

In March 2016 Pfeiffer's President, Colleen Perry Keith, committed to the Campus Compact 30th Anniversary Action Statement of Presidents and Chancellors affirming Pfeiffer's commitment to the following ideals:

- *Commitment One:* 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.
- *Commitment Two:* 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.
- *Commitment Three:* We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.
- *Commitment Four:* 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.
- *Commitment Five:* 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.

The following Civic Action Plan has been prepared with the input of over 50 Pfeiffer faculty, staff, students, alumni, and community stakeholders. The report represents a comprehensive plan to renew Pfeiffer's commitment to civic engagement and champion servant leadership in our communities.

A RENEWED COMMITMENT TO DEMONSTRATING WHAT IT MEANS TO

Do all the good you can...



Introduction

The Francis Center for Servant Leadership and Faith Formation: A Catalyst for a Regional and Institutional Service Ethos

*Pfeiffer has re-energized our
Methodist tradition of "service
above self" by combining the Civic
Engagement Office and Village
Ministries under the heading of
The Francis Center for Servant
Leadership and Faith Formation.*

By all the
means you can...



Introduction

The Francis Center for Servant Leadership and Faith Formation: A Catalyst for a Campus and Regional Service Ethos

Baseline

Since its inception, the Francis Center for Servant Leadership has been housed under Academic Affairs. The Francis Center has traditionally served as the campus civic engagement office and fulfills the following purposes:

- Serves as the institutional writer for the National Service Honor Roll and Carnegie Classification Application.
- Manages service data for both Undergraduate and Graduate Service Programs.
- Facilitates the Service Scholars program.
- Facilitates campus-wide service initiatives including the Hunger Relief Garden, Weekend Days of Service, Alternative Break Trips, Martin Luther King Day of Service, Angel Tree, and the Food Recovery Network.
- Supports Service Learning projects and programs through training and funding.
- Hosts a farmers market to connect Pfeiffer students, faculty, and staff to the local rural economy.
- Hosts community groups and K-12 schools for Days of Service in the Hunger Relief Garden.
- Works with community partners to assess community need and provide support to local non-profit administrators.
- Hosts social justice awareness events for the Pfeiffer community.



New Structure of the Francis Center for Servant Leadership and Faith Formation

In order to more effectively integrate a tradition of service into our Methodist identity, the Francis Center will now be housed within Student Affairs and be linked with Campus Ministries. The newly combined department will be named, "The Francis Center for Servant Leadership and Faith Formation". The department will be led by two full-time staff members: A (1) Campus Minister/Director of Church Relations and (2) A Director of Servant Leadership and Civic Renewal.

The combined department will still fulfill the traditional purposes of a Civic Engagement office under the guidance of the Director of Servant Leadership and Civic Renewal, but there will be an additional emphasis on enacting the following priorities to expand the scope and depth of Pfeiffer's service opportunities.


Priorities in Promoting a Regional and Campus Service Ethos

Priority One: Reaffirm our Commitment to Servant Leadership and High Impact Practices

We will encourage the positive development of value and belief systems through engaging students in challenging and meaningful volunteer experiences that promote the concept of "service above self". We will clarify and promote the central tenets of Servant Leadership in all of our Francis Center service programs. We will prioritize supporting academic and external programs that utilize high-impact practices. Additionally, we will provide training resources for Pfeiffer faculty, staff and students as well as non-profit administrators and religious leaders in the UMC Uwharrie District to encourage the application of Servant Leadership and High Impact Practices in charitable service work.

Priority Two: Expand our Primary Charitable Service Program Area to Include all of the Counties in the Uwharrie District of the United Methodist Church

We will be expanding our volunteer service program area to facilitate and promote activities in the entire Uwharrie District of the United Methodist Church. We will be actively seeking out new program



partners in Rowan, Anson, Davie, Davidson, Randolph, and Union counties. We will also be seeking to engage local congregations, church leaders, and United Methodist affiliated youth groups in our service programs.

Priority Three: Increase Support of Academic Service Learning

Pfeiffer has a rich tradition of excellence in academic service learning. We plan on supporting the incubation of new and expanded academic service programs by providing increased access to funding, professional development, data management, and assessment tools.

