



Engagement, Innovation and Economic Development

A NATIONAL MODEL FOR PUBLIC SERVICE AND REGIONAL TRANSFORMATION



East Carolina University



Chancellor's Letter

East Carolina University's (ECU's) mission is to serve as a national model for public service and regional transformation by

- preparing our students to compete and succeed in the global economy and multicultural society,
- distinguishing ourselves by the ability to train and prepare leaders for our state and nation,
- creating a strong, sustainable future for the East through education, research, innovation, investment, and outreach,
- saving lives, curing diseases, and transforming positively the quality of health care for the region and state, and
- providing cultural enrichment and powerful inspiration as we work together to sustain and improve quality of life.

This commitment is not new. It has been our history for 101 years. Indeed, our motto, *SERVIRE*, meaning "to serve," represents our vision to be known as the best public university in the nation for meeting the needs of those we serve.

To achieve this vision, ECU is an engaged university driven by the belief that our teaching, research, and outreach are each enhanced when focused on the pressing needs of our region. We are therefore committed to community engagement, and through reciprocal partnerships with communities, we respond to issues and opportunities in mutually beneficial ways. In recognition, the Carnegie Foundation has selected East Carolina University to receive the Foundation's 2008 Community Engagement Classification. Receiving this classification confirms what we at ECU already know, that the commitment and practice of engagement are woven throughout our teaching, research, service and outreach enterprises. This is our history and a core strength as we pursue our mission to serve as a national model for public service and regional transformation.

Despite recent drastic changes in our economy and the state budget, we remain focused on our strategic priorities on campus and throughout the region as we respond aggressively to the University of North Carolina Tomorrow Commission's findings and recommendations. We continue to re-allocate existing resources to these priorities, to be more efficient with and further leverage our university system funding, and to seek more external dollars to meet our commitments.

I invite you now to enjoy the following pages containing many examples of our rewarding and productive engagement throughout the region. Collectively, they showcase the innovative approaches our faculty, staff, students, and partners are taking to improve the lives of others, and in the process, their own.

Steve Ballard

A handwritten signature in black ink that reads "Steve Ballard". The signature is written in a cursive, flowing style.

Chancellor

A man wearing a white jacket and a cap is sitting on the grass, looking at a laptop. In the background, there is a pond with reeds and trees. The scene is overlaid with a purple tint.

Education for a New Century

*ECU is preparing our students
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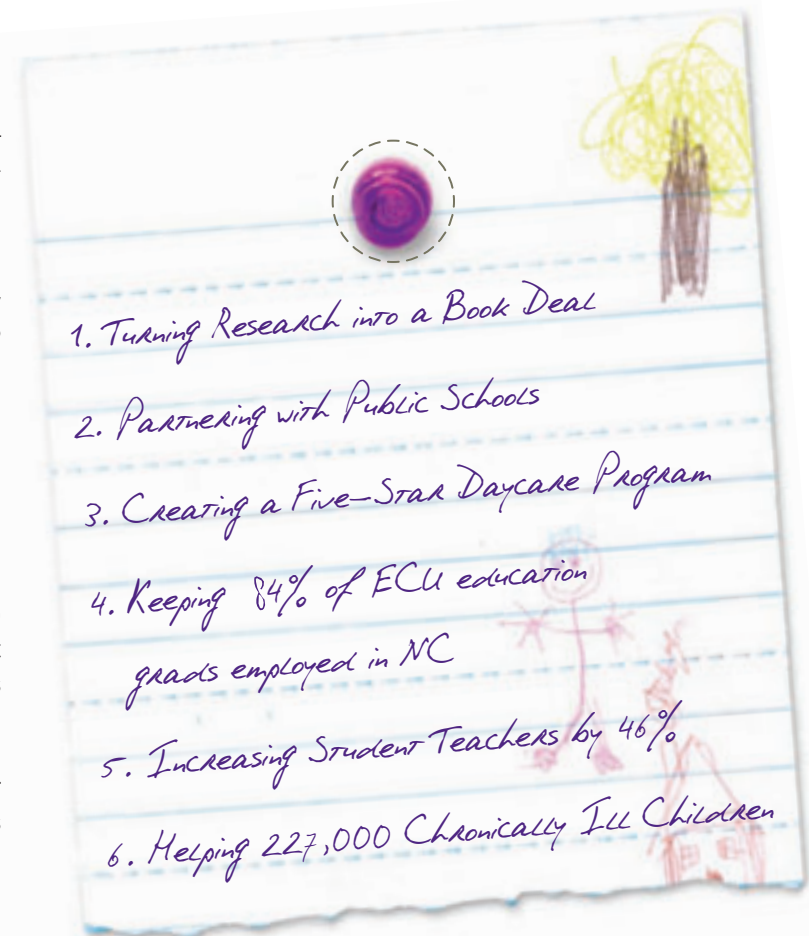
Education for a New Century

Washington County/ECU Community Engagement Model

The economic and educational well-being of Washington County, NC and its residents has been a three-year focus for some dedicated East Carolina University faculty. A partnership between the University, Windows on the World e-cdc, and Washington County government has sought to connect research, best practices, and community needs and goals through a variety of targeted efforts. In 2007, ECU conducted a community needs assessment to identify Washington County's most pressing needs. Citizens identified drugs, lack of good jobs, alcohol use, teen pregnancy and crime as the top five challenges. Faculty were assigned to specific Washington County organizations to assist in exploring external funding opportunities and developing grant proposals. Participating faculty used their reassigned time to conduct research in the community, such as a study of area grandparents who are raising grandchildren or young relatives. The College of Education's Dr. Peggy Yates and Dr. Hal Holloman conducted research in the Washington County School System of how exemplary faculty's best-practice language aligned to major issues within the school system. The study and its findings are culminating into a book, *What Do You Say...When?*, to be published by Eye on Education, a well-known publisher of educational reference books. Also, Dr. Boni Boswell of the College of Health and Human Performance provided an all female physical education class in Plymouth, NC with pedometers to alter their physical activity and study the effects on the participants' weight. The successful study is being replicated at another county high school, and Boswell is working with eight Washington County physical education teachers to submit an application for a Carol M. White Physical Education Program Grant to promote the use of technology in physical activity. The overall engagement model has succeeded in improving the educational experience and achievement for Washington County students, developing agreements that promote employment opportunities in Washington County and the region, and developing a replicable community and economic engagement model for rural counties/communities.

