Robinson, national director, The Democracy Commitment, AACU
Mary Evins, associate research professor of history, Middle Tennessee State University

This session will demonstrate student engagement through the immersive civic learning experience of Reacting to the Past (RTTP) historical role playing. Reacting, or RTTP, is a High Impact Practice that offers deep participatory student engagement right inside the classroom. Packing together many of the skills and values of 21st century civic learning, as delineated by AAC&U, RTTP is a gateway HIP pedagogy well suited to General Education survey classes as well as to upper-level courses. RTTP consists of elaborate immersion "games," set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Students walk in others' shoes and argue perspectives very different from their own. They emotionally and intellectually engage in life roles and historic roles that broaden empathy, respect, open-mindedness, and justice. Pioneered by historian Dr. Mark C. Carnes of Barnard College, RTTP has been implemented at over 350 colleges and universities in the U.S. and abroad. This interactive session will briefly immerse attendees in a journey to colonial Virginia and the era of Bacon's Rebellion, demonstrating a democratized classroom and how historical role-playing games can be used in colleges and universities to build civic skills and promote democratic learning. Through the lens of high impact practices, panel discussion will evaluate Reacting's effectiveness to take students, through experience, into inquiry, reflection, and concept integration.

PACIFIC ROOM | 10:00 A.M. - NOON

VOTER FRIENDLY CAMPUS MEETING (REGISTRATION REQUIRED)

ALL CAMPUS PARTICIPANTS WHO RECEIVED THE VOTER FRIENDLY CAMPUS (VFC) DESIGNATION IN 2017 AND SUBMITTED AN INTEREST STATEMENT TO RECEIVE THE DESIGNATION IN 2019-2020.

ORGANIZERS:

Michael Burns, national director, Campus Vote Project
Debi Lombardi, national program director, Campus Vote Project
Stephanie King, assistant director for civic engagement, knowledge community, and social justice initiatives, NASPA

This session will include an overview of the VFC process and next steps for campuses that received the designation. Participants can anticipate active participation in the planning for the 2018-2019 and 2019-2020 academic years.



WEDNESDAY, JUNE 6, 2018

HARBOR ROOM | 9:00 A.M. - 4:00 P.M.

CIVIC ENGAGEMENT ASSESSMENT: FROM MISSION STATEMENTS TO MEANINGS AND MEASURES PRE-CONFERENCE WORKSHOP WITH NETWORKING LUNCH (SPONSORED BY ETS; REGISTRATION REQUIRED)

ORGANIZERS:

Abraham Goldberg, executive director, James Madison Center for Civic Engagement, James Madison University (Va.)

Dena Pastor, associate director of assessment operations, Center for Assessment & Research Studies and professor of Graduate Psychology, James Madison University (Va.)

Ross Markle, senior assessment strategist, Higher Education Division, ETS

Attend both half-day assessment pre-conference workshops for a reduced price and participate in our assessment networking lunch from Noon - 1 p.m.

MORNING: Making Assessment Work for You: Strategies to Bring Meaning to your Civic Engagement Efforts (see description above)

AFTERNOON: Leading Institutional Civic Learning and Engagement Efforts through Assessment (see description below)

HARBOR ROOM | 1:00 P.M. - 4:00 P.M.

LEADING INSTITUTIONAL CIVIC LEARNING AND ENGAGEMENT EFFORTS THROUGH ASSESSMENT (SPONSORED BY ETS; REGISTRATION REQUIRED)

ORGANIZERS:

Abraham Goldberg, executive director, James Madison Center for Civic Engagement, James Madison University (Va.)

Dena Pastor, associate director of assessment operations, Center for Assessment & Research Studies and professor of Graduate Psychology, James Madison University (Va.)

Ross Markle, senior assessment strategist, Higher Education Division, ETS

Assessment is often viewed as an external process, necessary to “check a box” or meet a reporting, accountability, or other similar need. However, assessment is often most effective when driven internally, helping to communicate concepts in a shared language with campus audiences, demonstrate effectiveness, guide improvement, articulate impact, and/or organize data and research on your campus. These issues are especially relevant in the civic learning and engagement space, where data, conversations, and efforts extend across many parts of the institution. To that end, this workshop will first focus on organizing various types of civic learning and engagement efforts. Participants will consider the value of different approaches to gathering information about institutional interventions. We will also discuss issues around implementation fidelity that can impact program effectiveness. Second, we will review various aspects of the assessment process (e.g., developing learning outcomes, identifying data sources, using results) and how various institutional models - such as civic engagement centers, course-based efforts, general education initiatives, etc. - can effectively execute and implement these practices in their own context. Attention will be given to collaborating with campus and external partners to align student experiences with desired civic learning outcomes. Throughout this workshop, presenters will focus on practical applications and real-world experiences that will help participants produce impactful tools for their own civic learning and engagement work.



GRANADA | 1:00 P.M. - 4:00 P.M.

ADVANCING ONLINE CIVIC LITERACY: NEW SKILLS FOR CITIZENS (REGISTRATION REQUIRED)

PRESENTER:

Mike Caulfield, ADP Civic Fellow and director of Blended and Networked Learning, Washington State University Vancouver

In this pre-conference workshop participants will discuss how social media is transforming the civic landscape and what role higher education might have in mitigating its more damaging effects. Participants will learn simple web skills for fact-checking that every citizen needs. Presented in the same format that these skills can be taught to students, participants will be introduced to basic web techniques to sort fact from fiction on the web, as well as to break out of the ideological bubbles we sometimes create for ourselves. Participants are asked to bring a laptop or tablet to this workshop.

MADRID | 1:00 P.M. - 4:00 P.M.

POLITICS 365 - PREPARING FOR POLITICAL ENGAGEMENT (REGISTRATION REQUIRED)

ORGANIZERS:

Nancy Thomas, director, Institute for Democracy & Higher Education (IDHE), Jonathan M. Tisch College for Civic Life at Tufts University (Mass.)

Adam Gismondi, program administrator, Institute for Democracy & Higher Education (IDHE), Jonathan M. Tisch College for Civic Life at Tufts University (Mass.)

The fall 2018 election presents both opportunities and challenges to U.S. colleges and universities. On one hand, elections offer the proverbial teachable moment in which students across disciplines can critically examine – and take a stand on - the most pressing ethical, social and policy issues at stake. On the other hand, like communities, campuses are susceptible to extreme political polarization and divisive rhetoric. For institutions that value the ideal of creating cohesive and collaborative learning communities, the election has the potential to be a significant, disruptive force.

In this pre-conference workshop, participants will explore promising approaches to engaging students during the election season while also preventing divisive political conflict. It will draw from research on campus climates for political learning and engagement in democracy. Specifically, participants will examine ways to (1) increase social cohesion and student well-being across differences of political affiliation and social identity, (2) improve political discourse and controversial issue discussions, and (3) engage students in bipartisan efforts to increase electoral engagement. Participants will work with tools, discussion materials, and interventions that they can take back to their institutions.

SALON VII & VIII | 1:00 P.M. - 4:00 P.M.

STUDENT PRE-CONFERENCE WORKSHOP, FOR CLDE STUDENTS ONLY (REGISTRATION REQUIRED)

ORGANIZERS:

Vera Barcega-Ramirez, student, College of the Canyons (Calif.), 2018 CLDE Student Intern

Hannah Jackson, student, University of Nevada, Reno, 2018 CLDE Student Intern

Collin Sullivan, student, University of Maryland, Baltimore County, 2018 CLDE Student Intern

This workshop will introduce students to the Civic Learning and Democratic Engagement network by providing information through workshops, discussions, and networking. This space will be used to discuss issues that focus on being an active participant in the local and national communities. Discussions will be held in large and small groups to effectively dissect the topics explored throughout the meeting. Students will leave with a cohesive network amongst their peers to communicate and collaborate both during and after the conference. We hope to engage our attendees with new and exciting information that can further reach students across the nation, and actively enhance the Civic Learning and Democratic Engagement initiatives.



REGISTRATION OPEN

Grand Rotunda | 8:00 A.M. - 5:00 P.M.

GARDEN 1 & 2 | 8:30 A.M. - 11:30 A.M.

NASPA LEAD INITIATIVE INSTITUTIONS BREAKFAST & WORKSHOP (THIS SESSION IS ONLY OPEN TO NASPA AND NASPA LEAD INITIATIVE MEMBERS)

ORGANIZERS:

Stephanie King, assistant director for civic engagement, knowledge community, and social justice initiatives, NASPA

Melissa Yack Hall, executive director, Center for Community Engaged Learning, Weber State University (Utah)

Michael L. Sanseviro, associate vice president & dean of students, Kennesaw State University (Ga.)

Haley G. Winston, assistant director, Office of Student Involvement, University of Central Florida

The NASPA LEAD Initiative on Civic Learning and Democratic Engagement comprises a network of NASPA member colleges and universities committed to encouraging and highlighting the work of academic affairs and student affairs in making civic learning and democratic engagement a part of every student's college education. This meeting will provide insight into the work of the NASPA LEAD Initiative and the 2018-2019 LEAD Initiative experience. Join us to network, reflect, and share knowledge and ideas regarding CLDE work.

GARDEN 3 | 8:30 A.M. - 11:30 A.M.

ADP BREAKFAST & ORGANIZING MEETING (ALL AASCU MEMBERS AND ADP CAMPUS PARTICIPANTS ENCOURAGED TO ATTEND; INCLUDES ADP AWARDS PRESENTATIONS AND PLANNING FOR THE 2018-2019 ACADEMIC YEAR)

ORGANIZER:

Jennifer Domagal-Goldman, national manager, American Democracy Project, AASCU

This session will include ADP awards presentations and planning for the 2018-2019 academic year in addition to updates about current initiatives and ways in which to engage with the national office.

GARDEN 4 | 8:30 A.M. - 11:30 A.M.

TDC NATIONAL BREAKFAST MEETING (ALL TDC AND COMMUNITY COLLEGE PARTICIPANTS ENCOURAGED TO ATTEND)

ORGANIZER:

Verdis L. Robinson, national director, The Democracy Commitment, AASCU

This session will feature an annual report from The Democracy Commitment's national office, award presentations, program debuts, and a celebration of the civic power of community colleges. All meeting participants from community colleges, members of TDC, and partners/friends/allies of TDC are encouraged to attend.



SALON VII-VIII | 11:45 A.M. - 1:45 P.M.

TURBOVOTE'S 2018 VOTER ENGAGEMENT SYMPOSIUM: ACE THE MIDTERMS (LUNCH PROVIDED; REGISTRATION REQUIRED)

ORGANIZER: **Emily Giffin**, TurboVote partner support lead, Democracy Works

Like students hoping to ace their midterm exams, we want to *ace* this year's midterm elections! Join TurboVote, our partner colleges and universities, and other nonprofit organizations for an interactive symposium offering attendees innovative ideas and strategies for increasing student voter engagement in 2018 and beyond. Together, we will learn from speakers and one another about ways to foster a culture of voting that reaches all corners of campus and thrives year-to-year. Whether you're new to student voter engagement or a seasoned pro, all are welcome to participate in this informative and exciting session. Lunch will be provided, as saving democracy works up quite the appetite.

SALON I | 11:45 A.M. - 1:45 P.M.

ASSESSING POLITICAL LEARNING & ENGAGEMENT INITIATIVE LUNCH (ADP'S ASSESSING POLITICAL LEARNING & ENGAGEMENT INITIATIVE LUNCH & WORKSHOP)

ORGANIZERS: **Jennifer Domagal-Goldman**, national manager, AASCU's American Democracy Project, AASCU
Adam Gismondi, program administrator, Institute for Democracy & Higher Education (IDHE), Jonathan M. Tisch College for Civic Life at Tufts University (Mass.)
Nancy Thomas, director, Institute for Democracy & Higher Education (IDHE), Jonathan M. Tisch College for Civic Life at Tufts University (Mass.)

This session is for campus liaisons, coalition members and chief academic officers from the 12 campuses participating in the ADP/IDHE Assessing Political Learning and Engagement on Campus Initiative. At least one person from each campus is expected to participate.

LUNCH ON YOUR OWN | 11:45 A.M. – 1:00 P.M

BARCELONA | 1:30 P.M. - 2:30 P.M.

***eJournal of Public Affairs* EDITORIAL BOARD MEETING**

SALON II | 1:30 P.M. - 2:30 P.M

SENIOR LEADERSHIP MEETING



THURSDAY, JUNE 7, 2018

GRAND EFG | 2:15 P.M. - 2:45 P.M.

CLDE ORIENTATION (OPEN TO ALL; ESPECIALLY FOR FIRST-TIME MEETING ATTENDEES. INTENDED AUDIENCE: ALL ATTENDEES, PARTICULARLY THOSE NEW TO ADP, TDC, NASPA AND/OR THE CLDE MEETING)

ORGANIZERS:

Chris Hutchison, assistant dean of students, Chapman University (Calif.)

Molly Kerby, associate professor, Western Kentucky University

Duane Oakes, faculty director, Center for Community & Civic Engagement, Mesa Community College (Ariz.)

Collin Sullivan, student and #CLDE18 intern, University of Maryland, Baltimore County

The American Democracy Project (ADP), The Democracy Commitment (TDC), and NASPA are committed to advancing the civic engagement movement in higher education. The 2018 Civic Learning and Democratic Engagement Meeting (CLDE18) is a conference designed around an emergent theory of change adapted from elements of the 2012 A Crucible Moment report. Like this report, the CLDE18 conference invites participants to consider what does a civic-minded campus look like? To this end, the CLDE18 pulls on several threads within the civic engagement movement that are considered including: how to build campus cultures and contexts that foster civic ethos, civic literacy and skill building, civic inquiry, civic action, and civic identity and agency. To learn more about how to navigate the 2018 CLDE meeting, attend this session hosted by the 2018 CLDE Meeting Planning Committee.

GRAND A-D | 3:00 P.M. - 5:00 P.M.