Priority Four: Promote Uncommon Fellowship

We will be enhancing existing service programs to include opportunities for intergenerational, interfaith, and intercultural service experiences. Our goal is to promote tolerance and inclusivity while helping students develop cultural competencies that they will need as part of an increasingly diverse and globally engaged workforce.

Priority Five: Develop and Enact a Long-Term, Sustained Plan for Growing the Francis Endowment

The Francis Center will work with advancement to create a plan to continue to build the Francis Endowment for long-term continued growth of both service and campus ministry programs.



Priority One

Reaffirm our Commitment to Servant Leadership and High Impact Practices

The Francis Center will provide training and professional development resources that will elevate our service programs. We will promote Servant Leadership and High Impact Practices in campus programming as well as with non-profit administrators and leaders within the Uwharrie District of the United Methodist Church.

In all the

ways you can



Priority One

Reaffirm our Commitment to Servant Leadership and High Impact Practices

Baseline

Pfeiffer has a tradition of promoting the tenets of Servant Leadership in our academic departments and service programming. This Civic Action Plan provides Pfeiffer with the opportunity to clarify our commitment to the basic tenets of Servant Leadership. We must engage in new processes to ensure that resources are being directed towards service programs that promote Servant Leadership and demonstrate high impact practices.

STRATEGY 11: Elevate the Quality of our Service Program through Increased Expectations

Rationale

Commitment #s: 1, 2

For the past several years, Pfeiffer's institutional service hours have hovered around 40,000 hours. However, this relatively high service-hour-per student ratio has not always been indicative of quality service projects that create a measurable, positive impact on vulnerable communities or activities that produce servant leaders.

We must strive to have students graduate from Pfeiffer with the skills and knowledge necessary to engage in their workplaces and communities as true Servant Leaders. To do this, we need to move past an "*everything counts*", "*everyone wins*," and "*every action is rewarded*" mentality when counting institutional service hours and awarding Pfeiffer Life credit.

Moving forward, we will be requiring that all service projects promoted, funded, and counted as institutional service by the Francis Center meet common-sense requirements that ensure that we are directing our resources towards substantial, high quality service projects that lead to measurable, positive community change.



Implementation and Timeframe

Starting in July 2017 all projects facilitated, promoted, funded, or counted as institutional service hours by the Francis Center must fulfill at least one of the four following requirements:

1. The service project or program aims to fill a community need and the student can demonstrate knowledge of the community need and how their service activity aims to fill that need.
2. The service project or program is aimed at helping students develop any 3 of the 12 central tenets of Servant Leadership.
3. The service project or program links directly to an academic learning objective and/or follows the Community-Based Learning High Impact Practice Model.
4. The service hours being earned are from a long-term capacity building volunteer position with a 501(c)3 non-profit.

As always, there will be other less substantial service opportunities students can engage in for fun and personal satisfaction. However, these projects will not be awarded with Pfeiffer Life Credit or official institutional service hours unless they are linked to a larger project and/or demonstrate the that student aimed to fill an actual community need. In this way, we will increase the fidelity of our service hour count and promote activities that are appropriately challenging and meaningful for college students.

Indicators of Success

In May 2016 Pfeiffer University signed a contract with Galaxy software to purchase a program that streamlines service program management and provides students with a user-friendly interface to register for service programs and track their service hours. The software also amalgamates all student service data into accessible reports for data management and reporting. The new software program will eliminate a minimum of 180 personnel hours and allow for the time necessary to ensure that all service experiences being promoted and tracked in the system adhere to our service requirements.

Through the system, students can print out a comprehensive service record that states all of their volunteer activities, number of hours, number of community needs met, and which issue areas they have served in. By increasing the requirements for service projects to be listed in the system for hour accrual, we can ensure that every student's service record represents high-quality, meaningful service activities.



We will be using the following components of the software to measure our success in implementing the new service requirements:

1. The software program allows external organizations to add service opportunities for members of the Pfeiffer community. However, the service opportunities will only be listed after they demonstrate that the project fulfills our service program requirements as decided by the Director of Servant Leadership and Civic Renewal.