Project STEPP

(Supporting Transition and Education through Planning and Partnerships) is a collaborative program that partners a variety of ECU's colleges and campus resources with area public schools and community opportunities. The program offers comprehensive academic, social, and life-skills support to students with specific learning disabilities who have demonstrated the potential to succeed at the university level. Funded primarily through private gifts, Project STEPP provides a unique opportunity to a population of both freshmen and transfer students who traditionally have not had access to a university education. Public school partnerships enable Project STEPP team members to collaborate with high school teachers to facilitate a transition for incoming students that is as seamless as possible. Specific and practical information learned from the transition experiences of participants in the program is shared with public school teachers who support large numbers of students seeking a variety of post secondary opportunities. While enrolled at ECU, students in Project STEPP participate in service projects designed to develop an ongoing pattern of outreach to the local community. As students progress toward completion of their selected program of study, Project STEPP team members and the East Carolina University Career Center collaborate with community organizations and businesses to identify and, in some cases, design appropriate internship opportunities for students in need of applied experiences. Project STEPP represents one of many examples of programs that enrich the lives of students and their families.





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Revolving Education Around Partnerships (REAP)

Started in 1968, REAP is a five-star developmental daycare program at ECU that serves preschool children with special needs ranging from three through five years of age in an inclusive setting. The purpose of REAP is twofold. First, the individually tailored program provides direct educational and related services to preschool children with special needs. Students receive services such as physical, occupational, and speech therapy in a dedicated therapy room as well as free use of the building and playground for learning. Activities are planned and adapted to meet the individual needs of each child. Assistive technology plays a large role in the daily classroom operations. Frequent field trips enhance the students' learning experience. Two observation booths enable researchers, ECU students, parents, interns, and volunteers to observe REAP classes in action. Families are an integral part of the REAP total program. Families participate in a variety of activities such as classroom assistance, volunteering, educational program planning conferences, observations and special events. Parents are also encouraged to join REAP's Parent Partners Group (PPG). This group is a family-driven initiative that comes together monthly to discuss ideas and issues concerning the program and also works hard to raise money for the program through various fundraisers throughout the year. Second, the highly qualified REAP staff provides supervision for ECU undergraduate students completing course requirements for observation, practicum, student teaching, internship, and certification in preschool handicapped. Part of the ECU College of Education in the Department of Curriculum and Instruction, REAP is recognized as a model for educating young children with disabilities and as a site for research projects in this most critical area of special education.

Education for a New Century

Wachovia Partnership East

How do ECU, 19 community colleges, one two-year college, one US Air Force Base, and 37 public school systems tackle North Carolina's teacher shortage? They create a local pool of teachers through seamless articulation agreements that make it easier to complete an education degree in elementary education, middle grades education, and special education-general curriculum. The program is an on-going partnership of ECU and the community colleges within the Wachovia Partnership East and is supported by the Wachovia Foundation. Students graduate with a four-year degree from ECU by completing the first two years of the program at any one of the partnering community colleges followed by taking ECU courses online and through face-to-face instruction in the evenings at one of the four consortia hub sites or by completing the ECU courses totally online through the virtual consortium. The result is the production of highly qualified teachers who are rooted in the community and more likely to remain in difficult-to-staff rural schools. Is the partnership making a difference? You bet. In addition to having 84% of ECU College of Education graduates employed in North Carolina, Wachovia Partnership East was recognized by the American Association of Colleges for Teacher Education (AACTE) with the 2007 Best Practices Award for Collaboration with Community Colleges.

Latham Clinical Schools Network

Pairing new teachers in need of real-world experience and rural schools in great need of educated teaching professionals is the goal of the Walter and Daisy Carson Latham Clinical Schools Network (LCSN). This partnership between ECU's College of Education and 34 public school systems in eastern North Carolina exposes students to the latest in innovative practices and new initiatives for 21st century learning while ensuring the recruitment, preparation, retention, induction, and professional development of teachers and other school personnel. In existence since the 1996-1997 academic year, the LCSN consists of 500+ schools with more than 200,000 students and over 2,000 trained clinical teachers. The partnership is one of the largest in North Carolina, encompassing one-third of the state's community colleges and one-third of the state's public school systems. The LCSN provides clinical experiences for teacher education candidates and a talent pool of quality teachers for rural schools. The number of ECU student teachers prepared from 2000 to 2007 increased a substantial 46%, solidifying the university's position as NC's premier preparer of educational professionals for the state's public schools.

Improving the Health & Academic Success of Chronically Ill Children

Missing school and struggling academically are risks that chronically ill children regularly face. ECU College of Nursing and the School Health Unit within the Department of Health and Human Resources have partnered to improve health and academic outcomes for over 227,000 chronically ill school children by creating a supportive environment that promotes health, prevents complications and helps children learn to manage their illness. Three strategies are foremost: education of school nurses, increasing case management by school nurses from 23% to 60% by the projected 2011 end date, and increased coordination with medical providers and agencies that serve chronically ill children. Funded by the Kate B. Reynolds Health Care Trust, this project has involved both undergraduate and graduate students and has resulted in several national and international presentations and publications. In 2008, Dr. Martha Engelke and her major collaborator at DHHS received the outstanding research award from the National Association of School Nurses.



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The Leadership University

*ECU is distinguishing itself
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The Leadership University

Project HEART

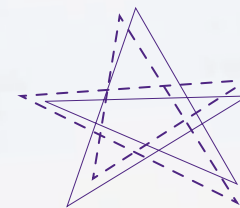
Student tutors are at the heart of a special partnership between ECU and public schools in nine eastern North Carolina counties. Project HEART (High Expectations for At-Risk Teens), a federally funded AmeriCorps tutoring initiative, is a university/school/community partnership designed to increase academic performance and reduce dropout rates by providing on-going tutoring to low performing and underachieving students. Instituted in 2002, the program enables a collaboration between ECU administrators and faculty, school personnel, and community leaders to address the educational needs of eastern NC: poor classroom performance, high dropout rates and low graduation rates. Its specific objectives are to 1) increase academic achievement, 2) increase promotion rates, and 3) increase the number of high school students who graduate in four years. Student tutors from ECU, private colleges, area community colleges, and high school seniors serve in school systems, after-school organizations such as the Boys and Girls Club, and with faith-based organizations in eastern NC. Partners have opportunities to learn from each other, share resources, and work toward strengthening local communities. Tutors, host teachers, and students work together to link classroom instruction to real community needs, making learning more lasting and meaningful. In 2007-2008, 93.6% of the low performing students served by Project HEART tutors made progress and were promoted to the next grade. Since the fall of 2000, Project HEART has recruited more than 650 tutors to serve approximately 10,000 students.

