

CIVIC ACTION PLAN 2018

CIVIC ACTION PLAN



Volunteers at
the Jamil Niner
Student Pantry

UNC CHARLOTTE MISSION

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives.

UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

CIVIC ACTION PLAN PURPOSE

The Civic Action Plan is a sustainable and long-term approach to fully activate the University's mission to address the unique needs of the Charlotte region.

The plan provides a strategy to improve social outcomes by organizing University resources, community-based research efforts, and community collaborations to effectively address regional need through collective impact. The plan is committed to providing broad-based and interdisciplinary resources across all colleges to address cultural, economic, educational, environmental, health and social needs of the greater Charlotte region.

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EXECUTIVE SUMMARY

The University of North Carolina at Charlotte's Civic Action Plan has been developed in response to Campus Compact's challenge for higher education institutions to deepen their commitment to public purpose. Observing the 30th anniversary of its founding, Campus Compact called on more than 450 university chancellors and presidents to publicly sign an "Action Statement" in March 2016.

The Action Statement committed each institution to develop a defined strategy to advance civic engagement, known as the Civic Action Plan. In December 2016, UNC Charlotte Chancellor Philip L. Dubois signed the action statement and confirmed the University's participation. Four University employees, with community-focused roles and responsibilities, led a working group of 25 faculty and staff to develop UNC Charlotte's Civic Action Plan.

At the same time, the social climate of the Charlotte region was of timely and critical influence. In 2013, a Harvard/University of California Berkeley study ranked Charlotte 50th out of 50 major cities in economic mobility. A child born in Charlotte's lowest income quintile had virtually no likelihood of ascending to higher income quintiles due to lack of opportunity. The Charlotte-Mecklenburg Opportunity Task Force was created to bridge the community's opportunity gap, calling on community organizations to rally around this collective effort with initiatives designed to address economic mobility.

The Civic Action Plan working group answered Campus Compact's call to action, furthering the commitment of UNC Charlotte and the UNC System's community engagement efforts and incorporating the recommendations of the Opportunity Task Force. The team developed the following mission as a guide:

The Civic Action Plan is a sustainable and long-term approach to fully activate the University's mission to address the unique needs of the Charlotte region.

The plan provides a strategy to improve social outcomes by organizing University resources, community-based research efforts, and community collaborations to effectively address regional need through collective impact.

To lead the plan's development, the Civic Action Plan working group conducted a contextual analysis to assess community engagement at UNC Charlotte. Results show that while there is a strong foundation for civic engagement, current resources to build upon the foundation are inadequate. Furthermore, lacking centralized infrastructure, work is done in silos, community members experience frustration, faculty report priority confusion, and there is minimal alignment between student and staff volunteerism and community-based research projects.

The University plays a unique role in the Charlotte community, as a leader in higher education, as the region's only research university, and as a major employer. By effecting a Civic Action Plan that has as its core measuring collective impact, UNC Charlotte will assume a role as a civic leader. While fulfilling its mission to educate its students (many of whom will continue to live and work in Charlotte) and to push the boundaries of knowledge through research, the University also serves as a neutral partner able to convene community discussions, shape a community-based research agenda, and evaluate programs designed to improve opportunity. The Civic Action Plan recognizes that the University does not exist in isolation from the community it serves and that a shared agenda with shared measurements can undergird mutually reinforcing action that strengthens the University's ability to carry out its mission and build a stronger community.

Informed by the contextual analysis, UNC Charlotte's Civic Action Plan has three goals and proposes two recommendations that leverage existing strengths and opportunities while addressing current weaknesses and potential threats. Goals and recommendations are listed below:

GOALS

1. Enhance quality of life in the Charlotte region through mutually beneficial partnerships.
2. Build a culture of civic responsibility through experiential learning, community-based research, and volunteerism.
3. Establish metrics and an assessment process that evaluate the collective impact of community engagement.

RECOMMENDATIONS

1. Establish a centralized structure, with dedicated staff, to coordinate and support the University's community engagement efforts and assess collective impact.
2. Build "Community Engagement Zones" designed as multi-year interdisciplinary University-wide initiatives with common themes and shared agendas responsive to community need.

THE CIVIC ACTION PLAN A RENEWED COMMITMENT TO CIVIC ACTION

In 2016, Chancellor Philip L. Dubois joined more than 450 presidents and chancellors nationwide in signing a Campus Compact Action Statement, a declaration of shared commitment to the public purposes of higher education (*outlined below*). Campus Compact is a national coalition of more than 1,000 higher education institutions dedicated to building democracy through civic education and community development. In this declaration, UNC Charlotte made the following commitments:

We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.

•

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

•

We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

•

We 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.

•

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

This Civic Action Plan is a sustainable and long-term approach to fully activate the University’s mission to address the instructional and research needs of the region. The plan provides strategic direction to maximize community-engaged learning and research, strengthen community collaborations, and mobilize University resources to be responsive to community need.