OPENING PLENARY | CivEd TALKS AND OUR CLDE THEORY OF CHANGE

Opening remarks by George Mehaffy, Vice President for Academic Leadership and Change, American Association of State Colleges and Universities (AASCU)

Hunger, Homelessness and Action to Include Today's Students There are invisible populations on our campuses - students who are not sure where they will sleep tonight, or when they will get their next meal. Knowing that obtaining a college degree is a key to a more stable and successful life, students are having to choose between groceries and graduation, textbooks or rent. This talk describes the challenges facing today's student as they seek to survive and to thrive in the new economics of higher education, offering ideas and potential solutions from the growing intersection of higher education and human services.

Speaker: Clare Cady, director of community engagement, Temple University (Pa.) & founder/director, College and University Food Bank Alliance (CUFBA)

Climate Change Action Through Student Resiliency Ambassadors Higher education institutions across the country are committed to climate action and leadership through the Second Nature framework. The Second Nature Climate Resilience in Urban Campuses + Communities (CRUX) grant, from the Kresge Foundation, is a pilot program designed to encourage resiliency across the country. South Mountain Community College has partnered with the City of Phoenix to develop a climate resiliency model for heat related incidences. This talk describes how we developed an individual resiliency survey and empowered student to take action by creating resiliency ambassadors.

Speaker: Sian Proctor, geology professor, South Mountain Community College (Ariz.)

Dream Deferred: Broken Promises for Undocumented Students

An estimated 65,000 undocumented students graduate from high school every year. Undocumented students face many tests, including potential deportation and emotional challenges that affect their daily lives, including loneliness and depression. Their undocumented status leaves many of these students feeling hopeless and seeking answers. This talk will address how to best support our students as they navigate the already challenging journey of achieving their dreams of obtaining a degree while trying to remain hopeful in the midst of an uncertain future.

Speaker: Joel Pérez, vice president and dean of students/title IX coordinator, Whittier College (Calif.)



CivEd Talks are dynamic, short, and quick-paced presentations by members of the civic learning and democratic engagement community intended to inspire and challenge our collective imagination and thinking. Stories shared in this format reflect the individual's genuine experience with and relevant knowledge of their topic. Each of the three CivEd Talks presented will actively engage participants in stretching our thinking and motivating us to action concerning three wicked problems faced by our campuses and communities: hunger and homelessness, DACA and immigration, and climate change. Join us for an opening plenary session that asks you to envisioning the work of our CLDE movement in higher education and consider how you can help us move the needle on these important issues. Together we'll explore our emergent theory of change which asks that we consider how together we can build campus cultures and contexts contribute to a more vibrant democracy, advance civic outcomes and pedagogies, and strategically institutionalize our work.

NETWORKING RECEPTION & POSTER SESSION |

5:30 P.M. – 6:30 P.M

GRAND HALLWAY | 5:30 P.M. - 6:30 P.M.

RESEARCH- OR PROGRAM-BASED POSTER SESSIONS

Bolstering Trust, Resources, Engagement and Invitations: Central Michigan University's Public Spirited Scholars in Residence

The presenter will show how seminal political behavior research can be used to argue that civic engagement pedagogy should enhance students' natural political socialization by bolstering students' trust, resources, engagement and invitations. The presenter will also explain how Central Michigan University's new Public Spirited Scholars in Residence attempts to implement this recommendation.

Presenter: J. Cherie Strachan, assistant dean, Central Michigan University

Campus Talks: An Event to Encourage Student Civic Action and Applied Research

Similar to TED Talks, the presenters will highlight a student-focused campus event that makes funds available for students willing to share their thoughts on topics related to civic engagement in action.

Presenters: Ashlee Glaser, student; and Sarah Styron, student, University of Nebraska at Kearney

Civic Education and the Courthouse: Critical Thinking and U.S Amendments

The public's engagement with the judicial branch often comes during controversial Supreme Court decisions. Recognizing the needs to increase public understanding of the roles of the courts, Chief Judge Robert A. Katzmann of the United States Court of Appeals for the Second Circuit launched the circuit-wide civic education initiative -- Justice For All: Courts and the Community in 2014. The presenter will present how civic education at the court has the ability to cultivate and encourage critical thinking and perspective taking skills.

Presenter: Nattawan Junboonta, doctoral student, Rutgers University (N.J.)

Civic Learning in Elementary School: A Problem Solving Curriculum Case Study

During the 2017-2018 school year, a local elementary school conducted a problem solving curriculum with my advisement. Given the nature of the project, this study is a qualitative case study using the methodological tools of observation and elite interview to explain how a problem solving curriculum can disrupt the normal order of things in an elementary school and create civic learning. My goal is to conduct longitudinal research with this school over the next two decades and as such will not be able to deliver on whether the curriculum had long term impact on children's efficacy at this conference, but this piece is part of a larger project making the case for the importance of civic learning in the earliest grades.

Presenter: Leah Murray, professor, political science and co-coordinator of American Democracy Project, Weber State University (Utah)



Combating Homelessness in the Community Through Civic Engagement and Partnerships

Homelessness in the community of about 25,000 people has skyrocketed in the last decade. Currently, 50 children in the school district are homeless, which was zero a dozen years ago. Finding solutions has been challenging; however, a new approach combining organizations with space (e.g., churches and the university) with civic engagement of ADP students and the community brings us to actually doing something about homelessness in the community. The issues, challenges, and launching such a venture will be emphasized by the presenters in this poster.

Presenters: Rob Catlett, president of the faculty and professor of economics, department of mathematics & economics; and Bekah Selby, assistant professor of economics, department of mathematics & economics, Emporia State University (Kans.)

Congress to Campus and the British National Debate Team

This poster is designed to highlight two external programs that Georgia College American Democracy Project student organization members successfully brought to campus during Fall 2017 and Spring 2018; The British National Debate Team and the Congress to Campus program. Students will detail the planning and implementation process, costs, highlights, benefits, and follow-up. The purpose of this session is to encourage other ADP student organizations to bring these programs and others like them to their campus.

Presenters: Janet Hoffmann, professor of rhetoric; Caroline Olesen, student and assistant coordinator of Times Talk; Cameron Watts, student and GC student government representative; LeAnn Whitley, student and vice president of GC American Democracy Project RSO democratic engagement chair; and Ruby Zimmerman, student and Secretary of GC American Democracy Project RSO, Georgia College & State University

Critically-Engaged Civic Learning: What Is It? How Is It Different From Service-Learning?

The term service-learning has become problematic as it invokes inequitable power dynamics that inherently privilege one group over another, where the privileged group is seen to “service” the marginalized group (Bortolin, 2011). This paper seeks to move beyond this model by arguing that all constituents involved in this process have an equal and shared authority and responsibility to invest for the betterment of their community. Based within this context, this poster provides an overview of a new pedagogical framework for critically-engaged civic learning (CECL), structured upon six guiding principles that connect to outcomes needed to cultivate engaged community members in the 21st century. This poster introduces the framework by explaining the theoretical and conceptual underpinnings for each of its six guiding principles, the core characteristics of each principle, and six overarching identified outcomes of this approach.

Presenter: Cindy Vincent, assistant professor, Salem State University (Mass.)

Empowering Students To Create Civic Engagement Change

Learn how students at Minnesota’s community and technical colleges are leading change on their campuses to strengthen the culture of civic engagement. The presenters of this poster will explore the strategies used to register over 1,300 students to vote in one day, encourage 30 campus presidents to enroll in the NSLVE program, lobby elected officials and hold a 300 person civic dialogue session to help students move from confrontation to conversation.

Presenters: Mike Dean, executive director; and Cecilia Damian, vice president, LeadMN

Engaged Department Cohorts: Cultivating Collective Capacity and a Culture of Engagement

The presenters of this poster examines the merits and challenges of generating capacity for civic engagement through engaged department initiatives. Faculty researchers will discuss cross-institutional research findings from ten engaged departments across three institutions of higher education over three academic years. The poster will focus on what has been most and least effective in fostering the capacity and the ethos for collective and sustained CBL within departments and across the institutions.

Presenters: Danielle Lake, assistant professor; Russell Rhoads, associate professor; and Lisa Sisson, assistant professor, Grand Valley State University (Mich.)



Engaging Students Through a Faculty Union

Unions have historically been an important site for social change, and yet many of our students have little or no experience of unions as forces for civic engagement. For the past six years, the Faculty Association at the Foothill-De Anza Community College District has hired and trained student interns to engage faculty in issues of concern to students and faculty. The presenter of this poster will share that experience and engage attendees in an exploration of how they can move their union to engage students.

Presenter: Robert Stockwell, professor, De Anza College (Calif.)

Explore DC: Orienting Students towards Civic Action

Universities and campuses across the nation are on a quest to foster civic engagement and democratic values among students in a polarized political climate. Explore DC through Social Justice is a Welcome Week Program at American University focused on creating Civic Ethos, Action and Agency by learning about Washington, DC through five distinct social justice themes. The goal of this poster is to share this initiative and evaluation data of the program.

Presenter: Harry Gilliard, program coordinator, American University (D.C.)

Meeting the ALL IN Challenge: Increasing Student Voter Participation

This poster shares data from the National Study of Learning, Voting, and Engagement (NSLVE) regarding MSU Denver's undergraduate student voting rate. High levels of voting earned MSU Denver a Champion Award from the ALL IN Challenge. Programs that support student civic engagement and voting will be discussed including voter registration drives and ballot initiative panel discussions coordinated by the campus American Democracy Project Committee and Student Government.

Presenter: Bethany Fleck, associate professor of psychology, Metropolitan State University of Denver (Colo.)

Owl Leadership Fellows & UN Global Goals

The Center for Student Leadership at Kennesaw State University reworked the Owl Leadership Fellows to focus on the 17 Sustainable Development Goals. Students in the program were required to develop a knowledge base, disseminate information about the goals to the campus community, and generate campus and community engagement focused on the goals. Join us to learn about the program and how framing the program through the Global Goals influenced students understanding and commitment to social justice education.

Presenter: Ryan Keese, assistant director, volunteerism & service-learning, Kennesaw State University, (Ga.)

Vote Here? Campus Responses to Institutional Pressures to Increase Student Voting

This poster presentation details the conceptual and methodological constructs of dissertation research currently underway. The goal of the presentation is to introduce CLDE attendees to this conceptual framework that includes higher education's commitment to democracy; the new voter restriction movement; and neo-institutional theory of organizational responses to institutional pressures. Further, the poster presentation will discuss the study's theoretical framework derived from Michael Lounsbury's (2001) study of practice variation in college and university recycling programs and mixed-methods research design.

Presenter: Jacob Wilson, doctoral student, The University of Arizona

DINNER ON YOUR OWN | 6:30 P.M.



FRIDAY, JUNE 8, 2018

REGISTRATION OPEN

Grand Rotunda | 7:00 A.M. - 5:00 P.M.

BARCELONA | 7:30 A.M. - 9:00 A.M.

NATIONAL STUDENT AFFAIRS DAY OF ACTION QUESTION AND ANSWER SESSION

ORGANIZERS:

Teri Lyn Hinds, director of policy research and advocacy, NASPA

Stephanie King, assistant director for civic engagement, knowledge community, and social justice initiatives, NASPA

NASPA is always searching for ways to expand the techniques we can employ to support student affairs professionals in engaging with our representative democracy. We believe student affairs professionals have a unique and integral perspective to speak to the needs of the higher education community. This July 17, NASPA is launching our first ever National Student Affairs Day of Action to promote collective action in support of the needs of our profession. Attend this meeting to learn more about how you can engage with #SAadvocates from around the country.

SALON VII | 7:30 A.M. - 9:00 A.M.

ADP CAMPUS LEADERSHIP NETWORK: CREATING IMPACT AND BUILDING CIVIC CAPACITY

ORGANIZERS:

Daniel Fidalgo Tomé, director of service-learning, Stockton University (N.J.)

Kimber Quinney, ADP campus coordinator and assistant professor of history, California State University, San Marcos

Jennifer Domagal-Goldman, national Manager, American Democracy Project, AASCU

This session is intended for ADP Campus Coordinators. The presenters will be discussing victories and challenges on respective campuses since the CLDE2017 Meeting. Feedback will be collected with regard to strengthening the ADP Campus Leadership Network. The primary focus of the conversation will be on creating collective impact and building civic capacity in a moment in which American democracy appears to be in crisis.

BREAKFAST SESSIONS | 7:30 A.M. – 9:00 A.M.

Breakfast will be available at 7:30 a.m. and the sessions will start promptly at 8:00 a.m.

SALON I | 8:00 A.M. – 9:00 A.M.

A CELEBRATION OF DEMOCRACY: FACULTY AND STUDENTS INSTITUTIONALIZING DEMOCRATIC ENGAGEMENT THROUGH NATIONAL VOTER REGISTRATION DAY

PRESENTERS:

Lucas Gutterman, organizing director, Oregon State Public Interest Research Group

Clarissa Unger, director of civic engagement, Young Invincibles

Paul Valdez, Associate Director, Center for Community & Civic Engagement, Bowling Green State University

Lynette Quintero, chair, Campus Vote Project Student Advisory Board

COMPETENCIES:

advising & supporting; leadership

MEETING TAGS:

civic agency; civic ethos

MEETING THREAD:

strategy

Dynamic intergenerational relationships among students, faculty, and administrators are essential for driving student civic action in higher education institutions. Drawing on the Students Learn Students Vote Coalition and examples from National Voter Registration Day, this session will look at practical examples of how faculty have supported and enabled students to be civic leaders along with the support of coalition partners. Speakers, as well as participants, will share 'best practices' for facilitating student involvement to implement voter registration, civic education, and get out the vote efforts on campus.





SALON VIII | 8:00 A.M. – 9:00 A.M.

