The Carnegie Elective Classification
for Community Engagement
2008 Documentation ECU EXPANDED Reporting Form
Introduction

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement.

This document represents all of the evidence for community engagement at ECU identified by the Team. Because of the character restrictions on the submitted document, we were not able to include everything. However, we believe this expanded reporting form will provide the basis for a perspective of ECU's community involvement as of August 2008.

I. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? (100 words)

Yes Adopted in 1915, "ECU's motto is 'Servire', meaning 'To Serve'".

Its current mission is to serve through:

Education: imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing an understanding of the interdependencies of people and their environments.

Research and Creative Activity: integrating research and creative activities in the educational experiences of students. It also is committed to enriching culture and being a leader in innovative research applications.

Leadership and Partnership: provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development.

Approved May 14, 1999, Board of Trustees. Approved by the UNC Board of Governors on January 14, 2000. Citation: http://www.ecu.edu/ecu/ecumission.cfm

Adoption of service as a motto: citation: http://www.ecu.edu/cs-admin/news/releases/2007/1/Centennial-celebration-3.cfm

"Vision: East Carolina University delivers on the promise of opportunity.

We open doors. We improve lives. We transform the present, and we discover the future. In these ways and more, we serve our community, our state, our nation, and our world as together we reach toward our greatest potential.

Tomorrow starts here." http://www.ecu.edu/mktg/ecu_tomorrow/our_vision.cfm

"Mission Statement

East Carolina University, a constituent institution of The University of North Carolina, is a public doctoral university committed to meeting the educational needs of North Carolina. It offers baccalaureate, master's, specialist, and doctoral degrees in the liberal arts, sciences and professional fields, including medicine.

East Carolina University is dedicated to the achievement of excellence, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity.

East Carolina University's motto is "Servire," meaning "To Serve," and it seeks to meet that obligation through the following interrelated components of its mission:

To Serve through Education

The educational mission of East Carolina University is to provide students with a rich, distinctive undergraduate and graduate educational experience. The university is committed to developing each learner's ability to discover, evaluate, and communicate knowledge; to make informed decisions; and to recognize a decision's ethical dimensions. The university also is committed to imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing an understanding of the interdependencies of people and their environments.

To Serve through Research and Creative Activity

The research mission of East Carolina University is to advance knowledge, to encourage creative activity, to solve significant human problems, and to provide the foundation for professional practice through the support of basic and applied research. The university is committed to integrating research and creative activities in the educational experiences of students. It also is committed to enriching culture and being a leader in innovative research applications.

To Serve through Leadership and Partnership

The service mission of East Carolina University, as an institution with a tradition of strong regional ties and public outreach, is to provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development."

Approved May 14, 1999, Board of Trustees. Approved by the UNC Board of Governors on January 14, 2000. http://www.ecu.edu/ecu/ecumission.cfm

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? (300 words)

Yes. ECU has recognized the engagement of faculty, students and staff since it was East Carolina Teacher's College. In keeping with its motto, "To Serve", recognition has included community engagement in teaching/learning, volunteering and research. University awards occur at convocation and commencement ceremonies. The eleven Colleges and Schools have additional awards.

In 2008 the **Servire Society** began recognizing faculty, staff, and students who contributed 100 or more hours of volunteer service to the community in the previous year. The community is defined as outside ECU and includes the region, country, or world. Service is direct service to the community; inspiring,

encouraging, and involving others in service through the creation of opportunities for service; and/or responding to concerns, issues, emergencies, or needs of the community external to the university.

Since 1996 ECU honored faculty and staff for engagement and service. Awards were reorganized into the **Centennial Awards for Excellence** to honor faculty and staff who demonstrate exceptional performance in service, engagement and leadership.

Students are honored through the **Recognition for Outstanding Leadership and Service Awards Program.** The awards recognize outstanding students, student organizations and organization advisors who greatly contributed to the leadership of ECU through their involvement in student life, community service, and other areas. The Division of Student Life in collaboration with the Colleges and Schools recognize outstanding community service, academic achievement, and leadership through **the Outstanding Senior Award** that is presented by each College and School at unit ceremonies.

On April 22, 2008 the Academic Awards Committee presented a resolution to Faculty Senate stating, "The committee agreed that the **creation of a new award(s) for scholarship of engagement**…should be pursued in order to give faculty incentive to be productive in this area." Approved by the Chancellor on May 21, 2008, planning continues for this new award.

Examples of **unit awards** are the Brody School of Medicine student awards: the N.C. Schweitzer Fellows, Greenville Community Shelter Clinic Student and Faculty Service Award, and Dr. Andrew Best Award for service excellence.

COE Latham Awards for Excellence in Teaching: The Latham Awards for Excellence in Teaching are designed to reward undergraduate students whose academic performance, classroom teaching, community service and leadership accomplishments, are exceptional and deserving of peer recognition.

The Executive Curriculum Committee of the BSOM recently approved a request to congratulate exceptional students for community engagement by adding to their diploma an "Honors in Community Service" designation.

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community? (400 words)

Yes. Quantitative and qualitative data are gathered through many sources, are analyzed and provided to the Chancellor, administration, Board of Trustees and faculty/staff. Units which currently conduct routine and ongoing data collection and perform systematic analyses include:

> **Office of Economic Development (OED)**
> Gathers and interprets quantitative and qualitative data from business, industry, local/state/federal government, individuals, and non-profit organizations about the impact of ECU on community problems in eastern North Carolina. Its Center for Survey Research and the Regional Development Institute assist ECU and its units in valid and reliable assessment processes.

> **Volunteer & Service-Learning Center (VSLC)**
> Gathers and interprets quantitative and qualitative data about volunteer and service learning activities from community partners (through a Community Advisory Board) and students.

> **Town and Gown Organization**:
> Gathers and interprets narrative data from the civic and business community and ECU that relate to topics of mutual interest.

> **Chancellor's Community Advisory Council**
> Gathers and interprets quantitative and qualitative data from representatives of the African American and Hispanic communities in Pitt County. Types of data include how ECU actions may

impact the community, needed community initiatives with a focus on Pitt County, and the quality of life of Pitt County residents, especially African Americans and Latinos.

ECU Board of Visitors
Gathers and interprets narrative data about the attitudes, beliefs, concerns, and expectations of the people of North Carolina with respect to ECU and the impact of ECU developmental activities on North Carolina. Its responsibilities include:
1. To assist the Board of Trustees and the Chancellor in maintaining and improving the excellence and effectiveness of East Carolina University;
2. To advise and assist the Board of Trustees and the Chancellor in conveying to the people of North Carolina the mission, programs, accomplishments, and aspirations of East Carolina University;
3. To assist in informing the Board of Trustees and the Chancellor of the attitudes, beliefs, concerns, and expectations of the people of North Carolina with respect to East Carolina University; and
4. To advise and assist the Board of Trustees and the Chancellor with respect to the developmental activities of East Carolina University. Citation: http://www.ecu.edu/bov/

ECU Hometown Tours: Listening, Learning
ECU Chancellors gather and interpret narrative data about community needs from community residents, community college leaders and civic leaders by travelling to eastern North Carolina communities.

UNC Tomorrow, ECU Response Team.
Beginning in 2007, faculty, staff and administrators compiled and analyzed qualitative and quantitative data from each department, College, School, and over 10, 0000 community surveys about ECU's engagement with the region to use for the *ECU UNC Tomorrow* response.

Chancellor's Industry Roundtables
Beginning in 2008, the Roundtables will meet quarterly within targeted industry clusters to mutually identify needs and ECU responses to local, regional and state industry.

The **ECU Leadership and Service Collaborative** will become the interdivisional, centralized clearinghouse that will document leadership and engagement activities and their outcomes. Proposed in September of 2007, we are currently recruiting a director. The **Collaborative** will gather information from many existing sources and will have a strong assessment role.

About IPRE
The purpose of the Office of Institutional Planning, Research, and Effectiveness is to provide essential support to the Chancellor and other university divisions for the management and analysis of institutional data, to facilitate planning, and to evaluate the quality of programs and services. The Office is the university's primary contact for the University of North Carolina-General Administration, SACS, and other external constituencies.

The Office of Institutional Effectiveness (IE) is responsible for institutional quality enhancement. Institutional Effectiveness conducts surveys mandated by either the UNC General Administration or by the ECU Faculty Senate and Administration.   Surveys include the Student Opinion of Instruction Survey (SOIS), Distance Education Survey (DE Survey), and the Graduating Senior Survey. IE also coordinates assessment activities across the campus and guides the development of institutional effectiveness activities to meet the requirements required by the Southern Association of Colleges and Schools (SACS).

The Office of Institutional Research (IR) provides regular summary reports of both current and longitudinal information about students, faculty and staff patterns, and productivity criteria such as student credit hours, student retention and graduation rates, and faculty non-credit activities.

b. Does the institution aggregate and use the assessment data? Describe how the data is used.   300 words

Yes, Data are aggregated to inform our strategic planning. Our current plan focuses on: Education for a New Century; The Leadership University; Economic Prosperity in the East; Health Care and Medical Innovation; and The Arts, Culture, and Quality of Life. In 2007 UNC President Erskine Bowles instituted *UNC Tomorrow*, a long-range plan for the state's post secondary institutions to meet the determined needs of the state. As part of our response to *UNC Tomorrow*, data will be aggregated, analyzed and compared to our strategic directions. Examples of decisions and directions that are part of the strategic plan and related to the data sources in question 3a are:

> **OED** assessment results drive initiatives such as the **ECU Outreach Network** (develop resources that promote sustainable growth and development), **ECU's Entrepreneurial Initiative** (develop companies and take products and services to market, stimulate innovation in the business community through public and private organizations, and create practical experiences for ECU students), **Regional Development Institute** (outreach services and conducting applied research), **Community Outreach Partnerships Center** (partnerships with neighborhood organizations and municipal governments to rebuild communities through community organizing, health education, job training, business promotion, housing, and public safety).

> **Town and Gown Organization:** community leaders and ECU addressed crime, off campus student housing and community relations, inter and intra campus transportation, and economic development (especially in West Greenville).

> **Chancellor's Advisory Council** between 2006 and 2008 addressed economic development (specifically starting a small business), education and leadership (dropouts in Pitt County), and the social environment (underage drinking) with $10,000 yearly funding from the Chancellor and ECU faculty and staff expertise.

> **ECU Hometown tours** resulted in the development and refinement of articulation agreements between community colleges and the university and more efficient advising systems between high schools or community colleges and ECU.

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? 300 words

Yes, within publications, visual media and the web, news releases. Our materials are interactive in nature, providing us a way to recruit partners. Many are translated into Spanish. Here are selected examples:

Brochures: The *ECU Volunteer and Service-Learning Center Brochure* is provided to communities, civic leaders, students, faculty and staff. It presents the Center's purpose, "to engage students in effective volunteer and service learning activities in order to strengthen communities, promote an enduring commitment to civic responsibility, and enhance the academic experience."

Magazines: *East Magazine* is distributed to 60,000 alumni and supporters. Examples of feature articles include: Fall 2007 "Building Bridges", the economic development and job creation resulting from ECU-community partnerships and "Teaching Students to Serve" about connecting ECU faculty and students with the community. The Winter 2007 edition described the impact of ECU health care graduates in small-towns in "The New Country Doctors" and the Fall 2006 issue focused on ECU's role in diminishing the teacher shortage, "Look Who's Teaching Now".

Billboards are located throughout the state featuring ECU as "Embracing a New Century of Service".

Radio and Television: television currently features our Centennial celebration focusing on ECU as a service institution and our partnerships in the region.

Web: Our *Community Engagement* website http://www.ecu.edu/csecu/community_engagement.cfm states, "Community Engagement is an active partnership between communities of Eastern North Carolina and East Carolina University to develop, exchange, and apply knowledge, information, expertise, and resources for everyone's benefit. These resources include, but are not limited to faculty, staff, and students.**"**

Video: compiled as part of our response to *UNC Tomorrow* and shared with citizens across the state featured ten different community partnership projects.

News Releases: Recent newspaper articles featured Project Heart and the Volunteer and Service Leaning Center; NPR featured ECU professor Eric Bailey discussing ECU's contribution to heart disease among African Americans.

Points East—a brochure provided to new employees, volunteers, campus departments, faculty, faculty recruitment Research and Economic Development sections that highlights $2 billion contribution to local economy, work with US Army on mitigation of risks from biological attacks, work with NC Department of Cultural Resources on processing artifacts, Center for natural Hazards Research studying natural disasters and their management, with PCC and PC Schools and NCDPI on workforce development for Hispanics in ENC, contributions of 8k students 100K hours of volunteer service to more than 125 community orgs

ECU Year in Review: sent to donors, alumni, departments, opinion leaders. Highlights "the success of our partnerships with local government, educational and health-care institutions, and the private sector". Discusses outreach: dental school (to improve dental care across the state especially rural and underserved area...at clinical sites from coast to the mountains"), $3 billion to local economy, Bernstein Community Health Center—community partnership brings physicians, nurses, dentists, social workers and other professionals under one roof", the Jean Mills Health Symposium—CAHS collaborated with university and other local agencies, a grant from USDHHS to help develop and implement a community based education program for National Guard and other reserve-component couples met the challenges of extended separations caused by mobilization s and deployment, grant form PCMH Foundation to expand a mentoring program promoting physical fitness for community children, Youth Arts Festival

Raleigh Metro Magazine: feature on ECU as a catalyst for change and describing ECU Tomorrow: A Vision for Leadership and Service.

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? Describe examples such as annual address, published editorial, campus publications, etc. 300 words

Yes, ECU has a long history of leaders supporting engagement and our current **Chancellor, Board of Trustees, Faculty Senate, and Deans and Directors** continue this emphasis. Since his arrival, Chancellor Ballard stressed community service as significant to fulfilling the mission of the university and supported his commitment through the Chancellor's Forum on Service. His dedication continues today in his blog: *Chancellor's View: ECU PREPARES FOR TOMORROW* where he states, "That is what East Carolina is. That is what our motto, "to serve," means. And that is what we are preparing to do more of."

Additional statements attributed to the Chancellor in his blog the Chancellor's View include:

Chancellor's View: ECU PREPARES FOR TOMORROW May 2008

That is what East Carolina is. That is what our motto, "to serve," means. And that is what we are preparing

to do more of. Three major efforts are strategically targeting our future, and we intend these initiatives to position ECU to secure several major capital projects; to expand medical education and health care, including the crisis in rural dentistry; and to put teachers in classrooms to prepare K-12 students for tomorrow. These are just a few of the commitments we are making in our work this spring. Much great work and many new programs are under development across our campus by our faculty, staff and students, but I want to make sure you are aware of three reports that will shape our future: The ECU response to UNC Tomorrow is well under way. Our first report to President Bowles is due on May 8, with a second report due in December. A campus-wide team, along with the help of several committees, is preparing our report. I view this effort to be the most significant opportunity in my four years at ECU because I think it will **show the state how much we contribute to the economy, the health, and the education of North Carolinians**. All 17 public universities will be submitting a response to UNC Tomorrow, and I look for ours to be among the very best. Strategic Enrollment Management. It may sound strange for the fastest growing public university in North Carolina to initiate a new task force on "enrollment management." But this is **another commitment to addressing the needs of North Carolina**. Because the state can expect at least another 80,000 new college students over the next 10 years, every public university must say what it can do to address this daunting influx. This enrollment task force will do that and much more. We will, for instance, also determine the admissions standards of incoming students, determine how much distance education we can and should do, and identify what graduate programs must grow. Again, this task force will help to define the East Carolina of the future. **Community Engagement** is a new designation for universities available from the Carnegie Foundation. It is highly competitive and only those institutions that can show a major commitment to their states or regions, and an impact on economic development, can hope to achieve this status. ECU is preparing an application for this prestigious designation. In a sense, we are already fully engaged in our communities and region; now we want the recognition for what we do. This effort is a bit about status; we want to be recognized as being among the most engaged universities in the country, because we are. But it is much more about self-definition; this is an opportunity to ensure that **everyone knows what our values are** and what great partnerships we have.I hope the campus, our alumni and friends take advantage of the many opportunities to participate in and improve the quality of each of these efforts. Each is important and together they will provide a blueprint for our future. Tomorrow starts here. Citation: http://www.ecu.edu/cs-admin/chancellor/Communications_from_Chancellor-Ballard.cfm

The Chancellor's View-- **ECU Tomorrow: A Vision for Leadership and Service (September 19, 2007**: SERVICE: Our legacy is 100 years of service to our state. For most comprehensive doctoral universities, research is the primary mission because it builds a national reputation, while teaching is second and service is a poor third. Just the opposite is true at ECU. Service is our motto and everything we do is intended to make a difference for our constituents. As our university historian often says, ECU was "… never infected by the ivory tower syndrome." So, ECU provides $ 150 million per year in uncompensated health care, we have over 8,000 student volunteers in service learning experiences, and we help dozens of eastern communities through the Regional Development Center. Citation http://author.ecu.edu/cs-admin/chancellor/ecutomorrow.cfm

The Chancellor's View-- **ECU Tomorrow: A Vision for Leadership and Service (August 10, 2007**: SERVICE SERVICE: Our legacy is 100 years of service to our state. For most comprehensive doctoral universities, research is the primary mission because it builds a national reputation, while teaching is second and service is a poor third. Just the opposite is true at ECU. Service is our motto and everything we do is intended to make a difference for our constituents. As our university historian often says, ECU was "… never infected by the ivory tower syndrome." So, ECU provides $ 150 million per year in uncompensated health care, we have over 8,000 student volunteers in service learning experiences, and we help dozens of eastern communities through the Regional Development Center. Citation: http://www.ecu.edu/cs-admin/chancellor/ecutomorrow.cfm

The President and members of the **Board of Trustees** focus on service. David Brody, a long standing member of the Board, told Metro Magazine, "East Carolina University is part of the fabric of the eastern region of the state. The University serves its region so much more than most other universities do."

In March of 2007 **the Board of Trustees** adopted a resolution extolling ECU's accomplishments (1). "The General Assembly recognizes and honors the founders of East Carolina University for their vision, commends the university for its contributions to North Carolina and its people, extends congratulations on the institution's centennial anniversary, and looks forward to a second century of service by the university on behalf of the people of North Carolina and the nation," the resolution concludes. Citation: The Edge, http://www.ecu.edu/cs-admin/mktg/east/upload/East_Summer_2007.pdf

ECU has a history of shared governance and the **Faculty Senate and the Chair of the Faculty** are key to the leadership structure. The *Faculty Manual* includes service as a component of tenure and promotion. According to the 2007/2008 Faculty Chair, the faculty understands the unique nature of our mission, "to serve," and their responsibilities to give back to the community. He stated that one of ECU's attributes is faculty who reach out to the people in eastern North Carolina through undergraduate and graduate education.