Engagement and Outreach Scholars Academy

The Engagement and Outreach Scholars Academy (EOSA) provides a competitive professional development opportunity for ECU faculty members from a range of academic disciplines. Programs of EOSA are designed to increase faculty knowledge, motivation, and capacity to secure research funding and conduct scholarly engagement within service learning, partnerships, and outreach. The academy helps faculty move from a public service perspective to an engaged scholar's perspective, knowledgeable about how to develop and sustain mutually-beneficial partnerships with external collaborators. EOSA allows key external stakeholders to partner with faculty in order to conduct research that benefits the public, promotes a culture of engagement across campus, strengthens ECU's reputation for community and economic development, and helps faculty to approach their outreach in a scholarly way that supports their pursuit of promotion and tenure.

The East Carolina Center for Nursing Leadership

Nurses are ever on the front line of health care, where their leadership abilities often emerge amid great responsibilities. Aware that visionary leaders can improve the quality of health care, the East Carolina Center for Nursing Leadership (ECCNL) mobilizes nurses to be effective partners and leaders in creating healthier communities in eastern North Carolina. Established in 2006, the ECCNL was created to serve the region and state by fostering leadership development among students, faculty and practicing nurses. Through diverse grant support, the Center promotes collaboration among nurse leaders throughout eastern North Carolina by addressing workforce concerns such as staff shortages, turnover, and the need to develop a pipeline for future nurse leaders and educators; additionally, the Center works to educate the public about the role nurses play in patient safety and the health care system. It has established creative undergraduate nursing student leadership initiatives, graduate research awards in leadership, and outreach programs for nurse leaders to return to school to get a Masters of Science in Nursing with a concentration in nursing leadership. Grants have made it possible for the Center to conduct research in the areas of patient safety, evidence-based practice in small rural hospitals, and the needs of minority nurse leaders. Engaging with community nurse leaders, advancing nursing leadership research, and evolving nurse leaders and educators – these are the key strategic directions with which the ECCNL intends to shape the future of nursing and quality health care in eastern NC.



1. Tutoring for Scholastic Success
2. Furthering Scholarly Engagement
3. Developing Nurse Leaders
4. Accessing NC's Equine Industry
5. Mentoring Elementary Students
6. Enhancing an Urban Community

The Leadership University

NC Equine

ECU's Center for Survey Research was asked to conduct the survey component of a comprehensive study designed to assess the North Carolina equine industry's economic impact and identify opportunities for growth. A collaboration of the state legislature, the Rural Development Center, and three universities in the UNC system, the Equine Study is a three-component project administered by the NC Rural Development Center under the direction of and funded by the NC General Assembly at the request of the state's equine industry. The Agricultural Advancement Consortium, located within the NC Rural Economic Development Center, is administering the study with the help of ECU, NC State University, Western Carolina University and the Sanford Holshouser Business Development Group, LLC. The fragmented nature of the equine industry has previously prevented a detailed view of the North Carolina picture. Only with a clearer understanding of the industry and its many aspects will the industry know how best to protect existing assets and where further investments may stimulate growth in the industry. This study was a team effort from the start and boasts the engagement of three different universities, more than 40 equine organizations and thousands of participants. Participants successfully engaged members of the horse community who are not always "at the table," including trail riders. Unique and unprecedented partnerships were also formed in the research team consisting of East Carolina University, NC State University and Western Carolina University.

East Carolina Friends

Pitt County school children and ECU volunteers are the perfect match for mentoring, friendship and fun, according to one campus group that has used the "Big Brother/Big Sister" model to successfully serve over 800 children since 1986. East Carolina Friends pairs elementary children between the ages of five and eleven with college volunteers. Children are referred by school personnel because of some special need for a positive adult role model, such as doing poorly in school, issues of low self-esteem, ADHD, or other concerns. Volunteers commit to one academic year and spend a minimum of two hours in one-on-one mentoring each week with their assigned child. The ECU students learn the importance of responsibility, role modeling, and leadership skills. They meet with parents, teachers, and counselors on behalf of their "little friends," and may even engage in programs at the schools where their "little friends" attend. East Carolina Friends stimulates personal growth and development in both the children served and the Friends volunteers. The program also provides companionship, guidance and positive, fun experiences for children who might otherwise not have the opportunity for each.



The "Big Brother/Big Sister" model has successfully served over 800 children in the region since 1986...it provides companionship, guidance and positive, fun experiences for children...

Lucille W. Gorham Intergenerational Community Center

The Lucille W. Gorham Intergenerational Community Center is the bricks-and-mortar home of a unique collaboration between local government, educational partners, and members of a predominantly African-American urban community in a 45-block area of west Greenville looking to improve the lives of individuals and families while stimulating redevelopment and small business opportunities within the community. Under the direction of Dr. Lessie Bass, associate professor of social work in ECU's College of Human Ecology, the Center assists families and individuals in reaching their full potential through adult education, job training, youth apprenticeship and mentoring, home ownership readiness counseling, afterschool tutoring and mentoring, and social work services. The Gorham Center also serves as a field placement site for ECU students and provides opportunities for faculty research. Since the Center opened its doors in January 2007, hundreds of youth and adults have been served. It recently received a \$50,000 grant to develop community gardens to give residents access to fresh fruits and vegetables and promote a healthy lifestyle. The first garden is planted, and five other gardens are planned. The next step for the Center is to help residents who suffer with substance abuse and mental health issues. A grant acquired with the help of the East Carolina Behavioral Health Local Management Entity will underwrite the hiring of two substance abuse counselors. On October 17, 2008, Dr. Lessie Bass received the singular Award of Excellence in Public Service for the University of North Carolina System from its Board of Governors for her role in establishing the Gorham Center.