THE CIVIC ACTION PLAN

THE PROCESS

Four university employees, with community-focused roles and responsibilities, led a working group of 25 faculty and staff to develop UNC Charlotte's Civic Action Plan. Co-Chairs:

JOHN FREDERICK

Director of Academic Planning and Assessment

SUSAN HARDEN

Assistant Professor in the Cato College of Education and Director of the Civic Minor in Urban Youth and Communities and Charlotte Community Scholar programs

TAMARA JOHNSON

Research Associate for Academic Planning and Analysis and Co-director of the UNC Charlotte Bonner Leaders Program

JENNY MATZ

Director of Communications Operations and former Assistant Director of Community Relations

With guidance from Provost Joan Lorden, the co-chairs selected members for a smaller Civic Action Plan working group and for a broader Provost's Community Engagement Advisory Council. The working group was comprised of faculty and staff representatives from each of the seven colleges, the Dean of Students Office, Community Relations, Athletics, and The Urban Institute (a nonpartisan, applied research and community outreach institute), as well as student representatives from the Community Psychology graduate program, the Bonner Leaders Program (a four-year, community-engaged internship program for undergraduates), the Roosevelt Institute (a public policy oriented student organization), and the Levine Scholars Program (a four-year full scholarship program). The Civic Action Plan working group met for one hour every two weeks from March 1 until mid-May 2017, with the main task of collecting data. The Civic Action Plan co-chairs continued to meet every two weeks during the summer to compile the information into a report. The working group reconvened in September 2017 to review the draft report.

The Advisory Council includes the deans from the Cato College of Education and the College of Health and Human Services, the Office of International Programs, the Office of Assessment and Accreditation, Metropolitan Studies, the Levine Scholars Program, the Charlotte Research Institute, as well as community representatives from the United Way of the Central Carolinas, the Foundation for the Carolinas, Mecklenburg County, the City of Charlotte, Charlotte-Mecklenburg Libraries, and Communities in Schools. The advisory council met at the beginning of the process to provide data and at the end of the process to review the draft recommendations.

The full lists of CAP Planning and Advisory Council membership are as follows :

CIVIC ACTION PLAN WORKING GROUP

Nadia Anderson: College of Arts + Architecture
 Richard Buttimer: Belk College of Business
 Ashley Clark: Institute for Social Capital
 Jim Cook: College of Liberal Arts & Sciences
 Mark DeHaven: College of Health and Human Services
 Carla Eastis: University College
 Chris Everett: Athletics
 Wendy Fishman: College of Arts + Architecture
 Mirsad Hadzikadic: College of Computing and Informatics
 Sean Langley: Dean of Students Office
 Neariah Mandisa Drummond: Bonner Leader - Student
 Kiley Murray: Roosevelt Institute - Student
 Jeanette Sims: Community Relations
 A.J. Simmons: Community Psychology Graduate Student
 Bruce Taylor: Cato College of Education
 Brett Tempest: The William States Lee College of Engineering
 Lori Thomas: College of Health and Human Services

PROVOST'S COMMUNITY ENGAGEMENT ADVISORY COUNCIL

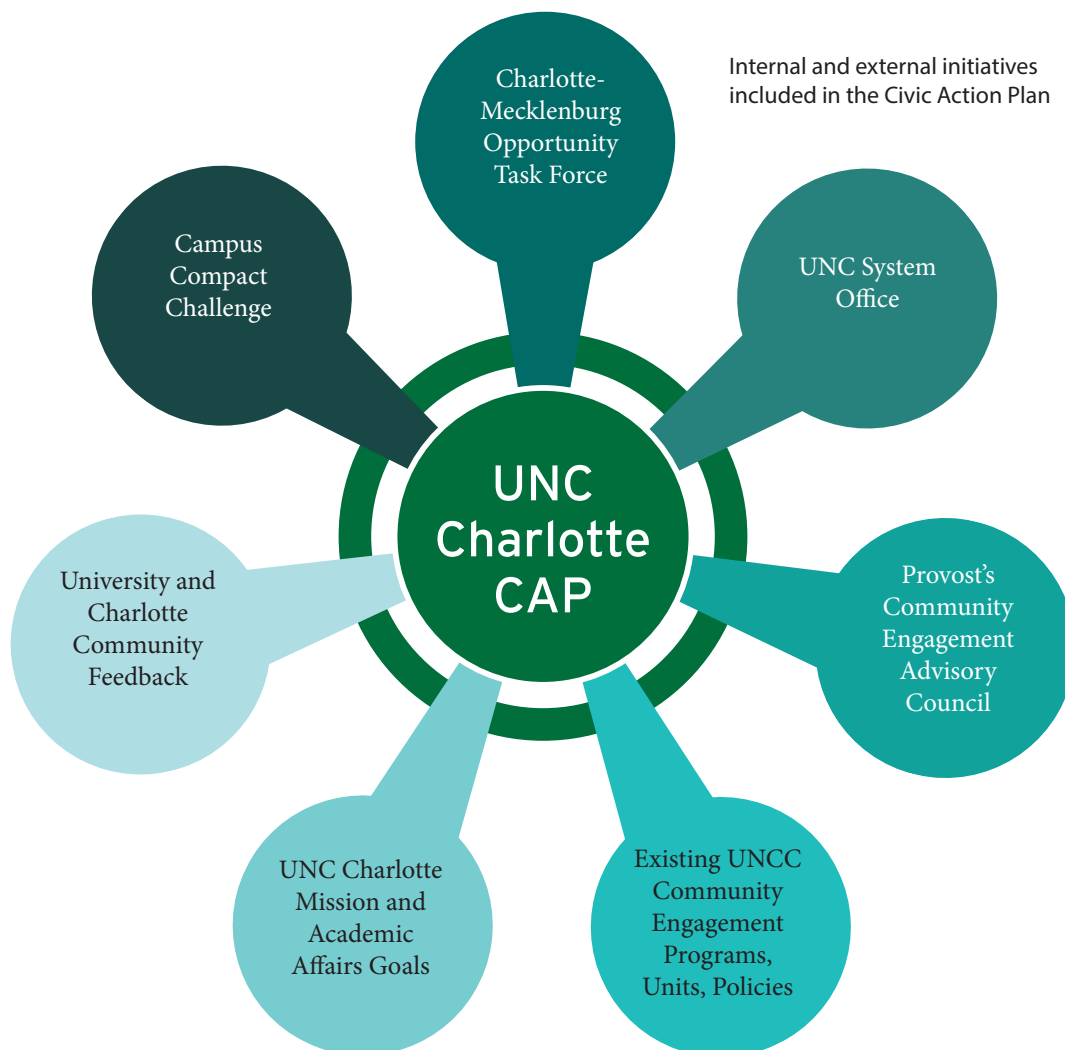
Laura Clark: United Way of the Central Carolinas
 Brian Collier: Foundation for the Carolinas
 Deana Diorio: Mecklenburg County
 Nan Fey-Yensan: College of Health and Human Services, UNC Charlotte
 Joe Hoff: Office of International Programs, UNC Charlotte
 Lee Keesler: Charlotte-Mecklenburg Library
 Joan Lorden: Provost, UNC Charlotte
 Bruce LaMattina, Charlotte Research Institute, UNC Charlotte
 Ellen McIntyre: Cato College of Education, UNC Charlotte
 Christine Robinson: Office of Assessment and Accreditation, UNC Charlotte
 Molly Shaw: Communities in Schools
 Ann Wall: City of Charlotte
 Curt Walton: Metropolitan Studies, UNC Charlotte
 Diane Zablotzky: Levine Scholars Program, UNC Charlotte

