

**The University of North Carolina at Pembroke**  
**Civic Action Plan**  
**March 30, 2017**

**Plan Rationale**

The University of North Carolina at Pembroke has a rich history embedded in addressing the needs of its community and empowering its students to identify and address issues of social injustice. UNC Pembroke was established in 1887 to train American Indian teachers after American Indians in the area petitioned the North Carolina General Assembly. The school opened in spring 1888 with fifteen students and one teacher. Between 1939 and 1953, the institution was the only state-supported four-year institution for American Indians in the United States. Since that time, and several name changes later, UNC Pembroke has become an anchor institution in the town of Pembroke, N.C., and surrounding counties. In recognition of its historical mission of service to the Lumbee and other American Indian communities, UNC Pembroke was designated North Carolina's historically American Indian university by the NC General Assembly in 2005. Today, the university enrolls approximately 6,440 students and is one of the most diverse institutions in the state, with a total minority enrollment of 62 percent.

At UNC Pembroke, we understand that the role of the university is not only to prepare students for careers through meaningful educational experiences, but also to connect them with real-world problems and then to engage them in creative and collaborative solutions that promote lifelong commitments to active citizenship. In addition, we understand the university's importance to the livelihood of our community, and we recognize and embrace our responsibility to create a better quality of life for all. This commitment is seen in our mission, "Changing Lives through Education," and our Core Values: Service, Collaboration, Communication, Accountability, Integrity, and Innovation. UNC Pembroke believes that we exist to change the lives of our students, faculty, staff, and communities.

Our commitment to UNC Pembroke's mission and values can be seen in our strategic plan and the in our BraveBook, a new initiative guiding the university's decision-making. UNC Pembroke's current strategic plan identifies a commitment to regional engagement that works to partner with local communities to address regional needs. In addition, the strategic plan focuses on the expansion of engaged learning opportunities for students to include more service-learning, undergraduate research, internships, and co-ops. The BraveBook further focuses UNC Pembroke's commitment by outlining the vital objectives that work to maximize student success. Two key pillars in the BraveBook are the commitment to expanding the university's visibility and partnerships and improving the student support experience. Under each of these objectives, we have developed initiatives that will help the university move forward in these areas, including an expansion of service-learning opportunities and further enhancement of the Center for Student Success.

UNC Pembroke is one of 240 colleges and universities in the nation to earn the prestigious Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. In addition, UNC Pembroke is recognized annually on the President's Honor Roll by the Corporation for National and Community Service. This Honor Roll is the highest federal recognition a school can earn for its commitment to service learning and civic engagement.

### **Institutional Baseline**

UNC Pembroke's support of the offices for Community and Civic Engagement, Regional Initiatives, Engaged Outreach, and the Southeast American Indian Studies Program further demonstrates the university's commitment to community engagement.

### **Office for Community and Civic Engagement**

The Office for Community and Civic Engagement (CCE) supports the university's mission by providing students with opportunities to build their civic engagement competency through high-impact service-learning opportunities and community involvement. Students who demonstrate competency in civic engagement will

- Recognize their potential impact on others in local, national, and global communities;
- Identify and challenge social injustices;
- Encourage commitment in others;
- Connect and apply academic learning with civic responsibility;
- Seek and value involvement and opinions different from self; and
- Know where and how to access available resources to meet community needs.

These competencies align fully with the five action statement commitments that guide this plan. Working with community-based organizations in the region, CCE offers both co-curricular and academic service-learning opportunities. In the 2015-2016 academic year, more than 2,680 students at UNC Pembroke dedicated about 27,000 hours of volunteer time to surrounding communities. Moreover, CCE offered 61 academic service-learning courses, enrolling approximately 15 percent of the student body. Since then, we have continued to grow these initiatives to include 111 academic service-learning courses during the current academic year, and we have expanded our database of community partners from 75 organizations to 115.

### **Office for Regional Initiatives**

Further bridging campus and community, the university's Office for Regional Initiatives (ORI) provides outreach services to citizens, businesses, governments, and nonprofit organizations throughout the region. Its mission is to enhance the economic, intellectual, and social quality of life in southeastern North Carolina through innovative programs, partnerships with organizations, and professional development services. Created to mirror the university's commitment to the community, the Office for Regional Initiatives coordinates outreach programs that focus on

- Economic development that supports chambers of commerce and encourage entrepreneurship;
- Community health improvements, such as Healthy Start CORPS, a maternal/child health program that focuses on reducing the rates of infant mortality and currently serves 378 participants;
- Professional and management development, including online certificate programs, continuing education towards professional development, and the university's testing center;
- Workforce development that provides employment opportunities to 105 underserved youth

- in the community, under the auspices of the Workforce Innovation Opportunity Act;
- Youth programs, such as summer camps for approximately 200 individuals ages 6 to 18 that focus on SAT preparation, academic enrichment, engineering, sports, transportation and public policy, and entrepreneurship;
- Literacy, thanks to the Literacy Commons, a volunteer-driven partnership that works across academic disciplines, educational institutions, and local communities to provide opportunities for tutoring, mentoring, publication, and leadership.