THE NIIICE APPROACH TO ADVANCING COMMUNITY ENGAGEMENT: USING THE NATIONAL INVENTORY OF INSTITUTIONAL INFRASTRUCTURE FOR COMMUNITY ENGAGEMENT FOR STRATEGIC PLANNING

PRESENTER:	Marshall Welch , independent scholar
COMPETENCIES:	assessment, evaluation, and research; leadership
MEETING TAG:	civic inquiry
MEETING THREAD:	strategy

This presentation will describe a robust empirically based inventory of best practice and infrastructure to advance community engagement on a campus. The inventory is based on research (Welch & Saltmarsh 2013) that can be used for strategic planning and applying for the Carnegie Classification. The presentation will also describe planned and upcoming institutes sponsored by NASPA and ADP where center directors and campus administrators can incorporate the results and profile of their institution's inventory to strategic planning.

GARDEN 2 | 8:00 A.M. – 9:00 A.M.

ACADEMIC-COMMUNITY COLLABORATION FOR ENGAGEMENT AND IMPACT THROUGH SOCIAL INNOVATION

PRESENTERS:	<p>Megan Samaniego, chair, Pomona's Promise and coordinator, Social Innovation Lab, California State Polytechnic University, Pomona</p> <p>Larisa Preiser-Houy, interim associate vice president for academic programs, California State Polytechnic University, Pomona</p> <p>Robin Willis, bronco volunteer student assistant, California State Polytechnic University, Pomona</p>
COMPETENCY:	leadership
MEETING TAGS:	civic agency; civic action
MEETING THREAD:	pedagogy

Today, there are a number of deeply entrenched social problems facing our world. Universities are well poised in communities to be intermediaries among various actors to impact social change. This session will take a look at how Cal Poly Pomona's mobilizes its resources to facilitate deep, collaborative partnerships with over 250 multi-sector leaders within a Collective Impact framework, and the implementation of a Social Innovation lab on campus to integrate students and faculty into the work.





FRIDAY, JUNE 8, 2018



GARDEN 3 | 8:00 A.M. – 9:00 A.M.

BEING WITH IN A FOR WORLD: WALKING THE TALK OF DEMOCRATIC ENGAGEMENT

- PRESENTERS:** **Patti Clayton**, practitioner-scholar & consultant, PHC Ventures, IUPUI, UNC Greensboro, K-State, and University of Alaska, Anchorage
Stephanie Stokamer, director, center for civic engagement, Pacific University (Ore.)
Cheryl Siemers, assistant director for academic affairs, University of Alaska Anchorage/Kenai Peninsula College
- COMPETENCIES:** student learning and development; values, philosophy, and history
- MEETING TAGS:** civic action; civic ethos
- MEETING THREAD:** pedagogy

In this interactive workshop (part of a series taking place across the US) we will co-generate why's and how's of designing experiential learning (including but not limited to community-engaged learning) as democratic engagement -- with all participants sharing power and responsibility, contributing assets and experience, and co-creating projects and processes. We will examine our work through the lens of tensions between technocratic and democratic paradigms, generate ideas for enhancing practice, and contribute to a national scholarship project on operationalizing democratic engagement.

SALON II | 8:00 A.M. – 9:00 A.M.

***eJournal of Public Affairs* BREAKFAST SESSION (OPEN TO ALL)**

- PRESENTER:** **Darrell Hamlin**, managing editor, *eJournal of Public Affairs*
- COMPETENCIES:** assessment, evaluation & research; values, philosophy, and history
- MEETING TAGS:** civic inquiry; civic literacy and skill building
- MEETING THREAD:** pedagogy

This open session will provide an opportunity for inquiry and discussion about the *eJournal of Public Affairs*. A quick overview of the website will provide a brief review of past issues. We will discuss and demonstrate some of the processes for submission and review, as well as show a few special features of the website. Participants will be encouraged to consider submitting something (article or media submission) for peer-review, a Feature submission, register and participate as an eJournal Reviewer, or act as a Guest Editor for a special topic.





GARDEN 1 | 8:00 A.M. – 9:00 A.M.

CREATING COHESIVE PATHS: FIVE APPROACHES TO INSTITUTIONALIZING CIVIC ENGAGEMENT

PRESENTERS:	<p>Amel Gorani, director, Center for Community and Civic and Engagement, Carleton College (Minn.)</p> <p>Jan Liss, executive director, Project Pericles</p> <p>Amel Gorani, director, Center for Community and Civic and Engagement, Carleton College (Minn.)</p> <p>Tessa Hicks Peterson, assistant vice president of community engagement and associate professor, urban studies, Pitzer College (Calif.)</p> <p>Ella Turenne, assistant dean for community engagement, Occidental College (Calif.)</p>
COMPETENCIES:	assessment, evaluation & research; student learning and development
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	strategy

Project Pericles led a multi-year initiative to reimagine how civic engagement is integrated throughout the curriculum. Twenty-six campuses inventoried, mapped, strengthened, and developed curricular programs incorporating civic engagement and social responsibility (CESR). Mapping is a powerful process for generating change. Our goal is to help institutionalize civic engagement through programs that empower students to solve today's and tomorrow's challenges. From guided pathways and certificates to revised tracking and assessment strategies, campuses are transforming their approaches to CESR.

GARDEN 4 | 8:00 A.M. – 9:00 A.M.

PREPARING COMMUNITY COLLEGES FOR THE 2020 CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION

PRESENTER:	Lori Moog , director of service learning and community outreach, Raritan Valley Community College, (N.J.)
COMPETENCIES:	assessment, evaluation, & research; student learning and development
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	learning outcomes

This session will assist colleges that are planning to apply for the 2020 Carnegie classification, or are interested in what the process entails. The classification provides an established level of legitimacy, accountability, public recognition, and visibility. It can benefit your service learning and community engagement initiatives as well as help you gain recognition for your efforts. Learn about the application process and get tips from classified colleges to leverage the classification for curriculum and program improvement, institutional benchmarking, and assessment.





FRIDAY, JUNE 8, 2018

PACIFIC | 8:00 A.M. – 9:00 A.M.

REGIONAL ACCREDITATION, CIVIC ENGAGEMENT, AND THE PUBLIC GOOD

- PRESENTERS: **Jeff Rosen**, vice president of accreditation relations and director of the open pathway
Jamie Stanesa, associate vice president, member education and peer corps, Higher Learning Commission
- COMPETENCIES: assessment, evaluation & research; leadership
- MEETING TAGS: civic agency; civic ethos
- MEETING THREAD: purpose (vision)

Periodically, regional accreditors must update the standards by which they evaluate institutions of higher education. This session describes the activities that occurred when the Higher Learning Commission recently revised its Criteria, where it affirmed its guiding values to make civic learning an essential part of every student's college education. These proposed changes would expect institutions to account for specific practices they use to improve democratic engagement and foster a climate of respect across their constituencies.

HARBOR ROOM | 8:00 A.M. – 9:00 A.M.

REVISITING THE CONNECTION BETWEEN HIGH IMPACT PRACTICES AND STUDENT ACTIVISM

- PRESENTERS: **Brendan Dugan**, research associate, Indiana University Center for Postsecondary Research
Demetri Morgan, assistant professor of higher education, Loyola University Chicago (Ill.)
- COMPETENCIES: assessment, evaluation, & research; student learning and development
- MEETING TAG: civic literacy and skill building
- MEETING THREAD: pedagogy

High-impact practices (HIPs) are often viewed as primary ways to help colleges and universities achieve a range of educational outcomes, including preparing students to participate in democracy. Utilizing new data from the NSSE, this session will help educators explore the connection between HIPs and student activism toward nuancing and updating their understanding of the relationship between these concepts.

PLENARY SESSION | 9:15 A.M. – 10:45 A.M.

GRAND A-D

A ROADTRIP TOWARD CIVIC ENGAGEMENT

- ORGANIZERS: **Kevin Kruger**, president, NASPA
Mike Marriner, co-founder, Roadtrip Nation
Verdis L. Robinson, national director, The Democracy Commitment, AASCU

In this “fireside chat,” the president of NASPA, TDC national director, and one of the founders of Roadtrip Nation, will share their thoughts regarding how the process of finding one’s career through journey and interaction with others can be used as a technique for finding civic and political voice. A sense of civic agency and political efficacy are not simply inherent in individuals; these are civic skills that have to be developed. Please join us on a voyage of discovery as we consider together how best to learn and foster civic skills, action, and agency as we craft the career paths and civic lives that will fulfill us.





BARCELONA | 11:00 A.M. – NOON

CIVIC ACTION NETWORK MEETING (BY INVITATION ONLY)

ORGANIZER: **Caryn McTighe Musil**, senior scholar and director of civic learning and democracy initiatives, AAC&U

THINK TANK SESSIONS | 11:00 A.M. – NOON

GARDEN 2 | 11:00 A.M. – NOON

CITIZENSHIP SKILLS IN A FLIPPED CLASSROOM

PRESENTERS: **Lisa Lawrason**, political science professor, Delta College (Mich.)
Kimberly Klein, political science professor, Delta College (Mich.)

COMPETENCIES: student learning and development

MEETING TAGS: civic agency; civic literacy & skill building

MEETING THREAD: pedagogy

In a traditional classroom, students expect the professor to give them the information they need to pass an exam and earn their desired grade in the class. Yet the content of civic literacy courses is too consequential to learn for the sole purpose of “getting the grade.” In a flipped learning format, students become responsible for their own learning, and because time in class is no longer consumed with lecture, students can be assessed on what they can do with course concepts, as well as their demonstration of citizenship skills.

SALON VII | 11:00 A.M. – NOON

CIVIC ENGAGEMENT IN THE ONLINE CLASSROOM

PRESENTERS: **Judithanne Scourfield McLauchlan**, associate professor of political science and director, Center for Civic Engagement, University of South Florida St. Petersburg

Elizabeth Bennion, professor of political science and ADP Director, Indiana University South Bend

COMPETENCIES: law, policy, and governance; student learning and development

MEETING TAGS: civic agency; civic literacy & skill building

MEETING THREAD: pedagogy

Two experienced educators committed to civic and political engagement discuss the challenges and the potential benefits of requiring civic engagement projects in the online course environment. Presenters will share specific ideas and successful practices for promoting civic literacy and leadership skills in hybrid and online courses. Join us to discuss promising new approaches to promoting civic learning and democratic engagement.





FRIDAY, JUNE 8, 2018

SALON VIII | 11:00 A.M. – NOON

CIVIC SKILLS FOR THE EMERGING LEADER: RETHINKING A 21ST CENTURY DEMOCRACY

PRESENTERS:

Hilary Allen, senior associate, Net Impact

Kelly Chan, outreach manager, Net Impact

Hafez Karimi, student, California State University, Fullerton

Duane Oakes, faculty director, Center for Community & Civic Engagement, Mesa Community College (Ariz.)

Mackenzie Pederson, graduate student, Thunderbird School of Global Management (Ariz.)

COMPETENCIES:

leadership; student learning and development

MEETING TAGS:

civic action; civic agency

MEETING THREAD:

learning outcomes

Led by Net Impact, an organization that has over 25 years of experience in the social impact space, this workshop will explore the competencies that are most transferable for a thriving democracy. At this interactive workshop, you will hear from students, program coordinators and faculty members on the skills that are must-haves for today's democracy. Attendees will work together to determine the skills necessary for civic leadership, and will leave with exercises and skills to bring back to your campus communities.

PACIFIC ROOM | 11:00 A.M. – NOON

CULTIVATING CITIZEN LEADERS: EXPERIENTIAL AND PLACE-BASED LEARNING TO BUILD CIVIC SKILLS AND COMPETENCIES

PRESENTERS:

Meredith Stasa, program manager, The Ronald Reagan Presidential Foundation and Institute

Janet Tran, director of learning and leadership, The Ronald Reagan Presidential Foundation and Institute

COMPETENCIES:

leadership; student learning and development

MEETING TAGS:

civic inquiry; civic literacy & skill building

MEETING THREAD:

pedagogy

"A Republic, if you can keep it" is how Benjamin Franklin described the government established at the Constitutional Convention. A bold statement suggesting the existence of a democratic republic necessitates an engaged and vigilant citizenry. Centuries later, the sentiment remains that an informed, engaged, and empowered citizenry is necessary for the health and sustainability of American democracy. Cultivating citizen leaders is the education mission of the Ronald Reagan Presidential Foundation & Institute. Learn about the experiential, place-based pedagogy RRPFI has developed in Washington, DC to elevate civic learning in higher education.





GARDEN 3 | 11:00 A.M. – NOON

EDUCATING FOR DEMOCRACY: PROMOTING CIVIC PARTICIPATION AND VOTER ENGAGEMENT AMONG AMERICAN YOUTH

PRESENTERS:	<p>Niall Michelsen, associate professor of political science, Western Carolina University (NC)</p> <p>Kimber Quinney, ADP campus coordinator and assistant professor of history, California State University, San Marcos</p>
COMPETENCY:	values, philosophy, and history
MEETING TAG:	civic literacy & skill building
MEETING THREAD:	strategy

This think-tank session will include two brief presentations, followed by audience engagement in the conversation. The session will begin with an historical overview of the relationship between higher education and American democracy, and highlight moments in American history when political and ideological divides have raised questions with regard to the civic purpose of higher education. The historical focus on higher education will be balanced with a contemporary focus on high school education as the appropriate institutional and social context for advancing voter equality, and thus the need for national reform legislation to lower the voting age. Both presentations will grapple with the role of education—high school and college-- in promoting opportunities for civic participation and voter engagement among American youth.

GARDEN 4 | 11:00 A.M. – NOON

GLOBAL CITIZENSHIP

PRESENTERS:	<p>Shala Mills, assistant vice president graduate and extended learning, SUNY at New Paltz (N.Y.)</p> <p>Tina Zappile, associate professor, Stockton University (N.J.)</p>
COMPETENCIES:	law, policy, and governance; student learning and development
MEETING TAG:	civic ethos; civic literacy and skill building
MEETING THREAD:	learning outcomes

This think tank on the topic of global citizenship intends to bring together faculty and staff who have experience with mainstreaming global awareness/citizenship and/or internationalization of the informal and formal curriculum together for a much-needed conversation and sharing of practices and strategies towards this goal. We also hope to demonstrate that global citizenship/global awareness/internationalization can and should be mainstreamed into ADP/PEP civic education/literacy/etc. and not be treated as a separate box to check. Speakers will apply concepts, theories, and research on global learning/awareness/citizenship to share best practices, identify and strategize how to overcome challenges on their own campuses to advance this goal and meaningfully connect with attendees.