Indicator of Success: An annual increase in service opportunities initiated by our partner non-profit organizations that fulfill our service requirements by championing Servant Leadership.

2. For Francis Center Days of Service, the software allows for a required written reflection on a prompt before the service hours are counted on the student's official service record. The prompts will be reviewed by the Director of Servant Leadership and Civic Renewal and adequately trained Francis Scholars.

Indicator of Success: An annual increase in the number of completed prompt responses that successfully demonstrate knowledge about an issue area or community need.

3. The software allows for students to upload their own service data and choose from a list of prompts that will give them the opportunity to explain how their service project fits into our service requirements.


Indicator of Success: An annual increase in the percentage of students that independently add service hours that fit into the Francis Center's Service Requirements.

3. The software allows course instructors to manage the service-learning component of a course and view program statistics, community needs assessments in their issue area, and assess learning outcomes. The data is then automatically added to our institutional service hours and the student's service record.

Indicator of Success: An annual increase in the number of academic courses that engage in high impact practices in community-based learning.

Focusing on Meaningful Data Outcomes

There is risk to going above and beyond in our service programs. A review of over 40 other civic action plans indicates that there are no other known Universities with such specific, concrete requirements of what counts towards their institutional service hours. While on the surface this may make our total institutional service numbers appear to be "less than" the



hours of other colleges and universities - it will also set us apart as a University that aims to elevate its service programs rather than accepting the status quo.

It will also give us the opportunity to celebrate and advertise more meaningful data, such as:

- Percent of students that engage in meaningful service work that fills a demonstrated community need.
- Number of academic courses that utilize high impact practices and demonstrate that their service program helped students increase their comprehension of an issue area
- Number of hours served in a particular geographic area working towards alleviating a specific community need.
- The data that will be generated by fulfilling actual community needs.


STRATEGY 12: Clarify and Reaffirm the Central Tenets of Servant Leadership

Rationale

Commitment #'s: 1,2

Pfeiffer has long promoted the concept of Servant Leadership. However, service programs throughout campus are often not directly and purposefully linked to helping students develop the basic characteristics of a Servant Leader. Listed below are the central tenets of Servant Leadership and how they can be actualized in campus service programs:

1. **Listening:** The service program or project should provide opportunities for volunteers to gain the skills and motivation to respectfully listen to diverse viewpoints to gain a multi-dimensional understanding of community and global issues.
2. **Empathy:** The service program or project should provide opportunities for volunteers to develop and demonstrate empathy for the population that they are serving and motivate them to engage in similar service opportunities in the future.
3. **Healing:** The service project or program should be aimed at meeting a demonstrated community need while respectfully working alongside the community being served.

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4. Awareness: The service project or program should include opportunities for students to develop a better awareness about an issue area or alternatively an awareness of the students own abilities to positively impact their communities.
 5. Persuasion: The service project or program should aim to teach students how to lead by persuasion, example, and knowledge sharing.
 6. Conceptualization: The service project or program should provide opportunities for volunteers to plan, facilitate, and evaluate a service project and link the project to larger "big picture" goals for their community.
 7. Foresight: The service project or program should provide opportunities for volunteers learn from past experiences to gain insight into their communities and plan future projects.
 8. Stewardship: The service project or program should help the volunteer develop the desire and ability to contribute to a non-profit organization and to the greater good of society.
 9. Growth: The service project or program should provide opportunities the volunteer and/or client opportunities for personal reflection and growth.
 10. Building Community: The service project or program should aim at creating connections between Pfeiffer students and the wider community.
 11. Calling: The service project or program should aim to develop an ethos of "service above self" in volunteers. The community need being served should be of primary importance and not secondary to providing personal gains or entertainment to the volunteer. The project should help the student examine their career trajectory from the perspective of a servant leader.
 12. Nurturing the Spirit: The service project or program should aim to engage volunteers in tasks that are meaningful and productive. The project should help volunteers recognize the satisfaction that comes from serving others



Implementation and Timeframe

Starting Fall semester, 2017 we will be hosting a once-per-semester guest speaker or workshop that focuses on promoting the values of Servant Leadership. The workshop will be open to students, faculty, staff, community partners, civic leaders, and the wider community.