### **Southeast American Indian Studies Program**

The Southeast American Indian Studies (SAIS) Program was established in 2005 to continue the university's historical mission of service to and engagement with the Lumbee and other American Indian communities and tribal governments. SAIS was established with a goal for UNC Pembroke to become the premier teaching and research center for the study of American Indians in the Southeastern United States, and the leading institution of higher education for American Indians east of the Mississippi River. Most importantly, SAIS will support the self-determination, self-sufficiency, and sovereignty of the Indigenous peoples of the region.

To foster reciprocity and assist tribal communities in their own nation building, SAIS will seek input from tribal communities and governments regarding their needs while encouraging the utilization of SAIS and UNC Pembroke resources. SAIS will encourage tribal governments and communities to use these resources to facilitate relationships between themselves, UNC Pembroke, other tribes and researchers, as well as government and non-government agencies. SAIS will also encourage student and faculty research that will serve as a cornerstone for nation building and outreach.

A cornerstone of SAIS's outreach and community engagement efforts is the Museum of the Southeast American Indian (MSAI). The museum educates the public about the history, culture, art, and contemporary issues of American Indians. The MSAI contains permanent and frequently changing exhibits of Indian arts and artifacts representing the Indigenous peoples of the Americas. Special emphasis is placed on the Lumbee, North Carolina's largest tribe headquartered in Pembroke.

The academic core of SAIS is the Department of American Indian Studies (AIS). UNC Pembroke is the first and only university in the Southeastern United States to offer a Bachelor of Arts degree in AIS. The department also offers a minor and concentration in AIS. The department was established in 1972 to educate students about the rich diversity of American Indian histories and cultures; to promote research and scholarship concerning American Indian issues; and to prepare students for professional or scholarly careers in tribal governance, cultural resource management, and education.

Other SAIS outreach initiatives include:

- **Project ACCESS:** A US Department of Education grant-funded partnership between UNC Pembroke, the Lumbee Tribe of North Carolina, the Public Schools of Robeson County, and Robeson Community College to improve college and career preparedness for American Indian students of Robeson County.

- **Supporting Our Natural and Tribal Heritage Youth Program:** A partnership between UNC Pembroke and the US Department of Agriculture to provide a two-week summer residential program for American Indian high school students who are interested in agriculture, veterinary science, plant science, environmental science, natural resources, wildlife biology, nanotechnology, and STEM (science, technology, engineering and math) fields.

### **Academic Affairs**

Like faculty at institutions of higher education across the country, faculty at UNC Pembroke are evaluated in the areas of teaching, research, and service. UNCP, importantly, values service in light of the university's mission statement that foregrounds "appreciat[ing ...] our multi-ethnic regional society," "preparing citizens for engagement in global society," and "mold[ing students] into responsible stewards of the world." At UNCP, the faculty evaluation model grants faculty "latitude in the roles they assume as they fulfill their responsibilities to the University and its mission," (Handbook, 70), thus supporting service to the community and the promotion of civic engagement as matters of academic freedom and professional obligation that fulfill expectations for promotion and tenure. Furthermore, the faculty evaluation model expects faculty in their role as classroom instructors to incorporate effective pedagogies and "involve students in active and cooperative learning" (Handbook, 71), a fundamental tenet of service-learning. In conceptualizing scholarship according to the four domains as defined by Ernest L. Boyer in *Scholarship Reconsidered: Priorities of the Professoriate* (1997), the university welcomes the scholarship of application and engagement as a mode of demonstrating excellence in research and publication for the purposes of evaluation, tenure, and promotion (Handbook, 72-73). Finally, in the area of service, faculty may submit evidence of "community service" in fulfillment of the university's expectation of "a balanced pattern of scholarship and service" (Handbook, 73). In this area, the faculty evaluation model rewards community service that is "charitable" and "involve[s] a commitment in time and use of professional expertise," and the handbook advises faculty to utilize UNCP Serve and CCE in identifying partnerships for service (Handbook, 73-74). In these ways, the university's faculty evaluation model recognizes and supports the work of service-learning and civic engagement and authorizes documentation of such work in annual self-evaluations, promotion and tenure applications, and post-tenure reviews.

UNC Pembroke works with internal and outside agencies in the promotion of community scholarship, professional development, and lifelong learning. This commitment to community engagement can be seen in the number of conferences UNC Pembroke hosts in order to promote and advance the purpose of higher education. Previous conferences and community learning opportunities have included the American Indian Women of Proud Nations Conference, Social Justice Symposium, Social Work Conference, Women's Empowerment Summit, Human Trafficking Conference, and the Southeast Indian Studies Conference.

## **Campus Team**

UNC Pembroke's campus team comprises representatives from both academic and student affairs.