FACULTY SENATE REPORT to BOT. September 12, 2007
Faculty would often cite the uniqueness of our mission, "to serve," as a starting point. Yes, it is important to publish and teach in order to receive promotion and tenure, but to "give back" to the community is just as important as well. In my previous reports to you, I have highlighted many of these faculty. Let me mention just two more colleagues that illuminate the desire of our faculty to "give back." My son is enrolled in the ASAP after school program, which is a research program investigated by professors Matt Mahar and Rhonda Kinney, within the college of Health and Human Performance, who are studying the effects of activity and exercise on scholastic success. While the research is providing data, the program also serves as a safe place where my son can be right on campus with other University employees' children participating in exciting activities. The above is just one example of the close relationship our faculty have with our university. There are so many more! I learn more about our faculty's claim to ownership every day! The dedication, the fervent desire to serve, to give back to their university and community, the willingness to "think outside the box" are simply qualities of excellence and leadership that can't be bought. Our faculty are not only an invaluable resource for learning, but for leadership and service as well. Faculty show their leadership skills in many ways and on many occasions and are eager to provide service where needed. It is a joy to hear my colleagues make that simple statement, and their service honors all of us, who proclaim this to

Our **Deans and Directors** support engagement as illustrated in the words of the Dean of the College of Health and Human Performance, "Faculty are leaders in research, teaching and service for the region and nation. We believe in meeting the needs of the community and you will find many examples of applied research that seeks to expand the knowledge and applications that will enhance eastern North Carolina and beyond."

Dean Alan White: "We also provide opportunities for students to become fully engaged in learning, including faculty-student research mentoring, community involvement and service learning."

Acting Dean John Swope: "One way the College of Education is working towards producing teachers is through the Wachovia Partnership East program. Last year, the number of students participating in the program continued to grow; further strengthening the consortium partnership between community college and public schools within the University's service area. This partnership trains individuals to become teachers where they live and work."

Dean Jeff Elwell: "Our College engages and makes connections throughout the region, the state, and the country through our distance education offerings, our dance, music, and theatre performances and the work of our world-class faculty."

Acting Dean Margie Gallagher: "Our mission has been and continues to be to create professionals who enhance the lives of individuals and families and transform our communities as they meet todays challenges. This is why you will find in our college the disciplines of Human Sciences working together synergistically to solve real problems for real people."

Acting Dean Sylvia Brown: "Clinical partnerships with hospitals and service agencies help the region provide a variety of clinical nursing experiences, distance learning, and technological innovations in teaching and research."

Dean Patrick Pellicane: "At our campus, this involvement in important real-world research and outreach issues complements our educational programs and provides numerous collateral benefits to the graduate students."

B. Institutional Commitment

Required Documentation (Complete all 6 of the following)
1. **Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement? 400 words**

Yes, the **ECU Leadership and Service Collaborative** was initiated in 2007 and will become the interdivisional, centralized clearinghouse that documents leadership and engagement activities, identifies outcomes, and promotes leadership and service. The Collaborative will coordinate efforts of ECU's eleven schools and colleges and the five divisions. ECU is seeking an executive director and is establishing a national advisory board and an internal advisory council. Staffing will include an Executive Director, administrative assistant, and other support staff as the office develops. The collaborative will work with the Office of Economic Development and the Volunteer and Service Learning Center.

The current coordinating infrastructure for outreach and partnerships is the **Office of Economic Development (OED)**. First organized in 1962, its purpose is to meet strategic regional needs through research, education, and outreach to foster economic growth and improve the quality of life for North Carolinians. It is the oldest and largest unit of its kind in the UNC system and at the time of its formation was one of only six in the nation. Staffing includes the Associate Vice Chancellor for Economic Development ; the Directors of ECU Outreach Network, Office of Technology Transfer, Regional Development Institute, Small Business and Technology Development Center, Center for Survey Research, the Entrepreneurial Initiative; and support staff. The Office serves as the portal for communities and directs requests to appropriate OED units and/or university units.

The current coordinating infrastructure for volunteers and service learning is the **Volunteer and Service-Learning Center (VSLC)**. Since 1989 the Center has coordinated volunteer recruitment and training and service learning partnerships. The Center employs a Director and three coordinators. The Director manages the center's budget, is the first contact for faculty interested in SL, supervises Center staff, serves on boards of community organizations such as the United Way and works directly with the University Service-Learning Advisory Committee. The Community Partners' Coordinator establishes affiliations for student volunteering and service learning with schools, nonprofit and other organizations. She assists partners in understanding the differences between service learning and volunteering and facilitates meetings of the Community Advisory Board. The Volunteer Coordinator works with co-curricular volunteer opportunities, students who are assigned to do volunteer work by the ECU Judicial System, and coordinates one day volunteer events. The Coordinator for Service learning works with faculty members to set up service learning course experiences and serves as a point of contact for community partners specifically interested in service-learners.

2. **a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community? 50 words**

Yes

OED: Permanent Funds: Personnel $815,413, Benefits $167,761 Operating $313,946. Grant Funds $485,000 from mid 2006.

VSLC: Permanent Funds: Personnel $201,000, Operating $37,000, Division of Academic Affairs discretionary funds $5000 for the annual Service-Learning Conference.

Leadership and Service Collaborative budget is in development using the priority budget setting process.

b. Is there external funding dedicated to supporting institutional engagement with community? 200 words

 Yes, in 2006-2007 $13,212,923 for programs in 22 units. Examples from 06-08:

"The Community Gardens Planning Grant" (College of Human Ecology), *Kellogg Foundation*, $50,000.

"Biomechanics and Robotics Explorations for IT Literacy Skills in Rural Schools"
 (Technology Systems, Mathematics, Exercise and Sports Medicine, Psychology). *NSF*, $1,354,847 for training rural teachers to incorporate IT concepts and improve IT literacy in rural students.

 "TechMath: Real World" (Math, Technology, Business) *NSF Teacher Enhancement Award*, $1,195,048 to provide support for science, technology, engineering, and mathematics education in rural eastern North Carolina.

"East Carolina University Ryan White Title IV Funding for FY07", (Brody School of Medicine). *HRSA-U.S. Dept. of Health & Human Services,* $889,011 for providing medical support for patients with HIV/AIDS in Eastern NC.

"ECU & Greene County Health Care/Student Health Services". (Psychology). *Kate B. Reynolds*, $298,188 to provide mental health services to students in partnership with school personnel and community members.

"ECU SPED T2T: East Carolina University Special Education Transition to Teaching", *US Department of Education*. $1,757,617 for creating programs to train and retain special educators of children with severe disabilities.

"Mid-Currituck Sound Bridge Studies" *NC Dept of Transportation and NC Turnpike Authority*. $1,718,000 to identify the near term and long term performance of the proposed Mid Currituck Sound Bridge.

 "Project HEART, Helping Educate At-Risk Teens," grant from the Corporation for National and Community Service, $3.58 million between 2000 – present; matching local funds and in-kind from local school systems, faith-based organizations, ECU, the College of Education, and local community agencies. PI's are Betty Beacham and John Swope. Project HEART-AmeriCorps (PH) college (ECU) and high school student-members annually tutor and mentor between 700-1,000 at-risk students in eastern NC schools, grades 3-10. The project involves collaboration and partnership of the College of Education, the NC Commission on Volunteerism and Community Service, public schools, community colleges, private and community sponsors, and can support 78 university and community college student-members and 84 high school seniors tutoring/mentoring in school and community environments.

"Learning to Teach; Learning to Serve," sub-contract from Student Coalition for Action in Literacy Education (SCALE), Corporation for National and Community Service, $40,000 between 2006 – present; matching funds and in-kind from the College of Education. PI is Chris Shea. Examples of work: SPED 3100/3109 pre-service teachers worked with third through fifth grade students with disabilities in the general curriculum on oral narrative skills after receiving in-service training on oral language development and assessment in a prerequisite course. Pre-service teachers in an undergraduate reading methods course, tutored RTI students in kindergarten, first, and second grades at a local elementary school. Based upon these assessments and input from the classroom teachers, the pre-service teachers designed and taught lessons that targeted the students' needs while building upon their strengths.

"ECU Reach Up Tutoring," Science and Everyday Experience, Delta Sigma Theta Sorority, $650. PI is Rhea Miles.

"Tar River Writing Project," $40,000. Todd Finley and Wil Banks, Co-Directors.

 Scott Glass—in process, Giving WINGS to rural economic development: A collaborative partnership to engage young women in civic leadership

c. Is there fundraising directed to community engagement 200 words

Yes, the **Division of University Advancement** secures non-appropriated resources from individuals, corporations, foundations, and governmental agencies using *ECU Tomorrow* as a guide. Examples of fundraising initiatives are the Center for Transformational Leadership in Eastern North Carolina whose focus is to provide programs and resources to develop service-oriented leaders who work with communities in the region; The BB&T Leadership Center that develops faculty knowledge so they can embed leadership and service learning components into their programs; and the ECU Center for Student Success that coordinates student leadership and service activities across all academic programs.

Grants, contracts and associated agreement submissions related to engagement increased from 2007. Proposals included community fitness, oral health, agricultural safety, community surveys, community health clinics, health literacy, tourism, child safety and child abuse. Funding requests ranged from $2000 to $713,000. Most grant submissions include a portion of their budgets related to engagement.

Students' fundraising mirrors past efforts including partnerships with the Red Cross (20 student organizations raised $3000), Relay for Life (90 student organizations raised $60,000+), Casey's Race— Boys and Girls Club (32 Greek organizations raised $6700), and Pirate's Partnering with Pitt (1000 new students spent the day in the community with faculty raising money for community groups).

Eta Sigma Gamma A national professional honor society in health education, Eta Sigma Gamma's primary purpose is to elevate the standards, ideals, competence, and ethics of professionally trained individuals in the health field. The Eta Sigma Gamma insignia reflects the ideals of teaching, service and research. The lamp of learning utilized in installation/initiation ceremonies represents the unifying element of the three ideals. "Spirit Cup Fundraiser", Volunteering at the Boys and Girls Club , Greenville's "Heart Walk" is on October 11, 2008, Silent Auction Fundraising Dinner (TBD), Thanksgiving Food Drive (TBD) , World Aids Day Events: December 1, ESG Fundraiser; December 2, Panel discussion, reception and candle light vigil at Belk (5:30-7:30)

ECU Early Childhood Student Organization Fundraising/Storytelling at the Festival of Trees (in support of the Family Support Network), Participation in the Gulu Walk and related fundraising effort

3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community? 400 words

Yes. Currently tracking is conducted by three units and shared across the university.

Institutional Planning, Research (IPR) collects and analyzes data about student and faculty engagement. For example, the office conducts the Sophomore and Graduating Senior Survey which asks students about "Opportunities to participate in community service projects" and invites students to evaluate the service opportunities. The National Survey of Student Engagement (NSSE), used since 2001, collects data about student engagement, including community-based projects, coop experiences, community service, and contributing to the welfare of the community. IPR manages SEDONA, a software product used by faculty to record their teaching, research and service. Currently engagement data are identified through manual

searches. In 2008 a new "button" will be added to aggregate data about engagement from the teaching, research and service files.

The **OED** tracks and documents university engagement activities related to constituent units including the Capstone Studio, Office of Technology Transfer, Center for Survey Research, ECU Outreach Network, Entrepreneurial Initiative, Regional Development Institute, and the Small Business and Technology Development Center. The Office is the portal for communities and has an electronic access point called ECU Connect. Once community contact occurs, the office documents and tracks the community requests across the university. For example, over its 2007-08 operating year the Small Business and Technology Development Center tracked its provision of business counseling services as: 3,858 counseling hours to clients companies resulting in 136 new jobs created, 123 jobs retained, $6,123,000 in new capital raised, and $2,678,660 in new government contracts awarded to these companies. Additional data tracked by the Center included introductions of business owners to university faculty and engagement of student interns.

The **VSLC** maintains data on service learning courses and student volunteer hours. It tracks community partners including the type of organization, geographic location, and community needs. Student data is captured through registration forms and time sheets which document demographic data, academic majors, service preferences and number of hours served. The Center maintains data on support offered to faculty, number of workshops and conferences offered, and the number of community and university participants who attended.

The **ECU Leadership and Service Collaborative** will build a database drawing from Institutional Planning, and Research; SEDONA; the Office of Economic Development; the Volunteer and Service-Learning Center, and unit annual reports.

National Survey of Student Engagement (NSSE)
The NSSE Survey measures student engagement in many important activities that research studies show are positively related to learning and personal development. In 2006 17% of the ECU sample of freshman and 25% of responding seniors participated often or very often in a community-based project. In contrast, Carnegie peer institution results were 11% and 17%. When asked if they intended to do or did community service, 46% of responding ECU freshman replied they had done service in comparison to 34% of respondents from Carnegie peer institutions. Senior respondents demonstrated similar differences, with 64% of ECU seniors reporting participation in service in comparison to 53% of Carnegie peer respondents. These responses provide a base to measure the success of *ECU Tomorrow* in terms of student engagement. Without success our funding and resource distribution is impacted, and our communities' image of ECU suffers.

b. If yes, does the institution use the data from those mechanisms? 300 words

Yes, IPR data provide essential support to the **Chancellor** and **university divisions** for management decisions, planning, and evaluation of the quality of ECU engagement. IPR provides data to the UNC-General Administration, SACS, and external constituencies such as professional accrediting organizations who use the data as a method of accountability for ECU's expenditures and strategic objectives. The data are used to track trends including the type of engagement, correlation between demographic data and engagement, and comparison of DE and campus based student engagement.

OED data are used to evaluate the effectiveness of constituent units, provide accountability for the strategic plan of the Office and the university, identify community use patterns, correlate community use by unit, and project service and resource needs of the Office. For example, OED's Center for Survey Research conducts community and industry surveys that inform the development and deployment of outreach and extension programs in areas such as health, tourism, and innovation and entrepreneurship.

VSLC data guide evaluation and planning. For example, assessment data are used to modify student and community partner training, surveys are used to track student satisfaction, data are used to improve service

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learning and volunteer resources. The Office of the Provost is conducting program reviews of all non academic programs. The review of the **VSLC** used engagement data to evaluate its effectiveness.

Data from all sources are reported to the **Academic Council** (composed of the Provost, the Vice Chancellor of Research and Graduate Studies and the Vice Chancellor of Health Sciences) and the **Deans and Directors** Group (composed of administrative leaders of major units on campus). The reports guide planning, resources, implementation, and budget allocations. Faculty engagement is reported on annual reports (both faculty member and unit) and used in the faculty reward programs (tenure, promotion, salary increases).

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes

d. If yes, indicate the focus of those mechanisms

Impact on students 200 words

The focus of the student assessment mechanisms are on documenting engagement for evaluation of students' education, personal growth, and civic commitment and student performance in service learning courses. The mechanisms include course specific assessments, **VLSC** surveys, **VLSC** participation records, and analysis of qualitative data such as student testimonials. The outcomes include verification for awards, accountability measures for the VSLC goals and strategic plan, and student grades. For example, the **VSLC** counts student engagement hours and sites and serves as a verification source for the Servire Society, Access Scholarships, and NC-ACTS! Increasingly employers use community engagement as an employment criterion and the VLSC provides letters of reference. Students prepare professional portfolios evaluating their own community engagement. These portfolios are required by external accrediting bodies such as the National Council for the Accreditation of Teacher Education. Student testimonials are posted on ECU web pages. One states, "If every student in college had the opportunity to perform a service learning project, I believe the world would change. Now that mine is complete, I would not trade my experience for anything. It was one of the most worthwhile experiences of my life."

Impact on faculty 200 words

The focus is on documenting engagement for tenure, promotion, salary increases and to use for accountability measures in unit strategic plans. SEDONA is a comprehensive database for faculty records of teaching, research and service and the type and level of a faculty member's community engagement. Department chairs, Personnel and Tenure and Promotion Committees assess the SEDONA data using the faculty member's and unit's goals as a benchmark. The Deans, Vice Chancellors, Provost and Chancellor review unit based SEDONA data and evaluates the unit's productivity according the unit's strategic goals. At the Division level, administrators analyze changes in engagement across the university. This analysis informs services. For example, when administrators in the Division of Academic and Student Affairs noted an increase in engagement activities, the Center for Faculty Excellence added workshops and other programs to address faculty development in the scholarship of engagement and in service learning. As faculty engagement produced scholarship, the annual Service-Learning Conference added a research poster session, providing faculty a showcase for their work and networking opportunities. Documenting engagement hours provides a record that qualifies faculty for membership in the Servire Society.

Impact on community 200 words

The focus is on determining the success of the engagement, identifying ECU's responsibilities to communities and modifying ECU's responses to communities, and creating a "just right" match between the strengths of ECU and the communities. Measuring the impact of engagement on communities is a reciprocal process and the mechanisms were mutually developed. The mechanisms include joint analysis of quantitative assessments (surveys, pre/post outcome measures, attendance records, cost-effectiveness

studies) and qualitative (interviews, focus groups, open-ended questionnaires). Both ECU and community partners contribute, providing comprehensive assessment and identification of mutual impact. Because many of the communities or organizations are small, assessment mechanism insure that the engagement does not exceed the demands placed on communities. Assessment facilitates targeted skill building and education of students so they are a better fit with community partners. Impact measurement is used to develop resources and educational programs that build capacity in community partners. For example, the **VSLC** partners with the community to offer the Eastern Carolina Conference on Volunteerism. The sessions and keynote speakers are chosen based on assessments conducted by both the university and the community partners. In 2007 the conference focused on pragmatic issues of engagement such as liability, management tools and planning.

Impact on institution 200 words
The focus is on quantifying and qualifying the contribution of ECU's engagement in successfully achieving the university's strategic directions and commitments to *UNC Tomorrow*. The UNC system launched *UNC Tomorrow* to help constituent campuses respond to state and regional challenges. Through analysis of statewide data, the system identified 7 major findings and 29 policy recommendations. UNC constituent institutions responded by identifying how they currently meet the needs of citizens, and their plan to remain demand driven. The ECU response, framed within *ECU Tomorrow: A Vision for Service and Leadership,* highlights engagement. The assessment mechanisms include program reviews, the priority budgeting process, IPR Academic Management Information Reports, and analysis of student surveys. For example, the priority budgeting process requires units to evaluate and prioritize their budgets based upon *ECU/UNC Tomorrow.* The program reviews require a self assessment that includes the unit's community engagement, external review of the self-assessment, and an exit interview between the reviewers and the program where recommendations are discussed.

e. Does the institution use the data from the assessment mechanisms? 300 words

Yes. The **Chancellor, Academic Council, Deans, Directors, and Board of Trustees** use data as accountability measures for the ECU Response to *UNC Tomorrow* and our strategic plan, reports to NC Campus Compact, speeches, reports to the community, press releases, and required reports to the UNC General Administration.