Indicators of Success

We will be using the following indicators of success to measure the continued growth of this program:

Indicator of Success #1: Number of students, faculty, staff, community partners, civic leaders, and members of the community that participate in the workshop series.

Indicator of Success #2: A post-event survey will be used to gauge effectiveness of our workshop series.

Indicator of Success #3: Number of students that can effectively reflect on central themes in the program and connect it to their own experience. This will be measured through satisfactorily completing a written reflection that will be required to earn Pfeiffer Life credit for the event. The written reflection will be reviewed by the Director of Servant Leadership and Civic Renewal.

Indicator of Success #4: Number of service projects on campus that successfully implement the central tenets of Servant Leadership as assessed in our online data management system.

The background image shows a church with a prominent steeple on the left side, set against a sunset sky with warm orange and yellow tones. In the foreground, a railway track curves from the bottom center towards the right. The overall scene is peaceful and rural.

Priority Two

Expand our Primary Charitable Service Area to All Counties in the Uwharrie District of The United Methodist Church

Community needs don't disappear when you cross a county line.

Prevailing rural issues concerning community health, hunger, housing, and education need to be addressed with a collaborative, regional focus to be affectatious in enacting long-term positive change.

In all the
places you can



Priority Two

Expand our Charitable Service Focus Area to Include all of the Counties in the Uwharrie District of the United Methodist Church

Baseline

Traditionally The Francis Center has focused its service programs in Albemarle, North Carolina with occasional programming in Charlotte and Concord. During the 2017-2018 academic year we facilitated 89 service opportunities with 92% primarily serving residents of Stanly County.

STRATEGY 2.1: Increase our Number of Active Community Service Partners in the Uwharrie District of the United Methodist Church

Rationale

Commitment #'s: 3,4

Community needs don't disappear when you cross a county line. Prevailing rural issues concerning community health, hunger, housing, and education need to be addressed on a collaborative regional basis to be affectatious in enacting long-term positive change.

While we will continue to serve heavily in Stanly County, we will now clearly define our charitable service area as including all counties in the Uwharrie District of The United Methodist Church. This will allow us to focus our resources on projects and practices that have a positive impact on our entire region. Additionally, we will strive to position Pfeiffer University as a hub for training, resources, and networking for community leaders and non-profits in the Uwharrie District. In this way, we can address more comprehensively the issues impacting our rural communities.

Implementation and Timeframe

By August of 2020, we will add at least 3 community partners in each county of the Uwharrie District to our active community service partner roster. We will promote collaboration with these non-profits through days of service, service-related internships for students, and by providing networking opportunities throughout the district.



We will work with academic programs to promote service-learning opportunities and community-based research that effectively assess and address community needs in the Uwharrie District.

As always, we will continue to serve the needs of communities throughout our state and nation. However, better defining our primary program area will help us allocate resources to addressing specific community needs. In 2020, we will reassess the scope of our primary service area and increase our range if resources allow.

Indicators of Success

Indicator of Success #1: An annual increase in non-profits engaged in service initiatives with Pfeiffer University in the Uwharrie District with the goal of comprehensive, mutually beneficially engagement with three active community partners in each county of the Uwharrie District by 2020.

Indicator of Success #2: An annual increase in service opportunities initiated by our partner non-profit organizations that fulfill our service requirements by championing Servant Leadership.

Indicator of Success #3: An annual increase in the number of academic courses that engage in service and community-based research that aims to address outstanding community needs in the Uwharrie District.


Indicator of Success #4: An annual increase in the number of non-profit administrators from counties in the Uwharrie District that participate in our networking and training events.