CONTEXTUAL ANALYSIS

ENVIRONMENTAL SCAN

Over the course of ten months, the Civic Action Plan working group defined the mission of the Civic Action Plan, established guiding community engagement models, surveyed faculty, staff and community members, and performed a situation and SWOT analysis. Following this, the group identified three goals and two recommendations and associated action items.

As part of the process, the team researched and reviewed internal and external environmental factors that could impact or influence the Civic Action Plan. Specifically, this included the UNC System's community engagement goal, UNC Charlotte's engagement and academic goals, and the social and demographic indicators within the Charlotte community, and University City, the neighborhood in which UNC Charlotte is located.



THE UNC SYSTEM

In 2016, the University of North Carolina System outlined a strategic direction for its 17 institutions that emphasizes access, student success, affordability and efficiency, economic impact and community engagement, and excellent and diverse institutions. According to Higher Expectations, the UNC System strategic planning document for 2017-2022:

Universities have sustained impact on state and regional economies through the students they attract and teach, the research they perform, the innovation they encourage, the people they employ, the services they offer, and the partnerships they build with their communities and across the world.

The University can enhance economic impact and community engagement by preparing graduates to be well-rounded citizens and lifelong learners to meet the state's long-term needs; improving quality of life; investing in foundational research; speeding the discovery, application, and translation of research; and deepening sustained partnerships that strengthen local communities and the state's economy.

Goal Nine in this strategic plan addresses community engagement by stating that member institutions will “increase investment of time and resources in strengthening North Carolina communities.” As a metric, the UNC System Office stated that by Fall 2018, all UNC System institutions will each create an implementation plan (including focus area, proposed activities, metrics, and targets) to assist a North Carolina community or region in need.

UNC CHARLOTTE: A HISTORY OF SERVING THE COMMUNITY

UNC Charlotte is North Carolina's urban research university, educating its workforce for high-skilled employment and exploring cutting-edge research. The University comprises seven professional colleges offering 78 bachelor, 63 masters and 23 doctoral degrees. More than 1,000 full-time faculty comprise the University's academic departments and in 2017, fall enrollment exceeded 29,000 students.

Serving the community has been central to the mission of UNC Charlotte since its founding in 1946 as a post-World War II extension center for returning veterans. UNC Charlotte seeks to address complex social challenges thereby elevating the quality of life for its community.

The UNC Charlotte Mission Statement articulates the University's focus on community engagement:

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives.

UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

To actualize the University's mission, the Division of Academic Affairs 2015-2020 Strategic Plan outlines three goals to serve community needs.

GOAL 1

Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.

GOAL 2

Expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.

GOAL 3

Engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.

CHARLOTTE: ADDRESSING COMPLEX SOCIAL CHALLENGES

The Charlotte region is a dynamic, growing area; however, residents also describe Charlotte as a city divided with a long history of interracial mistrust.

Charlotte is the United States' 17th largest city and is home to ten percent of North Carolina's residents, but produces 30 percent of its GDP. Although more than 25 percent of Charlotte households make at least \$100,000 a year, the impressive income figure masks notable racial disparities:

- 70 percent of African American households make less than \$60,000 a year (40 percent for White households)
- Median income for white families is 86 percent higher than for Blacks and Latinos
- Individual-level poverty has increased 80 percent since 2000 (from 10 to 18 percent)
- Three times as many African-Americans and Latinos live in poverty than Whites
- Although 25 percent of children live in poverty, most are minorities: 5 percent of children are White, 36 percent are African-American, and 39 percent are Latino
- High poverty neighborhoods have increased 80 percent since 2000 (19 percent to 34 percent)
- 90 percent of high poverty areas are in minority neighborhoods¹

On the heels of a recent study in which Charlotte ranked 50th out of 50 metropolitan cities in intergenerational mobility, Charlotte's residents are engaged in challenging and controversial conversations around equitable access to education, affordable housing, and the social capital necessary for social and economic advancement.