Economic Prosperity in the East

*ECU is creating a strong,
sustainable future for
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Economic Prosperity in the East

Sustainable Tourism Outreach

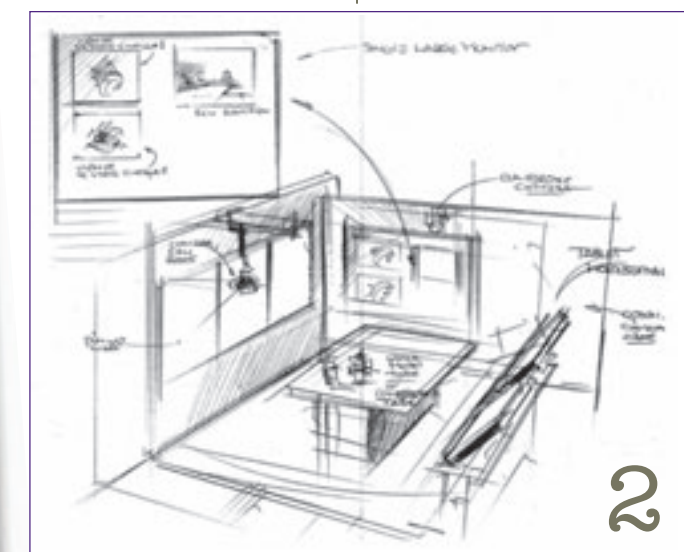
In 2007, North Carolina tourism generated more than \$1.3 billion in state and local tax revenues. Interest by a growing segment of travelers in sustainable tourism destinations is increasing, and more communities see tourism as a source of economic development. With travel trends rapidly going "green," ECU recognizes that solid expertise will be in demand to facilitate sustainable tourism practices and development in other areas. A partnership between ECU's Center for Sustainable Tourism, ECU's Office of Engagement, Innovation and Economic Development, and the North Carolina Division of Tourism, Film and Sports Development has resulted in a statewide outreach coordinator position to help support and promote sustainability in across North Carolina's tourism industry. The outreach coordinator, Alex Naar, works with professional tourism groups, state and government-owned tourism attractions, local tourism organizations, and tourism-related nonprofits. Together, they hope to find practical and applicable solutions to industry problems created by rising energy prices and adverse weather and climate patterns as well as other obstacles in implementing sustainable practices. Today's savvy travelers favor businesses that minimize pollution, energy consumption or water usage, and work to preserve the cultural and natural landscape. ECU's sustainable tourism outreach efforts will help preserve and protect natural resources while providing economic opportunity for communities and businesses.

Innovation Design Lab

Imagine a place where creative impulses are indulged...risk taking is encouraged...and innovation is ignited. Currently in the upfit stages, the Innovation Design Lab (IDL) is a unique environment for designing solutions to complex problems, from new medical devices to advanced learning technologies to new public policies. The IDL is yet another exciting way that ECU expands the innovation capacity of our industry clusters, creates new jobs and investment, and sustains vibrant and livable communities. It will be housed in the Willis Building with a satellite companion facility in NC State University's College of Design. Its environment will encourage transdisciplinary research and innovation and enable execution of practical design and technology projects in support of regional innovation and economic development. A best-in-class facility, the IDL sets the stage for breakthrough thinking and the advancement of new knowledge, technologies and products by

- Enhancing the innovation capacity and competitiveness of NC's firms;
- Building regional networks to generate advanced manufacturing opportunities;
- Fostering creativity and entrepreneurship on campus and throughout the region;
- Supporting team-based education that creates social entrepreneurs on the cutting edge of product development;
- Building an innovation culture that values creativity, risk taking, and disciplined implementation.

1. *Creating Sustainable Tourism Solutions*
2. *Igniting Innovation in a Specialized Space*
3. *Helping Coastal Communities Prepare*
4. *Partnering Small Business Owners with the College of Business*
5. *Training the Military and Industry*
6. *Tracking El Nino with NASA*



Natural Hazards: Risk Perceptions and Emergency Communication Effectiveness in Coastal Zones

Hurricane and major storm safety is a constant issue for North Carolina's coastal communities, especially when it concerns the efforts of emergency preparedness officials in getting the public to heed storm warnings and evacuation notices. Knowing when, why, and how people adhere to or ignore such warnings helps officials tailor messages that resonate more effectively, ensure greater compliance and result in a better prepared public. Dr. Catherine F. Smith, professor of English, is leading the team of faculty and graduate student researchers from the Center for Natural Hazards Research in a two-year study designed to generate a model of risk and emergency communication that forecasts the ways that different sectors of the public seek and respond to information processes and products related to hurricanes and tropical storms. The team, which includes Dr. Donna Kain, assistant professor of English, and Dr. Ken Wilson, associate professor of Sociology, examines information flows and decision processes within and across public agencies and communities. They pinpoint disconnections between information and action, then look closer at varied interpretations and uses of information. Emergency officials need reliable data to communicate effectively with residents whose response to information often is colored by past personal experience, family wishes, medical conditions, concern for pets, or feelings about congested evacuation routes. Funded by North Carolina Sea Grant, the study will provide data to help officials better understand the behavior of citizens and tailor more compelling messages.

Economic Prosperity in the East

Small Business Institute

It's an ideal merger: small business owners seeking specialized, on-site management assistance and ECU business students seeking valuable practical experience. Such pairings are the specialty of the East Carolina University Small Business Institute Program (ECU-SBI)[™], an award-winning outreach program sponsored by the ECU College of Business. ECU-SBI uses undergraduate business students to help small businesses solve operational problems. Since 1974, the outreach program has worked with more than 500 clients to address strategic management, marketing, human resources, accounting, financial management or inventory control issues. Teams of four to six students work with selected clients to confidentially analyze a business and its industry for the purpose of identifying core problem areas that need to be addressed. The student team then develops feasible recommendations for each problem. All recommendations are included in a written report which is given to the client at the end of the semester, along with an oral presentation of all findings. At its core, the SBI helps the College of Business fulfill both the educational and outreach components of its mission. The experiential learning process allows students to gain a real world perspective of starting and operating a small business while providing regional business owners with a professional consulting report tailored specifically to their needs. The ECU-SBI has been consistently recognized for its counseling efforts since its inception, notably placing second in the 2005 National Case Competition and first place in the 2006 National Case Competition.