STRATEGY 2.2: Strengthen Relationships with Local UMC Congregations through Engagement in our Service Programs

Rationale

Commitment #'s: 3,4

We are fortunate to be a Methodist-affiliated University in a geographic area where there is an abundance of United Methodist congregations. There is unlimited potential for growth, resource development, and program expansion when we have the collective abilities and enthusiasm of five counties of United Methodist congregations when addressing the needs of vulnerable communities in our region. Through inviting local



Methodist congregations to engage in our service programs, we will set ourselves apart as a university that strives to genuinely work alongside community members to establish meaningful and effective civic engagement programs.

Implementation and Timeframe

We have already begun to invite local congregations to serve in our Hunger Relief Garden to harvest, wash, and package produce to distribute to local families living in poverty. We will work during the 2017-2018 academic year to expand relationships with the Missional Districts of The United Methodist Church to expand our service offerings and partnerships with local congregations.

Indicators of Success

Indicator of Success #1: An annual increase in the number of members of local UM congregations participating in service programs alongside Pfeiffer students, faculty, and staff.



Priority Three
**Increase Support of Academic
Service Learning Programs**

Although the Francis Center will be moving away from its previous home in Academic Affairs, we will continue to engage with professors and academic divisions to provide assistance, resources, and professional development opportunities to incubate new projects and expand existing programs.

Through all the
seasons you can



Priority Three

Increase Support of Academic Service Learning

Baseline

Pfeiffer has a rich tradition of incorporating service into its academic programs. Below is a sampling of successful programs that have been facilitated by faculty throughout Pfeiffer's academic landscape.

Division of Education

The Division of Education is a model for sustainable, innovative service programs that produce measurable results for underserved youth in our community. The conceptual framework for the Teacher Education Program at Pfeiffer University is "Developing Servant Leaders for Professional Practice". Through training their students to teach from a Servant Leadership perspective, Pfeiffer graduates are placed in a unique position in their school communities. Teachers who are dedicated Servant Leaders have the ongoing opportunity to model advocacy and high standards of ethics to school colleagues, parents, community agency personnel, and students.

To develop Pfeiffer Students into Servant Leaders and provide educational opportunities to local underserved youth, the Division of Education spearheads departmental projects including: Night at the Library, World Health Day, After school and Summer STEM Programs, and an after-school mentoring program at East Albemarle Elementary that pairs boys and male Pfeiffer students of color.

The Division of Education also facilitates service-learning courses that integrate projects that produce measurable community impact in the areas of literacy, STEM comprehension, and health.

The Division of Education is currently working to expand its scope and depth of programming by pursuing a large, multi-year grant opportunity to better address the educational needs of local youth that live in poverty.



Religion Department

Pfeiffer University offers a proud tradition of excellence in preparing students for a life of servant leadership in a variety of Christian Vocations.

Departmental initiatives include service work done through Christians Involved in Faith Formation (CEF), Campus Crusade for Christ (CRU), and the YETI Program.

The YeTI Program

Pfeiffer Youth Theological Institute (YeTI) is a two-week summer experience for rising high school sophomores, juniors and seniors who want to become useful and effective servant leaders—and are ready to learn more about themselves in relation to God and God’s call on their lives. Over the course of two weeks, students will engage in bible study, worship and fellowship. They will put faith into action through hands-on learning, field trips, community service and outdoor leadership training. After engaging in this program, students will be better equipped to lead mission and ministry in their home communities.

The Religion Department facilitates meaningful service learning projects through multiple classes including Vocation and Servant Leadership (RAPT 230), Ministries with Children and Families (MAPT 611), Leadership in Church (MAPT 609), and Recital Attendance (MUSI 590).

Nursing

The nursing program at Pfeiffer University functions within the framework of the purposes and values consistent with the philosophy of Pfeiffer University and embraces the Christian values of human dignity, integrity, and service to help students become servant leaders and lifelong learners.

The Nursing department spearheads projects with the March of Dimes, the Pregnancy Resource Center, the Hope Now Walk, and Race for the Cure.

Service Learning opportunities include working with adults in an elderly continual care community through Nurs 310 - Healthcare and the Aging Population, presenting health promotion projects at local public schools through NURS 322 - Nursing Care of the Childbearing and Childrearing Family, completing service hours at Samaritan's Purse transitional living facility through Nurse 312 - Psychiatric/Mental Health Nursing, and facilitating informational health fairs through NURS 416- Community Nursing.