The data are used to **plan** engagement initiatives. For example, the Chancellor and the Chancellor's Advisory Council shared data with the West Greenville community, documenting ECU-community partnerships and the impact of these partnerships. This report helped to build trust with the community and as a result the Council, the citizens of West Greenville, the city of Greenville and the university planned and implemented the Intergenerational Center. The data directed the types of programs and services offered by the Center and the Center uses the data in their quarterly reports to the city of Greenville.

Assessment reports provide **accountability** measures. For example, they are used to develop strategic directions for the university and its constituent units and subsequently measure their success. One example is the creation of the 2003 ECU Task Force on Service-Learning who used the data to recommend permanent funding and formal recognition of the Volunteer and Service-Learning Center. The Division of Health Sciences used the data to support an external grant for the 2005 survey of ECU faculty community based service and service learning.

Assessment reports are used to **improve** programs. For example, they provide formative and summative data that assists the VSLC to target training for students and community partners in volunteer and service learning experiences. The Center uses data to identify community partner needs and target faculty professional development provided at the annual Service Learning Conference. Data are used to insure an equitable distribution of resources across community partners in terms of students' site assignments, student skills, and ECU support.

3. **Is community engagement defined and planned for in the strategic plans of the institution? 200 words**

Yes, *ECU Tomorrow: A Vision for Leadership and Service* emphasizes service, our term for engagement. Service is described as creating opportunities for the East, forging effective partnerships, and responding to the greatest needs. Following are examples of engagement activities listed in the *ECU UNC Tomorrow Response*, a further articulation of *ECU Tomorrow*:

STEM (Science, Technology, Engineering and Mathematics) Excellence Initiative for Rural Prosperity: developing teacher preparation, student engagement and economic partnerships with rural areas.

ECU Outreach Scholars Academy: providing support to increase the participation of faculty and students with community partners in research to address societal needs.

ECU Outreach Service: establishing connections with industry and communities to foster entrepreneurship, innovation and economic growth in the region.

Establishment of Community Health Clinics: developing community training centers to provide points of access for dental, physical, and mental health.

Renaissance of Greenville: collaborating with politicians, community organizations, and citizens to create positive development and economic growth.

Unit plans that emphasize engagement include the Colleges of Arts and Sciences, Business, Health and Human Performance, Nursing, Education, Technology and Computer Sciences, and Human Ecology and the Schools of Communication and Dentistry, the Division of Research and Graduate Studies and Academic Libraries. Other plans indirectly reference engagement.

A Report of the ECU Ad Hoc Strategic Planning Committee for International Affairs Citation: http://www.ecu.edu/cs-acad/intlaffairs/upload/5year.pdf

The Department of Foreign Languages and Literatures http://www.ecu.edu/cs-cas/customcf/strategic-plans/ForeignLanguages.pdf

*Thomas Harriott College of Arts and Sciences Strategic Pl*an http://www.ecu.edu/cs-cas/administration/upload/HCAS_Strategic_Plan2007.doc

Research and Graduate Studies http://www.research2.ecu.edu/Documents/RGS%20Strategic%20Plans.pdf

The Department of Foreign Languages and Literatures contributes to the basic Liberal Arts foundation and purposes of the Thomas Harriot College of Arts and Sciences both through the development and expansion of human knowledge and skill and also through the education of articulate and aware citizens of the state, the nation, and the world. We are committed to interdisciplinary studies; to increasing service learning options for our students; Citation: http://www.ecu.edu/cs-cas/customcf/strategic-plans/ForeignLanguages.pdf

Thomas Harriot College of Arts and Sciences strategic plan: The college synthesizes teaching and research in a number of ways. We provide extensive campus laboratory experiences at both the undergraduate and graduate levels in the basic sciences; provide course assignments that utilize service learning experiences for undergraduates; and provide faculty supervised placements of undergraduate and graduate practicum students and interns in numerous businesses, clinics, or hospital settings. Citation: http://www.ecu.edu/cs-cas/administration/upload/HCAS_Strategic_Plan2007.doc

5. Does the institution provide professional development support for faculty and/or staff who engage with community? 300 words

Yes, the **Center for Faculty Excellence** provides professional development for teaching, research, and service. Programs include mentoring, workshops, awards, and training. Support for engagement is included in both the workshops and mentoring programs. Examples of workshops in 2007/2008 were: *Applied Research as Community Engagement: Collision of Personal History, Planning, and Serendipity; Workshop on Scholarship of Engagement*; *Constructing a Service Learning Syllabus: A Labor of Love*; and *Community-Campus Collaborations: Developing Interdisciplinary Service Learning Projects to Benefit the Region*. The Center has mentorship programs matching faculty experienced in community engagement with those just beginning. The Center supports Faculty Interest Groups and plans to include a community engagement group in 2008/2009.

Center for Faculty Excellence: http://www.ecu.edu/cfe/
WINNING TEACHING STYLES & STRATEGIES
Applied Research as Community Engagement: Collision of Personal History, Planning, and Serendipity
March 5, 2008
Dr. Jim Mitchell

Leadership and Service
5th Annual ECU Conference n Service-Learning
March 15, 2008

Workshop on Scholarship of Engagement
By Dr. Susan Agre-Kippenhan
Dean, Arts & Architecture, Montana State University
March 26, 2008

Constructing A Service Learning Syllabus: A Labor of Love
Nov 5, 1007
Sharon Ballard & Barry Elmore

PURSUING PROMOTION & TENURE
Community-Campus Collaborations: Developing Interdisciplinary Service Learning Projects to Benefit the Region
Nov 19, 2007
Susan Meggs & Annette Greer

The **Center for Faculty Excellence** and the Brody School of Medicine **Office of Academic and Faculty Development** conduct new faculty orientation. Prior sessions included community service and service learning. The fall 2008 session expanded to address the scholarship of engagement and *Making a Difference Beyond the University Walls*.

In collaboration with the **VSLC, the Center for Faculty Excellence** sponsored *Leadership and Service: 5th Annual ECU Conference on Service-Learnin*g. Each year the conference provided professional development for faculty interested in service learning. The 2007 conference featured the engagement activities of every College. In 2008 the conference added research poster sessions featuring faculty and students' scholarship of engagement.

Judy B. Baker Service-Learning Faculty Fellowship provides monetary support to health education faculty for professional development in service learning. Faculty fellows are expected to develop a quality service learning project in one or more of their courses and present the results of the project at a conference or other meeting.

The **ECU Outreach Scholars Academy**, initiated in 2008, will provide professional development workshops about engagement scholarship, provide faculty mentoring, and offer seed funding for Academy graduates to foster outreach and the scholarship of engagement.

6. Does community have a "voice" or role in institutional or departmental planning for community engagement? 300 words

Yes, communities and their members play important roles in determining the direction of the university and its constituent units. This role includes providing feedback on engagement initiatives, providing recommendations for university-community partnerships, and advocating for the needs of community residents. Following are four examples.

The **Chancellor's Community Advisory Council** is influential in planning related to African American and Latino residents of Pitt County. Consisting of 22 members from the community and 3 students enrolled at ECU or Pitt Community College, their role is to provide input into ECU outreach activities, work with the Chancellor in developing positive relationships with the community, and provide recommendations to ECU regarding issues of mutual importance.

The **residents in West Greenville** play a major role in planning services at the Lucille W. Gorham Intergenerational Center. Because of the collective community voice, the Center served 500 residents in 2007 and provided 14 programs with community partners. In order to gain a representative voice with both community leaders and residents, the Center uses an advisory committee and completed door knocking community resident surveys.

The North Carolina Agromedicine Institute conducts research, intervention, outreach and education to improve the health and safety of the agricultural community including farmers, farm workers, foresters, fishers and their families. The statewide **Board of Partners** participates in strategic planning, development of resources for activities, assists in fundraising, and participates in program evaluation of the Institute.

The **Volunteer and Service-Learning Center Community Advisory Board** meets quarterly to discuss engagement in the Greenville community. The members mutually develop agendas and topics typically focus on community needs, service learning opportunities, volunteer opportunities, and identification of resources to continue ECU's engagement partnerships. Members are representative of the agencies who accept service-learners.

<u>**Supplemental Documentation**</u> **(Complete all of the following)**
1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? 300words

No, however current practices support service and engagement as key aspects of the interview and candidate review process. Because of our decentralized personnel functions, individual units manage search and recruitment for faculty positions, thus negating the need for institutional policies. In order to understand the unit search/recruitment policies, we conducted an analysis of job descriptions for positions in 2007 and found service was universally listed as a faculty expectation. Approximately 12 units specifically mentioned community engagement as an expectation in their position announcements. Such expectations were most likely to be associated with non-tenure track faculty positions.

We contacted 31 personnel committee chairs to discuss the interview process for faculty applicants. Three units reported they asked questions related to community engagement if such expectations were included in the position announcement. Two faculty mentioned that candidates themselves queried interviewers about community engagement possibilities or support for service learning. In general, community engagement (typically described as "service to the community") was a recognized option for faculty service that also included faculty contributions to the profession and university/unit. For some units (education and hospitality management for example), community engagement was viewed as an integral part of faculty

teaching and service by the personnel chair.

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? 300 words

No, tenure and promotion decisions are initiated at the unit level and made by the Chancellor and in the case of tenure, Board of Trustees. However, the University Faculty Manual recognizes the importance of service as part of the faculty role and responsibility. The manual states, "East Carolina University considers service to the university, the academic profession, and the community as an important aspect of academic performance."

ECU has 34 coded units. Within these unit codes of operation we found no formal description of the scholarship of engagement. However, faculty are actively engaged in conversations about the scholarship of engagement. Through interviews with personnel chairs we identified practices that reward the scholarship of engagement in the tenure and promotion review process. Several units (particularly in the areas of education, health and the social sciences) recognize faculty in the tenure and promotion process for articles that are published in refereed sources and professional presentations about community engagement, particularly if such articles and presentations are data-based. Some personnel chairs indicated strong unit interest in or expectations for community engagement and expressed an interest in helping faculty, especially new faculty, recognize the scholarship potential for such engagement.

President Bowles, UNC system leader, has encouraged UNC affiliated institutions to review how faculty are rewarded for engagement and applied research. As a result, these processes will be reviewed during Phase Two of the UNC Tomorrow, ECU Response.

b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other) 100 words

Community engaged scholarship is recognized as research by many academic units. The criteria for judging community scholarship as research relates to the production of published manuscripts in peer reviewed journals and refereed presentations at conferences and meetings. At this time, the scholarship of engagement is not a separate classification, rather incorporated into the research category.

b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? 200 words

The ECU Commission on Scholarship was formed in 2002 to study and implement expanded definitions of scholarship, including the scholarship of engagement. The Commission held several faculty forums and presented a report to Faculty Senate. Due to changes in university leadership, the report was tabled. In 2007 the Chair of the Faculty asked the Faculty Governance Committee to review the "*Commission on Scholarship Report*". The Executive Council, consisting of the three vice chancellors, are highly supportive of this review. Discussion of the Commission on Scholarship Report resumed in January of 2008 and is a priority agenda item when the Governance Committee resumes meeting in Fall 2008. Phase Two of ECU's response to *UNC Tomorrow* will articulate the process we will use to review our tenure and promotion policies relevant to faculty involvement and engagement in engagement.

Mark Taggart, Chair of the Faculty, FS minutes sept 11, 2007 Professor Taggart stated that he would like share some comments he had heard recently, when the question, "What do you see in the future for ECU?" was asked to one of our finalists for the position of Senior Associate Vice Chancellor for Special Initiatives. He replied that universities not only have a future but also a past. What an institution has done in the past is a pretty accurate barometer for determining its future course. Professor Taggart stated that one of ECU's attributes has always been that it reaches out to the people in eastern North Carolina. It is quite common to travel this part of the state, east of I-95 and hear how our university has helped the lives and careers of our neighbors. So, if this is an indication as to of ECU's past, it is also a determining factor in its future. He noted that the faculty had just heard Dr. Mageean's comments regarding the Carnegie Classification of an Engaged University. He noted that this describes the "collaboration between

institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." He stated that the description of the classification goes further with "One classification describes a curricular engagement, where "teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution." Professor Taggart stated that it does sound like this Carnegie classification fits ECU perfectly. When one thinks about the activities of the Interdisciplinary Institute of Coastal Science Policy, or the Center for Tourism, or activities like the Roper project, it sounds like ECU has been engaged in this manner for some time. The foundation is opening the classification of engagement to new participants in 2008, and Professor Taggart stated that he believed that ECU should apply for this classification. In support of this, he was asking the Faculty Governance Committee to go into ECU's past and reexamine the "Commission on Scholarship Report". He noted that one of ECU's former Chairs of the Faculty, Professor Bob Morrison (Chemistry) was instrumental in keeping this issue on the agenda of various administrators and committees for the purpose of determining ECU's path for the future. Professor Taggart stated that he believed that this path should include the "Scholarship of Engagement" as we now begin to move forward and prepare to become an Engaged University. Citation: http://www.ecu.edu/cs-acad/fsonline/customcf/fsminute/fsm1107.htm

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? 300 words

Yes, the **Student Government Association** plans and conducts engagement activities. For example, students on the executive board select sites, recruit volunteers, develop training, conduct reflection activities, and set up application and selection processes. In Shipmates, students collectively plan and implement a service project.

The Peer Health Leadership Program and the Healthy PIRATES plan and conduct health awareness programs for the Boys and Girls Clubs and work with the American Cancer Society to promote and conduct Relay for Life.

297 student organizations have autonomy to make decisions about engagement. 75% of these organizations currently participate in community engagement. In 2008 this could increase to 100% if a proposal requiring engagement is approved.

Student organizations develop collaborative grants for engagement. The Geo Club received a grant from People's Geography Project to develop a publication on the politics of naming streets for Martin Luther King Jr. Communities in North Carolina, Georgia, New York, and Kansas used the publication and it was distributed to US civil rights organizations and museums. The College of Human Ecology received a 3 year challenge grant ($217,000) from the USDA for student leadership development using servant leadership and service learning as pedagogy.

Within the **VSLC,** peer counselors assist students with the registration process, serve as on site leaders, complete paperwork for student led engagement projects, and serve as the student voice in the Center's operation.

The **Center for Student Leadership and Civic Engagement** provides "students with meaningful experiences that foster leadership practices and civic engagement through supporting related research, pedagogical strategies and co-curricular opportunities that transforms and empowers students." In the fall of 2008 seven students will serve as leadership assistants to facilitate the programs.

Physicians for Social Responsibility Physicians for Social Responsibility (PSR) is committed to the belief that health is more than a matter of medicine. Healing begins when people have a sense of their place, their connection and power in the community. PSR believes that the health and well being of our community depends NOT only on medical practice, but also on just social, environmental, and racial policies. The heart of PSR is the Big Buddy/Little Buddy program with the children of the Little Willie Center. PSR, in cooperation with AMSA, provide the annual Safe Halloween for the children of the Little Willie Center.

PSR also participates in Clean Sweep which is well on its way to becoming an annual environmental event at the medical school. Voter registration, the tree-planting ceremony for Earth Day, and speakers who provide awareness concerning a variety of political/social issues are other good works of PSR. PSR is an active organization committed to saving the world a bit at a time.

S.T.E.P. Program S.T.E.P. stands for Students Teaching Early Prevention. The program consists of medical students who volunteer their time and creativity to teaching various health related issues to the children of Pitt County. Currently, S.T.E.P. functions primarily as a smoking cessation program, but also includes AIDS awareness. The S.T.E.P. program began as the M2 class project for the Class of 1996. The program is now under the auspices of MSC (Medical Student Council) and receives support from all ECU-SOM students. Currently, S.T.E.P. provides a 45 minute anti-smoking presentation for Pitt County elementary schools. The presentation includes a slide-show, pathology specimens, demonstrations, and a question/answer session with the children. The goal is to reach children at a young age to promote healthy life choices. Citation http://www.ecu.edu/cs-dhs/med/studentOrgs.cfm

4. Is community engagement noted on student transcripts? 100 words

No, In the fall of 2008 Faculty Senate will review a plan for formal designation of service learning courses. When this is approved, individual courses will be designated and appear on transcripts with a service learning designation. Currently community engagement is documented by the **VSLC**. The **VSLC** issues letters of reference for students documenting participation. Transcripts currently note participation in fieldwork, clinical, and internship courses. When fully operational, the **ECU Leadership and Service Collaborative** will issue Student Passports documenting engagement and serve as a transcript of experiences.

From Annual Report of Academic Standards Committee 2005-2006
Recommended to the Service Learning Advisory Committee that the definition and criteria for Service Learning courses be more precisely defined to distinguish Service Learning courses from community-based instruction and community-based internships. Agenda Item: The definition and the criteria for designation of a course as a Service Learning course, and how the designation of Service Learning affects the duties of the Academic Standards Committee (ASC). Discussion: The ASC is considering the issue of Service Learning courses because (1) ASC needs to establish criteria for academic credit, and these criteria cannot be established by an administrative committee, and (2) because the adoption of a definition/criteria for Service Learning is not an internship nor is it credit for community service, but it is for academic credit. Service Learning courses should be academic courses with strong academic content, and unless the course is designed to teach how to teach service learning, then the courses should not have "service learning" in the title of the course. The question, towards what end are we developing Service Learning courses, also arose. A related, more specific question also was asked: Does ECU plan on requiring any of these courses for graduation or departmental requirements? There was no clear directive related to either question. Citation: http://author.ecu.edu/cs-acad/fsonline/customcf/0506annualreports/st06.htm

5. Is there a faculty governance committee with responsibilities for community engagement? 200 words

No, there is a University Administrative Committee, the **Advisory Committee for Service Learning**. The committee selects criteria for service learning courses, approves a SL designation, recommends learning outcomes and goals for service learning course, and serves as a resource for all matters pertaining to service learning. Committee members are chosen based on their knowledge of service learning. Administrative committees are appointed by the chancellor and report to the chancellor or to his or her designee. They consist of committees, councils, and boards not responsible to the Faculty Senate because of their jurisdictions and functions; however, the chair of the faculty (or an appointed representative) serves as an ex-officio member on most of the administrative committees. Membership criteria for the Advisory Committee for Service Learning include knowledge of service learning literature and experience with service learning pedagogy.

A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses? Yes 200 words

Definition: Service learning is a method of instruction that has the benefit of meeting academic course objectives and helping students develop a sense of engagement and social responsibility. All volunteer hours and service hours are not service learning.

Process: Faculty members submit a service learning course proposal to the University Service-Learning Advisory Committee for review by committee members. Approved courses receive a "SL" designation and are listed as such in the catalog.