FRIDAY, JUNE 8, 2018

SALON II | 11:00 A.M. – NOON

LEVERAGING STUDENTS, SCHOLARS AND TECHNOLOGY TO CREATE ENGAGEMENT & ACCOUNTABILITY BETWEEN CITIZENS AND MEMBERS OF CONGRESS

- PRESENTERS: **Amy Lee**, program officer, Kettering Foundation
Kevin Esterling, professor, public policy, University of California, Riverside
- COMPETENCIES: leadership; technology
- MEETING TAGS: civic action; civic agency
- MEETING THREAD: strategy

In 2017, a multi-campus research project to combine online deliberative forums with the facilitation skills of students and the research capacity of scholars in an effort to create engagement and accountability between citizens and their MoC held over 60 forums, followed by analysis of the data which was delivered to the participating MoC in 2018. What was learned that could be iterated into future efforts to bring campus assets to bear on structural and practical barriers to engagement and accountability between citizens and policymakers?

SALON I | 11:00 A.M. – NOON

TEACHING THE ELOQUENT LETTER: WRITING, LISTENING, AND PROBLEM-SOLVING IN A DEMOCRACY

- PRESENTER: **Daneen Bergland**, senior instructor, Portland State University (Oregon)
- COMPETENCIES: technology; student learning and development
- MEETING TAGS: civic action; civic literacy and skill building
- MEETING THREAD: learning outcomes

Inspired by Dr. Martin Luther King Jr's "Letter from a Birmingham Jail," The Eloquent Letter is an authentic, student-focused, adaptable assignment for acquiring skills critical to democracy: identifying and researching social problems, examining value systems and diverse ways of knowing, communicating effectively and eloquently, and proposing solutions based on common ground and empathy with a real audience. Moving beyond traditional modes of argument and debate, this project situates activism and writing "in its native habitat," focusing on problem-solving and collaboration.

HARBOR ROOM | 11:00 A.M. – NOON

TRUTHFUL MIRROR: CRITIQUING + SETTING A NEW PATH FOR THE CIVIC ENGAGEMENT MOVEMENT

- PRESENTERS: **Gavin Luter**, director, UniverCity Alliance, University of Wisconsin-Madison
Alexis Bucknam, executive director, Utah Campus Compact
- COMPETENCIES: social justice and inclusion; values, philosophy, and history
- MEETING TAGS: civic ethos; civic action
- MEETING THREAD: purpose (vision)

A core tension exists in the civic engagement movement: we reject social inequality and espouse the belief that higher education should be working to transform society, yet the movement is built on an apolitical foundation based in a service/charity model. In this session, we articulate how to reorient the civic engagement movement toward more structural approaches to challenging social inequality. We also explore implications for professional associations like ADP, TDC, NASPA, IARSLCE, Project Pericles, and Campus Compact.





ROUNDTABLE DISCUSSIONS | 11:00 A.M. – NOON

Roundtable sessions will be presented concurrently with other roundtable presentations in Grand A-D.

DIRECT DELIBERATIVE DEMOCRACY: HOW CITIZENS CAN RULE

FACILITATOR:	Debra Campbell , philosophy faculty, Mesa Community College (Ariz.)
COMPETENCY:	values, philosophy, and history
MEETING TAGS:	civic ethos; civic literacy and skill building
MEETING THREAD:	strategy

This roundtable discussion will evaluate two ideas for infusing our democracy with more direct democracy and more democratic deliberation. One of the ideas is about preparing students for participation in our democracy by teaching and promoting democratic deliberation in our classrooms. The other idea is about creating “legislative juries,” a mechanism whereby citizens are convened on “legislative juries” in order to propose, deliberate on, and create ballot initiatives...our only form of direct democracy in the United States.

A STUDENT GOVERNMENT PRESIDENT, A BONNER LEADER, AND A CIVIC ENGAGEMENT SCHOLAR WALK INTO A ROOM

FACILITATORS:	<p>Bailey Clark, associate director, center for leadership & community engagement, Rollins College (Fla.)</p> <p>Meredith Hein, director, center for leadership & community engagement, Rollins College (Fla.)</p> <p>Stephanie King, assistant director for civic engagement, knowledge community, and social justice initiatives, NASPA</p> <p>Andrew Wiemer, director, Butler Center for Volunteer Service and Leadership Development, University of Miami</p>
COMPETENCIES:	leadership; student learning and development
MEETING TAG:	civic literacy and skill building
MEETING THREAD:	learning outcomes

Leadership and service take many forms in a student’s collegiate experience. For instance, a student might chose to take on a leadership role such as being a student government representative, a resident assistant, an athlete, or a member of a student organization. Similarly, students often experience a variety of service oriented programs like days of service, service-learning courses, donation drives, and immersion experiences. As such, some might argue that it takes service to be a leader on campus or in a community while others might suggest that it takes a leader in order to serve. Through this roundtable discussion, facilitators from NASPA, Rollins College, and University of Miami, will engage participants in a discussion on the connections and distinctions between service and leadership.





INSTITUTIONALIZING CIVIC LEARNING AND ENGAGEMENT IN A COMMUNITY COLLEGE

FACILITATORS:	Fagan Forhan , assistant dean, K-12 partnerships & civic engagement, Mount Wachusett Community College (Mass.) Verdis L. Robinson , national director, The Democracy Commitment, AASCU
COMPETENCIES:	leadership; organizational and human resources
MEETING TAG:	civic ethos
MEETING THREAD:	strategy

This roundtable discussion will link a leader from a Carnegie Classified community college with others interested in exploring and discussing ideas and strategies to embed civic learning and civic engagement throughout the institution. Faculty engagement, student agency, assessment and evaluation, strategic planning, academic records and other avenues will be explored in this roundtable session designed to provide attendees with concrete concepts they can take back to their home campuses.

INSTITUTIONALIZING DEMOCRACY: TEACHING STUDENTS TO BE ENGAGED AND ACTIVE POLITICAL CITIZENS

FACILITATORS:	Samantha Bayne , campus election engagement project state director, Iowa Campus Compact Luke Verdecchia , Wisconsin state director, Campus Election Engagement Project
COMPETENCY:	student learning and development
MEETING TAGS:	civic ethos; civic action
MEETING THREAD:	strategy

This roundtable discussion is designed for administrators, faculty, staff members, and students to think critically about how they can change the policies of their institution to prioritize student voting. It is the responsibility of higher education to create and encourage active citizenship in their students, and this presentation designates five ways to fulfill that responsibility: communication, education, integration, motivation, and delegation. The roundtable format supports idea sharing and discussion.

PRIORITIZING PLACE IN CO-CURRICULAR AND CLASSROOM SLCE CONTEXTS

FACILITATORS:	Patti Clayton , practitioner-scholar & consultant, PHC Ventures, IUPUI, UNC Greensboro, K-State, and University of Alaska, Anchorage Stephanie Stokamer , director, center for civic engagement, Pacific University (Ore.) Cheryl Siemers , assistant director for academic affairs, University of Alaska Anchorage/Kenai Peninsula College
COMPETENCIES:	student learning and development; values, philosophy, and history
MEETING TAGS:	civic agency; civic inquiry
MEETING THREAD:	pedagogy

This roundtable engages participants in thinking critically and strategically about service-learning and community engagement (SLCE) efforts that are intentionally and deeply connected to place, drawing on recent work by the facilitators on "place as partner." Sharing perspectives from co-curricular and curricular contexts across a range of institution types, we will explore, critique, and refine a new framework for "place-engaged SLCE" and consider its implications for other experiential pedagogies.



STRENGTHENING PARTNERSHIPS: UNDERSTANDING OPPORTUNITIES ON THE GROUND FOR ENHANCED VOTER REGISTRATION AND VOTER TURNOUT

FACILITATORS:	Nicole Costa , program manager, Andrew Goodman Foundation Dan Xie , political director, Student PIRGs Catherine Fish , associate director, ALL IN Campus Democracy Challenge Clarissa Unger , director of civic engagement, Young Invincibles Anjelica Smith , TurboVote campus outreach lead, Democracy Works Inc. Debi Lombardi , program manager, Campus Vote Project
COMPETENCIES:	leadership; student learning and development
MEETING TAG:	civic action
MEETING THREAD:	strategy

Creating successful voter registration and voter turnout initiatives is hard work. In fact, cultivating high levels of student civic engagement involve a network of actors, internal and external to university and college campuses. Establishing partnerships with external nonprofit organizations and coalitions, which promote civic learning and democratic engagement can enable efforts on campuses. But what are the markers of effective partnerships, and how can we use these partnerships to support voter registration and (GOTV) practices on college campuses?

UTILIZING ALUMNI AFFAIRS TO SUPPORT SERVICE-LEARNING COURSES

FACILITATORS:	Daniel Fidalgo Tomé , director of service-learning, Stockton University (N.J.) Anthony Dissen , instructor of health science, Stockton University (N.J.) Sara Faurot , director of alumni relations, Stockton University (N.J.)
COMPETENCY:	student learning and development
MEETING TAGS:	civic ethos; civic action
MEETING THREAD:	strategy

Stockton University's Office of Service-Learning has worked closely building relationships with community partners, many of whom are alumni, to build a stronger network to benefit the student-alumni relationship. Civic engagement grants are offered to service-learning classes who collaborate with alumni community partners to support student teams who are working on community service-learning projects for these communities. Attend this session to learn more about the sustainable relationships internally and externally supporting the university community as well as lessons learned.

LUNCH ON YOUR OWN | NOON – 1:00 P.M.





FRIDAY, JUNE 8, 2018

GARDEN 3 | 1:15 P.M. - 2:45 P.M.

CREATING A WELCOMING AND INCLUSIVE CAMPUS ENVIRONMENT

PRESENTERS:

Melissa Baker-Boosamra, associate director of student life for civic engagement and assessment, Grand Valley State University (Mich.)

Helen-Margaret Nasser, director, student union & intercultural center, CUNY Kingsborough Community College (N.Y.)

Joel Pérez, vice president and dean of students/title IX coordinator, Whittier College (Calif.)

Patricia D. Robinson, faculty director, civic and community engagement initiatives, College of the Canyons (Calif.)

Kent Wong, director of the UCLA Labor Center, University of California, Los Angeles

Increasingly, beyond just the East and West coasts, our college campuses are becoming more and more diverse. What does civic learning and democratic engagement look like for each of the students on our campus? How can we be sensitive to include students whose citizenship status may alienate them from some of our more formal practices of political participation? How can we include their experiences into pedagogical narrative, and more precisely, how can we allow them to help shape our pedagogy? Citizenship is not a prerequisite for creating change and that change is not exclusive to the United States.

For students who cannot vote, what is their experience in the classroom? How does their immigration status impact that experience? How can faculty be mindful of these students? What can faculty learn from Dreamers and how can we integrate pedagogy that effectively recognizes and integrates these perspectives? What SHOULD the role of universities be in advocating for / supporting DACA students? More broadly, what should the role of universities be in promoting equity and inclusion? Does this extend to students who do not have legal immigration status (Dreamers)?

This session will begin with a brief overview of DACA and current political discourses and policies. The session will then explore the pedagogy, practice, and purpose of educating around diversity, creating classrooms that center on exchanges of experiences, and working towards building bridges of understanding.

PACIFIC ROOM | 1:15 P.M. - 2:45 P.M.

DEMOCRATIC ACTION TO ADDRESS FOOD AND HOUSING INSECURITY ON CAMPUS

PRESENTERS:

Clare Cady, director of community engagement, Temple University (Pa.) & founder/director, College and University Food Bank Alliance

Sesley Lewis, coordinator, food and housing security, California State University, Los Angeles

Jennifer Miller, dean of students, California State University, Los Angeles

Michael Willard, faculty director of service learning, California State University, Los Angeles

As the cost of college increases more students face challenges to pay for their education and living expenses than ever. Lack of access to nutritious food and stable housing affects students at colleges across the country. This session focuses on institutional, pedagogical, and student-led strategies to address food insecurity. Panelists from food security organizations, community colleges, and universities discuss practical steps for carrying out research, developing teaching practices, campus coalitions, university-community partnerships, and regional networks to directly address food insecurity.



GARDEN 4 | 1:15 P.M. - 2:45 P.M.

FOUR CORNERS AND FOUR MOVES: NEW APPROACHES TO MEDIA LITERACY

PRESENTERS:

Michael Caulfield, director of blended and networked learning, Washington State University - Vancouver

Gregg Grenier, director of community engagement, Mount Ida College (Mass.)

At Mount Ida College's orientation, incoming students kept asking, "in the age of fake news, how do we know what to trust in the media?" This overarching question led the Center for Community Engagement and the Mount Ida Library to take a comprehensive approach to understanding and expanding its incoming students' media literacy through the first-year seminar curriculum. On the other end of the spectrum, Washington State University has been radically rethinking how to teach students online media literacy with a focus on granular web literacies often ignored in traditional curriculum. This interactive session will walk participants through techniques for getting students to reflect on their use of the internet and research-based teachable skills that can dramatically improve their evaluation of what they find there.

HARBOR ROOM | 1:15 P.M. - 2:45 P.M.

ENVIRONMENTAL STEWARDSHIP: THE CIVIC IMPERATIVE FOR LEARNING ABOUT AND ENGAGING WITHIN OUR LOCAL HABITATS

PRESENTERS:

Chris Hutchison, assistant dean of students, Chapman University (Calif.)

Sian Proctor, geology professor, South Mountain Community College (Ariz.)

Civic learning and democratic engagement requires, and promises, the cultivation of a community generatively interwoven with and within its physical locale. However, reflecting upon the importance of place takes intentionality and innovation. This session will explore the pedagogy, practice, and purpose of educating about the human and natural actions that impact our communities and society. This session will discuss natural and human impact, as experts identify ways in which we can facilitate civic education for a more sustainable future.