- Dr. Cammie Hunt, Associate Vice Chancellor for Engaged Outreach
- Christie Poteet, Director of the Office for Community and Civic Engagement, has direct oversight for CCE, supervising professional staff and students engaged in co-curricular and academic service-learning initiatives. She is tasked with building partnerships with community-based agencies and engaging students in education and learning opportunities that develop civic engagement competency.
- Sandy Jacobs, Associate Director of Service-Learning, coordinates service-learning programs and initiatives across campus. This role provides support for course development and assessment and serves as a liaison to connect faculty, students, and community partners in high-impact service-learning efforts.
- Lawrence Locklear, Program Coordinator, Southeast American Indian Studies, fosters relationships and partnerships with American Indian tribes and organizations throughout the Southeastern United States, academic institutions, scholars, and agencies that support UNC Pembroke's historical mission of service and tribal nation building.
- Mary Beth Locklear, Director of the Office for Regional Initiatives, is responsible for developing strategic alliances with businesses, chambers of commerce, community partners, and government agencies. With oversight of grant funding for groups within the university, she also manages professional development and continuing education programs and coordinates summer youth programs.
- Dr. Scott Hicks, Associate Professor in the Department of English, Theatre & Foreign Languages, teaches multiple courses using service-learning, including ENG 1050: Composition I, ENG 1060: Composition II, ENG 2100: African American Literature, AIS/ENG 2410: Environmental Literature, ENG 3100: Harlem Renaissance, and UNV 1000: Freshman Seminar. In 2010, he partnered with CCE to revamp UNCP's service-learning structure, and he has served as a Faculty Fellow in Service-Learning, a member of the Service-Learning Advisory Council, and Chair of the Faculty Senate.

As a team, we will work to move our campus forward in reaching our civic engagement goals and serve as advocates for the objectives, programs, and initiatives we have outlined in support of the five action statement commitments. Individually, we will work within our departments to develop new ideas and initiatives that contribute to student success, active citizenship, and community engagement. The Civic Action Plan Campus Team will work in collaboration with University Communications and Marketing to identify best methods for marketing and communicating the Civic Action Plan with stakeholders and public.

# Civic Action Plan Outcomes & Timeline

Outcomes	Responsible Department	Assessment Tools	Planned Start Date (mm/dd/yy)	Planned End Date (mm/dd/yy)
<b>Commitment #1: Empower students, faculty, staff, and community to co-create mutually respectful partnerships for a just, equitable, and sustainable future beyond the campus.</b>				
Outcome 1: Increase civic engagement resources (including community based partnerships, online tutorials, online resource guides for areas with high student populations, and WebEx seminars) for distance education students.	CCE	UNCP Serve	1/1/17	12/15/17
Outcome 2: Strengthen current and build new community based partnerships and provide opportunities for community to connect with campus.	CCE/AmeriCorps VISTA	UNCP Serve, Academic Service-Learning Module	4/1/17	3/31/18
Outcome 3 Serve more than 1,000 American Indian Students annually through Project Access.	SAIS	Surveys, Participation Numbers	5/1/16	10/1/19
<b>Commitment #2: Prepare students for engaged citizenship with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.</b>				
Outcome 1: Engage 50% of first year students in service before end of academic year	CCE	UNCP Serve	8/15/16	5/1/18
Outcome 2: Develop curriculum for Servant Leadership course for student leaders in service.	CCE and CSS	Course Evaluations	8/15/17	5/1/18
<b>Commitment #3: Embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities--economically, socially, environmentally, educationally, and politically.</b>				
Outcome 1: Build stronger partnerships with 8 regional chambers of commerce to support economic development	ORI	Monthly visitation reports	1/1/17	Ongoing
Outcome 2: Increase the number of Healthy Start participants to 425	ORI	Online Database	4/1/17	3/31/18
Outcome 3: Maintain a number 20 participants per case worker to ensure quality of service	ORI	Online Database	7/1/17	6/30/18
Outcome 4: Develop 2 new summer youth camps and increase the number of registrations to 350	ORI	Registrations/Community Evaluations	6/1/18	8/31/18
Outcome 5: Develop 2 new professional development certificate programs: Essentials of Entrepreneurship and Tribal Management	ORI/DE/TFE	Learning Management System	5/1/17	Ongoing

**Commitment 4: Harness the capacity of our institutions--through research, teaching, partnerships, and institutional practice--to challenge the prevailing social and economic inequalities that threaten our democratic future.**

Outcome 1: When appropriate, encourage university officials to utilize community based businesses when purchasing.	Business Services/Civic Action Team (as Advocates)	Reports	7/1/17	Ongoing
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**Commitment 5: Foster an environment that consistently affirms the centrality of the public purposes of high education by setting high expectations for members of the campus community to contribute to their achievement.**

Outcome 1: Work with faculty and academic affairs administrators to develop policies that promote and reward service-learning, including promotion and tenure and university sanctioned events.	CCE/Advisory Committee	Policy Review	7/1/17	5/1/18
Outcome 2: Increase professional development in service-learning and civic engagement opportunities for faculty.	CCE	Evaluations, Reporting	7/1/17	5/1/18
Outcome 3: Build capacity within current service-learning advisory committee to host and lead development workshops.	CCE/Advisory Committee	Evaluations, Reporting	8/15/16	5/1/18