Physicians Assistant Program

A new program in the developmental stages will create the opportunity for Pfeiffer to play a larger role in addressing health care disparities in our rural community. The Physicians Assistant Program is a 27-month continuous residential program committed to creating an academic experience known for excellence in clinical education and scholarly activities focusing on the unequal distribution of health, illness, disease, suffering and death by social status. After a 15-month didactic–or instructive–phase, students will complete a 12-month clinical phase, which includes supervised clinical practice experiences with a number of local and regional healthcare partners in internal medicine, family medicine, pediatrics, prenatal care and women’s health, surgery, emergency medicine, behavioral and mental health, and two electives.

STRATEGY 3.1: Remodel the Faculty Fellow Program

Rationale

Commitment #s: 1,5

Historically, the following three structures and roles have existed within the Francis Center for Servant Leadership:

- A Faculty Fellow that also served as the acting Director of the Francis Center. The Faculty Fellow has been a long-term role within the center. The Fellow was awarded an annual stipend and a reduced course load in their academic department.
- A small annual supply grant totaling \$300 or less awarded to a course instructor that engages their students in service learning.
- A Servant Leadership Council that meets twice per year to discuss general campus service initiatives.

Separately, the three initiatives have not been successful in providing in-depth training and empowerment for faculty to implement new and innovating service-learning programs. We would like to combine the three functions into an integrated approach.



Implementation and Timeframe

In the Fall of 2017, we will initiate our new Faculty Fellow program to engage up to four course instructors per semester. Preference will be given to projects that serve a demonstrated need in the Uwharrie District of The United Methodist Church and utilize a high impact community-based service learning model. Applications will be due for Fall Semester Fellows by July 1st of each year, and Spring Semester Fellows applications will be due by October 1st of each year.

Our original endowment agreement allows for up to \$12,500 of our interest draw to be directed towards faculty empowerment and professional development. The Fellowship will be structured in the following ways:

- Fellows will receive a \$500 stipend for one semester (Endowment)
- Fellows will receive up to a \$300 supply fund (Francis Center General Budget)
- Fellows will have access to professional development opportunities through Campus Compact Conferences and Network Meetings
- Fellows will serve for one year on the Servant Leadership Council and may choose to extend their tenure on the board after their Fellow term has ended.

Indicators of Success

We will be tracking the following measures of success when evaluating the new Faculty Fellow program.

Indicator of Success #1: An annual increase in the number of academic courses that engage in service and community-based research that aims to address outstanding community needs in the Uwharrie District.

Indicator of Success #2: An annual increase in the number of academic courses that engage in high impact practices in community-based learning.



Priority Four

Promoting Uncommon Fellowship

The Francis Center for Servant Leadership and Faith Formation will create and expand programs that provide Pfeiffer students with the opportunity to serve alongside diverse communities through interfaith, intergenerational, and intercultural service experiences.

For all the
souls that you can



Priority Four Promoting Uncommon Fellowship

Baseline

During the Spring of 2017 The Francis Center brought a group of students to Atlanta to engage in interfaith service. Students planted trees with members of a Buddhist temple, participated in a charity 5K with a Mosque, went dancing and chanting with the Hare Krishna after cleaning their temple, participated in a Christian workshop service for the homeless, and worked in a food bank alongside LDS Missionary Youth.

During their end-of-trip interviews, one student, Sean Bryant asserted that, "It's best to have uncommon fellowship. It's easy to fellowship with people that are similar to you. You need to challenge yourself, go outside the box and learn about different people, and you can be educated beyond your boundaries."

The experience that students had on the trip proved that our students both need and desire opportunities to work with diverse faith groups and cultures.

In May of 2017 The Francis Center received a grant from the Council of Independent Colleges to engage in service opportunities that pair older adults with Pfeiffer students for intergenerational service. We submitted the application after many interactions with clients on our Meals on Wheels routes where they expressed that there was more they could do to contribute to their community. We aim to create programs that are open and inclusive to older adults and Pfeiffer students of a wide range of skills and abilities to bridge intergenerational understanding and build a greater sense of local community.