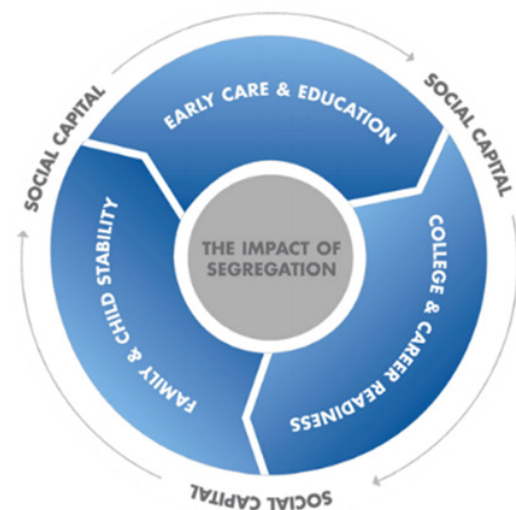
The Charlotte-Mecklenburg Opportunity Task Force was formed to bridge the community's opportunity gap, researching barriers to economic mobility. After two years of research and deliberation, the Charlotte-Mecklenburg Opportunity Task Force released its report² and identified three interrelated determinants most likely to have the greatest influence on the opportunity trajectory of an individual living in Charlotte:

- Early care and education
- College and career readiness
- Family and child stability

They also identified two factors that cut across all three determinants:

- Impact of Segregation
- Social Capital, the relationships and networks that connect to opportunity

Opportunity 'System' Strategy



¹Nichol, Gene R and Heather Hunt, "Economic Hardship, Racialized Concentrated Poverty, and the Challenges of Low-Wage Work: Charlotte, North Carolina." Spring 2016.

²Charlotte Mecklenburg Opportunity Task Force, Leading on Opportunity Report. March 2017.

UNIVERSITY CITY AND UCITY FAMILY ZONE

The challenges described in the Opportunity Task Force report are evident in UNC Charlotte's own neighborhood, University City, a part of Mecklenburg county with a population of just over 45,000. The social and demographic characteristics of University City place its neighborhoods at the highest level of poverty-related illness and risk of early death, including: (mcmmap.org/qol)

	University City	County
Household Income (2015)	\$38,961	\$56,854
Race and Ethnicity (2010)	African American 44.4%	30.2%
	White 26.4%	50.6%
	Latino 19%	12.2%
Age of Death (2014)	67 years	71 years
Bachelor's Degree (2015)	30%	42%
Test Proficiency in Elementary School (2014)	36.6%	51.2%
Test Proficiency in Middle School (2014)	26.8%	44.4%
Test Proficiency in High School (2014)	30.2%	50.4%
Home Ownership	33%	57%
Rental Houses (2016)	30%	22%
Single Family Houses (2016)	36%	60%
Property Crime Per 1,000 People (2015)	0.0614%	0.0318%
Sidewalk Availability (2015)	35.5%	42.5%

These data have prompted the development of the UCity Family Zone, a place-based approach to coordinate and integrate the activities of a set of partner organizations within University City, and a starting point for a more robust example of community engagement.



CIVIC ACTION PLAN

UCITY FAMILY ZONE

University City Partners (UCP) is a planning and economic development organization designed to increase vitality of the University City area. Within this organization is University City Connect; which links businesses and nonprofits to develop and steward partnerships that align resources supporting the area's residents. UCP and UNC Charlotte have identified the geographical limits of University City as a research zone to affect social determinants of health and improve quality of life. The UCity Family Zone is a place-based approach for coordinating and integrating the activities of six partner organizations (see chart below) in ways that empower residents to overcome the social and health consequences of poverty.

UCITY FAMILY ZONE MISSION

To promote overall well-being and improve the quality of life with and among the people and communities of University City, by coordinating and expanding social determinants of health activities through a Community Organization, Faith-Based Organization (FBO), University, and Business partnership.

UCITY FAMILY ZONE VISION

An equitable, resilient, and healthy community, facilitated and supported by a synergistic and coordinated community partnership in six primary social determinants of health areas:

1. Education
2. Housing and Homelessness
3. Hunger
4. Economic Stability
5. Community and Neighborhood Assets
6. Health

SIX PRIMARY ACTION AREAS AND CORRESPONDING LEAD ORGANIZATION PARTNERS

EDUCATION	HOUSING AND HOMELESSNESS	HUNGER	ECONOMIC STABILITY	COMMUNITY AND NEIGHBORHOOD ASSETS	HEALTH
University City Connect	Mayfield Memorial Missionary Baptist Church	Atrium Health	Sugar Creek Church of Christ and Communities Doing Good, Inc.	University City Partners	Camino Community Center
Literacy	Support systems	Access to healthy food options	Employment	Physical environment	Health coverage
Language	Affordable housing		Income	Public art	Provider availability
Early childhood education	Housing discrimination		Expenses	Parks and recreation	Provider linguistic and cultural competency
Vocational training	Rental rate increases		Debt	Walkability	Quality of care
Higher education			Medical bills	Social integration	
Arts education			Digital divide	Community engagement	
STEM education			Support	Transportation	

STAKEHOLDER FEEDBACK

Co-chairs solicited stakeholder feedback accumulated from a broad array of sources regarding UNC Charlotte’s civic engagement activities. Membership of the Advisory Council included long-standing community partners and key campus stakeholders. The office of Community Relations conducted a survey of community partners. The CAP working group conducted a focus group comprised of long-standing community partners, many who also served on the Advisory Council. Membership of the working group was comprised of a diverse cross-section of faculty, staff, and students with community connections. Stakeholder feedback has been summarized below:

- Little is understood about the collective impact or comprehensive value of University/community partnerships.
- Place-based engagement is desirable and the University City area should be one of the geographical focus areas.
- Larger community partners want comprehensive partnerships with shared understandings and agendas across multiple divisions or units of the University.
- A central “office” or “storefront” or “interface” or “unit” would facilitate engagement.
- Increased focus on Economic Mobility.
- Size and capacity allows the University to manage partnerships on multiple scales (individual organization, neighborhood, region, global) and across multiple issues (housing, education, economic mobility, quality of life). The University has an expertise in managing and leveraging knowledge within complex systems.
- Support the development of more Community Engagement academic programs.
- Transportation is a barrier to engagement.
- Lack of trust is an issue for some community partners.
- Need for greater communication - what the University has to offer the community and how to access it.
- Internal policies and barriers limit faculty participation in community engagement.
- Flexible funding sources needed to support community-engaged work.
- Help in promoting best practices such as working with partners from the beginning of a proposal or project idea.



- Designated roles need to be accountable for collecting and sharing resources, inventorying University/community connections, professional development, and campus-wide assessment and impact.
- Convene dialogues on community-based research and make accessible to the community.
- Utilize innovative technical applications and leverage grassroots data collection as a way to build technical bridges between the University and the community.
- Strengthen community involvement in on-campus activities. For example, every Charlotte-Mecklenburg School district student should have the opportunity to visit UNC Charlotte at some point in his/her academic career.

SWOT ANALYSIS

Using data from the situation analysis and stakeholder feedback, the Civic Action Plan team performed a SWOT analysis to assess the current state of community engagement at UNC Charlotte.

STRENGTHS	WEAKNESSES
<p>Strong foundations</p> <p>Existing University community relationships</p> <p>Centers and programs such as UNC Charlotte Urban Institute, Institute for Social Capital, Community Psychology Research Lab and the Charlotte Action Research Project</p> <p>Student Programs such as Levine Scholars, Bonner Leaders, Charlotte Community Scholars</p> <p>Programming from the Office of Volunteer Outreach</p>	<p>No centralized area or person devoted to community engagement</p> <ul style="list-style-type: none"> • Cannot measure impact • Work done in silos, not maximizing efforts • Missed opportunities for collaboration <p>Community frustration and alienation</p> <ul style="list-style-type: none"> • Don't know who to go to for help • Can't get an answer when they do reach out <p>Faculty confusion and burnout</p> <ul style="list-style-type: none"> • Same people doing the heavy lifting • Many faculty don't know how or where to plug in • Community engagement can conflict with tenure requirements • University policies and practices create financial and bureaucratic barriers to community-engagement <p>Students</p> <ul style="list-style-type: none"> • Not maximizing service-learning opportunities • Minimal collaboration between student volunteerism and existing community-based research projects <p>Staff</p> <ul style="list-style-type: none"> • Minimal collaboration between staff volunteerism and existing community-based research projects
OPPORTUNITIES	THREATS
<p>Vacancy for Civic Leader</p> <ul style="list-style-type: none"> • Position University as leader and research partner • Leverage regional leadership programs <p>Economic Mobility in Charlotte</p> <ul style="list-style-type: none"> • Defined issue • Designated Task Force • Existing relationship with Task Force • Funding source <p>Exponential Campaign</p> <ul style="list-style-type: none"> • Aligns with "Impact" pillar • Center could provide potential naming opportunity <p>Internal</p> <ul style="list-style-type: none"> • Symposiums can combine efforts with other units • Staff volunteerism initiative <p>Task Force criticism for not doing enough</p> <ul style="list-style-type: none"> • Opportunity to play major role <p>National and local grants for community-engaged research</p> <p>50th Anniversary of UNC Charlotte Urban Institute in 2019</p>	<p>A community lacking civic research leaders</p> <p>Community stops reaching out to University</p> <p>Missed funding opportunities, increased funding competition</p> <p>Vacuum in Charlotte's leadership pipeline</p> <p>"Good is the enemy of Great"</p> <ul style="list-style-type: none"> • University fails to continue stretching and innovating community-based research