BARCELONA | 3:00 P.M. - 3:45 P.M.

2018 CLDE COMMITTEE MEETING

CONCURRENT WORKSHOPS | 3:00 P.M. – 3:45 P.M.

SALON I | 3:00 P.M. - 3:45 P.M.

WATCHING THE SAUSAGE BEING MADE: CIVIC ACTION IN STATE CAPITALS

PRESENTER:

Jeff Dense, professor of political science and craft beer studies, Eastern Oregon University

COMPETENCY:

law, policy, and governance

MEETING TAG:

civic action

MEETING THREAD:

pedagogy

Inculcating students with the wide array of civic engagement knowledge and skills necessary to be contributing citizens in a thriving democracy cannot occur solely in a classroom setting. This workshop focuses on providing students a unique off-campus learning opportunity in state capitals during legislative sessions. Logistics of organizing, creation of student learning assignments, sharing of best practices, and exploration of problems and prospects of off-campus civic action learning experiences are explored during this interactive session.





FRIDAY, JUNE 8, 2018

SALON II | 3:00 P.M. - 3:45 P.M.

BUILDING A FUNDING BASE FOR CIVIC WORK THROUGH STUDENT GOVERNMENT

- PRESENTERS: **Cynthia Kaufman**, director, VIDA, De Anza College (Calif.)
James Nguyen, professor, De Anza College (Calif.)
Robert Stockwell, professor, De Anza College (Calif.)
- COMPETENCIES: assessment, evaluation & research; leadership
- MEETING TAGS: civic agency; civic ethos
- MEETING THREAD: purpose (vision)

Most campuses have a hard time developing funding sources for civic engagement work. This workshop shares a multiyear model initiated by students at De Anza that raised student fees by \$1 each for statewide work and \$1 each for local civic engagement work. Those fees are being used to develop advocacy work by the Student Senate of the California Community Colleges and to support local civic engagement work, such as paid internships and student leadership training at De Anza College.

GARDEN 1 | 3:00 P.M. - 3:45 P.M.

CIVIC ETHOS IN STUDENT LEADERSHIP DEVELOPMENT

- PRESENTERS: **James Beattie**, associate director, student engagement, University of Nevada, Reno
Sandra Rodriguez, director, student engagement, University of Nevada, Reno
Lisa Maletsky, coordinator, student persistence, University of Nevada, Reno
- COMPETENCIES: advising and supporting; leadership
- MEETING TAG: civic ethos
- MEETING THREAD: learning outcomes

The Center for Student Engagement at the University of Nevada, Reno evolved its purpose and mission in 2012 to focus on CLDE. The department utilized a multifaceted approach to facilitate a culture of civic ethos under the iLead initiative. This movement included purposeful and deliberative student government training focused on servant leadership and responsible citizenship. Program participants will gain an understanding of the initial learning outcomes, multiple pedagogies, programming, and retrospective survey results from a student leadership assessment model.

GARDEN 2 | 3:00 P.M. - 3:45 P.M.

DAYS OF SERVICE AND REFLECTION AT SANTA FE COLLEGE

- PRESENTERS: **Dave Price**, professor of history and political science, Santa Fe College (Fla.)
Sarah Blanc, specialist, office of civic engagement and service, Santa Fe College (Fla.)
- COMPETENCIES: social justice and inclusion; values, philosophy, and history
- MEETING TAGS: civic action; civic literacy and skill building
- MEETING THREAD: purpose (vision)

Learn from experience of faculty and staff at Santa Fe College in putting on events for students that are aligned with the goals of TDC's recent Days of Service & Remembrance initiative. Specifically, the presenters will discuss their Martin Luther King Day of Service Vote for Her: Women Running for Office event, and Constitution Day programming.





SALON VIII | 3:00 P.M. - 3:45 P.M.

GETTING INFORMED AND ORGANIZED ON FEDERAL AND STATE HIGHER EDUCATION POLICY IN 2018

PRESENTERS:	Thomas Harnisch , director of state relations and policy analysis, AASCU Teri Lyn Hinds , director for policy research and advocacy, NASPA
COMPETENCY:	law, policy, and governance
MEETING TAGS:	civic action; civic literacy and skill building
MEETING THREAD:	strategy

The presenters in this session will explore the latest state and federal policy developments on higher education policy in 2018, including on issues including affordability, appropriations, budgets, Title IX, free speech, and campus sexual assault. The session--which includes policy analysts at both NASPA and AASCU--will also explore strategies that campus leaders can use to respond to policy changes, and preview the stakes for higher education for the pivotal 2018 midterm elections.

GARDEN 3 | 3:00 P.M. - 3:45 P.M.

HOSTING A CIVIC LEADERSHIP ACADEMY ON YOUR CAMPUS

PRESENTER:	Elizabeth Bennion , professor of political science and ADP director, Indiana University South Bend
COMPETENCY:	leadership
MEETING TAGS:	civic action; civic literacy and skill building
MEETING THREAD:	purpose (vision)

This workshop will provide participants with all the information they need to create a Civic Leadership Academy open to the campus and community. The presenter will share all materials related to Indiana University South Bend's popular and successful Academy and will coach participants as they develop a plan for a customized Civic Leadership Academy on their campus. Participants will leave with a detailed action plan regarding Academy topics, format, recruitment strategy, community partnerships and more.

PACIFIC ROOM | 3:00 P.M. - 3:45 P.M.

IT'S JUST WHO I AM: DECONSTRUCTING YOUR POLITICAL IDENTITY

PRESENTER:	Erin Byrnes , LEAD, democratic engagement, University of Michigan
COMPETENCIES:	personal and ethical foundations; social justice and inclusion
MEETING TAGS:	civic action; civic inquiry
MEETING THREAD:	learning outcomes

Deconstructing your Political Identity is an interactive workshop designed to enhance participants' understanding of how their values and belief systems have been formed. Participants will reflect upon various elements of influence throughout their lives, and political identities will be examined with the acknowledgement that views and beliefs can and do shift over time and as a result of lived experiences. Participants will be encouraged to consider how they can utilize workshop content in their own professional and/or learning environment.





FRIDAY, JUNE 8, 2018



HARBOR ROOM | 3:00 P.M. - 3:45 P.M.

POLITICAL CLIMATE ON CAMPUS: FOSTERING IDEOLOGICAL DIVERSITY IN THE CLASSROOM

PRESENTERS:	Ben Belz , assistant director of student & civic engagement, Texas A&M University-Central Texas Morgan Lewing , assistant professor of educational leadership, Texas A&M University-Central Texas
COMPETENCY:	student learning and development
MEETING TAGS:	civic agency, civic inquiry
MEETING THREAD:	learning outcomes

Pervasive political discussions on campus are a strong indicator of student political learning and engagement. As our society becomes more politically segregated the proper facilitation of these discussions becomes increasingly important. Engaging diverse political beliefs creates space for much needed ideological diversity in the classroom. This presentation will explore the ways faculty can engage and support the political beliefs of all students, especially those that may be unpopular or unrepresented.

SALON VII | 3:00 P.M. - 3:45 P.M.

PUBLICLY ENGAGED MAPPING: CROSS-SECTORAL COLLABORATIONS FOR DEMOCRATIC SCHOLARLY ENGAGEMENT & CIVIC IMAGINATION

PRESENTERS:	Timothy Eatman , dean of the honors living learning community (HLLC) and associate professor in the department of urban education, Rutgers University (N.J.) Proshot Kalami , associate professor, Bunker Hill Community College (Mass.)
COMPETENCIES:	social justice and inclusion; student learning and development
MEETING TAGS:	civic agency; civic inquiry
MEETING THREAD:	pedagogy

The presenters in this workshop will demonstrate MyMap as a tool for participants through a model-sharing method of engaged learning. It is designed to catalyze critical thinking, creativity, and democratic approaches to co-create publicly engaged scholarship related to urban environments or social justice. We demonstrate how cross-sectoral collaboration creates learning environments beyond "teaching & learning" by initiating collaborative engagements in discovery and construction of publicly informed knowledge. This methodology fosters the practice of inquiring about civic dimensions and public consequences of the subject of study.

GARDEN 4 | 3:00 P.M. - 3:45 P.M.

SUSTAINING THE COURAGE TO LEAD

PRESENTERS:	Elaine Ikeda , executive director, California Campus Compact Marisol Morales , vice president of network leadership, Campus Compact
COMPETENCIES:	leadership; personal and ethical foundations
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	strategy

Drawing from 25 years in community engagement work in higher education and the community, the presenter will facilitate an interactive session on ways that community engagement professionals can stay motivated, inspired, and engaged in this work. Through discussion, active learning, personal reflection time, and contemplative practices, this session will engage participants in conversations and activities around civic engagement and action as a lifelong practice, and the capacities to sustain working across differences to solve problems and create common ground.





ROUNDTABLE DISCUSSIONS II | 3:00 P.M. – 3:45 P.M.

Roundtable sessions will be presented concurrently with other roundtable presentations in Grand A-D.

3 STUDIES: ALANA STUDENTS AND CIVIC ENGAGEMENT

FACILITATORS:	<p>Katie Cleary, assistant director of residence life and housing, Worcester State University (Mass.)</p> <p>Mark Wagner, director, The Binienda Center for Civic Engagement, Worcester State University (Mass.)</p>
COMPETENCIES:	social justice and inclusion; student learning and development
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	learning outcomes

The success and retention of ALANA students remains a significant challenge for most colleges and universities. Research over the past several decades demonstrates the importance of looking beyond standard classroom experience toward a holistic understanding of the factors that integrate civic engagement into academic skills, commitment, self-management and social support. This roundtable presents three case studies considering whether civic engagement might be a factor in the success of ALANA students at a mid-sized, regional university in New England.

CIVIC ENGAGEMENT AND SELF-EFFICACY: EXPLORING THE RELATIONSHIP

FACILITATOR:	Mary D'Alleva , director, center for community engagement, California State University, East Bay
COMPETENCIES:	assessment, evaluation & research; values philosophy, and history
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	purpose (vision)

At Cal State East Bay we have found that students taking part in community service often experience what we call an “aha” moment about themselves and their abilities. In this conversation we will explore the relationship between community service, civic learning, and self-efficacy, what this type of social empowerment means for student development and programmatic practices, thinking about such factors as assessment, curricular and co-curricular learning, collaboration, and social impact.

COLLEGE STUDENT FOOD INSECURITY: COLLABORATIVE STRATEGIES TO STRENGTHEN SUPPORT SYSTEMS FOR STUDENTS

FACILITATOR:	Kris Pierre , senior director - academic & community partnerships, Northeastern Illinois University
COMPETENCIES:	organizational and human resources; social justice and inclusion
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	strategy

The facilitator of this roundtable discussion will explore the growing problem of food insecurity on college campuses. Join her for a conversation designed to introduce participants to the wide range of approaches campuses are taking to strengthen support systems for students struggling with issues related to economic inequality. Discussion leaders will explore key factors to be considered in developing campus food pantries and community gardens including available space, volunteer and staffing resources, funding, on and off campus partnerships, and level of need.





DIALOGUES AND CONVERSATIONS: HOW A CHICKEN SANDWICH CHANGED A UNIVERSITY

- FACILITATOR: **Mary Morrison**, assistant dean and director, Elon University (N.C.)
- COMPETENCIES: student learning and development; values, philosophy, and history
- MEETING TAGS: civic agency; civic literacy and skill building
- MEETING THREAD: pedagogy

In 2012, the Elon University community was faced with a critical moment sparked by comments by the COO of Chick-fil-A. The conversations that took place across campus but into stark relief the difficulty faculty, staff and students were having with crucial conversations. Since then, there has been an intentional campus-wide effort to teach and practice the skills of civil discourse. Eight new programs have been started to increase the depth and pervasiveness of dialogue on campus and with community members.

ENGAGING CAMPUS AND COMMUNITY: LESSONS LEARNED FROM A UNIVERSITY-WIDE CITIZENSHIP AND DEMOCRACY WEEK

- FACILITATOR: **John Forren**, associate professor and chair, department of justice & community studies, Miami University Regionals (Ohio)
- COMPETENCIES: law, policy, and governance; personal and ethical foundations
- MEETING TAGS: civic action; civic literacy and skill building
- MEETING THREAD: pedagogy

This roundtable will focus on a model of interdisciplinary civic engagement programming -- Miami University's annual Citizenship and Democracy Week -- that has yielded several positive outcomes over the past three years both for its planners and for the thousands of students and community members who have participated. The session will showcase data about the program's impact on participants' civic attitudes and levels of civic knowledge. It will also provide practical tips on how to adapt the model for other campuses.

ENGAGING FULLY-ONLINE STUDENTS IN DEMOCRATIC PRACTICE

- FACILITATOR: **Eric Feldman**, program manager, global learning initiatives, Florida International University
- COMPETENCY: technology
- MEETING TAGS: civic inquiry; civic agency
- MEETING THREAD: strategy

Many colleges are deliberately growing their fully online programs, which means that each year more students do not step foot on campus and may not live in the same state or even the same country as the location of their "home institution." CLDE is meant for all students and should be inclusive of fully online students. CLDE programs will also benefit from the perspectives of this community. The presenter of this roundtable will discuss strategies to civically engage fully-online students.





FEMINIST WAYS OF ENGAGEMENT: REALIZING OUR FULLEST PROFESSIONAL POTENTIAL?

FACILITATOR:	Elaine Ward , assistant professor, school of education and social policy, Merrimack College (Mass.)
COMPETENCY:	leadership
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	strategy

This roundtable discussion is for early and mid-career engagement professionals interested in exploring strategies used to help realize our fullest professional potential. Via a feminist epistemological/methodological/ontological lens, we explore where we find our voice, exercise ownership and agency to fully claim our identity, role and place in this next generation of community-engagement work. Our critical and collaborative approach to engagement work calls us to re-shape or re-define this work in ways that are fully inclusive and authentically democratic.