STRATEGY 4.1: Create a Service Exchange with Diverse University Religious Groups

Rationale

Commitment #: 2

A group of Pfeiffer students can do a lot of great work during a Day of Service. Two groups of University Students can do even more great work. Through working with diverse groups from other Universities, we can address community needs together while giving our students the opportunity to develop skills that they will need in an increasingly diverse and globally engaged workforce.



Implementation and Timeline

The setup for our service exchange is simple:

- We will join a religious student group from a different university to complete a Day of Service in their Community.
- The group will then travel to the Uwharrie Region to complete a Day of Service alongside Pfeiffer students to address a need in our community.

During the Summer of 2017 we will have two students dedicated to building this program, setting indicators of success, and developing measurement tools to evaluate our program.

STRATEGY 4.1: Champion Intergenerational Service Programing in the Uwharrie District of the United Methodist Church

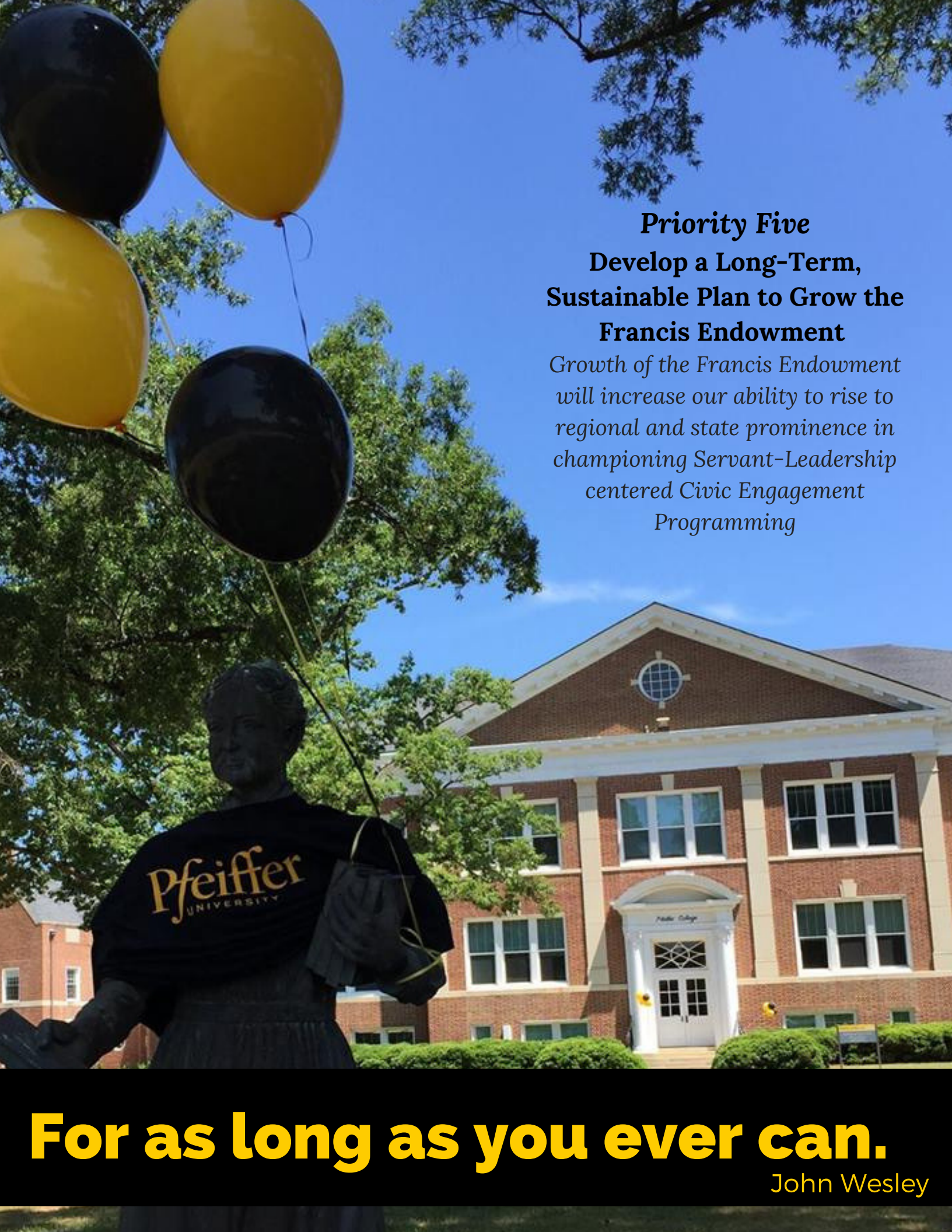
Rationale

The wealth of knowledge that seniors in our community possess will raise our service programs to new heights of excellence. The Uwharrie Region was until recently a largely agrarian society. It is important that seniors have the opportunity to pass down their knowledge to a new generation. Additionally, it is important for our students to develop a sense of community within themselves regarding living in Stanly County. By pairing students and elders in our community in inclusive, adaptive service programming we can decrease the incidence elder social isolation and increase the availability of fresh foods for low-income seniors.

Implementation and Timeline

During the Summer of 2017, our two summer interns will be responsible for developing our intergenerational service program and setting measurable indicators of success. The main aspects of the program will include:

- Senior groups or older adults will join us for Days of Service in the Hunger Relief Garden.
- Pfeiffer students will work alongside elders from our community to harvest, wash, and package produce from the Hunger Relief Garden.
- There will be an advisory group of Pfeiffer students and older adults that will work together to grow and determine the priorities and scope of the intergenerational service program.
- The produce will be distributed to organizations that serve low-income seniors, or brought home with the seniors volunteers themselves.



Priority Five

Develop a Long-Term, Sustainable Plan to Grow the Francis Endowment

*Growth of the Francis Endowment