Service learning courses should meet the following broad guidelines:
- service learning is structured within a course and has a formal, academic curriculum that is rooted in the discipline in which the course is being offered;
- the course contains a set of organized community-based learning activities through which students directly serve a constituency as a means to address an identified community need;
- the course provides structured opportunities for students to formally connect their service activities to the course curriculum and to broader social issues through reflective methods.

Review criteria include:
- integration with course content
- meets community needs
- structured opportunities for reflection
- clear expectations
- academic credit for learning and not for service

"Faculty members interested in obtaining a service learning designation for their courses are invited to submit a service learning course proposal form and syllabus for review by the University Service Learning Advisory Committee. Courses approved for the "SL" designation will be listed as such in the catalog.

Why get a SL Designation?

1) Many students consider service learning a transformative way to learn and grow while others may want the credits to satisfy requirements proposed for the Leadership and Service certificate or portfolio, or the honors program. Students find that this documentation also helps when they seek employment and/or apply to graduate school. The SL designation will be recorded on student transcripts.

2) Faculty members who are familiar with service learning serve as a peer review committee for service learning course submissions. The committee reviews proposals and syllabi to ensure they meet the five criteria listed below, and also offers suggestions and constructive input as needed to make the service-learning experience a positive one for all involved.

3) The SL designation helps ECU collect information, report, and recognize the important contributions that our faculty make to the community.

Support for Faculty Who Incorporate Service Learning:

1) The Volunteer and Service Learning Center is available to assist faculty with identifying community partners and projects, and then maintaining positive partner relationships. The Center works with several non-profit agencies and maintains a database of current community needs and requests.

2) Orientation sessions for your students at the beginning of each semester to introduce your students to service learning and to answer their questions about community partners, logistics, and safety.

3) Free liability insurance for your students. This insurance provides liability insurance if students damage people or property while performing service at the agency. The policy also provides limited coverage for motor-vehicle accidents and personal injury. Students must complete a registration form to be eligible for insurance coverage.

4) The Volunteer and Service Learning Center also offers workshops and a conference on service learning. The Center arranges for faculty with experience and expertise to offer workshops and to serve as mentors, and also hosts nationally recognized experts in the field of service learning.

5) Assessment opportunities for the service learning component of your course by the Volunteer and Service Learning Center. The Center provides you a summary of the data collected from your students. This provides valuable information about what worked and what did not and how you can introduce changes you think will be beneficial. These assessments also help the Center better serve ECU service learning courses.

How to Apply for a SL Designation: Submit the SL Course Proposal Form with your syllabus to the University Service Learning Committee by the appropriate deadline (listed below). The form should be sent to: Rita Gonsalves, 211 Whichard. The committee will review your proposal/syllabus/assignments to make sure they meet the criteria listed below. The criteria have been adapted from the national standards that have been established by Campus Compact.

<div align="center">

WHAT IS SERVICE LEARNING?
ECU'S DEFINITION

</div>

Service learning is a method of instruction that has the benefit of meeting academic course objectives and helping students develop a sense of engagement and social responsibility. All volunteer hours and service hours are not service learning. Service learning courses should meet the following broad guidelines:
1) service learning is structured within a course and has a formal, academic curriculum that is rooted in the discipline in which the course is being offered;
2) the course contains a set of organized community-based learning activities through which students directly serve a constituency as a means to address an identified community need;
3) the course provides structured opportunities for students to formally connect their service activities to the course curriculum and to broader social issues through reflective methods.

<div align="center">

THE FIVE CRITERIA FOR A SERVICE LEARNING COURSE

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A service learning course should meet the following criteria or guidelines:
1) Integrate the service with course content. The service component should support the academic focus of the course.
2) Involve students in service that meets community needs. The Volunteer & Service Learning Center can help you find community placements for students.
3) Provide structured opportunities for reflection such as writing assignments, discussions, presentations, or journals.
4) Provide a clear explanation (in the syllabus) of both academic and service expectations and how the performance in the course will be graded.

5) Clarify that while service is an integral part of the course academic credit is for demonstrated learning.

SERVICE LEARNING INTENDED OUTCOMES

While each course will have learning objectives, through the service experience students will gain one or all of the following:
1) Awareness of community & social issues
2) Respect for people and diversity in all its forms
3) Greater self leadership which includes understanding critical issues and different perspectives, developing empathy, developing critical thinking, and personal development

It is recommended that service learning courses be assessed at the end of the semester using the service learning survey forms provided, compiled and reported by the Volunteer and Service Learning Center. These forms are not designed for academic assessment, but they evaluate the service learning and community-based experience aspect of a service learning course."

b. How many formal for-credit Service Learning courses were offered in the most recent academic year?
In 2007/2008 there were **30 registered undergraduate** courses with a total of **79 sections**. The VSLC tracks a limited number of graduate courses. Using a survey of College Deans and a review of the 2008 Service Learning Conference poster sessions, there are an estimated **70 additional undergraduate courses** not registered with the VSLC who use SL as pedagogy. Responses to question "c", "d" and "e" will use the data from the VSLC and these other sources for responses.

What percentage of total courses? Approximately 4.6% of undergraduate courses (100/2154)**.** Unable to calculate a percentage of graduate courses.

ECU HONORS PROGRAM AND MERIT SCHOLARS: Academic Service Learning Component
Beginning in the fall of 2004, the University Honors Program incorporated an "Academic Service-Learning" component. All newly-enrolled Honors students are required to complete at least three semester hours of service-learning prior to graduation. (As with all Honors courses, only a grade of (B) or higher will satisfy requirement). Partnering with the ECU Volunteer Center, the University Honors Program will assist students in meeting this requirement by offering a comprehensive list of service-learning courses, designed to meet a wide variety of needs and interests.

Since partnering with the Volunteer and Service-Learning Center in Spring 2002, East Carolina University's School of Communication has placed an estimated 1,015 communication students with local non-profits, contributing over 12,000 hours of community service. The experiential learning phenomenon known as service learning applies to any student taking COMM 4080 Senior Seminar. College seniors take the information they learn in all their classes, use their skills and expertise in real world settings, and receive feedback from community partners. They then reflect upon what they've learned by giving a professional presentation to classmates, faculty, administrators and community partners. The experience can help them hone their communication skills and learn in a way not possible by staying inside the classroom. Says Dr. Rebecca Dumlao, associate professor in the School of Communication, "We can teach all different types of communication theories and skills ...but if students can't apply those things outside the classroom, then we haven't done our job."It is a "win-win situation" for both students and non-profits, according to Dumlao, because community partners are able to offer students communication experience they may not get otherwise and non-profits get help where they need it most. Students often do work that just wouldn't get done otherwise because of time and budget. Budget constraints. Last semester Senior Seminar students worked with the Family Violence Program of Pitt County, creating brochures to raise awareness about the program. Other past projects have included making memory books for local Hospice patients and their families, developing flyers, designing logos, creating Power Point presentations (they did

a Powerpoint and a logo for the Volunteer and Service- Learning Center), creating newsletters, writing and producing public service announcements, creating commercials, and planning special events. Citation: http://www.ecu.edu/cs-cfac/comm/upload/060601COMMNewsletter.pdf

PCC Department of Architectural Technology under the instruction of William Hofler. Preliminary design submissions were selected by the City of Greenville Office of Community Development for adoption in future in-fill new construction for the 45-block revitalization project in West Greenville. The College supported Winning entries will be exhibited as part of a series on student leadership and service learning sponsored by ECU CHE and USDA.

College of Business received approval for a curriculum change to add courses in Leadership and Professional Development. There will be a series of three courses beginning in the sophomore year. One of the components of this program is that all COB students (all 2800 undergrads) will be required to have a leadership portfolio demonstrating their activities related to leadership and professional development. One of the requirements of that portfolio (and a graduation requirement) is that each student needs to demonstrate/document that they (1) engage in at least 10 hours a year of volunteer work and (2) have at least one volunteer activity in which they are the leader. This graduation requirement will begin to be phased in over a four year period starting with students entering in Fall 2008.

College of Education
Service Learning/Engagement

Department	Primary Faculty	Course	Primary Engagement
Mathematics and Science Education	Bossé	MATE 2123	Observation of teaching; tutoring of students
	Sinicrope	MATE 3300	Apprenticeship for teacher education candidates in the high school – tutoring; teaching; working with teacher
	Wirth	MATE 4323	Senior I Internship – one day per week in schools: grading, tutoring; working with small groups; teaching some lessonrs
		MATE 4324	Senior II Internship – part-time and full-time instruction in the high school for MATE majors
	Fewell	SCIE 2123	Observation of teaching; tutoring of students
	New	SCIE 3323	Apprenticeship for teacher education candidates in the high school – tutoring; teaching; working with teacher
	Fewell, Doster-Taft	SCIE 4323	Senior I Internship – one day per week in schools: grading, tutoring; working with small groups; teaching some lessonrs
	Doster- Taft, Miles, Fewell	SCIE 4324	Senior II Internship – part-time and full-time instruction in the high school for SCIE majors
Curriculum and Instruction	Shea	EDUC 6001	class requirement regarding engagement with diversity; participates in service learning grant activity with classes through Americorps grant.
	Guy	EDUC 3002	class requirement involving engagement with diversity
	Meloth, Flint	EDUC 4400	class requirement involving assessment of learners
	L'Esperance	MIDG 3001	class requirement regarding engagement with students in middle schools
	Variety of faculty	MIDG 2123	class requirement regarding time and engagement in public schools
	Variety of faculty	ELEM 2123	class requirement regarding time and engagement in public schools
	Peel, Grubb,	ELEM 3235/6	class requirement involving work with elementary aged students

	Fogarty, Greene		
	Swaggerty, Griffith	READ 3204	class requirement involving reading tutoring
	Variety of faculty	ENED 2123	class requirement regarding time and engagement in public schools
	Variety of faculty	HIED 2123	class requirement regarding time and engagement in public schools
	Variety of faculty	SPED 2123	class requirement regarding time and engagement in public schools
	Debbie Metcalf	SPED 4300	class requirement involving work with special needs students
	Manner, Ardley, L. Warren, Good	ELEM 4550/1	class requirement involving social needs in schools
Counselor and Adult Education	Mott, Knott, Schmidt	ADED 6490	Multicultural issues – Students negotiate an applied project of benefit/service to their community, agency, school, or workplace.
	Mott, Knott, Schmidt	ADED	Students are required to provide some instructional or program planning/development service as part of their negotiated internship.
	Variety of faculty	COAD 6405	Students conduct counseling groups in schools and often in community agencies/churches.
Library Science and Instructional Technology	Variety of faculty	EDTC 6037	Students apply anchored instruction with self-selected community projects. In-service teachers work with community agencies to design learning activities using video based learning objects.
	Variety of faculty	EDTC 6991 and EDTC 6992	Internships to gain experience in a professional Instructional Technology work setting, such as a public school, community college and other similar settings.
	Variety of faculty	LIBS 3200	students perform story programs at Wintergreen Primary every semester
	Variety of faculty	LIBS 4950	Students are required to do two Read Alouds in public schools each semester.
	Variety of faculty	LIBS 6135	Students in Materials for Children engage in a book talking project in which they work with a teacher, librarian, or a youth group leader in the field while choosing books to present to a group of teens.
	Variety of faculty	LIBS 6133	Students work with preschool teachers to design and present a literacy based story time.

NURS 4440, Nursing Leadership and Service Learning I, Assessing and planning service-learning project relevant to health concerns of aggregates or populations.
NURS 4450, Nursing Leadership and Service Learning II, Implementing and evaluating service-learning project relevant to health concerns of aggregates or populations.
NURS 4460, Nursing Leadership and Service Learning III, Disseminating service-learning project relevant to health concerns of aggregates or populations.
DENT 7849. Oral Health Service Learning (Volunteer) (50) During this course, ECUSOD dental students will design and implement service learning projects that will: (1) provide opportunities for students to apply concepts and skills acquired in the curriculum, (2) provide health services and education for the community, and (3) provide learning experiences for students in communication, collaboration and project planning. During

their freshman through junior years, students will plan, and conduct at least 50 hours of oral health service/educational activities for the community. Students will evaluate the service learning projects and meet in seminars to discuss lessons learned from their experiences. Citation: http://www.ecu.edu/cs-acad/gcc/upload/09_13_06_GCC_Meeting_Minutes-2.doc

Stephanie Sullivan - (Engineering) - Received some kudos from a recent Service Learning event sponsored by the University Senate Subcommittee. Sullivan's Project Management class received high praise for their service-learning projects from representative of the Ronald McDonald House and a soccer group for Disabled Children. Gene Dixon's Give-to-the-Troops program was also commended for its efforts in the service-learning community.

Great Decisions 2006
The third iteration of Great Decisions will take place Saturday mornings, January 20-March 10, from 10:00am- 12:00pm in Rivers West Auditorium. This program is sponsored by the Foreign Policy Association and run by the World Affairs Council of Eastern NC, in partnership with ECU. Dr. Rick Kilroy hosts the program each Saturday morning. Students from his POLS 3144, American Foreign Policy class help run this community outreach event, as a "service learning" project..
Citation: http://www.ecu.edu/polsci/news2006.pdf

Pitt County Greenway Plan. It was a collaboration of the Pitt County Planning Department and the ECU Planning Program in Geography and Planning – graduate and undergraduate students in two courses under the direction of Al Burne. I think it is an excellent example of service learning.

Thomas Harriot College of Arts & Sciences

Anthropology Charles Ewen – historical archaeology class involved in relocation of grave at state historic sites

English1200, COMP 1200, COMP 1100, ENGL 1100

Foreign Languages and Literatures **Foreign Languages and Literatures**
Department faculty have been involved in service learning for foreign language Honors SeminarSpanish faculty have incorporated service learning components through collaboration with Pitt County Memorial Hospital, South Greenville and Wahl Coates Elementary Schools, St. Peter's Church, Vi Quest, and the Martin-Pitt [County] Partnership for Children

Geography GEOG 1250, **GEOG 6355**

Psychology PSY 4250

Sociology SOC 4347, **SOCI 3213 Sociology**
The Community Survey Lab provided students with opportunities (as part of class assignments) for participation in software-driven telephone surveys

College of Allied Health Sciences

Health Services and Information Management HSMA 2000

Rehabilitation Studies PWR

Occupational Therapy OCCT 6004, OCCT 6400

College of Business

Management MGMT 4262

Marketing and Supply Chain Management MKT 4662

College of Education

Curriculum and Instruction READ 3205, SPED 3100, GIFTED

Educational Leadership LEED 6823

College of Fine Arts and Communication

Art and Design Holly Garriott ART 4000 – Community Arts Management
ART 4010 – Work Experience in the Visual Arts and Design
Dindy Reich   ART 1015 – Design II

Communication COMM 4080, MEDIA AND HEALTH, COMM 2320 Rebecca Dumlao, Erick Green, Linda Kean, Brian Massey, and others

COMM 4080 – Senior Seminar

COMM 3321 – Investigative Reporting
COMM 4293 – Editing and Producing the News
COMM 4250 Media Production Capstone

College of Health and Human Performance

Health Education and Promotion HLTH 1050, 4604, 3244

Recreation and Leisure Studies RCLS 3000, RCLS 3004

College of Human Ecology

Child Development and Family Relations CDFR 2280, 3209, 4000, 4366, 4001, 4410,
CDFR 2124   Interaction Techniques for Working with Young Children   Triebenbacher
CDFR 3215   The Family as Consumers Reichelt
CDFR 3150   Introduction to early Intervention   Mitchell/Brehm
CDFR 3290   Theory and Practice in Family and Community ServicesWhitten/Ballard
CDFR 4001   Community Services Internship   Whitten
CDFR 4320   Practicum in Teaching B-K in the Public Schools   Brehm
CDFR 4366   Family Life Education Carroll
CDFR 4406   Parent-Professional CollaborationJohnson

Hospitality Management & Dietetics NUTR 3311 - Life Cycle Nutrition - Sibylle Kranz (fall, 2008)
NUTR 4500 - Community Nutrition Education (Nancy Harris)
NUTR 4801; 4802; 4803 supervised dietary Practice (Sylvia Escott-Stump)

Interior Design and Merchandising IDSN 1181. Interior Design Fundamentals Lab (Susan M. Meggs),
IDSN 2850. Interior Design II: Commercial Design (W. Hunt McKinnon),

 IDSN 3600. Interior Design III: Systems (W. Hunt McKinnon),

IDSN 3650. Kitchen and Bath Design (N. Yaprak Savut),

IDSN 4700. Problems in Interiors (Rebecca J. Sweet with Robert Chin, ECU and William Hofler, PCC), Erin Parrish,

MRCH 2999 Pre-Professional Merchandising Seminar [In the past, two instructors have taught this course. Liuying Shen and Erin Parrish]

Kate Carroll, MRCH 3400 Visual Merchandising [The instructor in Fall 2008 will be Seung_Hee Lee. Marina Alexander has also taught this course once]

Social Work SOCW 4102

College of Nursing

Leadership and community service

NURS 6002 Advanced Nursing Practice in Complex Health Care Systems

NURS 6109 Introductory Nurse-Midwifery Professional Roles and Issues

NURS 6110 Reproductive Physiology

NURS 6112 Nurse-Midwifery Management: Introduction to Primary Care and Women's Health

NURS 6113 Nurse-Midwifery Management: Antepartal Care

NURS 6115 Nurse-Midwifery Management: Pospartal Care and Neonatal Care

NURS 6116 Nurse-Midwifery Management: Intrapartal Care

NURS 6117 Nurse-Midwifery Management: Integration Practicum

NURS 6118 Nurse-Midwifery Professional Roles and Issues

NURS 6618 Advanced Practice Nursing: Primary Care of Adults

NURS 6619 Advanced Practice Nursing: Primary Healthcare of Childbearing and Childrearing Clients

NURS 6620 Advanced Practice Nursing: Synthesis in Primary Care of Families

NURS 6973 - Human Resource Management and Professional Relationships in Health Systems

College of Technology and Computer Sciences

Engineering ICEE 3300

Interdisciplinary

IRHE 2500, 2100

c. How many departments are represented by those courses? 31

What percentage of total departments? 67% (31/46)

d. How many faculty taught Service Learning courses in the most recent academic year?
In 2007/2008 there were **23 undergraduate** faculty registered with the VSLC, another **100 undergraduate** faculty were identified. Not identified through the database are graduate faculty engaged in service learning.

In a 2006 survey of faculty at ECU, 90 of 276 survey respondents indicated they were involved in service learning. The discrepancy between the 2006 survey data and the data VSLC data reported in "d" is due to the manner in which SL data is currently tracked by the VSLC.

What percentage of faculty? 123/1700 or about 7% of undergraduate faculty
Data from a survey of ECU faculty in 2006 indicated that 14% of the faculty reported teaching service learning courses. We do not believe the percentage of faculty using service learning has decreased, but attribute the difference in percentages to the current data collection system.