THE "THIRD PLACE" ON CAMPUS: CIVIC COMMUNITY FROM THE GROUND UP

FACILITATOR:	Sandy Vogel , program coordinator, student civic engagement, Lindy Center for Civic Engagement, Drexel University (Pa.)
COMPETENCY:	student learning and development
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	strategy

This roundtable discussion focuses on creating or improving shared civic spaces on campus. By following a Drexel University case study, we will learn about "third places" on college campuses –spaces between dorm room and classroom. These "third places" are ideal for fostering civic dialogues and civic learning. Beyond the boundaries of a physical room, participants will share best practices to further understand how to build civic community through on-campus partnerships and programming, regardless of space or budget.

BARCELONA | 4:00 P.M. - 5:00 P.M.

CLDE19 MEETING PLANNING COMMITTEE INFORMATION SESSION

(Those that are interested in serving on the 2019 CLDE Planning Committee should attend)





CONCURRENT WORKSHOPS II | 4:00 P.M. – 5:30 P.M.

SALON VIII | 4:00 P.M. - 5:30 P.M.

"FAKE" NEWS IN A POST-TRUTH WORLD: ENHANCING 21ST CENTURY NEWS LITERACY

- PRESENTERS: **Joseph Zompetti**, professor, Illinois State University
Molly Kerby, associate professor in the department of diversity & community studies, Western Kentucky University
- COMPETENCY: student learning and development
- MEETING TAG: civic literacy and skill building
- MEETING THREAD: pedagogy

"Fake news," meaning labeled media accounts with which a person has a disagreement or actual fabricated news, has dominated recent presidential rhetoric and has become parlance in everyday political conversations. Both the label of "fake news" and the actual fabrication of news has deleterious effects on democracy. This presentation will explore some of these consequences as well as provide practical suggestions for improving our informational and political literacy based on work done at Illinois State University and course work developed at Western Kentucky University.

PACIFIC ROOM | 4:00 P.M. - 5:30 P.M.

CIVIC ENGAGEMENT PROFESSIONALS: OUR ROLE IN FOSTERING THE EMERGENT THEORY OF CHANGE

- PRESENTERS: **Cathy Hamilton**, director, office of leadership and service-learning, The University of North Carolina at Greensboro
Lindsey Woelker, associate director, office of leadership and service-learning, The University of North Carolina at Greensboro
Kristina Gage, assistant director for community engagement, The University of North Carolina at Greensboro
April Marshall, assistant director for leadership, The University of North Carolina at Greensboro
Tara Centeno, director of student activities and campus engagement, New College of Florida
Scott Smith, vice president for student affairs, Barry University (Ga.)
- COMPETENCIES: personal and ethical foundations; student learning and development
- MEETING TAGS: civic action; civic agency
- MEETING THREAD: strategy

Within the Emerging Theory of Change are four questions that challenge each of us as Civic Engagement Professionals. These questions of vision, learning outcomes, pedagogy and strategy for fostering a civic minded campus, framed the conversations among Civic Engagement Professionals in 7 institutions of a NASPA CLDE Lead Cohort this year. Our cohort, representing institutions large and small, public and private, and located in four different states wrestled with these questions in light of our unique roles as scholars and CEPs within the specific context that each of us works. This session will share insights gleaned from our conversations about skills needed, structures developed, and resources shared to help each of us foster learning for a thriving democracy.





SALON I | 4:00 P.M. - 5:30 P.M.
CRAFTING A NEW CIVIC STORY

PRESENTERS:	<p>Craig Berger, assistant director, community engaged learning, Kent State University (Ohio)</p> <p>David Hoffman, assistant director of student life for civic agency, University of Maryland, Baltimore County (UMBC)</p> <p>Romy Hübler, coordinator for student organizations, University of Maryland, Baltimore County (UMBC)</p>
COMPETENCIES:	organizational and human resources; values, philosophy, and history
MEETING TAG:	civic ethos
MEETING THREAD:	strategy

The influential report *A Crucible Moment* highlighted the importance of an institution-wide civic ethos to students' civic learning and democratic engagement. The CLDE Emergent Theory of Change's Strategy Question asks, in effect, "Sure, but how do you do that?" If you're at an institution that doesn't already have a deep and pervasive culture supporting civic learning and democratic engagement, it can be difficult to initiate changes and dangerous to try. This session will tackle that strategic challenge and provide tools that can help with the first, crucial steps.

SALON VII | 4:00 P.M. - 5:30 P.M.
CREATING A VOTER FRIENDLY CAMPUS IN AN ERA OF POLARIZED POLITICS

PRESENTERS:	<p>Cara Johnson, assistant director for student engagement and service, Washington University in St. Louis (Ms.)</p> <p>Theresa Kouo, assistant director for civic engagement education, Gephardt Institute for Civic and Community Engagement, Washington University in St. Louis (Ms.)</p>
COMPETENCIES:	law, policy, and governance; leadership
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	learning outcomes

In 2016, Washington University registered and turned out a record number of student voters for the presidential election. But what do voter friendly campuses look like today during a period of political polarization? How can we ensure eligible students register as voters, engage in dialogue about key issues, and participate in our democracy during the upcoming midterm election? Join us to discuss and brainstorm strategies for voter engagement that leverage student's passions and reactions to current events for increased democratic participation.





FRIDAY, JUNE 8, 2018

GARDEN 1 | 4:00 P.M. - 5:30 P.M.

CULTIVATING N.O.P.A.L. (NEIGHBORHOODS OWNING POWER, ACTION AND LEADERSHIP) AND IMAGINING AMERICA: AN ENCUESTRO

PRESENTERS:

Erica Kohl-Arenas, faculty director, Imagining America
Brandon Louie, community engagement Coordinator, University of California, Davis Center for Regional Change
Sammy Nunez, executive director, Fathers and Families of San Joaquin
John Pineda, co-founder, learning and leadership coordinator, Motivating Individual Leadership for Public Advancement (MILPA)
Alivia Shorter, project manager, Imagining American and N.O.P.A.L.
Leoncio Vasquez Santos, executive director, El Centro Binacional para El Desarrollo Indigena Oaxaqueno (CBDIO)

COMPETENCIES:

leadership; social justice and inclusion

MEETING TAGS:

civic action; civic agency

MEETING THREAD:

purpose (vision)

Imagining America (IA), is a national consortium of university and community partners committed to public scholarship and community based learning. In our 2017 National Conference, the N.O.P.A.L. (Neighborhoods Owning Power, Action and Leadership) Collective introduced an innovative campus community partnership as a model to enact CLDE values and address pressing regional problems. The N.O.P.A.L. Collective is a network of community and university partners; our mission is to foster healthier, more equitable Central California communities by cultivating next generation leadership, building community power, and pioneering collaborative research. The workshop will offer participants an opportunity to learn about N.O.P.A.L., strategies for incorporating healing and culturally-informed approaches in community-university collaboration, community action research, and civic engagement practices.

SALON II | 4:00 P.M. - 5:30 P.M.

DESIGN FOR ACTIVE CITIZENSHIP: INTENTIONAL DESIGN WITH AN EXPERIENTIAL LEARNING GAME

PRESENTERS:

Patti Clayton, practitioner-scholar & consultant, PHC Ventures, IUPUI, UNC Greensboro, K-State, and University of Alaska, Anchorage
Stephanie Stokamer, director, center for civic engagement, Pacific University (Ore.)
Cheryl Siemers, assistant director for academic affairs, University of Alaska Anchorage/Kenai Peninsula College
Michelle Lyons-Mayer, assistant director, Memorial Union & Senior Advisor, Changemaker Central, Arizona State University
Jaime Ingrisano, coordinator, ASASU, Arizona State University

COMPETENCIES:

law, policy, and governance; leadership

MEETING TAGS:

civic action; civic agency

MEETING THREAD:

learning outcomes

This workshop will focus on designing educational experiences to generate student civic learning and introduce participants to a citizenship game to enact design strategies. Facilitators will engage participants in articulating their desired civic learning outcomes and designing curricular and co-curricular experiential education to maximize attainment of those learning goals in academic and student affairs contexts. To illustrate this process, we will play and reflect on Active Citizenship 101, an interactive board game designed to engage students in a broader conversation about civic engagement. Participants will reflect on the game itself as well as its use in design for civic learning.





GRAND A-D | 4:00 P.M. - 5:30 P.M.

DELIBERATION ACROSS DIFFERENCES: NIFI PUBLIC DELIBERATION ON IMMIGRATION

PRESENTERS:	<p>John Dedrick, vice president and program director, Kettering Foundation</p> <p>Kara Lindaman, professor of political science/ public administration, Winona State University (Minn.)</p> <p>William Muse, president emeritus, National Issues Forum Institute</p> <p>Lisa Strahley, chair of teacher education and early childhood education and coordinator of civic engagement, SUNY Broome Community College (N.Y.)</p> <p>J. Theis, professor of political science, Lone Star College- Kingwood (Texas)</p>
COMPETENCY:	law, policy, and governance
MEETING TAGS:	civic action; civic inquiry
MEETING THREAD:	strategy

Colleagues in this session are introduced to democratic deliberation through participation in a NIFI democratic deliberative forum on Immigration, recently released and available in January 2018. Participants will not only consider the options and trade-offs seriously, but they will also learn the logistics of a forum from their personal experience.

GARDEN 4 | 4:00 P.M. - 5:30 P.M.

DOING DEMOCRACY, BUILDING COMMUNITY: DELIBERATION, LEARNING CIRCLES AND STORYTELLING

PRESENTERS:	<p>Erin O'Hanlon, program coordinator, Stockton University (N.J.)</p> <p>Sharyn Lowenstein, director, center for community-based learning and associate professor, humanities, Lasell College (Mass.)</p>
COMPETENCIES:	social justice and inclusion; student learning and development
MEETING TAGS:	civic inquiry; civic literacy and skill building
MEETING THREAD:	pedagogy

Feminist author of color *belle hooks* writes that the fastest way to destroy a community is to exist in isolation. This workshop, delivered in an experiential model, will challenge learners to consider how community is built through highly engaged democratic practices that open up a classroom. The presenters will explore multiple democratic teaching modes: First the presenters will demonstrate a learning circle, also known as a talking or peacemaking circle, and there will be exploration about how the line between faculty and students is blurred, connection to course content can be realized on a deeper level, and the class community becomes stronger. Next the presenters will investigate Deliberative Dialogue, in which pressing social issues are discussed in a structured manner and participants reason together, and realize nuances of a complex challenge. Finally, participants can anticipate exploring a variety of storytelling practices, including mapping, blogging, zine-making, and story circles and the ways in which these approaches increase empathy and engender a sense of self.





FRIDAY, JUNE 8, 2018

GARDEN 3 | 4:00 P.M. - 5:30 P.M.

FROM RESEARCH TO PRACTICE: BOLSTERING A NEW AND DIVERSE GENERATION OF STEM CHANGE MAKERS

PRESENTERS:	<p>Demetri Morgan, assistant professor of higher education, Loyola University (Ill.)</p> <p>Judy Botelho, director, Center for Community Engagement, Office of the Chancellor, California State University</p> <p>Rebecca Eddy, president, Cobblestone Applied Research & Evaluation, Inc.</p>
COMPETENCIES:	social justice and inclusion; student learning and development
MEETING TAGS:	civic action; civic agency
MEETING THREAD:	pedagogy

What role does civic engagement have in meeting the demand for a more diverse generation of scientists, engineers, mathematicians and technology leaders? This joint presentation from the largest system of higher education in the country to a mid-sized institution in the mid-west share this common goal through the lens of two unique research endeavors. One examining the impact on student success in terms of academic achievement, career development and civic engagement and the other a multi-site case study about the political identity development of engineering students. We invite you to find out what we learned and to engage with us in a conversation about steps your institutions can take to help all students realize their roles in the democratic process while also supporting their educational success.

HARBOR ROOM | 4:00 P.M. - 5:30 P.M.

HIGH-QUALITY DEMOCRATIC ENGAGEMENT ACTION PLANS: A DISCUSSION ON STRENGTHENING EXISTING GUIDELINES & PLANS

PRESENTERS:	<p>Clarissa Unger, director of civic engagement, Young Invincibles</p> <p>Mike Burns, national director, Campus Vote Project</p> <p>Zaneeta E. Daver, director, ALL IN Campus Democracy Challenge</p> <p>Anjelica Smith, TurboVote campus outreach lead, Democracy Works, Inc.</p> <p>Dan Xie, political director, Student PIRGs</p> <p>Karena Cronin, program director, The Andrew Goodman Foundation, Vote Everywhere</p>
COMPETENCIES:	advising & supporting; leadership
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	strategy

Over 300 campuses have made a commitment to better institutionalize voter engagement among their students by writing democratic engagement action plans for programs such as the ALL IN Campus Democracy Challenge and the Voter Friendly Campus designation. In 2017, the Students Learn Students Vote Coalition developed a set of action planning guidelines. This session will serve as an opportunity for collaboration with SLSV partners on how to improve individual campus plans, as well as how to strengthen the guidelines themselves.





GARDEN 2 | 4:00 P.M. - 5:30 P.M.

MOVING THE NEEDLE: TRULY ENGAGING CAMPUS AND COMMUNITY AT WEBER STATE UNIVERSITY

PRESENTERS:	Teresa Martinez , program coordinator, Weber State University (Utah) Becky Jo Gesteland , associate dean, Weber State University (Utah)
COMPETENCIES:	assessment, evaluation & research; personal and ethical foundations
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	strategy

How do we truly engage campus and community? How do we bring everyone together to discuss an issue of public concern? At Weber State University we developed the Engaged Learning Series--a series of events designed around an annual theme. The presenters will briefly describe the program's creation, report their assessment results, and outline their future goals for the program. Participants will then be given an opportunity to ask the group how they could implement Weber's strategy on their campuses or what they have done that was successful.

DINNER ON YOUR OWN | 5:30 P.M.





SATURDAY, JUNE 9, 2018

BARCELONA | 7:30 A.M. - 9:00 A.M.

TDC SENIOR ADVISORY BOARD MEETING (BY INVITATION ONLY)

BREAKFAST SESSIONS | 7:30 A.M. - 9:00 A.M.