CITE Center for Innovation In Technology & Engineering

From plant employees to military base commanders, the clients of ECU's College of Technology and Computer Science CITE program are on the leading edge of employee training and expansions that help them keep or add jobs in eastern North Carolina. Under the leadership of David Harrawood, the CITE program provides a cost effective source for specialized industrial training and project implementation. The program's appeal to business and industry is its online capabilities, which make it convenient for firms to implement employee training without sacrificing too much work time and decreasing productivity. CITE has provided executive training for Army, Navy and Marine Corps military base commanders nationwide through the Institute for Defense and Business' Depot and Arsenal Executive Leadership Program. Over a two-week period, CITE offered Six Sigma Green Belt Certification training, a disciplined data-driven approach to eliminating defects in any process. The course was taught online with just two full days of face-to-face training to reinforce the statistical elements and provide a greater understanding of the material. Military officials were pleased that the CITE program allowed students to complete the training at their own pace with minimal work interruption.



"ECU collaborates with scientists at NASA's Goddard Space Flight Center and the University of Maryland with ECU's emphasis centering on extremes of rainfall and how they are changing — a critical component in terms of impact on society."

*—Robert Adler,
Former Senior NASA Scientist*

Predicting El Niño

A project with NASA shows the considerable reach of ECU's community engagement. NASA Faculty Fellow and ECU Geology Professor Scott Curtis developed a new way to predict the onset of El Niño by working with data collected by the NASA Earth Sciences Lab. After spending six weeks with a team of four NASA researchers surveying satellite-captured rain data, Curtis produced the El Niño Onset Index (EOI), which uses rainfall conditions in the Indian Ocean to predict when El Niño events might occur. El Niño happens every two to seven years when a warming of the ocean surface off the coast of South America occurs and the cold, nutrient-rich water fails to rise from the bottom. The condition affects Pacific jet streams, altering storm tracks and creating unusual weather patterns in various parts of the world. Curtis' EOI gives scientists and communities around the globe an earlier warning to better prepare for the effects of El Niño. The team's findings were endorsed in an article in the Journal of Geophysical Research—Atmospheres. Curtis is also involved in the NASA Energy & Water Cycle Study, which pairs NASA with academics. ECU's role, via the Center for Natural Hazards Research, is investigating variations of extreme rainfall events and how they may change with climate conditions. Curtis has traveled to Malaysia twice to collect rainfall and wind data to specifically examine storminess in the South China Sea.



Health Care and Medical Innovation

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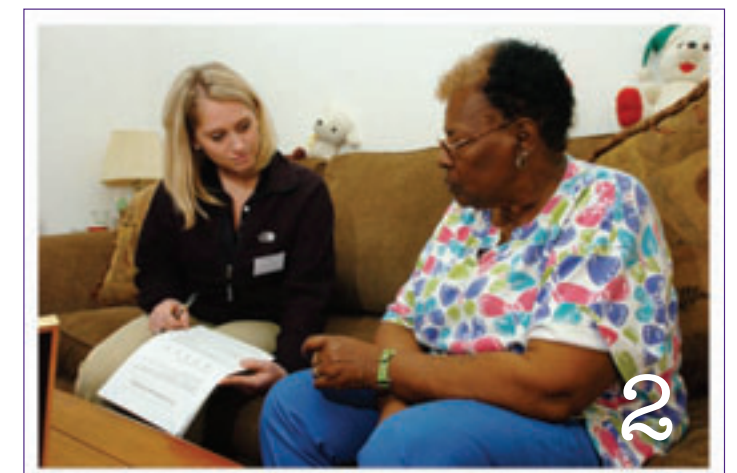
Health Care & Medical Innovation

Food Literacy Partners Program

Food is its own language, and improving food literacy can ensure healthier food and heightened nutrition for everyone. The Food Literacy Partners Program (FLPP) is an on-going learn and serve program designed to increase the number of individuals in Pitt County that are able to provide culturally appropriate and accurate food and nutrition information to community members. Volunteers take the course to lose weight or lower bad cholesterol or just to sort out the confusing facts about nutrition. The program's graduates provide 20 hours of nutrition-related community service in return. Since 2001, FLPP has trained more than 300 volunteers. They have had fun giving more than 5,000 hours of community service at the Saturday morning farmers' market nutrition program; at programs at their own and others' churches; at health fairs at schools and worksites; helping teach a special nutrition series for ninth-graders at Pitt County high schools; developing nutrition education materials and more. FLPP provided nutrition education focused on healthy weight to 285 students from North Pitt High School in 2007-2008 and in Farmville Central High School in 2008-2009. Teachers from other high schools will be trained to implement the program. The program offers interdisciplinary teaching and research opportunities for the Brody School of Medicine, Family Medicine Department, the Laupus Library, the College of Nursing, and the College of Human Ecology with 50 students per year participating.

Tillery Wellness Program

An innovative, community-built wellness program is a testament to successful long term collaboration between ECU Occupational Therapy faculty and students and residents of Tillery, North Carolina. Residents of the rural, predominately African-American town of just 3,000 teamed with ECU to participate in the program. This model of ECU partnerships with communities focuses on implementation and evaluation of health services and resulted in the identification of best practices for community-driven health services. Initiated in 1996 with grant funding, "The Tillery Experience" has encompassed a variety of interdisciplinary health-related assessments and interventions. Faculty and students have provided residents with formal occupational therapy services such as home modification, incorporation of medication routines into lifestyle, and consultations about adaption of activities through changing of materials or task sequences. They have engaged with community leaders in discussing ways of enhancing the well-being of community members. Tillery's community center has been a central venue for numerous activities of the wellness program. In a real-life clinical situation, ECU students became immersed in an established African-American community and enhanced their own cultural competence. They worked individually and collaboratively with residents to determine how best to address an array of occupational therapy needs. Focusing on the link between health care and the environment, the Occupational Therapy team has found that a program with participant input results in enhanced perceived wellness, maintenance of meaningful activities, and improved self-reported quality of life. Feedback from Tillery residents that have participated in the wellness program has been positive.