Presentations at 2008 Service Learning Conference ECU:

Service-Learning Benefits College Students and Community Recipients
Dr. Marsha Ironsmith, Dr. Marion Eppler, Marissa Errickson, Stephanie Hill, Dr. Michael Bassman
The Scholarship of Engagement: Integrating Service-Learning into a Program of Research
Dr. Marion Eppler, Dr. Marsha Ironsmith, Jesse Creech
In a senior seminar on the psychology of reading, students discuss primary source
materials on reading research. They also tutor one afternoon a week at an after school
program for at-risk 3rd, 4th and 5th graders. The primary objective of the seminar is to
understand psychology research on reading; however, the class discussion and journal
entries also focus on identifying connections between research and the tutoring experience.
Service-learning courses are labor intensive and may be perceived as competing with faculty research time,
particularly during the demanding probationary period. We demonstrate that research interests can be
integrated with course content, and that service-learning courses can further a research program and benefit
students in multiple ways.

Dickinson Avenue Design Studio
Hunt McKinnon, Carl Rees
In August of 2007 Hunt McKinnon, studio professor for a sophomore level design studio in Interior Design
approached Carl Rees with an idea. The idea was to involve the students in the design of projects in their
adopted hometown of Greenville. Carl had three significant areas of contribution to such a project:
1) As a planner working with the City of Greenville's Urban Development Division he had a particular
interest in revitalization of Greenville's historic Center City2) He is also a graduate student at East Carolina
University completing a masters degree in Geography with a concentration in rural and economic
development3) Having spent his teenage years in Greenville, Carl remembers Greenville's Center City,
particularly the downtown area, when it was still a vital part of the community's economy.
This poster session will show examples of the student work and involve the students in
describing what they learned in their semester concentrating on adaptive reuse of buildings that need to be
upgraded to make our community more vital. Carl Reese will discuss the projects from his perspective as
our client. Hunt McKinnon's role will be to explain how the work of the sophomore design studio in
commercial design meets the motto of the College of Human Ecology.

Professional Readiness: Service-Learning Projects as Preparation for the Field Experience
Dr. Paige Averett
Many majors require that students complete internships, practicums or field experiences as a part of graduation requirements. Service-learning projects provide the perfect opportunity for students that will enter into these types of professional experiences to gain further readiness. For many students, the service-learning project is a smaller step that gives them the opportunity to prepare for the demands of an internship as well as a concrete way to tie learning to the profession. This poster will describe the process of a "pre-field experience" type of service-learning project and include several of the successful projects.

Service-Learning: Impact on Health Education in the Elementary School Setting
Jamie Williams, MAEd, CHES, Paula Hudson Collins, MHDL, R.H.Ed.
Practices and procedures for Health in the Elementary School (HLTH 3244) is required of all elementary education and school health education majors. The course has an emphasis on classroom organization, principles, and practices associated with health education at the elementary level. The class is designed to provide an overview of methods and materials for implementing health education in the elementary school. Often, students are entering this course having little or no experience with elementary aged students. Therefore, a service-learning component was added to the course requirements beginning with the fall semester of 2006. This poster will focus on several service-learning projects submitted for HLTH 3244 and include student comments from reflection papers and discussions.

Writing For, With, and About the Community: An Exploration of Cultures and Values
Stephanie West-Puckett
Service-learning as a composition pedagogy affords English 1200 research writing students the opportunity to explore subcultures through primary research, examine significant issues affecting those subcultures through both primary and secondary research, and engage in real-world research-writing activities that serve a need in those communities. This poster session will allow conference attendees to explore how service-learning is used in the composition classroom. Sample student writings and reflections, texts composed with community partners, and the collaborative digital service-learning quilt constructed by my English 1200, Fall 2007 students will be featured. The service-learning quilt is the highlight of the poster session, and was constructed from a classroom activity that had students use mudcloth techniques to symbolize artifacts found in their community partner agencies. Several laptops will be available so that participants can experience this interactive exhibit and leave comments about their experience. The poster session will encourage attendees to explore the value of service-learning as composition pedagogy, facilitating learning about community, culture, values, language, and rhetoric. This session demonstrates that when experiences are carefully constructed and students are guided through critical reflection of those experiences, it provides opportunities for developing the values of empathy and civic engagement.

Study Abroad: Service-Learning in a Global Environment
Nancy Harris
Many campuses now include international education as a component of their core
educational mission, recognizing that increasing global competence among the next
generation is both a national priority and an academic responsibility. International service-learning
initiatives, even short-term models, can offer immersion into another culture. This type of engagement
provides unique opportunities for the development of professional skills, including cultural competence, as
well as personal enrichment. This poster will demonstrate how one short-term model of service-learning in
a international environment can be used for scholarly engagement, highlighting a nutrition faculty member
and one student who participated in an inland, two-week medical mission trip to Benin, West Africa in
March 2007.

Project Working Recovery: Graduate Learning Opportunities
Christopher G. Cubero, M.S., W. Leigh Atherton, M.A., Dr. Steven R. Sligar. &
Dr. Paul J. Toriello.
Project Working Recovery (PWR) is a service research project funded by the Kate B.
Reynolds Charitable Trust. The mission of PWR is to provide a cost-effective vocational intervention to
augment standard substance abuse treatment for persons in recovery. PWR has two faculty co-directors and
is staffed by two Ph.D. (coordinators) and four Masters (clinicians) students from the Department of
Rehabilitation Studies. Both Ph.D. and Masters Students may use their work experience in PWR to meet
practicum and/or internship requirements. The poster presentation will provide a brief overview of PWR
and the two different levels of learning that occur for the involved students. Attendees to the conference
will be able to a) learn about PWR, b) understand how counseling and supervision theory and practice are
linked through PWR operationalization and implementation, and c) review the clinical observation rating
form used to evaluate Masters level clinical skills and Ph.D. level supervision skills.

**Boosting Oral Language Skills of Exceptional and Other At-Risk Learners Through a
Service-Learning Project in an Undergraduate Reading Methods Course**
Dr. Jennifer Williams, Dr. John Heilmann, Ms. Debbie Metcalf
This poster will include a description of a service-learning project incorporated into an
undergraduate special education methods course at East Carolina University. Students in SPED 3100,
Instructional Methods for Students with Disabilities in the General Curriculum, are working with public
school students who need either strategic or intense academic interventions in oral and written language
skills in third, fourth, and fifth grades at Eastern Elementary School. The poster will include a description
of the project, pictures of the ECU students interacting with the targeted students, excerpts from the
electronic newsletter, and quotes from the participants. The learning outcomes for this session will include:
1. how to infuse service-learning into traditional methods courses, 2. the benefits of collaborative service-
learning projects in methods courses, within university departments/schools, and in area public schools, 3.
how to use technology skills and tools to 'level the playing field' for all learners in the public school
setting, and 4. the importance of university student reflection in the service-learning experience.

Genetics and Videoconferencing: Gifted Kids go to Camp

Dr. Elizabeth Fogarty, Dr. Melissa Matusevich, Dr. Patricia Anderson,
Dr. Suzanne Hachmeister, Dr. Ruth Kilburn, Dr. Katharine A. O'Connor, Carmen Smith

This poster explores the unique partnership between East Carolina University Professors, Pitt County teachers of the gifted, and local gifted youth that provides services that benefit all parties. The University faculty members have developed a course sequence that enables graduate students seeking their gifted licensure to benefit from the convenience of online classes throughout the year. Two weeks of summer practicum are coupled with the primary online program to enable the graduate students to work with gifted students from the local area. The gifted students also benefit from the program in that they receive stimulating experiences with technology and topics not ordinarily found in the curriculum.

Communicating Health, Building Community Partnerships

Dr. Rebecca Dumlao

Soon-to-graduate Seniors in the School of Communication are especially well equipped to help local health organizations share their message with key constituencies in eastern North Carolina. That's a main focus for recent service-learning projects in COMM 4080, the capstone course for communication majors. These up and coming graduates also cultivate professional relationships with the community partners and gain real life experiences for their resumes and professional portfolios. This poster presentation pinpoints community partner and classroom goals in recent semesters with two specific organizations: AseraCare Hospice and the American Red Cross. Sample student projects will help demonstrate varied kinds of learning that takes place, including some examples of how projects can be effectively listed on a resume or displayed in a student portfolio.

Preparing Family and Community Services Professionals through Service-Learning and Community Engagement

Dr. Sharon M. Ballard, Dr. Elizabeth Carroll, Dr. Kevin Gross, Tammy Whitten

The Family and Community Services (FCS) program is located in the Department of Child Development and Family Relations and has over 200 declared majors. The FCS curriculum is designed to prepare students to work with individuals and families or systems across the lifespan. This poster presentation will showcase the community-based learning that is integrated into the FCS curriculum. FCS students take a required sequence of courses (CDFR 2280, CDFR 3290, CDFR 4000, CDFR 4366, CDFR 4001/4410), each of which includes a service-learning or community engagement component. Participants will gain insight into a) how service-learning and community engagement can provide a foundation for a program curriculum, b) various models of service-learning, and c) the role of service-learning in achieving positive student outcomes.

East Carolina University Youth Arts Festival
Dindy Reich
The topic of the Poster session is the East Carolina University Annual Youth Arts Festival, and how a service-learning class can organize and have positive learning outcomes from managing an actual community and service event. The mission of the East Carolina Annual Youth Arts Festival is to promote the visual and performing arts to the children of our region. Visual artists and performing artists present their art forms to the Youth of Pitt County and Eastern North Carolina. Some artists showcase their talents and demonstrate the media they work in, while others work with the children doing hands-on projects. The festival strives to feature multi-cultural and multi-ethnic artists. Our presenters are drawn from the University Community, the city of Greenville, North Carolina and the surrounding region. The service-learning course connected to the Youth Arts Festival addresses the hands-on issues involved with putting on this successful and growing Community arts event for children. In planning and running this festival, we also work with many partners both from the University and from the community. In addition, we address topics such as State and local resources for arts event management, development and fundraising, not for profit organizations and legal issues.

Reaching a Community: One Student at a Time
P. Lynn Whichard
Service-learning can be incorporated in ANY college course and successfully so with the assistance of the Volunteer and Service-Learning Center at East Carolina University or any college or university with a similar program. All it takes is a teacher who believes in community involvement and who is passionate about student learning. It's an equation that can have powerful effects for all involved (student, community partner, teacher, and university). A pictorial with comments from students will paint a story of how service-learning has not just made a difference in the ECU community, but in some instances has been a life-changing experience for many of my students. The s-l writing project is a research proposal. Students identify a problem within their respective s-l communities and propose a solution to it using primary (observation, interview) and secondary research (internet and journal, magazine, books, and newspaper articles). The end result is a 10-12 page research proposal! Several students have won the W. Keats Sparrow Research Writing Award in recognition for their research and writing.

Making your service-learning course a gem: A multi-faceted approach to reflection
Barry Elmore, Britteny Jenkins
This poster session will discuss the methods of reflection incorporated into HLTH 1050 – Health and Service in Modern Society, a writing-intensive, honors, health class with a service-learning component. Over the past 8 semesters, the reflection process in HLTH 1050 has evolved into a multi-faceted approach and in the 2008 Spring Semester the reflective process in the course was enhanced by the addition of a peer reflection leader. The reflection leader is offered 2 credit hours of independent study in reflection leadership and assists with conducting in-class reflection sessions using Kolb's Model for 2 sections of HLTH 1050. With the addition of a reflection leader, not only has the course been enhanced, but an opportunity for student leadership has been provided. The student will be a co-presenter for the poster session. Conference attendees will be able to see how various methods of reflection can be incorporated into their courses. Examples of using discussion boards for reflection will be given.

Duplin County 4th Grade Students "Walk around the World"
Dr. Kim L. Larson, RN and Molly French, BSN, RN (Class of 2007)
B.F. Grady Elementary School serves 840 students in grades K-8 in Duplin County. The
diverse student population includes 59% Hispanic/Latino, 33% White, and 8% African
American students. In fall 2007, a community service-learning project was initiated between B.F. Grady
Elementary School and East Carolina University, College of Nursing with the goal of engaging all fourth
grade students in a daily "Walk around the World" fitness program. The planning group included the
school nurse, physical education teacher, ECU nursing faculty, and an ECU senior nursing student. The
senior nursing student conducted a baseline body mass index (BMI) screening on all 4th grade students in
fall 2007, and wrote a grant to fund pedometers for the "Walk around the World" fitness program. The
nursing student also facilitated a "Healthy Eating" class for all 4th graders using role-play and the
American Heart Association's "Mission Nutrition" scripted lessons. Pedometers are now in daily use by all
4th grade students in a healthy team competition for putting fitness into their daily routine.
Conference attendees will gain insight about a) community-based grant writing, b) interdisciplinary
collaboration in a rural school setting, and c) large scale screening
programs.

The Service-Learning Matrix: A Model for Building Sustainable Cross-course Partnerships
Susan Meggs, Dr. Annette Greer
This poster will describe a multifaceted service-learning initiative integrating EC Scholars, Interior Design,
and Health Sciences Education. The model introduces students to the basic skill sets required for interior
design, and to a design process that embraces a collaborative pedagogy serving the client in the community.
The study of social and cultural considerations among the students was a foci that offered a common
knowledge base for learning. The diverse target population that was served was primarily indigent and
represented the ethnic community of Latinos and African-Americans of Eastern North Carolina. The aims
of the curricular innovation were to provide an enhanced educational environment for inter-professional
learning that would also address the needs of selected rural communities through active partnership
development. Conference attendees will learn how to create sustainable internal and external community-
campus partnerships, integrate curricula across disciplines, and evaluate outcomes for service-learning
pedagogy using an interdisciplinary matrix approach.

Reaching Out to At-Risk Readers: A Service-Learning Project in an Undergraduate
Reading Methods Course
Dr. Robin Griffith, Dr. Kathy Misulis, Ms. Nicole Smith
This poster will include a description of a service-learning project incorporated into an
undergraduate reading methods course. Students in one section of READ 3205, Diagnostic/Prescriptive
Teaching of Reading, are tutoring at-risk kindergarten, first, and second grade students at Eastern
Elementary School. Working with the elementary school students on a weekly basis, the ECU students in
READ 3205 administer various informal literacy assessments. Based upon those assessments, the ECU
students design and teach individual lessons that target the student's needs while building upon the
student's strengths. The ECU students also shadow the at-risk learner during reading and writing
instruction. Following the tutoring sessions, the ECU students reflect on what they gained from the
interactions and what they contributed to the student and/or the teacher. The poster will include a
description of the project, photos of the ECU students interacting with the elementary school students, and
quotes from the participants.

The Global Understanding Program
Dr. Rosina Chia, Dr. Jami Leibowitz, Nathan Lean
This poster will examine the Global Understanding program as a service-learning tool and demonstrate how cross-cultural awareness can enhance service-learning. Global Understanding students are offered a scholarship opportunity that allows them to translate experiences into practical application as they spend six weeks in one of the partner countries where they participate in a service-learning project. This presentation highlights the Global Understanding program's first scholarship recipient, Nathan Lean, and his service-learning experiences in Morocco. This poster provides an example of how service-learning can extend beyond the classroom and how students can be encouraged to combine what they learn in the classroom with their own personal strengths to engage in service-learning activities that are rewarding to all involved.

Investigating the Impact of the ECU/College of Education 3-year *"Learning to Teach, Learning to Serve"* Grant Project: An Overview of the LTLS Program and Reseach-in-Progress
Dr. Chris Shea, Dr. Nancy Zeller, Dr. Guili Zhang, Dr. Sharon Knight
The ECU Learning to Teach, Learning to Serve grant project (LTLS) is a large-scale, multidisciplinary service-learning program implemented by a team of ten highly qualified faculty members in the College of Education. The ECU LTLS program is funded by Learn and Serve America, and is one of 14 sub grantees of a statewide effort to embed service-learning experiences into the pre service teacher education curriculum. In the first part of our presentation, we will provide an overview of this 3-year grant project, with particular emphasis on the collaborative ECU interdisciplinary faculty taskforce learning, work and research model that undergirds our LTLS project activities. The second part of this presentation will fully describe the powerful mixed method student combining quantitative and qualitative investigations that were applied to more effectively and thoroughly examine in greater depth a wide range of effects of the service-learning program.

Community Service- Learning in a direct entry MSN program
Dr. Ann Schreier, Nellie Droes, Cathy McLean, Monica S. Parker, Dr. Alta Andrews,
Dr. Annette Peery
This poster presentation describes an approach to integrate the concepts of leadership, service-learning, and community-academic partnership into a course entitled Leadership & Community Service. The course is placed in the pre-license phase of a direct entry MSN program. In this course, students chose one of three population based program planning projects (Craven County Hispanic Screening Clinic; Health Screening in Wayne County Head Start and Winning with Diabetes program in Pitt County). The three projects are in various stages of development. Each of 3 groups of nine students worked collaboratively with the faculty and the agencies to develop a partnership plan. The group's report included recommendations and a plan for continued engagement. These projects will continue to be developed by undergraduate nursing students in their community course during the academic year and the next cohort of direct entry MSN students during summer sessions.

Recruiting , Preparing, and Retaining Quality Teachers: A Graduate-Level, Course-Based Service-Learning Project

Dr. Mary J. Goggins Selke

North Carolina School Executive Standards (NCSES) require that educational administrators enact effective School Improvement Project (SIP) processes; administrator preparation programs in NC have the responsibility of preparing prospective school leaders to work with colleague teams to identify and research these needs, gather relevant data, set goals, evaluate results, and implement what is learned as a result of these processes. The 28 candidates enrolled in LEED 6823, a graduate-level educational supervisory leadership course offered in Goldsboro, NC, during Spring 2008, are experiencing a SIP-related process as they prepare to provide service to schools/districts. At the first class meeting, students were challenged to return to their schools and ask colleagues two questions: "What needs would we like to see addressed?" and "What questions do we want answered?" They subsequently used a nominal group technique to generate a collaborative list of questions/needs. The top four items were: Quality Teachers, Qualified Teachers, Stability in Teachers and Administrators, and Continuity in Leadership. We settled on an overriding theme of: "Recruiting, Preparing and Retaining High Quality Teachers

e. How many students participated in Service Learning courses in the most recent academic year?

In the 2007/2008 registered SL classes, 2000 undergraduate students.

What percentage of students? In the 2007/2008 registered SL classes, 12% of total full time undergraduate enrollment. However, there are many more students engaged in SL but not reported because of our existing methods of data collection. For example, undergraduate students enrolled in the courses not registered with the VSLC and graduate students are not represented in this count.

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement? 200 words

Yes, While each course has specific learning objectives, campus wide student outcomes are identified.