Breakfast will be available at 7:30 a.m. and the sessions will start promptly at 8:00 a.m.

GARDEN 4 | 8:00 A.M. - 9:00 A.M.

CIVIC LEARNING IN THE MAJOR: SOCIAL RESPONSIBILITY, AGENCY, AND ACTION

PRESENTERS:

Caryn McTighe Musil, senior scholar and director of civic learning and democracy initiatives, AAC&U

Monica Fitzgerald, associate professor and program director, justice, community and leadership, Saint Mary's College of California

Richard Sheardy, professor and chair, chemistry and biology department, Texas Woman's University

Cindy Koenig Richards, associate professor, civic communication and media, Willamette University (Ore.)

COMPETENCIES:

social justice and inclusion; student learning and development

MEETING TAGS:

civic action; civic inquiry

MEETING THREAD:

strategy

Most students are exposed to civic learning and social responsibility through student affairs, general education, and elective courses, not through their major. To break out of disciplinary civic-free zones, pioneer departments are applying a civic lens to the design of their majors, sharing hybrid space in some cases with student life activities from political debates to public presentations. Three departments describe processes that led to layering richer, problem-based, action-oriented courses for their majors. Participants will explore how they can contribute to this civic campus ecology.

SALON VII | 8:00 A.M. - 9:00 A.M.

COMMUNITY ENGAGEMENT: THE FUTURE OF FACULTY DIVERSITY IN HIGHER EDUCATION

PRESENTERS:

Morgan Lewing, assistant professor of educational leadership, Texas A&M University-Central Texas

Ben Belz, assistant director of student & civic engagement, Texas A&M University-Central Texas

COMPETENCIES:

organizational and human resources; values, philosophy, and history

MEETING TAGS:

civic agency; civic ethos

MEETING THREAD:

strategy

Most students are exposed to civic learning and social responsibility through student affairs, general education, and Community engagement and diversity-supporting faculty hiring practices have historically served as critical, yet separate, points of emphasis in higher education. However, they may be related endeavors as faculty members from underrepresented populations often value and commit to community engagement at high rates. Therefore, this presentation frames community engagement within Organizational Support Theory and motivation frameworks in order to examine the potential role of community engagement as a mechanism for recruiting and retaining a more diverse and engaged faculty.





GARDEN 2 | 8:00 A.M. – 9:00 A.M.

DEMOCRACY, DELIBERATION, AND DIVERSITY IN ANCHORAGE, ALASKA

PRESENTERS:	Marsha Olson , term instructor of communication, University of Alaska, Anchorage Donna Aguiniga , associate professor of social work, University of Alaska, Anchorage Stephanie Bauer , associate professor of philosophy, University of Alaska, Anchorage Jackie Cason , associate professor of english, University of Alaska, Anchorage
COMPETENCY:	student learning and development
MEETING TAGS:	civic agency; civic ethos
MEETING THREAD:	strategy

This workshop will focus on an interdisciplinary partnership created at University of Alaska Anchorage to foster civic and cultural engagement and inclusion. The partnership developed opportunities for students to engage with their community through public deliberation, voter registration, and culture sharing. Four faculty members will discuss their efforts at creating a network of civic engagement activities, including the motivation, descriptions of each component, and challenges encountered, culminating in a discussion focused on how to create a similar partnership at other institutions.

SALON 1 | 8:00 A.M. – 9:00 A.M.

DEVELOPING STUDENTS' CRITICAL CONSCIOUSNESS THROUGH COMMUNITY-ENGAGED RESEARCH

PRESENTERS:	Douglas Barrera , associate director for engaged research, University of California, Los Angeles Bryan Dean , student, University of California, Los Angeles Samantha Feldman , student, University of California, Los Angeles Cinthia Padilla , student, University of California, Los Angeles Noah Shepardson , student, University of California, Los Angeles
COMPETENCIES:	assessment, evaluation & research; student learning and development
MEETING TAGS:	civic action
MEETING THREAD:	pedagogy

The Astin Civic Engagement Scholars program at UCLA provides funding to a select cohort of undergraduates each year to conduct empirical research with a community partner. A necessary, and often undervalued, aspect of a participatory democracy, the program sets out to develop students' critical consciousness by teaching them how research can be a tool for challenging systems of inequality. In this session, the Scholars will describe how participation in the program has impacted each stage of their civic development.





SATURDAY, JUNE 9, 2018

HARBOR ROOM | 8:00 A.M. – 9:00 A.M.

INSPIRING CIVIC ACTION THROUGH LEADERSHIP UMIAMI

PRESENTERS:

Andrew Wiemer, director, William R. Butler Center for Volunteer Service and Leadership Development, University of Miami (Fla.)

Brittany Brewster, assistant director, William R. Butler Center for Volunteer Service and Leadership Development, University of Miami (Fla.)

Lindsey Woods, assistant director, William R. Butler Center for Volunteer Service and Leadership Development, University of Miami (Fla.)

COMPETENCIES:

leadership; student learning and development

MEETING TAGS:

civic action; civic literacy and skill building

MEETING THREAD:

learning outcomes

Students often describe being passionate about specific issues, but do not know where or how to direct those passions. The University of Miami has introduced a unique, immersive leadership program that allows students the opportunity to uncover their own civic values as they explore topics related to democracy and social change on the local and national level. Learn how students are challenged to create their own civic blueprints to effect change around their personal passions.

GARDEN 1 | 8:00 A.M. – 9:00 A.M.

STUDENT VOICES: LEARN, LEAD AND SERVE

PRESENTERS:

Kimberly Morrow, MCC engagement team chair, and AmerCorps member, Mesa Community College (Ariz.)

Duane Oakes, faculty director, center for community & civic engagement, Mesa Community College (Ariz.)

Abby Atonal Rodriguez, service-learning student, service-learning assistant, and Phi Theta Kappa officer, Mesa Community College (Ariz.)

Christine Winner, service-learning student, service-learning assistant, AmerCorps member, Phi Theta Kappa officer, and community engagement advisory board member, Mesa Community College (Ariz.)

COMPETENCIES:

advising and supporting; student learning and development

MEETING TAGS:

civic action

MEETING THREAD:

pedagogy

Academic learning along with community and civic engagement are central to higher education's mission. As leaders in our institutions we need to find ways to increase relevant student learning that empowers our students to become change agents. We need to help revive the classroom and our campuses to help support this mission. Come and learn how you can prepare students to become the leaders that are needed on our campuses and in our communities.





SALON VIII | 8:00 A.M. – 9:00 A.M.

THE STUDENT GOVERNMENT ACTIVIST: FACILITATING REAL DEMOCRATIC ENGAGEMENT

MODERATOR:	Marcus A. Rodriguez , ASI director, government affairs & leadership programs, California State University, Los Angeles
PANELISTS:	Hannah Jackson , AS president, University of Nevada, Reno Marcos Montes , ASI vice president for external affairs & advancement, California State University, Los Angeles Collin Sullivan , SGA president, University of Maryland, Baltimore County (UMBC)
COMPETENCIES:	leadership; student learning and development
MEETING TAGS:	civic agency; civic ethos
MEETING THREAD:	strategy

Today's students are more politically active than ever before. According to a study by UCLA's Higher Education Research Institute, 1 in 10 college students expect that they will participate in a protest or demonstration at least once during their academic career - the highest the survey had recorded since it began in 1967. Which raises the question: How are we supporting students who see activism as an essential part of the college experience? Participation in a conversation with seasoned student leaders and listen to stories of challenges and success. By amplifying these voices, let's examine the notion of a civic-minded campus as it relates to the development of student government activists.

PACIFIC ROOM | 8:00 A.M. – 9:00 A.M.

TOOLS FOR LIVING DEMOCRACY IN THE CLASSROOM

PRESENTERS:	Craig Berger , assistant director, community engaged learning, Kent State University (Ohio) David Hoffmann , assistant director of student life for civic agency, University of Maryland, Baltimore County (UMBC) Romy Hübler , coordinator for student organizations, University of Maryland, Baltimore County (UMBC) Michele Wolff , director, The Shriver Center, University of Maryland, Baltimore County (UMBC)
COMPETENCIES:	student learning and development; values, philosophy, and history
MEETING TAGS:	civic agency; civic ethos
MEETING THREAD:	pedagogy

The presenters in this session will give participants a chance to play with tools and techniques for creating democratic environments and enacting democratic values in the classroom. These tools and techniques build on concepts and definitions from the CLDE Emergent Theory of Change and on essays amplifying the theory written by David Hoffman and his coauthors from ADP, TDC, and NASPA. Panelists and participants will share experiences of fostering democratic relationships and cultures in their own classrooms.





SATURDAY, JUNE 9, 2018

SALON II | 8:00 A.M. – 9:00 A.M.

VOTE POWER: REINFORCING CIVIC AGENCY IN UNDERGRADUATES THROUGH CIVIC LITERACY AND SERVICE

PRESENTERS:	Gabriela Ortiz Flores , coordinator, democratic engagement & special events, University of Nevada, Reno Amy Koeckes , associate director, center for student engagement, University of Nevada, Reno
COMPETENCIES:	student learning and development
MEETING TAGS:	civic agency; civic literacy and skill building
MEETING THREAD:	strategy

Partnering with local high school government classes to conduct voter registration drives for their students not only serves as a way to inculcate civic action in youth early on, but also provides educational and service opportunities for current college students. Come brainstorm ways to create a high school to college democratic pipeline and learn more about Vote Power: High School Voter Registration Drive, a new initiative from the University of Nevada, Reno.

GARDEN 3 | 8:00 A.M. – 9:00 A.M.

POLITICAL IDEOLOGY DIANOSTIC: A TOOL FOR REFRAMING POLITICAL DISCOURSE

PRESENTERS:	Kimberly Schmidle-Gagne , program manager, Keene State College (N.H.)
COMPETENCIES:	leadership
MEETING TAGS:	civic agency; civic literacy and skill building
MEETING THREAD:	purpose

Although we live in an increasingly polarized political climate, we are complex individuals with the capacity to embrace multiple, sometimes conflicting political perspectives. This session introduces a *Political Ideology Diagnostic* designed to confront dysfunctional polarization in our classrooms, on our campuses, and in our communities. The diagnostic provides an online tool that we believe effectively replaces the traditional linear spectrum “left” to “right” approach to thinking about and exploring ideological differences. The two-dimensional nature of the diagnostic fosters greater critical thinking for students and diagnostic de-briefing provides students with opportunities to explore dissonance generated by their own results. After giving session participants the opportunity to work directly with the diagnostic, we then explain the framework in greater detail in the session. We conclude with a Living Wage hands-on application of the framework that we have used successfully with students and that can be used on other campuses.





CLOSING PLENARY | 9:15 A.M. – 10:45 A.M.

GRAND A-D

FREE SPEECH OR HATE SPEECH? - A CROSS-CAMPUS DIALOGUE ON COMMUNITY, FACULTY, AND STUDENT ACTIVISM

MODERATOR: **Nancy Thomas**, director, Institute for Democracy & Higher Education (IDHE), Jonathan M. Tisch College for Civic Life at Tufts University (Mass.)

PANELISTS: **Jonathan Alger**, president, James Madison University (Va.)
Stefan Bradley, associate professor and chair of African American studies, Loyola Marymount University (Calif.)
Berenecea Johnson Eanes, vice president for the division of student affairs, California State University, Fullerton
Hannah Jackson, CLDE 2018 intern and student, University of Nevada Reno.

Our nation's campuses are facing growing pressure to redefine the limits of free speech amid pleas for inclusivity and growing resurgence of nationalist groups on increasingly diverse campuses. As college students, as well as faculty and staff, grow increasingly intolerant of offensive views, the push for greater freedom of speech has elevated conflicts across higher education. Moderated by Nancy Thomas, this panel represents diverse experiences and perspectives on this issue and will engage attendees in a timely dialogue about free speech, academic freedom, and inclusive campus environments.

GRAND A-D | 11:00 A.M. – NOON

CIVIC LEARNING AND DEMOCRATIC ENGAGEMENT KNOWLEDGE COMMUNITY MEETING (OPEN TO ALL)

ORGANIZER: **Amy Koeckes**, associate director of student engagement, University of Nevada, Reno.

NASPA Knowledge communities provide access to information and resources in a particular subject area, connecting members and facilitating the sharing of knowledge. By attending this session, you will learn about the CLDE NASPA Knowledge Community and our plans for the 2018-2019 year.



SATURDAY, JUNE 9, 2018

CONCURRENT WORKSHOPS III | 11:00 A.M. – 12:30 P.M.

SALON VIII | 11:00 A.M. – 12:30 P.M.

BEYOND THE BALLOT BOX: CREATING A CAMPUS CULTURE OF CIVIC LEARNING

PRESENTERS:

- Catherine Fish**, associate director, ALL IN Campus Democracy Challenge
- Kassie Barroquillo**, TX votes program coordinator and graduate research assistant, Annette Strauss Institute for Civic Life, University of Texas at Austin
- Abraham Goldberg**, executive director, James Madison Center for Civic Engagement, James Madison University (Va.)
- Connie Jorgensen**, assistant professor of political science and civic engagement coordinator, Piedmont Virginia Community College
- Ashley Laux**, program director, center for community engagement, Middlebury College (Tenn.)

COMPETENCIES:

student learning and development; values, philosophy, and history

MEETING TAGS:

civic agency; civic literacy and skill building

MEETING THREAD:

strategy

Campus culture is the foundation for sustainable democratic participation among students. During this panel discussion, campus administrators will share candid stories about their experiences attempting to shape a campus culture in which student engagement in democracy extends beyond election years. Panelists will share tips for infusing civic learning and political discourse into all aspects of campus life, and discuss why they have chosen to take a deep and long term approach to democratic engagement work.

GARDEN 1 | 11:00 A.M. – 12:30 P.M.