Bonner Leaders
in action in Uptown Charlotte



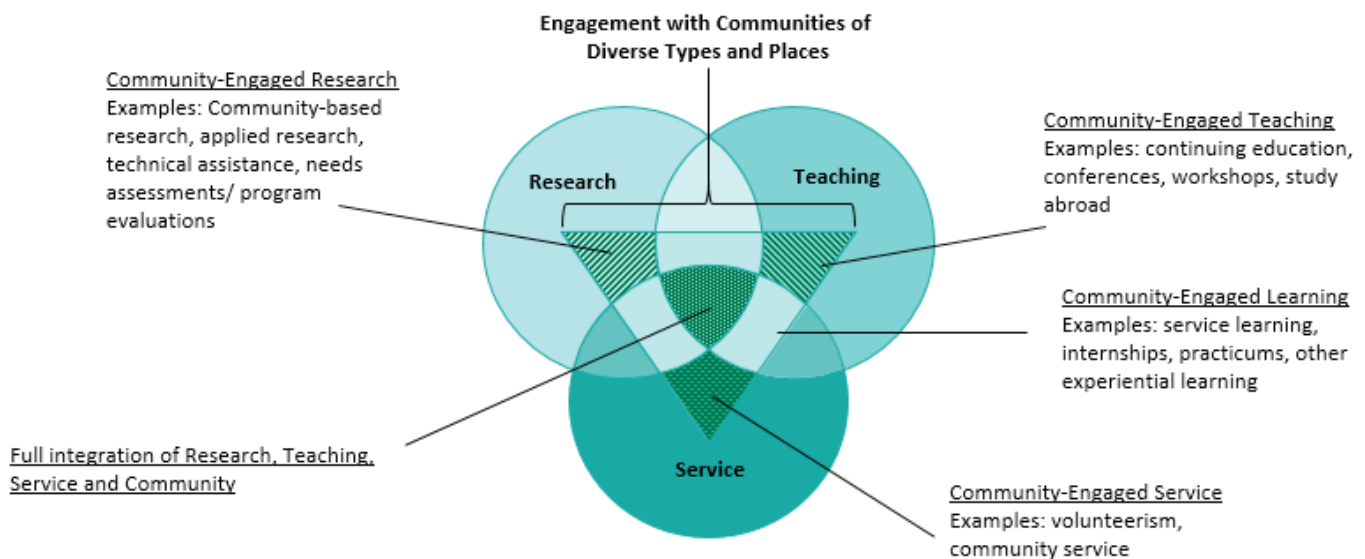
COMMUNITY ENGAGEMENT MODEL

The University has adopted the Carnegie Foundation definition of community engagement:

“The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

To clarify aims and define terms, the team adopted the Community Engagement Model below developed by the University at Albany, State University of New York. The model illustrated the intentional integration of university research, teaching and service to meet community needs.

The work inside the triangle represents the subset of the university that is community engaged. The center zone of the triangle represents the community projects and partnerships where community engaged teaching research and service are fully integrated. The university and community partnerships in this center zone are strategic, sustained and impactful.



UNDERSTANDING THE COLLECTIVE IMPACT APPROACH

COLLECTIVE IMPACT APPROACH

UNC Charlotte’s Civic Action Plan serves as a launching pad for deepened community engagement within the University, the Charlotte region and University City, in particular. The Plan uses a collective impact approach within a defined area and with measurable outcomes. The Civic Action Plan builds on current University strengths while addressing weaknesses and leveraging opportunities.

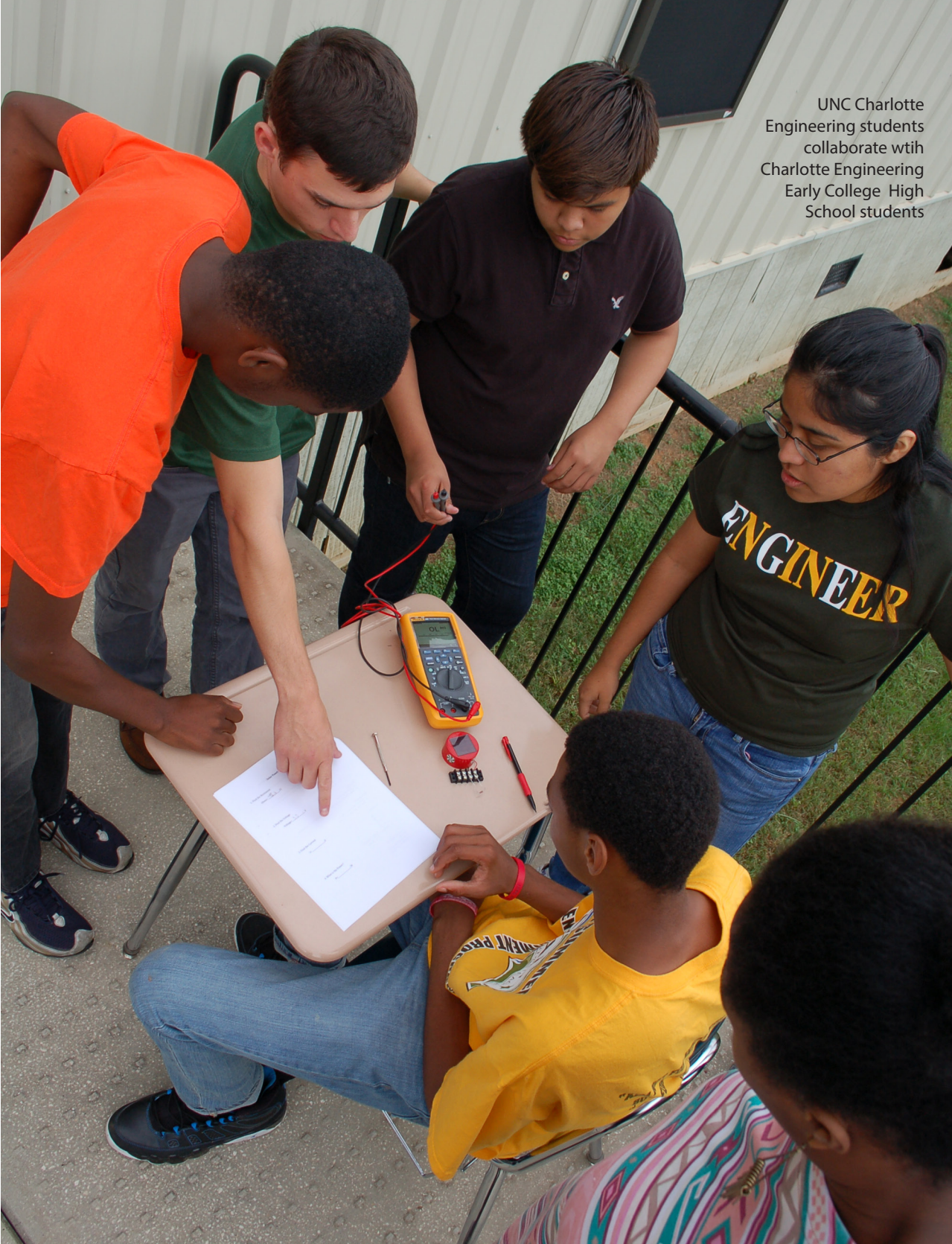
The SWOT analysis indicated that the University’s community engagement efforts would benefit from systematic and comprehensive coordination, measurement, and assessment. Collective Impact (Kania & Kramer, 2011) is a framework or a structured process for managing community engagement efforts directed toward changing systems and addressing complex issues. Fidelity to the collective impact approach requires five conditions to which all partners must agree: a common agenda, shared measurement, mutually reinforcing activities, continuous communication and backbone support.