Each student will develop one of more of the following:
4) an awareness of community & social issues
5) respect for people and diversity in all its forms
6) greater self leadership and personal growth as shown by:
    demonstrating the ability to understand critical issues and different perspectives,
    demonstrating empathy
    developing critical thinking.

b. Are there departmental or disciplinary learning outcomes for students' curricular engagement? 200 words

Yes Examples include:

COE Maynard Scholars and NC Teaching Fellows are required to gain early school experiences. All sophomores meet the following outcomes: service at least one hour per week and the design and implementation of a community or school project.

Honors Program and EC Scholars work with faculty in a special seminar where the expected outcome is the development of individual service plans and a group service project. Each semester honors students are required to attend at least 8 co-curricular events; EC Scholars attend at least 12.

F.O.C.U.S. (Finding Opportunities to Connect Undergraduates with Service) outcomes include development of a commitment to service, increased awareness of social issues, development of civic responsibility, common bonds between students with diverse backgrounds, identification of local community needs and implementation of services to meet needs.

Programs in **Allied Health Sciences** such as occupational therapy and speech-language pathology "achieve a balance between clinical skills, theoretically based knowledge, service learning, and scientific inquiry…Therefore, service to communities is seen as essential to student learning." Student outcomes include application of course specific clinical skills, analysis of theoretical knowledge and application of theory to community participants. These programs achieved over 21,000 hours of community engagement during the past 12 months.

c. Are those outcomes systematically assessed? 200 words

Yes. Students enrolled in **registered SL courses**, the **Honors program, NC Teaching Fellows and Maynard Scholars** complete post service learning assessments collected by the Director of the **VSLC**. The assessment questions focus on the self reported student ratings of satisfaction with the experience; awareness of community needs and social issues; comfort with people who are different in term of race and life experiences; and understanding of self and values. A second assessment measures students' perceptions of the SL experience in improving class participation, writing assignments, communication, course understanding, critical thinking, and acting empathetically. The Director analyzes the assessments and provides a report for the course instructor and a summary report for the VSLC.

Examples of additional program assessments include: The community partner liaisons for the **NC Teaching Fellows and Maynard Scholars** complete evaluations each semester of the students and liaison's satisfaction with the services completed. Hours are logged and reported to the VSLC following each semester. Correlations between SL and grades are not identified, but anecdotal data support a positive impact on students. **Allied Health** student outcomes are measured by 1) specific course related assignments evaluated using a rubric, 2) performance on national Board examinations.

d. If yes, how is the assessment data used? 200 words

VSLC assessment data are used by **course instructors** registered with the Center for modification of the course SL experiences and assignments. The **VSLC** uses assessment data to enhance Center programs. Improvements include increasing the type and frequency of faculty support, modifying student orientations, and improving faculty professional development programs. Data are used collaboratively with community SL sites and resulting in improved methods of communication between the VLSC and community partners, clarification of expectations of student learners, and refined goals for student service learning experiences.

Data are used by the **Honors Program, NC Teaching Fellows, and Maynard Scholars** to evaluate students for program requirements and professional behaviors and to determine student eligibility for academic awards and association memberships.

All **instructors** and **programs** regardless of their registration with the Center evaluate students based on specific course objectives and use the assessments to determine course grades, to improve their courses, enhance the students' preparation for the SL experience and the SL student assignments.

Data are reported to the **NC Campus Compact and UNC General Administration**. Phase Two responses to the *UNC Tomorrow* initiative will require metrics for Phase One plans which included service learning and the outcomes assessment data will be used for this purpose.

3. a. Is community engagement integrated into the following curricular activities? Check ones and then give examples 300 words

X Research   X Student Leadership   X Internships/Co-ops   X Study Abroad

Undergraduate and graduate students conduct **research** for, with and about communities and share results with communities to improve communities. Research is part of senior classes, the Honors Program and the majors. Graduate research includes theses, dissertations, and projects. Examples of 2007-2008 studies included: "Program Evaluation of Level III Residential Facilities for Children: Seven Rural Case Studies", "Comparing Compassion Fatigue among Rural Child Welfare Workers to Improve Retention", "Incline Running for Knee Rehabilitation in Athletes", "A Biopsychosocial Glance at Overweight Children in Eastern North Carolina", "A First- Hand Survey of the Social Injustices of Southwestern Guatemala", and "Community Perceptions of Falls".

Student Leadership programs such as Alternative Spring Break, Emerging Leaders, Elite Pirate, Student Government Association Shipmates, ECU Leadershape, and the Leadership Challenge depend on community engagement. For example, Emerging Leaders develops exemplary student leaders through service projects. A significant component of the Shipmates program is the Community Service Project where the Shipmates Class collectively plans and implements a service project.

Academic programs use **Internships/Co-ops**. Students in the School of Communication, Department of Foreign Languages and Literatures; Colleges of Technology and Computer Science and Human Ecology, Library Sciences complete internships in schools, non-profit organizations, hospitals, law enforcement agencies, social service agencies, and businesses. Human Ecology students alone account for a total of over 260,000 hours annually. The Science Co-op/Internship Program provides students experiences in local industries, state and federal governments, and for profit companies.

Academic programs with the Office of International Affairs organize **Study Abroad**. The India course, designed to explore the relationships between religion and culture, spent two days doing volunteer work at a NGO called Tong-len. Another program included Interior Design and Merchandising students who developed a conceptual marketplace for City of Greenville (with the support of Uptown Greenville Association) based on historical marketplaces visited in Italy and Turkey.

led a group of 12 Pitt County K-12 public school teachers on a study tour of Japan (based in Kyoto), this summer (June 10-July 8), paid for with a grant from the U. S. Department of Education Fulbright-Hays' Group Projects Abroad program. We explored Japanese history, culture, and language at numerous Buddhist temples, Shinto shrines, samurai castles, universities, and public schools. The aim is to help these teachers to internationalize their teaching.

b. Has community engagement been integrated with curriculum on an institution-wide level?
Yes
If yes, indicate where the integration exists check where and give examples 300 words.

X Core Courses   X First Year Sequence   X In the Majors   X Graduate Studies

X Capstone (Senior level project)   X General Education

The Foundations Curriculum (core courses and general education) requires either HLTH 1000 or HLTH 1050. HLTH 1050 students serve community agencies such as the Pitt County Memorial Hospital, Operation Sunshine, The Pitt County AIDS Service Organization (PiCASO), the American Heart Association, and Growing Up Fit. COAD 1000 is an elective course for freshman and approximately 33% register. In 2005 more than 1,000 first-year students from COAD 1000 participated in Pirates Partnering with Pitt, providing service to the Ronald McDonald House, the Pitt County Animal Shelter and area food pantries.

Graduate programs require or provide a non thesis option in the form of internships, practicum, or capstone courses requiring community engagement. Examples include: Anthropology, Geology, Geography, Political Sciences,

Psychology, Sociology, Communication Sciences and Disorders, Rehabilitation Studies, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Education, Recreation and Leisure Studies, Nursing, Medicine, Social Work, Medical Family Therapy, Nutrition, Dentistry.

The majority of academic programs at ECU include **Capstone (Senior project)** courses that are practicum or clinical experiences meant to assist students in the synthesis and application of knowledge in a community setting. Within the 10 undergraduate degree designations and 23 graduate programs, all require a course that incorporates community engagement.

Many **Majors** participate in required practica and clinical experiences as curricular requirements. Within the Division of Health Sciences there are 717active NC Affiliation Agreements that provide experiences in community health systems, clinics, non-profit organizations and private health practices. Teacher education candidates participate in a year-long internship within the Latham Clinical Schools Network which represents 31 local public school systems.

The East Carolina University School of Music is seeking fourth-and-fifth-grade violin, viola, cello and bass students to participate in a teaching practicum for undergraduate music education students. The program, funded by a grant from the Dana Foundation through an application process from the National String Project Consortium, seeks to increase the number of children playing stringed instruments and to alleviate the shortage of public school orchestra teachers by training the next generation of string educators.

The ECU School of Music is ponsoring Kids Music After School Vocal Music Program for Children in grades 3-5. Participants will sing choral pieces, play instruments and participate in other musical activities. Children will also participate in research studies in music education. Cos for the fall season is $30 per family.

ECU School of Art and Design will sponsor children's art classes for grades 3-8. Cost is $10 per child.

Education undergraduate programs at ECU all require internship experiences. These. Experiences are integrated into the programs and culminate in a capstone course/set of experiences. Outcomes are identified in accreditation and state standards for engagement.

Teacher Education undergraduate programs at ECU all require internship experiences in the second semester of the senior year. This capstone experience is held in public school classrooms where the students complete a variety of teaching and leadership experiences in the same classroom of students for the entire semester. Prior to this internship, the programs all require at least one full semester of work in the same classroom, spending one day a week in the classroom. Most programs add more practicum placements and requirements as early as the sophomore year, with some programs such as ELEM or SPED requiring practicum experiences in public school classrooms during every semester beginning the sophomore year.

MAT programs require internship experiences in the capstone course period.

MSA programs for school administration require internship experiences in the capstone course period.

Counselor Education programs require internship experiences in the capstone course period.

Library Science programs allow the student to become familiar with the overall school environment, observing all aspects of the school operations as interns. Interns have opportunities to interact throughout the school as opportunities present. Additional internships are designed to provide students an opportunity to serve/learn/engage in the field in either a school, public, or academic library.

The Academically & Intellectually Gifted Center (AIGC) provides ECU students an opportunity to receive hands-on teacher training under the leadership of master Pitt County Schools teachers, Suzanne Hachmeister and Carmen Smith; ECU faculty, Drs. Fogarty, Matusevich, O'Connor and Anderson; and C&I summer programs director, Ms. Ruth Kilburn. The AIGC also has a systems theme, and children enrolled in the AIGC are actively engaged in learning stations including the Genetics System, Legal System, Financial System, Marine Ecosystem, Communication System, Body System, Advertising System, and Waste Management System.

First-Year Experience (FX) is a living environment that assists first-year students academically and socially as they make the transition to college life. Students who participate in FX benefit from a number of experiences that include community service. In 2007 538 freshmen participated.

ECU has outstanding global academic initiatives, one initiative the Global Understanding Project has 23 partners in 15 countries across 5continents. Students in this course (ANTH/INTL 1050) are actually engaged in the same classroom with students from three other countries every semester, and we offer 7 sections of this course every semester, the number of sections grow every year. In short, 220 ECU students are engaged with 660 students from 15 different countries each year. In addition we have lecture exchanges, joint courses, and joint research (funded) projects with our global partners. Thus ECU is indeed globally engaged.

I am trying to develop this further as a good way for medical trainees to learn about research while contributing to the community. We have a project that has shown marked disparities in breast cancer (initial access to care) and no disparity in how tumors were first identified. In another project in colon cancer, we did not see these disparities. We have submitted this research for publication (still confidential but for your information).

Andrea Rosenberg, Lillian P. Burke, Merrill Brinson. Large Breast Cancers in Eastern North Carolina (submitted/attached)

Posters/Abstracts Presented

M. T. Weed, A. Rosenberg, L. Burke, M. Haque, P. Vos, A. Aravapalli, M. Brinson. Medicaid patients with colorectal cancer are rarely diagnosed by screening colonoscopy. GI ASCO January 2008, Abstract # 396.

Rosenberg A, Burke L, Vos P, Liles, D. Self-Exam is the Most Common Method of Breast Cancer Identification. ASCO; poster presented 2007 meeting Abstract #1543

Davis Allen, Lillian Burke William Chapman, and Greg Gagnon. Perirectal Mass: An Unusual Presentation of Extramedullary Hematopoiesis. Review completed with medical student.

Rosenberg A; Burke L; Vos P; Brinson M. Factors Predicting Tumor Size at Presentation in Breast Cancer Patients. Journal of Clinical Oncology, 2006 ASCO Annual Meeting Proceedings Part I. Vol 24, No. 18S (June 20 Supplement), 2006: 10609

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? provide a minimum of 5 examples from different disciplines in 300 words

Yes

Arts & Sciences
Grabois, H. (2007). Service-Learning throughout the Spanish Curriculum: An inclusive and expansive theory driven model. In *Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics*.

West-Puckett, S. (2007). "Don't Feed the Elephant! An M&M Simulation of Power and Privilege," at Campus Compact's 10th Annual Service-Learning Conference.

Eble, M. (2007) "Rhetorical Engagement: Defining Community-Based Organizational Partnerships," at Association of Teachers of Technical Writing, NY.

Allied Health Sciences
Velde, B. P. (2008). Who Sits at the Head of the Table? A Reflection on Community, Student, Faculty Partnerships. In *Service-learning in occupational therapy: Philosophy and Practice*. Sudbury, MA: Jones & Bartlett.

Education
Shea, C. (2008). Learning through serving: A look at economic decline, rural revitalization, and
 service learning programs in North Carolina's Eastern Region. *Foreign Language Teaching at University Level, 8:6*, 145-154.

Nursing
Horns, P. et al. (2007) Leading through collaboration: A regional academic/service partnership that works. *Nursing Outlook. 55*(2), 74-78.

Leonard, B. (2007). Community Empowerment and Healing. In Community *as Partner: Theory and Practice in Nursing*. Philadelphia: Lippincott Williams & Wilkins.

Technology and Computer Sciences
Batie, (2007). "West End Project—A Hard Hats Service Learning Class", at the National Associated Schools of Construction (ASC) Conference, Flagstaff, AZ.

Health and Human Performance
Raedeke, T. & Focht, B. (2006). "Evaluating Whether Exercise Enjoyment or Efficacy Mediated the Effect of a Student Led Pedometer Intervention on Step Count Changes", at Association for the Advancement of Applied Sport Psychology, Miami.

Fine Arts and Communication
Dumlao, R. Web-based Communication Modules for Service Learning. http://core.ecu.edu/dumlaor/index.html

Dumlao, R. (Jan. 2007). Opportunities and Challenges Identified: Using 3 Service Learning Models in the College Classroom. Hawaii International Conference on Arts and Humanities.

Human Ecology, Medicine
Meggs, S. M., Greer, A. G., Warsco, K., & Clay, M. (2007). Community Campus Partnership for Health. *Academic Exchange Quarterly, 11 (3).*

Bob Edwards, Sociology, Service Learning in Higher Education. I recently completed a project on the promise and challenges of service learning as a pedagogical innovation at colleges and universities nationwide. This project yielded several publications including a thematic issue of the *American Behavioral Scientist* (Vol. 43, No. 5, Pp. 741-912) entitled "The Service Learning Movement: Response to Troubled Times in Higher Education" (co-edited with Sam Marullo, Dept. of Sociology, Georgetown University) and two articles with Linda Mooney (Dept. of Sociology, ECU): "Experiential Learning in Sociology: Service Learning and other Community-Based Learning Initiatives," *Teaching Sociology* 29:181-1944 (April, 2001); "Who Is Being Served? The Impact of Student Volunteering on Local Community Organizations," *Nonprofit & Voluntary Sector Quarterly* 30(3): 444-461 (2001).

Carpenter-Aeby, T. & Aeby, V. (In Press). A road map for successful service-learning
        projects. Annals of the Association for the Advancement of Educational Research and the National
        Academy for Educational Research.
Carpenter-Aeby, T., Anderson, K., Chamblee, W., Daly, D., Marsland, A., Hallman, J., Loftin, T.,Perez, J., Scheu,
        A. (In Press). Bringing the classroom to the community:Students voice the passion and inspiration of
        service-learning. Annals of the Association forthe Advancement of Educational Research and the National
        Academy for EducationalResearch.
Carpenter-Aeby, T., Anderson, K., Chamblee, W., Daly, D., Marsland, A., Hallman, J., Loftin, T.,Perez, J., Scheu,
        A. (May, 2002, Submitted). Benefits of service-learning in social workpractice: Reflections on Learn &
        Serve Projects. Journal of Social Work Education.

Carpenter-Aeby, T. & Aeby, V.(December, 2002, Submitted). Interdisciplinary service-learning for assessment and intervention with rural elderly communities. Journal of Rural Social Work.

Presentations:

Carpenter-Aeby, T and Aeby, V. (September, 2002). Interdisciplinary Service-Learning for Assessment and Intervention with Rural Elderly Communities. International Conference on Human Services in Rural Communities. Halifax, Nova Scotia

Carpenter-Aeby, T. and Aeby, V. (December, 2002). Road Map to service Learning. Joint Conference of the Association for the Advancement of Educational Research and the National Academy for Educational Research. 12/03-07/02

Marsha Ironsmith's student, Stephanie Hill, has been chosen to be one of 16 ECU students to present her senior thesis research entitled "Service learning and college students: Changes in motive for volunteering" to the NC legislators on April 17th in Raleigh.

Ellis, Maureen and Elizabeth Hodge, *Diverse learning needs - Making the connection through experiential learning*, National Associate for Business Teacher Education Journal, 2007.

Atkinson, Terri and Katie O'Connor, *Establishing professional development partnerships online: Reaching out to veteran teachers,* TechTrends, 2007.

Manner, Jane, *Service Learning, Efficacy Beliefs, and Course Satisfaction,* SRATE Journal, Winter 2007.

Warren, Sandra and Jennifer Wiliams, *E-mentoring*: *Supporting first-year educators and rejuvenating veteran teacher,* Delta Kappa Gamma Bulletin, 2007-8.

Reports:

Yates, Peggy and Hal Holloman, *Capturing and Using Best-Practice Language to Impact School Reform: A Report for Creswell Elementary School*, Report to Washington County Schools, 2008.

Yates, Peggy and Hal Holloman, *Capturing and Using Best-Practice Language to Impact School Reform: A Report for Creswell High School School*, Report to Washington County Schools, 2008.

Yates, Peggy and Hal Holloman, *Capturing and Using Best-Practice Language to Impact School Reform: A Report for Pines Elementary School*, Report to Washington County Schools, 2008.

Yates, Peggy and Hal Holloman, *Capturing and Using Best-Practice Language to Impact School Reform: A Report for Plymouth High School*, Report to Washington County Schools, 2008.

Yates, Peggy and Hal Holloman, *Capturing and Using Best-Practice Language to Impact School Reform: A Report for Washington County Union Middle School*, Report to Washington County School, 2008.

Presentations:

Zeller, Nancy and others, "Investigating the Impact of the ECU/College of Education 3-Year 'Learning to Teach Learning to Serve' Grant Project: An Overview of the LTLS Program and Research-in-Progress," ECU 5th Annual Service Learning Conference.

Beacham, Swope, and McFadden, "Project HEART - Partnering for Success," NC Teacher Education Forum, Fall 2007.

Beacham, Swope, and Tucker, "Partnering for Success-Using Service learning to Connect Classrooms to Community Needs," Gulf-South Summit, Spring 2008.