DIVERSE CAMPUS DEMOCRACIES: NON-PARTISAN CIVIC ENGAGEMENT AT THE CENTER OF INCLUSIVITY

PRESENTERS:

- Taryn Dwyer**, program manager, The Andrew Goodman Foundation
- Steven Adelson**, residence hall director and Vote Everywhere campus champion, Stony Brook University (N.Y.)
- Yark Beyan**, student and Vote Everywhere team leader, Stony Brook University (N.Y.)
- Rachel Cohen Hamilton**, graduate student and Vote Everywhere alumna, Kutztown University (Pa.)
- Megan Newsome**, researcher, Puffin Fellow, and Vote Everywhere alumna, University of Florida

COMPETENCIES:

social justice and inclusion

MEETING TAGS:

civic agency; civic action

MEETING THREAD:

strategy

Across the country, colleges and universities have increased their dedication to diversity on campus. But what exactly does “diversity” mean, and how can we put the commitment into practice? This session will outline methods for shifting from conversations about diversity to implementing steps that build an inclusive campus climate through non-partisan civic engagement. Specifically, speakers will share best practices for voter education, voting institutionalization and removal of voting impediments and discuss the benefits of an inclusive, non-partisan presence on campuses.





GARDEN 4 | 11:00 A.M. – 12:30 P.M.

FIRST GENERATION IMPACT COLLABORATIVE

PRESENTERS:	<p>Ken Jones, graduate student and project coordinator, Stockton University (N.J.)</p> <p>Daniel Fidalgo Tomé, director of service-learning, Stockton University (N.J.)</p> <p>Erin O’Hanlon, program coordinator, Stockton University (N.J.)</p>
COMPETENCIES:	leadership; student learning and development
MEETING TAG:	civic literacy and skill building
MEETING THREAD:	strategy

This initiative is focused on developing scaffolding for first-generation students in the surrounding communities of Stockton University. This session will discuss an umbrella program that is connecting wrap-around services such as Bonner Leader led mentorship programs with high school students, ensure Federal Work Study students are getting good off-campus placements in community service sites and connecting students to our Liberal Arts in Community Leadership and Civic Engagement bachelor’s degree to service year opportunities. Join our conversation to learn about FGIC@Stockton!

SALON VII | 11:00 A.M. – 12:30 P.M.

FOCUSING CREATIVE ENERGY IN SHAPING SOCIETY

PRESENTERS:	<p>Carol-lynn Swol, program assistant, Association of American Colleges and Universities (AAC&U)</p> <p>Adrienne Hooker, assistant professor, James Madison University, School of Media Arts & Design (Va.)</p> <p>David Wang, assistant professor, James Madison University, School of Media Arts & Design (Va.)</p>
COMPETENCIES:	social justice and inclusion; student learning and development
MEETING TAGS:	civic action; civic inquiry
MEETING THREAD:	pedagogy

Explore how the creative process helps foster a student’s ability to engage a civic dimension as they address their message, craftsmanship, and materials while cultivating the courage to put their ideas into the public realm. Art and design curriculum empowers students to be thoughtful and engaged with society; reflecting on compelling ideas that have social impact. In this workshop we will highlight the iterative role creative thinkers play in shaping society. We will share examples of assignments, assessments, and how the culture of a project-based course fosters dialogue and trust as students and faculty grapple with ambiguity.





SATURDAY, JUNE 9, 2018

SALON II | 11:00 A.M. – 12:30 P.M.

GROWING THE NEXT GENERATION OF CIVICALLY-MINDED STUDENT-AFFAIRS-PROFESSIONALS THROUGH GRADUATE CURRICULUM DEVELOPMENT

- PRESENTERS:
 - Elaine Ward**, assistant professor, Merrimack College (Mass.)
 - Hannah Trivilino**, graduate student, Merrimack College (Mass.)
 - Myra Ortiz**, graduate student, Merrimack College (Mass.)
 - Evelyn Dina**, graduate student, Merrimack College (Mass.)
 - Jose Luis Rodriguez**, graduate student, Merrimack College (Mass.)
 - Nicoletta Omo**, graduate student, Merrimack College (Mass.)
 - Sierra Bias**, graduate student, Merrimack College (Mass.)
- COMPETENCIES: social justice and inclusion; values, philosophy, and history
- MEETING TAGS: civic ethos; civic literacy and skill building
- MEETING THREAD: strategy

Master’s student affairs students share how their experience in a course Civic Engagement and Higher Education deepened their understanding of 1) themselves as civic educators and 2) their responsibility to help undergraduates become democratically engaged civic agents. The NASPA AASCU theory of change provided the conceptual frame for the course. Participation in the class proved critically transformative for the students as evidenced in their own civic engagement narratives and newly articulated commitment as student affairs professionals as civic educators.

SALON I | 11:00 A.M. – 12:30 P.M.

INTEGRATING CIVIC LEARNING OUTCOMES ACROSS ALL MAJORS IN A SCHOOL OF COMMUNICATION

- PRESENTERS:
 - Steve Hunt**, professor and executive director, Illinois State University
 - Lance Lippert**, associate professor, Illinois State University
 - Chad Woolard**, instructional assistant professor, Illinois State University
 - Nathan Carpenter**, director of convergent media, Illinois State University
- COMPETENCIES: assessment, evaluation & research; student learning and development
- MEETING TAG: civic literacy and skill building
- MEETING THREAD: learning outcomes

The School of Communication’s (Illinois State University) mission is to enhance the State of Illinois’ societal, economic, and civic conditions by providing comprehensive undergraduate and graduate degrees at the leading edge of theory and practice. Faculty and staff in the SoC have worked to integrate civic learning and democratic engagement into the curriculum for some time. This workshop describes how civic learning objectives were integrated across four majors and panelists will share assessment tips.





HARBOR ROOM | 11:00 A.M. – 12:30 P.M.

INTEGRATING DELIBERATIVE DIALOGUE AND THE STEM CLASSROOM

PRESENTERS:	Lisa Strahley , chair of teacher education and early childhood education and coordinator of civic engagement, SUNY Broome Community College (N.Y.) Aurora Lugo , professor and lead faculty, biology/environmental science, Lone Star College – CyFair (Texas) Melanie Steel , professor, speech communication and coordinator, center for civic engagement, Lone Star College – CyFair (Texas)
COMPETENCIES:	student learning and development
MEETING TAGS:	civic agency; civic ethos
MEETING THREAD:	pedagogy

This workshop will present methods in which the skills associated with Deliberative Dialogues can be incorporated into the classroom setting. More specifically, we will present details on how we were able to incorporate these conversations in STEM classrooms. The purpose of the project was not only teaching our students the skills to have a productive dialogue, but also to provide our instructors with the skills to direct discussion on controversial topics in a productive and respectful dialogue.

PACIFIC ROOM | 11:00 A.M. – 12:30 P.M.

ORGANIZING YOUR BAND: BUILDING A CONCERTED CIVIC ENGAGEMENT EFFORT WITH STUDENTS

PRESENTER:	Lane Perry , director, Western Carolina University (N.C.)
COMPETENCIES:	law, policy, and governance; student learning and development
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	strategy

This session will focus on a case example presenting the relevant, transferable elements associated with Western Carolina University's Student Democracy Coalition, which invested the concerted effort that led to the headlining show on our campus in 2016 and 2017. The ultimate goal is to spark creative responses, programs, and conversation on six topics (Cultivating Student Leadership, Citizen Awareness, Preparation, and Application, and Sourcing Funding). Each of these topics of civic engagement will be defined and action-based examples will be provided.



SATURDAY, JUNE 9, 2018

GARDEN 3 | 11:00 A.M. – 12:30 P.M.

TRANSFORMATION BY DESIGN: THE INTEGRATION OF DELIBERATIVE TALK TO TRANSFORM DEMOCRACY

PRESENTERS:	Lisa-Marie Napoli , associate director, Political and Civic Engagement Program/PACE and director, Voices for Democracy and Civility, Indiana University - Bloomington Maggie Eickhoff , PACE student, Indiana University – Bloomington Lori L. Britt , associate professor, communication studies, James Madison University (Va.) Norma Ramos , director, engagement and partnerships, Institute for Policy and Civic Engagement, The University of Illinois at Chicago Kathy Rise , director, public spirited scholar in residence, school of public service, Central Michigan University J. Cherie Strachan , assistant dean, Central Michigan University
COMPETENCIES:	leadership; student learning and development
MEETING TAGS:	civic action; civic ethos
MEETING THREAD:	pedagogy

In public life, students and community members crave clarity about how-to best navigate being an active citizen and participating in democracy, without overwhelm or staunch divisiveness. Centers for Public Life (CPL) around the country offer opportunities for skill-building, framing, and practice in deliberative talk to explore the complexities of, and potential solutions to, public issues. CPL panelists discuss work that creates productive dialogue and deliberation about important community issues that contributes to making democracy work more like it should.

GARDEN 2 | 11:00 A.M. – 12:30 P.M.

YOUR RIGHTS AND MINE: WHERE CIVILITY, IDENTITY, AND DEMOCRACY MEET

PRESENTER:	Jonathan Helwink , instructor/of counsel, Wilbur Wright College (Ill.)/Hogan Marren Babbo & Rose, Ltd.
COMPETENCIES:	law, policy, and governance; values, philosophy and history
MEETING TAG:	civic ethos
MEETING THREAD:	strategy

Led by a presenter who is a tenured professor and an attorney, this session will guide the attendee through the nexus of where civility, identity, and democracy meet. The presentation will propose and discuss best practices for fostering an engaging, respectful, and academically-rigorous environment in and out of the classroom.

MEETING OFFICIALLY ADJOURNS | 12:30 P.M.

SALON I | 1:00 P.M. - 4:00 P.M.

ADP STEERING COMMITTEE MEETING (ADP STEERING COMMITTEE MEMBERS ONLY)

RESOURCES FOR EFFECTIVE ENGAGEMENT

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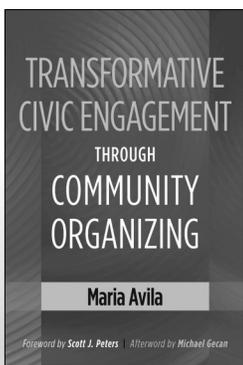
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Foreword by Scott J. Peters
Afterword by Michael Gecan

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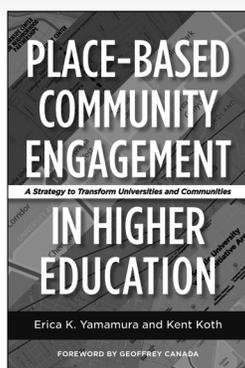
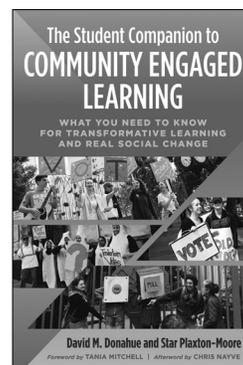
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Foreword by Tania Mitchell
Afterword by Chris Nayve

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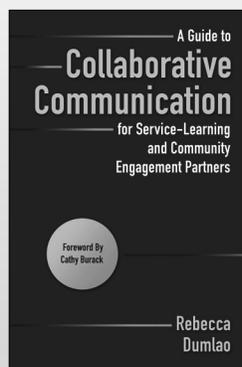
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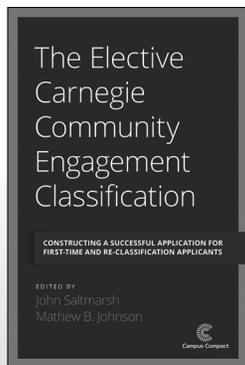
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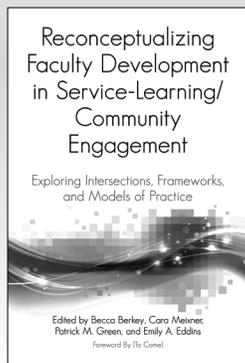
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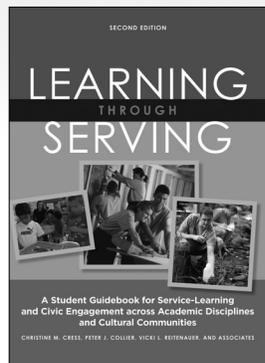
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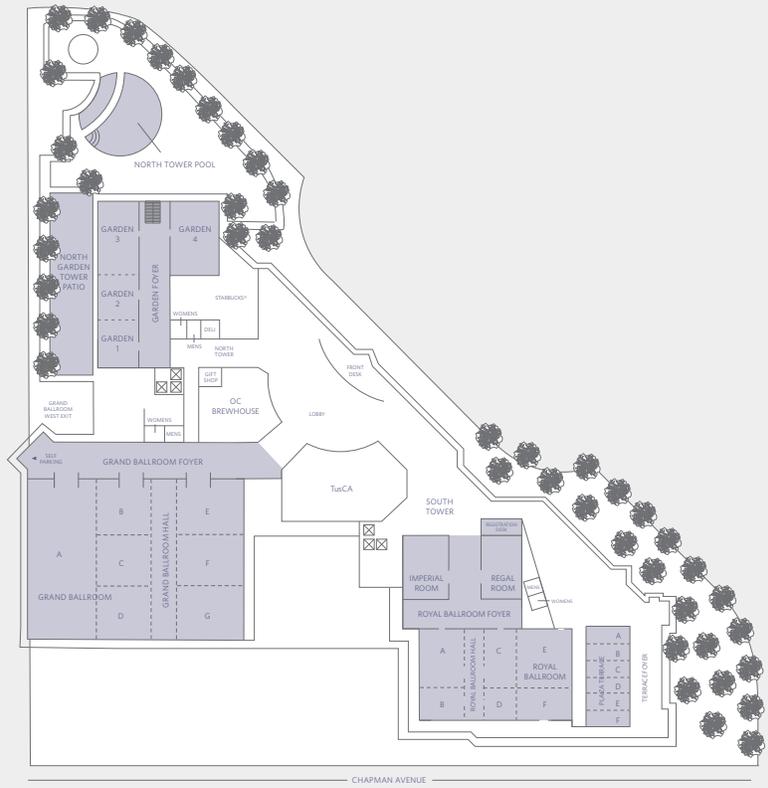
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