1. Bolstering Nutritional Knowledge
2. Transforming One Community's Wellness
3. Assisting Marines Back into Civilian Life
4. Keeping Farming Families Safe
5. Providing Healthcare to Underserved Families

Health Care & Medical Innovation

Wounded Warrior Battalion East

East Carolina University's Psychophysiology Lab and Biofeedback Clinic is assisting Marines of the Wounded Warrior Battalion East, Camp Lejeune, NC returning to civilian life. The Training for Optimal Performance, or TOP program, was implemented in February 2008 to provide a continuum of services for Marines returning from war and has the ultimate goal of assisting them in adjusting to their disabilities and/or helping them transition to civilian life. The TOP program teaches wounded Marines and their families methods to improve autonomic and central nervous system functioning, to process traumatic experiences and to develop and practice relationship skills. The program currently combines state-of-the-science technology such as virtual reality and research based interventions.

NC Agromedicine Institute

The North Carolina Agromedicine Institute (NCAI) is a University of North Carolina inter-institutional center located at ECU. The NCAI partners with North Carolina State University and North Carolina Agricultural and Technical State University to serve, engage and improve the health, safety and well-being of farming, fishing and forestry communities through research, education and outreach. The NCAI's research leads to practical solutions and effective educational approaches that ensure safe, healthy agricultural workplaces. Having produced \$6,270,721.00 in funding for applied research and community outreach/education, the NCAI has trained over 700 students through internships and service learning from the College of Education, the School of Allied Health Sciences, the College of Nursing, Brody School of Medicine, and the College of Arts and Sciences. The NCAI currently is developing outreach linkages between Brody School of Medicine and community health centers for improving access to care for farm families and farm workers and their families, training for health professionals in agricultural occupational safety and health, and internship opportunities for health science students.



"For 20 years ECU's Agromedicine program has reached out to the agriculture community to identify and deliver programs to improve the health and safety of farmers, farmworkers, and rural families. We look forward to collaborating with ECU on additional programs in the future that will have a positive impact on the health and safety of the farm population in our state."

*— Mitch Peele, Senior Policy Advisor,
& Ronald Hawkins, Field Representative, North Carolina Farm Bureau Federation*



James D. Bernstein Community Health Center

Eastern Carolina families that struggle to afford quality health and dental care need look no further than the James D. Bernstein Community Health Center just north of Greenville. The \$2.8 million, 15,000 sq. ft. Center is a state-of-the-art facility where low-income, uninsured or medically underserved rural families may receive services with sliding-scale fees tailored just for them. It houses a medical clinic, dental clinic, full-service pharmacy with a comprehensive selection of low-cost or free medications, and an education Center for educating and training Center clients as well as health and human service professionals. The Center is fully equipped with 16 medical exam rooms, eight dental operatories and areas for audiology, X-ray, social work and other services, many of which aren't available at local health departments. With a 50% English-Spanish bilingual staff, services are available to all regardless of ability to pay, county of residence, or citizenship status. Overseen by the Eastern Carolina Community Health Collaborative, the program has enabled ECU faculty and students from five departments to work and learn side-by-side both in the Center and in a robust partnership with Pitt Community College, which teaches classes and coordinates the Center's educational programs.



The Arts, Culture, and
the Quality of Life

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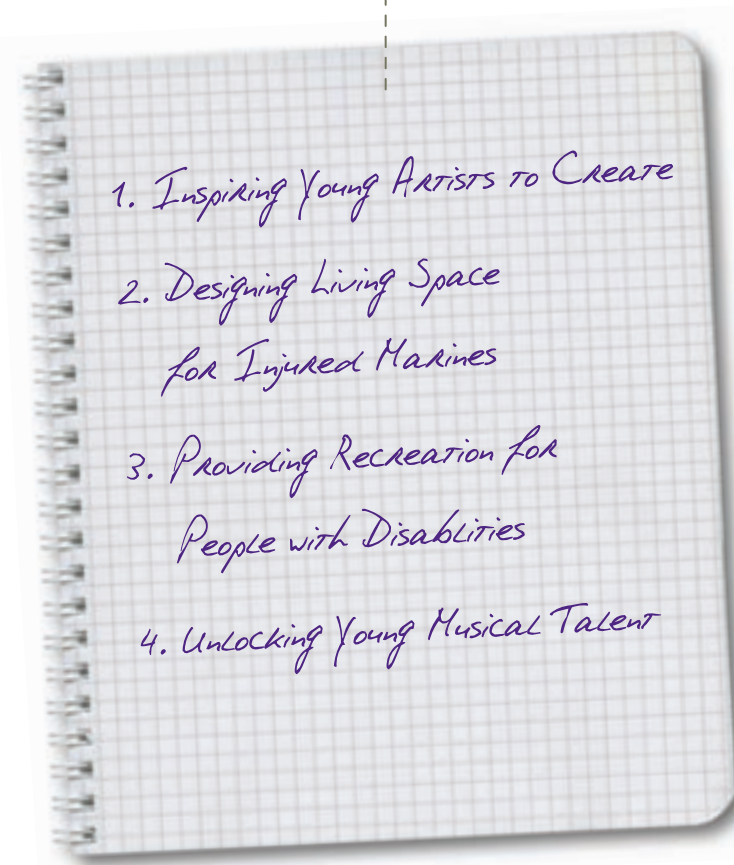
The Arts, Culture, and Quality of Life

After School Arts Program

Since the 1960's, the ECU School of Art and Design has helped budding young artists explore a variety of art materials and experiment with assorted media in a hands-on after school arts program. Art education students hone their teaching skills by providing art instruction to elementary and middle school students through classes in painting, drawing, origami construction, printmaking, book making and more. Three to four weekly classes of up to 20 students meet each semester at the School of Art and Design in a special studio designed to accommodate all ages. The art education students plan lessons according to their artistic medium and gain firsthand clinical experience as well as course credit. The young participants, comprised of children from area public and private schools as well as home schools, receive top notch art lessons in a creative environment designed to launch a lifelong interest in self-expression through art.