will increase our ability to rise to
regional and state prominence in
championing Servant-Leadership
centered Civic Engagement
Programming*

For as long as you ever can.

John Wesley



Priority Five

Develop a Long-Term, Sustainable Plan to Grow the Francis Endowment

Baseline

The Francis Center is funded by institutional funds, grant funds, and a \$325,000 endowment that generates approximately \$22,000 in interest each year. Per the original endowment agreement, the funds may be used for:

- Service scholar stipends
- Faculty development and empowerment to promote high-impact practices in academic service-learning.

While the endowment is limited in its scope, it also allows us to focus the financial resources generated to developing both faculty and student Servant Leaders to tackle issues in our community and mobilize the Pfeiffer community to engage in meaningful service experiences.

STRATEGY 5.1: Develop a Plan with Advancement to Grow the Francis Endowment

Rationale

Commitment #'s: 3, 4

To position ourselves as a regional force in addressing the needs of our rural community we must continue to invest resources in developing students and faculty that possess the knowledge and skills to mobilize the Pfeiffer community in service.

Our Faculty Fellows and Service Scholars are assets in our quest to assess community need, facilitate service opportunities that are meaningful and impactful, and evaluate the impact of Pfeiffer's charitable service programs on the Uwharrie Region.

In order to continue to grow our Service Scholar and Faculty Fellow programs, we must continue to grow the Francis Endowment through a long-term sustained effort to increase our resource base.



Implementation and Timeframe

By December of 2017, we will work with Advancement to develop a sustainable plan for growing our departmental assets through an expansion of the Francis Endowment. We will explore options including:

- Reinvesting the annual unspent surplus endowment draw back into the original endowment fund to gradually grow the original fund.
- Cultivating support from alumni that have expressed interest in Servant Leadership and Civic Engagement Programs.
- Revisiting alumni that have been non-donors in the past to familiarize them with our service programs and their impact on our rural community.
- Seek new and innovative ways to advertise the impact of Pfeiffer Service programs to attract external support

Indicators of Success

We will use the following indicators of success to assess our successful engagement with this priority:

Indicator #1: A comprehensive plan will be developed by December 2017 to expand the Francis Center's departmental assets through growing the Francis Endowment.