Bassman, M. INTEGRATING ACADEMIC SERVICE LEARNING AND UNDERGRADUATE RESEARCH in "Council on Undergraduate Research Quarterly" (2006)

Bassman, M. NAVIGATING THE JOURNEY: IMMERSION LEARNING IN THE MIGRANT LATINO COMMUNITY" co-authored with K. Harris in "The CCPH JOURNAL" (2007)

Bassman, M. Editor in Chief of EXPLORATIONS,THE JOURNAL OF UNDERGRADUATE RESEARCH & CREATIVE ACTIVITIES FOR THE STATE OF NORTH CAROLINA (we accept submissions on Service Learning)

Andrea Rosenberg, Lillian P. Burke, Merrill Brinson. Large Breast Cancers in Eastern North Carolina (submitted/attached)

Posters/Abstracts Presented

M. T. Weed, A. Rosenberg, L. Burke, M. Haque, P. Vos, A. Aravapalli, M. Brinson. Medicaid patients with colorectal cancer are rarely diagnosed by screening colonoscopy. GI ASCO January 2008, Abstract # 396.

Rosenberg A, Burke L, Vos P, Liles, D. Self-Exam is the Most Common Method of Breast Cancer Identification. ASCO; poster presented 2007 meeting Abstract #1543

Davis Allen, Lillian Burke William Chapman, and Greg Gagnon. Perirectal Mass: An Unusual Presentation of Extramedullary Hematopoiesis. Review completed with medical student.

Rosenberg A; Burke L; Vos P; Brinson M. Factors Predicting Tumor Size at Presentation in Breast Cancer Patients. Journal of Clinical Oncology, 2006 ASCO Annual Meeting Proceedings Part I. Vol 24, No. 18S (June 20 Supplement), 2006: 10609

Bickley-Green, C. A. & Phillips, P. (2003). Using visual arts and play. Art Education: Journal of the National Art Education Association 56(6), 40-45. (This is about teaching resiliency through art. We in the School of Art and Design did afterschool programs with middle school students for two years. This reports the curriculum and the research.)
O'Thearling, S. & Bickley-Green, C.A. (1996). Art education and at-risk youth: Enabling factors of visual expression. Journal of Visual Arts Research 21 (1), 20-25.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. **Indicate which outreach programs are developed for community: check the ones and give examples in 300 words**

   X learning centers
   X tutoring
   X extension programs
   X non-credit courses
   X evaluation support
   X training programs
   X professional development centers
   X other (specify)

The Summer **Learning Center** provides a creative learning opportunity for K-4 children. GEAR UP provides comprehensive learning services for students, educators and parents.

Honor students **tutor** school children from migrant Latino families. Science education students tutor members of the Boys and Girls Club. Project HEART participants **tutor** at-risk county students in math and science. The Center for Economic Education works with junior and senior high school students to develop economic understanding, problem solving abilities, financial literacy, and an appreciation for entrepreneurship.

Extension programs include the Healthy Marriage Initiative (a community-based education program for National Guard couples) and distance education with 50 degree and certificate programs.

The Division of Continuing Studies offers **non-credit courses and continuing professional education** programs that are flexible and tailored to individual or organizational needs. Eastern Area Health Education Center provides **professional development** to meet the state's health and health workforce needs.

The OED provides **evaluation support** through economic impact studies, strategic or transportation plans, revitalization studies, and consultation on a wide range of community issues. Its Center for Survey Research provides access to widely used methods of assessing public opinion.

Developmental Motor Laboratory **trains** adapted physical education specialists to meet the activity needs of persons with disabilities. The Regional Training Center works to prevent substance abuse among children through **training** on all issues of creating, sustaining and leading a coalition.

other

Capstone Studio matches talented students with eligible community organizations to help local communities find innovative ways of utilizing landmark buildings that have fallen into disrepair.

Outreach Network works with community organizations to find resources for programs that promote sustainable growth and development, while providing a meaningful educational experience for students.

Entrepreneurial Initiative Spin-In projects are new technologies that are not part of ECU. Spin-ins assist companies in accessing ECU resources for research and/or commercialization.

Office of Interdisciplinary Health Sciences includes as its mission to "Collaborate with schools, units, and communities in establishing community partnerships for interdisciplinary rural health training". Although the HRSA grant is no longer in place we still continue to meet this mission and work consistently with our community partners. Our most recent grant was for $10,000 from **Association for Prevention Teaching and Research** (APTR) where we partnered with Nursing, Allied Health, and Public Health to collaborate with Greene County Health Care, Inc

2. Which institutional resources are provided as outreach to the community?
check the ones and give examples in 300 words

X co-curricular student service

 X work/study student placements

X cultural offerings

X athletic offerings

X library services

X technology

X faculty consultation

East Carolina Friends (a student, faculty, staff group) is an example of a **co-curricular** initiative funded by SGA. Students commit to mentor an at risk student for one academic year and have positively influenced over 800 at risk elementary students.

Work Study students are used by The Child Development Lab, serving infants, toddlers, and preschool-age children.

Each semester the College of Business provides graduate students (paid out of our GA money) to work at the SBTDC office and at the Entrepreneurial Initiative office on campus. [the SBTDC is a state program in conjunction with the US Small Business Administration. The EI is an ECU effort to help local entrepreneurs be successful.] At SBTDC they assist the counselors and provide consulting services to local and regional small businesses (normally free to the business). At EI, the students help the staff with programming. In each case, the students use their academic skills in a real-life business setting.

Cultural offerings include the S. Rudolph Alexander Performing Arts Series, Worldfest, PowWows, MLK Community Celebration, gallery exhibits, professional theatre for family audiences, K-6 children's theatre, Religious Arts Festival, New Music Festival, Billy Taylor Jazz Festival, Annual Black History Concert, Voyages of Discovery Lecture, Eastern NC Literary Homecoming.

GREENVILLE, N.C. (1/28/08) -- A Feb. 10 concert by the East Carolina University Symphony Orchestra will help raise money for the Grimesland Free Clinic.

Students, faculty and staff coach and referee community sports. ECU sponsors children's summer athletic camps. The community attends **athletic events** such as football, basketball, baseball, softball.

Area residents may obtain a **library** card for circulating materials for the Joyner **Library** (Teaching Resources Center, Music Library) and participate in the Laupus **Library** Country Doctor Museum, History of Medicine Presentations, exhibits such as Microscopes *in the History of Medicine and Biology.*
The Irene Howell Assistive **Technology** Center provides students, school personnel, community agency members, individuals with disabilities, and parents or advocates opportunities to explore assistive technologies. The Center for Geographic Information Science supports research, instructional, and outreach activities that use geographically referenced data. College of Technology and Computer Science techs work with community agencies such as the Greene County Schools to fix computer and internet problems.

The First Year Support Project uses 2.0 tools to support the incoming freshman students and parents. **Parents:** http://ecuparents.ning.com/ecuparent@gmail.com – usernameecuparent – password. As of today the site has 410 active member since June 13th. All members are parents of the incoming freshman class. The goals of the site are to "Support and Engage" these parents by proving university information, answer questions and create community among the members. The site supports and engages the parents with daily site updates of important events and dates (e.g. Move in date information, community events, links and phone numbers to the most critical university areas), discussion forums (to date 41 separate discussions have been created w/ hundreds of responses) and chat. The chat will be used for social reasons and also "ask the expert". I hope to recruit different experts around campus to help answer questions during scheduled chat times.

In the works: ECU Parent Photography Project **Students:** Facebook Site – launches this week. (have to have a facebook login to see this site)Twitter – launches this week. http://twitter.com/ecupirates (microblog tool)**In the works:** ECU freshman Photography project. Both of these tools will be a resource for students to mine information and ask questions to the First Year Support Group Staff. University information and updates will be posted daily to both of these areas. The idea is to quickly answer a student's question or point them to the correct resource if we are

not able to answer the question ourselves. **In the works:** ECU based Facebook application.

The ECU News Bureau maintains a website listing **faculty consultants**. The Bureau of Business Research provides applied economic data and forecasting services to the community. The Center for Sustainable Tourism provides outreach programs. Historical archaeologists worked to relocate a grave at a state historic site and a faculty anthropologist was involved in four forensic body search and recover operations.

3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 15 partnerships)

1. Name of Partnership: Center for Natural Hazards Research
Community Partner: NASA Goddard Space Flight Center, City of Nags Head, NCNC Sea Grant

Institutional Partner: Departments of Geography, Economics, English, Sociology, Marine Geology

Purpose: The Center offers educational opportunities to the local community and facilitates research on natural hazards in the region.

Length of Partnership: 4 years

 # Faculty: 25

 # Students: 8

Grant Funding $2.79 million

Institutional Impact: provides students and faculty research opportunities, supports student field experiences, identifies key regional issues that guide curriculum and research.

Community Impact: modifications to: parking, access to natural areas, emergency response, law and policy

2. Name of Partnership: Washington County Community Engagement Model
Community Partners: Window on the World (WOW); Washington County Board of Commissioners

Institutional Partner: Divisions of Academic and Student Affairs, Division of Research and Graduate Studies, Health Sciences and Administration and Finance. The Colleges of Education, Business, Health & Human Performance, Arts & Sciences

Purpose: Improve the educational experience and achievement for students in Washington County; Develop agreements that promote employment opportunities in Washington County and the region; and Develop a replicable community and economic engagement model for rural counties/ communities.

Length of Partnership: 2 years

 # Faculty: 11

 # Students: 10

Grant Funding: ECU supports WOW @ $100,000 per year for period of contract.

Institutional Impact: Proposals from the academic work team are used as the basis for how ECU uses the WOW Center, based on diagnosed needs/issues in Washington County.

Community Impact: ECU conducted a community needs assessment (2007) that identified Washington County's most pressing needs. ECU has offered undergraduate and graduate courses to Washington County residents to be provided through the WOW Center. The College of Education, through its Beaufort Community College hub of Wachovia Partnership East, has had a teacher recruiter on site at the WOW Center one day per week. The Division of Academic & Student Affairs has committed an outreach person to be at the WOW center on a regular basis. Faculty assisted in development of funding proposals for their assigned agencies in Washington County.

3. Name of Partnership: NC Small Towns Economic Prosperity (NC-STEP) Program

Community Partners: Swan Quarter, Plymouth, Columbia and Grifton NC

Institutional Partner: OED

Purpose: The mission of the STEP project is to help small towns find their economic "niches" and develop plans to capitalize on these areas.

Length: 2 years

 # Faculty: 3, 6 staff

 # Students: 4

Grant Funding: NC Rural Economic Development Center, $111, 100

Institutional Impact: Upon graduation, one of the students was hired as a town planner. He cited his experience with NC STEP as valuable preparation for this employment position. University resources were showcased to the communities involved, stimulating future projects.

Community Impact: Swan Quarter, Plymouth, Columbia and Grifton now have inclusive, local leadership teams that know how to vision, plan, develop, and implement economic development strategies. The towns are now assuming responsibility for their own economic development and growth. Local leadership capacity has been increased in all sites. The coaches facilitated a custom process leading sites to create economic opportunities, including asset building, business development and job creation.

4. Name of Partnership: Latham Clinical School Network

Community Partners: 31 public school systems in eastern North Carolina (Beaufort, Bertie, Camden, Carteret, Clinton City, Craven, Cumberland, Duplin, Edenton-Chowan, Edgecombe, Franklin, Gates, Greene, Halifax, Hyde, Johnston, Jones, Lenoir, Martin, Nash/Rocky Mount, Northampton, Onslow, Pamlico, Pitt, Roanoke Rapids, Sampson, Tyrrell, Washington, Weldon City, Wayne and Wilson)

Institutional Partners: College of Education

Purpose: Provides a network in which public schools, community colleges, and East Carolina University can collaborate to enhance recruitment, retention, and renewal of teachers from pre-service to in-service.

Length: 12 years

 # Faculty: Approximately 80 faculty per academic year

 # Students: Approximately 3500 per academic year

Grant funding: US DOE grants for Special Education teacher preparation, Wachovia Foundation Gift for Elementary Education teacher preparation; ESL training grant for in-service teachers; Payne Foundation grant for new Teacher Induction; UNC-GA awards for 2+2 degree completion programs.

Institutional Impact: Quality field placements and clinical experiences for teacher education candidates; implementation of innovative practices and new initiatives in both public schools and universities and provides continuous professional development for public school and university partners. There is a liaison within each county who communicates school system needs to the university.

Community Impact: 435 schools with over 20,400 teachers, eight of the top ten systems in NC that employ the most ECU education graduates are part of this network. Systems in this network are first priority for engagement with ECU in projects related to research, teaching, and service. Systems receive high quality new teachers and professional development for current teachers at reduced costs or gratis.

5. Name of Partnership: Wachovia Partnership East
Community Partners: 19 community colleges at hubs: Coastal Consortium at Craven Community College, North Central Consortium at Nash Community College, South Central Consortium at Wayne Community College, Northeast Consortium at Beaufort County Community College, Virtual Consortium at Pitt Community College**; 37 LEAs** (public school systems)

Institutional Partners: College of Education; in the three degree programs we offer through this 2+2 partnership, we have classes within those programs from the College of Health and Human Performance and the College of Arts and Sciences

Purpose: to make it possible for students throughout eastern North Carolina to obtain four-year degrees in education from East Carolina University in their local communities. Through collaboration and innovation, the partnership focuses on preparing teachers who will help meet the demand for well-trained professionals in the classrooms of North Carolina and beyond.

Length: 6 years

 # Faculty: 57 course sections in the fall. We also have 5 WPE Coordinators which are employees of ECU but housed at the community college hub site.

 # Students: approximately 350 students

Grant funding: The $1.2 million from the Wachovia Foundation was given as a spend down account; approximately 76% of this gift has been appropriated for student scholarships. The Partnerships received over $350,000 in grant funds from General Administration. This partnership has also played a role in USDOE grants awarded to our Special Education Program Area.

Institutional Impact: WPE was recognized by the American Association of Colleges for Teacher Education (AACTE) with the 2007 Best Practices for Collaboration with Community Colleges Award. In addition to the $1.2 million gift from the Wachovia Foundation, the enrollment has resulted in an increase in faculty resources.

Community Impact: To date we have over slightly over 130 graduates from this partnership; many of these individuals may not have been able to complete a teacher education degree without this partnership. The impact is that through WPE we are able to produce a community based pool of teachers which impacts the teacher shortage in our rural service areas.

6. Name of Partnership: Lucille W. Gorham Intergenerational Center

Community Partners: West Greenville Community, Pitt Community College, City of Greenville

Institutional Partners: College of Human Ecology

Purpose: to assist families and individuals in the west Greenville community and beyond in reaching their full potential through adult education, job training, counseling, home ownership readiness counseling, and social work services. The center also serves as a field site for students and provides opportunities for faculty research.

Length: 1 year

 # Faculty: 6-one faculty position dedicated to the Center, 1 faculty on grant, and 4 faculty teaching or volunteering at center since January 2008.

 # Students: 300 participated in center events or classes between January and March of 2008

Grant funding: $111,000 to center programs and approximately $100,000 to program partners housed at the center as the Summer Significance Program and Rebuilding Together

Institutional Impact: provides community placements for ECU students, guides curriculum content in affiliated departments

Community Impact: >1500 individuals used the center between January and March of 2008 (quarterly report to city)

7. Name of Partnership: Bernstein Center

Community Partners: PCC, community groups, DSS, PC Med Society, Access East, Office of Rural Health, public health, hospital—Eastern Carolina Community Health Consortium

Institutional Partners: Brody School of Medicine, Child Development and Family Relations, Social Work, Psychology, College of Nursing.

Purpose: provide primary health care, dental care and pharmacy services for low-income people in Pitt and surrounding counties

Length: 2 years

 # Faculty: 8

 # Students: 3

Grant funding: Total capital grants approximately 2.3M, total operating grants to date $1.2M from Private donors, Pitt Memorial Hospital Foundation, The Duke Endowment, Kate B. Reynolds Charitable Trust, Blue Cross-Blue Shield NC Foundation, NC Office of Rural Health and Community Care, Rural Center of NC, NC Health and Wellness Trust, Bureau of Primary Care, USHRSA.

Institutional Impact: Do what is right, Do it well, Do it together—to help improve the health of area residents. Teaches students and faculty a model for community health, provides an exemplar for holistic health care, provides community placements for students, identifies curricular content needed to be successful in a community health model.

Community Impact: 3000 patients annually. While the center focuses on the uninsured, it accepts all patients who wish to use its services. Those without insurance are billed on a sliding scale according to their income. Without the Center, these patients would not receive quality health care.

8. Name of Partnership: ARISE (A Real Integrated Sports Experience) Program

Community Partners: STAR (Support Team for Active Recreation), Pitt County Memorial Hospital Outpatient/Rehabilitation Program, and Pitt County Community Schools and Recreation

Institutional Partners: L. T. Walker International Human Performance Center in the School of Health and Human Performance, Department of Exercise and Sports Science, Department of Recreation and Leisure Services
Purpose: To provide students, faculty, staff, alumni, and community members with and without disabilities the opportunity for involvement in a variety of unique sports, fitness, and recreational activities as a means to enhance their physical, intellectual, social and emotional well-being.

Length: Over 10 years

Faculty: 2-4 PT

Students: Approximately 150 per academic year

Grant Funding: Pitt County Memorial Hospital, $28,833 annually; Pitt County Community Schools and Recreation, $1,000 annually

Institutional Impact: Quality student intern and practical experience opportunities for students in Adapted Physical Education, Recreation Therapy, Occupational Therapy and Physical Therapy; enhances students understanding and accepting of persons with disabilities with a focus on abilities rather than disabilities, ECU has received national recognition for the unique nature of this collaborative program.

Community Impact: Facilitates physical activity for persons with disabilities by providing exercise partners and accessible facilities for citizens in Pitt County; creates an awareness of diversity as it relates to persons with disabilities; provides a unique partnership to share resources within the community, both fiscally and physically.

9. Name of Partnership: Tillery Wellness Program

Community Partners Area Wide Health Committee, Concerned Citizens of Tillery, Peoples Health Clinic, Halifax County School System, Crowell Crossroad Baptist Church, Halifax County Health Department, Area L AHEC

Institutional Partners: Colleges of Allied Health Sciences, Health and Human Performance and Nursing; Brody School of Medicine; School of Social Work; School of Music; Honors Program; Departments of Environmental Health, Athletics, Nutrition

Purpose: to use a holistic perspective of health to increase quality of life and address issues of social and environmental justice

Length: 12 years

Faculty: 20

Students: 200

Grant funding: $618,000 from Corporation for National Service with matching funds, $100, 000National Institute of Environmental Health Science
Institutional Impact: Faculty from a wide variety of disciplines were able to develop service learning projects with their students. As part of the Learn and Serve America grant, faculty who developed a program were funded to present their work at a professional meeting. This allowed the faculty member to view service learning as something valuable to his/her profession. ECU became known for its service learning work. Students were introduced to an ultra rural community and learned how their particular discipline could make a difference.