Barracks of the Future

Support for the troops comes in the form of inspired interior design by some talented ECU students. The Wounded Warrior Barracks – or Bachelor Enlisted Quarters – provide assisted living space that can accommodate the needs of wounded, injured, ill or rehabilitating Marines in the U.S. Marine Corps Wounded Warrior Battalion. The barracks are designed to make returning Marines feel at home. They offer both private and community living space and amenities such as comfortable couches, colorful fabrics and windows to let in natural light. Some plans designed by the students incorporate elements such as custom furniture for wheelchair-users, textured carpeting to assist visually-impaired residents and storage space designed to hold military gear. The space is more inviting than traditional barracks in hopes of promoting the healing process for residents. So well received is the project by the command advisor for the Wounded Warrior Battalion-East that it may be applied to a new facility being built at Camp Lejeune or in future Wounded Warrior projects.



The Arts, Culture, and Quality of Life

ARISE

No one is on the sidelines when it comes to a special year-round recreation program in Pitt County. ARISE, or “A Real Integrated Sports Experience,” provides ECU students, faculty/staff, alumni, and community members with and without disabilities the opportunity to participate in a variety of unique sports, fitness and recreational activities – all modified specifically for students and community members with disabilities, though everyone is encouraged and welcome to attend. Participants are able to exercise in a supportive environment that meets their physical needs. The organized, adapted recreation programs and equipment are scarce in the community and enhance the physical, intellectual, social, and emotional well-being of the participants. ARISE also provides ECU Physical Therapy student volunteers with chances to gain positive practical experience and to use ARISE’s learning lab along with other Allied Health students to apply skills learned in the classroom. The program has successfully fostered communication among individuals from Campus Recreation & Wellness, Adapted Physical Education, Recreational Therapy, and community partners in program assessment and evaluation.



Young Composers

When Associate Professor Ed Jacobs and Pitt County School general music teacher Robin Loy teamed to teach music composition to 4th through 6th graders who had never learned to play an instrument, the outcome was “Young Composers”—a surprisingly successful nine-week project that taught the participants to play with music, score a composition using notation software, and perform their original music before parents and school administrators. Jacobs’ concept of music education had a positive impact on motivation, parental involvement, academic success in other areas, and improved attendance. Participants also demonstrated a decrease in their collective incidence of in-school suspension. Since 2004, Jacobs has replicated and expanded Young Composers, enlisting the support of ECU graduate and undergraduate students in composition. The program has been run on a shoestring and supported with private funding from trusts such as the West Memorial Trust Fund and a North Carolina Arts Council Grassroots grant. Recognized in the School of Music’s *Tones*, the College of Fine Arts and Communication’s *REVUE*, and by the Pennsylvania School Study Council, Young Composers is now a basis for training and scholarship. The focus of the well-tested program may shift to teacher training to ensure the program’s implementation in music classrooms throughout the region without the physical presence of Ed Jacobs or ECU music students. A music education researcher is working to discern the cognitive benefits of the program for scholarly publication.



ARISE provides recreational activities modified specifically for students and community members with disabilities...

Dr. David P. Loy

LRT/CTRS, Associate Professor
Director, Walker Center
Adapted Sports Program

“While programs like ARISE have a huge impact on our students in recreational therapy, the impact on individuals with disabilities is the most critical and important outcome. The support and resources provided to campus students with disabilities is unparalleled in other campus communities. We are lucky and forever grateful to this University for providing such resources and support so our disabled community, on and off campus, can engage in meaningful sports and recreation activities.”

University of North Carolina Tomorrow Commission's Findings and Recommendations

The featured examples of engagement, innovation and economic development from across ECU address directly the University of North Carolina Tomorrow Commission's major findings and recommendations:

4.1. Our Global Readiness

Major Finding: UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates.

4.2. Our Citizens and Their Future: Access to Higher Education

Major Finding: UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.

4.3. Our Children and Their Future: Improving Public Education

Major Finding: UNC should be more actively involved in solving North Carolina's public education challenges.

4.4. Our Communities and Their Economic Transformation

Major Finding: UNC should be more actively engaged in enhancing the economic transformation and community development of North Carolina's regions and the state as a whole.

4.7. Our University's Outreach and Engagement

Major Finding: UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole.

5.1. UNC should examine the missions of its 17 constituent institutions in light of state and regional needs from a "system" perspective so that the programs and resources of all institutions serve the state and its region in a manner that complements each other, maximizes resources, and avoids unnecessary duplication.

5.2. UNC should review the academic planning process to ensure that the needs of North Carolina are fully considered in establishing and discontinuing degree programs.

5.3. UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research that will enhance the state's competitiveness without decreasing support for teaching, basic research and scholarship.

5.4. UNC should prepare for wide-scale faculty retirement and increase efforts to recruit and retain high-quality faculty.

5.5. UNC should increase efforts to attract and retain high-quality staff at all levels.

5.6. UNC should continue to seek an efficient use of available resources in the fulfillment of its mission.

5.7. UNC should encourage and facilitate interdisciplinary and inter-institutional collaboration among its institutions.

5.8. UNC should continue efforts to establish accountability and performance measures that ensure and demonstrate transparently its success in carrying out its missions.