THE FIVE CONDITIONS OF COLLECTIVE IMPACT



IMAGE SOURCE: UNITED WAY

CIVIC ACTION PLAN



UNC Charlotte
Engineering students
collaborate with
Charlotte Engineering
Early College High
School students

GOALS, RECOMMENDATIONS AND ACTION ITEMS

UNC Charlotte serves North Carolina by educating students to take their place as members of civil society and a highly-skilled workforce while providing cutting-edge research in a range of areas, including complex social challenges. The community also looks to UNC Charlotte to share and transfer expertise to the community to elevate the quality of life for its residents.

To be most effective and responsive, this must be done in close coordination and in partnership with the community, those leaders and experts beyond campus. It is in the community where students get the hands-on experience of applying classroom learning and faculty develop and test the products of their research. When the University and community work together, students are better prepared to integrate seamlessly into jobs and new research solutions get applied to problems with greater success.

Informed by the contextual analysis, UNC Charlotte's Civic Action Plan has three goals, makes two strategic recommendations, and provides 49 actions as guidance to the campus to actualize the recommendations.

GOALS:

1.

Enhance quality of life in the Charlotte region through mutually beneficial partnerships.

2.

Build a culture of civic responsibility through experiential learning, community-based research, and volunteerism.

3.

Establish metrics and an assessment process that evaluate the collective impact of community engagement.

RECOMMENDATIONS:

1.

Establish a centralized structure, with dedicated staff, to coordinate and support the University's community engagement efforts and assess collective impact.

2.

Build "Community Engagement Zones" designed as multi-year interdisciplinary University-wide initiatives with common themes and shared agendas responsive to community need.

49 ACTIONS: GUIDELINES FOR THE CAMPUS TO ACTUALIZE THE PLAN

- 1** Establish a centralized structure, with dedicated staff, to coordinate and support the University's community engagement efforts and assess collective impact.

Teaching and Learning

1. Increase the number of faculty teaching service-learning or community-based research courses by creating a cadre of engagement instructors to support community-engaged pedagogical approaches.
2. Provide professional development and resources to create a shared meaning of community engagement.
3. Coordinate with the Office of Undergraduate Education and work with instructors to integrate community engagement into course curriculum.
4. Provide dedicated personnel to support the coordination of community-based learning.
5. Support the 49er Democracy Experience to broaden voter registration, voter education, and voter mobilization.
6. Coordinate with the Office of Undergraduate Education and provide opportunities for students to develop skills for civil discourse by engaging in critical thinking, expanding knowledge of civic leadership, and supporting advocacy.
7. Work with the University Career Center to expand civic internship opportunities that enhance careers in public life.
8. Intentionally connect academic outreach centers and academic programs to increase student participation in community-based experiences.
9. Provide resources and incentives to increase the number of service-learning designated majors, minors, and courses.
10. Work with the Office of International Programs to expand international service-learning opportunities.
11. Partner with first-year programs to increase early participation in community engagement activities and to create a common community engagement culture in the first year.
12. Work with colleges and academic units to offer a series of community engagement experiences that deepen as students progress through their years of study.
13. Increase collaboration between Student Affairs and Academic Affairs to provide co-curricular community engagement experiences.
14. Work with the colleges and units to locate strategic blocks of undergraduate community-engaged courses at UNC Charlotte's Center City campus to leverage experiential learning opportunities in Charlotte's business district.

Research

15. Increase external funding for community-based research for faculty and community partners by identifying resources, coaching proposals, and navigating proposals through institutional requirements.
16. Identify and continually address internal university barriers to community-engaged research including costs, policies, and processes.
17. Create a portal of resources for community-engaged research.
18. Establish and support formal mentoring programs that introduce faculty and staff to community need and encourage faculty and staff to conduct community-engaged research.

Funding

19. Provide support or incentives for faculty participation in community engagement higher education organizations and community-engaged research conferences (i.e. Campus Compact, Engagement Scholarship Consortium, CUMU, IRSLC, APLU).
20. Incentivize collaborative, multi-disciplinary community partnerships.
21. Coordinate events or engagement awards for departments and individuals in partnership with other units.

Internal Policy Support

22. Assist colleges and units to incorporate community-engaged research, teaching, learning and service as an integral part of evaluation systems including faculty review, promotion, and tenure processes and annual reviews.
23. Assist colleges and units to incorporate community engagement into their operations by adopting expanded definitions of scholarship and standards for assessing scholarship such as the Glassick/Boyer model.
24. Advocate for a University workload policy that takes into account time required for community engagement activities.
25. Identify community needs and opportunities for the University to collaborate and partner with community agencies.

2 Build “Community Engagement Zones” designed as multi-year interdisciplinary university-wide initiatives with common themes and shared agendas responsive to community need.