Education for a New Century

Washington County Community Engagement Model. UNC Tomorrow Initiatives: 4.1, 4.2. Contact: Dr. Linner Ward Griffin, ECU College of Education, 252-328-5358. griffinl@ecu.edu

Latham Clinical School Network. UNC Tomorrow Initiatives: 4.1, 4.3. Contact: Dr. Vivian Covington, ECU College of Education, 252-328-2156. covingtonv@ecu.edu

Wachovia Partnership East. UNC Tomorrow Initiatives: 4.1, 4.3. Contact: Dr. Christopher D. Locklear, Assistant Director for Enrollment Management, ECU College of Education, 252-328-1123. locklearc@ecu.edu

Revolving Education Around Partnerships (REAP). UNC Tomorrow Initiatives: 4.1, 4.3. Contact: Ms. Ashmin Small, Interim Director, REAP Program, ECU College of Education, 252-737-1254. smalla@ecu.edu

Project STEPP (Supporting Transition and Education through Planning and Partnerships). UNC Tomorrow Initiatives: 4.1, 4.3. Contact: Dr. Sarah Carver Williams, ECU College of Education, 252-328-1101. williamssar@ecu.edu

Improving the Health and Academic Success of Children with Chronic Illness. UNC Tomorrow Initiatives: 4.3, 4.5. Contact: Dr. Martha Engelke, ECU College of Nursing, 252-744-6453. engelkem@ecu.edu

The Leadership University

AmeriCorps/ECU Project HEART (High Expectations for At Risk Teens). UNC Tomorrow Initiatives: 4.1, 4.2, 4.3, 5.7. Contact: Dr. Betty Beacham, Director, ECU College of Education, 252-328-4357. beachamb@ecu.edu

The East Carolina Center for Nursing Leadership (ECCNL). UNC Tomorrow Initiatives: 4.1, 4.5. Contact: Dr. Elaine Scott, ECU College of Nursing, 252-744-6383. scottel@ecu.edu

East Carolina Friends. UNC Tomorrow Initiatives: 4.2, 4.3. Contact: Dr. Linda Mooney, Associate Professor, Department of Sociology, 252.328.6137. mooneyl@ecu.edu

Engagement and Outreach Scholars Academy. UNC Tomorrow Initiatives: 4.1, 4.4, 4.7, 5.3. Contact: Dr. Beth Velde, Director, Engagement and Outreach Scholars Academy, 252-737-1377. veldeb@ecu.edu

Lucille W. Gorham Intergenerational Center. UNC Tomorrow Initiatives: 4.4, 4.5, 5.6. Contact: Dr. Lessie Bass, College of Human Ecology, 252-328-1450, bassl@ecu.edu and Margie Gallagher, ECU College of Human Ecology, 252-328-1095, gallagherm@ecu.edu

NC Equine Study. UNC Tomorrow Initiatives: 4.4, 5.1, 5.7. Contact: Mande F. Lancaster, Director, Center for Survey Research, 252-737-1349. foushees@ecu.edu

Economic Prosperity in the East

Center for Natural Hazards Research. UNC Tomorrow Initiatives: 4.4, 4.6, 5.1, 5.6. Contact: Dr. Donna Kain, Director of Outreach for RENCI at ECU (Renaissance Computing Institute), 252-328-6724. kaind@ecu.edu

CITE (The Center for Innovation in Technology & Engineering). UNC Tomorrow Initiatives: 4.4, 4.7. Contact: David Harrawood, ECU College of Technology and Computer Science, 252-328-9654. harrawoodd@ecu.edu

Innovation Design Lab. UNC Tomorrow Initiatives: 4.3, 4.4, 4.7, 5.7. Contact: Dr. Ted Morris, Office of Engagement, Innovation and Economic Development, 252-737-1380. morrisja@ecu.edu

Predicting El Nino. UNC Tomorrow Initiatives: 4.4, 4.6, 5.1, 5.6. Contact: Dr. Scott Curtis, Director, Center for Natural Hazards Research, 252-328-2088. curtisw@ecu.edu

Small Business Institute. UNC Tomorrow Initiatives: 4.1, 4.4, 4.7. Contact: Dr. Michael Harris, Director, Small Business Institute, 252-737-1057. harrismi@ecu.edu

Sustainable Tourism Coordination. UNC Tomorrow Initiatives: 4.3, 4.4, 4.7, 5.7. Contact: Alex Naar, Office of Engagement, Innovation and Economic Development, 252-328-1346. naara@ecu.edu

Health Care and Medical Innovation

Food Literacy Partners Program (FLPP). UNC Tomorrow Initiatives: 4.5, 4.7. Contact: Dr. Kathy Kolasa, Brody School of Medicine, 252-744-1358. kolasaka@ecu.edu

James L. Bernstein Center. UNC Tomorrow Initiatives: 4.1, 4.4, 4.5, 4.7, 5.6, 5.7. Contact: Dr. Tom Irons, Vice Chancellor of Administration in Health Sciences, Brody 2N45, 252-744-2983. ironst@ecu.edu

North Carolina Agromedicine Institute. UNC Tomorrow Initiatives: 4.1, 4.4, 4.5, 4.7, 5.6, 5.7. Contact: Robin Tutor, Interim Director/Education & Outreach Program Director, NCAI at ECU, 252-744-1045. tutorr@ecu.edu

Tillery Wellness Program. UNC Tomorrow Initiatives: 4.1, 4.4, 4.5, 4.7. Contact: Dr. Beth Velde, ECU College of Allied Health Sciences, 252-744-6196, veldeb@ecu.edu and Dr. DeeDee Glascoff, ECU College of Health and Human Performance, 252-328-6583, glaskoffm@ecu.edu

Wounded Warrior East. UNC Tomorrow Initiatives: 4.1, 4.4, 4.5, 4.7. Contact: Dr. Carmen Russoniello, 252-328-0024, russoniello@ecu.edu and Dr. Glen Gilbert, ECU College of Health and Human Performance, 252-328-0038, glibertg@ecu.edu

The Arts, Culture, and Quality of Life

After School Art Program. UNC Tomorrow Initiatives: 4.1, 4.4, 4.7. Contact: Dr. Cynthia Bickley-Green, ECU College of Art and Design, 252-367-1337. bickleygreenc@ecu.edu

ARISE (A Real Integrated Sports Experience) Program. UNC Tomorrow Initiatives: 4.5, 4.7. Contact: Nancy Mize, Assistant Vice Chancellor for Campus Recreation and Wellness, 252-328-6387, mizen@ecu.edu and David Gaskins, SL Recreation Services, Student Recreation Center, 252-328-6387, gaskinsd@ecu.edu

Barracks of the Future. UNC Tomorrow Initiatives: 4.1, 4.4, 4.7. Contact: Hunt McKinnon, ECU College of Human Ecology, 252-328-4237. mckinnonw@ecu.edu

Young Composers. UNC Tomorrow Initiatives: 4.1, 4.4, 4.7. Contact: Michael Crane, ECU College of Fine Art and Communication, 252-328-5386. cranemi@ecu.edu