Assessment/Reporting

26. Use technology to facilitate community engagement participation and assessment.
27. Develop metrics for documenting engagement impacts, efficiency, effectiveness, and satisfaction.
28. Assess responsiveness to community needs in partnership with community stakeholders.
29. Compile reports and collaborate with other units to advise and improve community engagement efforts by renewing Carnegie Community Engagement classification, reporting on UNC System Office metrics on community engagement, and enhancing internal and external communications to campus and community stakeholders utilizing innovative technologies.
30. Increase tracking and reporting of community-engaged service activities.

Community Outreach

31. Expand outreach to middle school students to influence economic and social mobility.
32. Recognize faculty, staff, students, and administrators for their community engagement efforts in coordination with other academic units.
33. Facilitate common educational experiences for community stakeholders and the UNC Charlotte community by offering signature community engagement events that bring targeted community members/leaders to campus.
34. Create academic and professional development seminar offerings for the community.
35. Create opportunities for community leaders to educate University audiences about community needs.
36. Increase participation in community-based research and service activities by promoting these opportunities on campus.
37. Match skill-based volunteer opportunities with specific community needs.

Internal Alignment

38. Strengthen internal networks to improve student outcomes, recognizing that UNC Charlotte is an access institution contributing to economic and social mobility in the region.
39. Cultivate internal partnerships that promote quality of life of employees, recognizing that UNC Charlotte is a major employer contributing to economic and social mobility in the Charlotte region.
40. Coordinate with first year programs, such as Common Reading and Prospect for Success, to collaborate in Community Engagement Zone efforts.
41. Align community lecture offerings such as the Civic Series, Personally Speaking, and W+GRA Summit with Community Engagement Zone common themes.
42. Work with the Office of Legal Affairs and Research and Economic Development to draft memoranda of agreement with key community partner organizations for Community Engagement Zones.

Topical and Geographic Zones

43. Increase understanding of barriers to economic and social mobility through a series of community engagement events, educational programs, curricular and co-curricular opportunities, and community-based research with economic mobility as a common theme.
44. Support the UCity Family Zone in partnership with local organizations to improve economic mobility in the University City area.
45. Include assessment and reporting of collective impacts in community Engagement Zones.
46. Within the Community Engagement Zone, the University will establish strategic agreements with community organizations and institutions that facilitate engaged teaching and research partnerships.

Workforce Development

47. Design and focus Community Engagement Zones to achieve distinction in the critical workforce areas of K-12 education and health and human services. Maintain our leadership as one of the state’s largest sources of K-12 teacher licensure candidates, including those in high-need areas, by establishing a community-based Lab School and providing ongoing support for the first Early College for Teachers.
48. Maintain leadership in research and graduate education in Special Education, a high-need area, through Community Engagement Zone support.
49. Strengthen the health and human services sector through graduate education and research in public health by achieving accreditation for a School of Public Health and by increasing extramural support for research in health through Community Engagement Zones.

IMPLEMENTATION

INTERNAL ACTIONS

Creating a centralized structure will require dedicated staff and funding. Internal funding dedicated for start-up will be offset over time from external grant funding and private giving. It is also possible to position a centralized infrastructure as a naming opportunity within the EXPONENTIAL Campaign, establishing an endowment for staff and resources.

It is recommended that this new infrastructure adopt and directly administer some existing programs and externally support other existing programs outside the unit. The advantage of administering programs directly is to elevate and broaden programmatic impact across campus, disciplines, and students, and deepen impact in the community. A process for folding in programs into the centralized structure will need to be developed.

At peer and UNC institutions, staffing resources in typical centralized structures with responsibilities for partnerships,

strategic community projects (Engagement Zones), service learning, campus voting, communication, measurement, reporting, and professional development range from three to seven positions. These offices also typically offer student internships, work study, community-based graduate assistantships and faculty fellowships.

While each division of the University will be responsible for goals of the Civic Action Plan, it is recommended that the ongoing administration of the plan will be driven by Academic Affairs. To engage each division, CAP oversight should be assigned to an employee who will attend monthly Campus Compact meetings where overall progress toward CAP goals will be monitored. An annual report and presentation on CAP progress will be made to the Chancellor's Cabinet.

ASSESSMENT

The centralized structure will be responsible for both internal and external assessments of efficiency, effectiveness, satisfaction, and the overall quantity and quality of the University's engagement activities, as well as the University's impacts on quality of life indicators related to social and economic mobility. Efficiency of community engagement activities can be tracked using time invested in the community, timeliness of response to needs or requests, costs of engagement, efficiency surveys, focus groups, and observations. Metrics related to effectiveness should be measured by goodness of fit—to what degree are the University's resources or services and the community's need a match. Metrics such as the use of University-engaged research data and use of University experts and consultants, and products or outputs of the community partner, are appropriate measures of effectiveness. Surveying community partners or conducting focus group interviews can also be used to assess satisfaction levels for community engagement.

Assessing the overall quantity of community engagement activities can include metrics such as counting the total number of faculty, staff, and students participating in service learning and volunteering with community partners; tracking the total number of volunteer, internship, practicum, experiential and service learning hours, the number of community partners, the number



of community partner requests of the University; and calculating the total dollar amount of engagement hours. To assess the quality of engagement activities, the centralized structure will develop an engagement quality rating that can be tracked over time that factors in the type of interaction with the community partner (such as a one-time engagement, repeated engagement, and repeated and sustained engagement), length of the engagement, and the use of University research, expertise, or service.

CIVIC ACTION PLAN