Community Impact: Provided home evaluations that included modifications to reduce falls, exercise programs that were culturally and age appropriate, summer youth empowerment camps, walking trail, home and clinic based occupational therapy services.

10. Name of Partnership: North Carolina Agromedicine Institute

Community Partners: agricultural community, universities, businesses, health care organizations, governmental agencies, and non-governmental organizations including: NC State University, NC Agricultural and Technical University, NC Farm Bureau Federation, NC Department of Agriculture and Consumer Services, NC Cooperative Extension Service, NC Farmworker Health Program/Office of Rural Health and Community Care, NC Community Health Center Association, East Coast Migrant Head Start Project, NC Forestry Association, NC Association of Professional Loggers, NC Sea Grant, NC Department of Labor, NC Division of Public Health/Department of Health and Human Services, Eastern Area Health Education Center, AgriSafe Network, University of Iowa School of Public Health, Iowa Center for Agricultural Safety and Health, Tri-County Community Health Center, National Tractor Safety Initiative- Southeast Center for Agricultural Health and Injury Prevention -University of Kentucky, Northeast Center for Agricultural Medicine and Health, High Plains Intermountain Center, Southwest Center for Agricultural Health, Western Center for Agricultural Health, Pacific Northwest Agricultural Safety and Health

Institutional Partners: Department of Public Health-BSOM, School of Nursing, Department of Technology Systems, Division of Cardiology-BSOM, Department of Biostatistics, Center for Health Sciences Media, Department of Emergency Medicine – BSOM, School of Social Work, Center for Health Services Research and Development, Brody School of Medicine, School of Allied Health Sciences, Division of Research and Graduate Studies

Purpose: To serve, engage and improve the health, safety and well-being of farming, fishing and forestry communities through research, education and outreach.

Length: 18 years

 # Faculty: 34

 # Students: 242 (590 additional students in Growing Up FIT!)

Grant funding: National Institute for Occupational Safety and Health, Blue Cross-Blue Shield USDA East Coast Migrant Head Start Project/US Bureau of Head Start 10,928.00

Institutional Impact: The NCAI has produced $6,270,721.00 in funding for applied research and community outreach and education since 1999. We have produced over 50 peer reviewed research publications; have helped train and provided internships and service learning to over 700 students since 2000 from the College of Education, the School of Allied Health Sciences, the School of Nursing, Brody School of Medicine, and the College of Arts and Sciences. We have served the southeastern US as a NIOSH Agricultural Center. We have also provided research seminars for faculty, engaged faculty with agricultural occupational health and safety conferences for invited presentations and supported their costs, assisted faculty with research dissemination and with writing and obtaining research grants. We have supported student research presentations at state and national conferences and sponsored a regional NIOSH agricultural center meeting. We participated as a research partner with the National Occupational Safety and Health National Tractor Safety Initiative. We developed the 1890 Agromedicine Alliance with NCAT University providing collaborative research opportunities among ECU and 1890 Land Grant Schools and received grant funding to develop a tool for monitoring the health and safety of minority farmers. We are currently 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.

Community Impact: Governors Task Force on the Prevention of Pesticide Exposure led to new legislation and programs to protect farmworkers from pesticide exposures, collaborated with the NC Dept of Labor to develop pilot assessment of heat stress for NC farmers following an outreach/education pilot on heat stress surveying growers and workers with a follow up intervention pilot, injury prevention translational project with Christmas tree workers, collaborated with Women and Children's Health Branch, NC Division of Public Health to raise awareness of health and safety concerns related to women and children living and working on farms in North Carolina, development of safety survey of small fishing vessels, , NCAI/SCAC online Pesticide Training Course, in partnership with Eastern Area AHEC, Timber Medic Project, developed and delivered skin cancer screening program for southeastern US

and Puerto Rican fishermen, working with EPA to measure air quality in northeastern NC, translated the national Agricultural Health Study into literature and presentations for the national agricultural community, developed GIS early warning system for West Nile Virus in Mississippi, improved access to physicians for rural farmers in Alabama, conducted the first monitoring program for African American farmers throughout 10 states, helped train pre-health students about the migrant farmworker families through a school based mentoring program, developing AgriSafe-NC in partnerhip with NC community health centers to provide access to occupational health care services for farm families, conducted 48 monthly local television food, nutrition and physical activity educational spots on regional television across eastern NC and south eastern Virginia, and identified food security as an occupational health problem of migrant farm workers**.**

11. Name of Partnership: Wounded Warrior East

Community Partners: Wounded Warrior battalion of Marines at Camp, Virtual Medical Center

Institutional Partners: College of Health and Human Performance

Purpose: To provide innovative rehabilitation techniques to reduce post traumatic stress, increase physical capacity for returning soldiers. Examples include Virtual Baghdad and Virtual rehab that allows for sophisticated assessment, cognitive retraining

Length: 1 year

 # Faculty: 1

 # Students: 10

Grant funding: None

Institutional Impact: Students gain real life experience and learn to apply their classroom knowledge and begin to understand the meaning of sacrifice.

Community Impact: Some Marines that are members of this battalion are hoping to stay in the Corps but some may transition to civilian roles. Since all marines are combat Marines, they face going back to Iraq or Afghanistan. Some have already had three tours and all are wounded mentally and often physically as well. If a Marine does return to his unit he/she will most likely be resent to Iraq or Afghanistan. Preparing for this inevitability is critical.

12. Name of Partnership: Food Literacy Partners Program (FLPP)

Community Partners: FLPP partners with the Physical Activity and Nutrition Partners, Pitt Partners for Health, ViQuest, Pitt County Schools, Pitt County Health Department

Institutional Partners: Brody School of Medicine, Family Medicine Department; Laupus Library; College of Nursing; College of Human Ecology.

Purpose: The Food Literacy Partners Program is designed to increase the number of individuals in Pitt County who are able to provide culturally appropriate and accurate food and nutrition information to community members. Graduates of the program provide 20 hours of nutrition related community service back to the community in return.

Length: 7 years

 # Faculty: 3

 # Students: 50 /year

Grant funding: Food Stamp Nutrition Education Outreach Program, $300,000 with 100% institutional match, annual fund raising of $35,000-$50,000.

Institutional Impact: The public views ECU as a place to obtain non-credit training in applied food and nutrition. This is a partnership program with all participants having the opportunity to learn and serve the institution and community.

Community Impact: FLPP has now graduated more than 300 participants from the FLPP program. This is potentially greater than 6000 hours of volunteer hours back to the community through participation in the Farmer's Market education program, health fairs, nutrition and physical activity programs in churches and schools, local feeding programs for indigent and low income individuals as well as other events. FLPP provided nutrition education focused on healthy weight to 285 students from North Pitt High School in 2007-2008 and will provide service in Farmville Central in 2008-2009

13. Name of Partnership: CITE (The Center for Innovation in Technology & Engineering)
Community Partners: Community Colleges: Wilson, Wayne, Coastal Carolina, Nash, Halifax, Beaufort, Lenoir, Martin, Craven, Carteret. And 65 regional organizations and industries in the eastern North Carolina region

Institutional Partners: College of Technology & Computer Science

Purpose: The primary (and ongoing) task for CITE is to develop College of Technology & Computer Science resources that are willing and able to provide training to industrial and business clients. CITE provides training and project resources through a partnership with the NC Community College System when the NCCCS requires resources for specialized training.

Length: 3 years

 # Faculty: 28 of 86 faculty in the College of Technology and Computer Science in 07-08

 # Students: 10 students in 07-08

Grant Funding: CITE is self supporting through client fees, except for Director's Salary funded by ECU.

Institutional Impact: The Faculty benefits from direct contact with industry, and students gain through interactions with faculty and industry in the classroom. Client fees contribute $271, 452 to CITE, benefitting student education and faculty research.

Community Impact: CITE has also worked with the North Carolina Department of Commerce, Commission on Workforce Development. CITE has developed Grant Applications and been awarded Incumbent Workforce Training Grants for: Moorecraft Reels (Tarboro), APV Invensys (Goldsboro), Carolina Cabinet Company (Wilson), Carolina Forge Corporation (Wilson), Worth Products (Snow Hill), Goldsboro Machine Works (Goldsboro). Community partners such as Defense Holdings Incorporated (DHI) request assistance. DHI has established a plant in Trenton, NC as part of the move from Annapolis MD. They requested assistance with the plant layout and other matters involved with the move of processes from other facilities to the NC plant.

14. Name of Partnership: The East Carolina Center for Nursing Leadership (ECCNL)

Community Partners: Nurse leaders and educators in Pitt, Beaufort, Martin, Wayne, Nash, Lenoir, Jones, Greene, Onslow, and Bertie Counties

Institutional Partners: College of Nursing

Purpose: Mobilizing nurses and nursing students to become effective partners and leaders in creating healthier communities in eastern NC

Length: 3 years

 # Faculty: 6

 # Students: 50

Grant funding: BB&T ($60,000 over 3 years), Robert Wood Johnson ($ 249,802), the Duke Endowment ($99,994) and the Pitt County Memorial Foundation ($25,000).

Institutional Impact: Leadership development for undergraduate and graduate nursing students and research opportunities for graduate nursing students and faculty.

Community Impact: The ECCNL mobilizes nurses to become effective partners and leaders in creating healthier communities in eastern NC. It facilitates a regional approach for addressing workforce issues related to nursing.

15. Name of Partnership: RENCI Center for Coastal Systems Informatics and Modeling: Coastal Impact on At-Risk Medically Fragile Populations Project

Community Partners: North Carolina Department of Aging and Adult Services, Salvation Army, Red Cross, Division of Public Health, Department of Health and Human Services, Health Care Facilities Association, General Assembly Research Division, Office of Public Health Preparedness; Governor's Advocacy Council for Persons with Disabilities; Dare County Emergency Medical Services; Brunswick County Emergency Management; New Hanover County Emergency Management; New Hanover Department of Aging; Onslow County Emergency Management; Onslow County Emergency Medical Services; East Regional Advisory Committee State Medical Assistance Team: ERAC-SMAT; Area Agency on Aging; Pitt County Emergency Management; Pitt County Social Services and Emergency Medical Services; Surry County Aging and Disability Resource Center; Cleveland County Emergency Management; Pasquotank County Department of Social Services; Johnston Ambulance Service; Eastern Regional Advisory Committee(ERAC); Pitt County Memorial Hospital; Brain Inquiry Association of North Carolina

Institutional Partners: Public Health, RENCI project at Brody School of Medicine

Purpose: To foster a multi-disciplinary agency collaboration for disaster response planning targeting medically fragile populations looking at local, regional and statewide plans to identify and quantify the medically fragile population for sheltering and evacuation in the event of a major natural disaster.

Length: 2 years

 # Faculty: 5

 # Students: 3

Grant Funding: RENCI grant $1.7 million from Renaissance Computing Institute

Institutional Impact: Developed research funding and scholarship products on emergency communication, community network, created accepted definition of "medically fragile" for use in research and funding requests, provided research sites for graduate students in public health and medicine.

Community Impact: developed database and plan for meeting the needs of medically fragile individuals in a natural disaster, completed a report on web based system for volunteers (nurses, MDs) in widespread disaster (pandemic flu) with cost-benefit analysis.

Outreach:

The second HeartCamp was held this year at the Camp Don Lee in Arapahoe. The camp is devoted to children ages 7-18 who have complex heart disease. Faculty and students in the childlife program and faculty, staff, and students

in health education, nursing, and nutrition as well as BSOM physicians and nurses assisted with the program. The camp is funded by the Pitt Memorial Hospital Foundation.

Members of the Criminal Justice faculty provided services to local organizations such as the Greenville Homeless Shelter, Greenville Crisis Pregnancy Center, Youth Mens Ministry at a local church, Pitt County Court Watch, West Greenville 45 Block Revitalization Project, and the Gang Prevention Activities in Winterville, NC, just to name a few.

We have had a Small Business Institute since 1974. Dr. Mike Harris is the current director of the SBI and has been so for probably 6-8 years. The general thrust of the program is one of outreach. It provides on-site management assistance to small business owners at no charge. The assistance is primarily provided through a class, MGMT 4262, Small Business Management. That is a required course in our Entrepreneurship and Small Business Management concentration. In that course, students are put into groups of about 3 and pick a local company from a pool of companies who have expressed interest in receiving help. The students evaluate the companies, understand their strengths and weaknesses, review the issues the owner(s) have expressed, and make a report (written and oral) of their findings. The report contains recommendations and support therefore. This is a fantastic opportunity for our students to apply what they have learned in school in a real-life setting and also for the business to receive consulting services for free. Over the years, we have helped over 500 clients in the region. The SBI has received a number of national awards for their work.

College of Business has a Bureau of Business Research that is the applied economics and business arm of the College. It works with businesses, governments, and individuals in the region and state to help them with planning and forecasting. They also serve as the "connector" between these groups and faculty with applicable expertise. Dr. Jim Kleckley is the director.

AmeriCorps/ECU Project HEART (High Expectations for At Risk Teens)

*Community Partners: The Corporation for National and Community Service, T*he North Carolina Commission on Volunteerism andCommunity Service, school systems, Boys & Girls Clubs, churches and faith based organizations, community colleges, private colleges.
Institutional Partners: College of Education and College of Arts and Sciences
Purpose: increase the number of public school students who succeed academically, reduce the dropout rate and increase the number of students who graduate from high school in 4 years. A tutoring program to help low performing and underachieving students, grades 3-12, succeed in school
Length: 8 years
 # Faculty: 6 EPA non-teaching faculty
 # Students: 74 university and other college students serving as tutors; 85 high school seniors serving as tutors; more than 1,000 public school students served each year.
Grant Funding: federal funding from the Corporation for National and Community Service ($622,514) and matching state and local funds from ECU and other partners ($686,339)
Institutional Impact: for university and college students: leadership development, opportunities to engage in community and service learning activities, increased awareness of civic responsibility; for the university: additional financial support for students, opportunities to provide service to eastern NC, opportunities for students to connect classroom instruction to real life
Community Impact: Increased number of students staying in school successfully in the following counties: Columbus, Craven, Edgecombe, Jones, Lenoir, Martin, Nash, Pitt, Washington, Wayne, and Wilson.
Contact: Betty Beacham

Field Station for Coastal Studies at Lake Mattamuskeet
Contact: Roger Rulifson

Institute for Historical and Cultural Research
Contact: David Denard

Revolving Education Around Partnerships (REAP)REAP is a developmental daycare program at East Carolina University begun in 1969 by the Developmental Evaluation Clinic. It was then continued by the College of

Education's Special Education program area beginning in 1974. The program serves preschool children with special needs ranging from two through five years of age.The purpose of REAP is twofold. First, the program provides direct educational and related services to preschool children with mental retardation and other special needs. Second, the REAP staff provides supervision for students completing course requirements for observation, practicum, student teaching, internship, and certification in preschool handicapped. It serves as a model for educating young children with disabilities and as a site for research projects in this most critical area of special education.

NC-PIMS is a partnership-driven initiative with a commitment to the quality, quantity and diversity of teachers, to challenging mathematics courses and curricula for students and teachers, and to supporting institutional sustainability within a framework of evidence-based outcomes. As a joint effort between four partner institutions of The University of North Carolina System, the North Carolina Department of Public Instruction and it's twelve school district partners. NC-PIMS provides professional development for teachers; the engagement of professional scientists, technologists, engineers and mathematicians (STEMs); the support of District Leadership Teams; and the delivery of student encouragement activities. All of these efforts lead toward improved mathematics achievement for all students and closing the achievement gaps among subpopulations of students. http://ncpims.northcarolina.edu/

Project STEPP (**S**upporting **T**ransition and **E**ducation through **P**lanning and **P**artnerships) is a collaborative program that partners a variety of East Carolina University's colleges and campus resources with area high schools and community opportunities. The program offers comprehensive academic, social, and life-skills support to a select number of students with identified Specific Learning Disabilities who have shown the potential to succeed in college. Funded primarily with private gifts, this program provides a unique opportunity to a population that traditionally may not have access to college. http://www.ecu.edu/educ/stepp/

After School art program for students K-8 in the School of Art/ Design serves 60 students/week throughout the school year. Additionally, for the past three years projects/festivals serve a 1,000 community students a year.
Contact: Cynthia Bickley-Green

East Carolina Friends: a faculty, staff, and student mentoring group, has been in operation for 21 years and has helped over 800 elementary school children in Pitt County. As the faculty advisor to this primarily student organization, I am presently in the process of expanding the program with the support of Pitt County Schools. In a letter to me Pitt County Schools' Superintendent Beverly Reepwrites:"Having an East Carolina Friend has been a highlight in the lives of the students who have been fortunate enough to participate in the program. We have seen improvements in discipline, greater success with academics, and overall higher self-esteem with these students....As our school system continues to add more students, the need for mentors increases each year. Please know that we support your efforts to expand East Carolina Friends and are committed to working in partnership with you and East Carolina University to make this one of the strongest "win-win" programs in the state." Just thought it might be information that you could use.The students are from all over the University including undergraduate, graduate, and medical students.created the organization 22 years ago, wrote a proposal to Pitt County Schools which was accepted, applied for SGA approval as a student organization, and have been operating ever since. Although it is primarily for students, the constitution does permit faculty and staff to act as mentors as well. We have won several awards including the Governor's Award for Outstanding Volunteer Service, the Pitt County School's Business/Organization Partner Award, and ECU's Outstanding Student Organization Award (more than once).SGA funds. We have dues, sell t-shirts, take donations, and get sponsors. Many students use it for classes where there is a requirement for volunteering or service-learning. The difference is, we require students to make an *academic* year commitment, not a semester commitment. We get a lot of students in soc, psy, social work, criminal justice, education, and the like--great experience for them. The students spend a minimum of 2 hours a week with their little friends (ages 5-11). These are kids who have been referred by their classroom teachers and/or school counselors as in need of a positive adult role model. To that end, college volunteers participate in a variety of activities that fall under the general heading of "mentoring" including helping with homework, tutoring, one-on-one interaction, etc. As you can imagine, just taking the kids to campus is an exciting event. Many of the children would never have an opportunity to see a college classroom, or residence hall, or library, or recreation center. One child simply wanted to ride the campus bus over and over pretending to be a college student.   Again, a quote from Superintendent Reep's letter, "Having a positive role model and someone who truly cares about them, is a life changing opportunity for many of our students."
Contact: **Linda Mooney**

Young Composers: I read with great interest the draft Carnegie Application for Community Engagement. I would like to present one more example of East Carolina University¹s activity, primarily because the activity is a counterpoint to examples in the draft it has grown from singular grassroots activity and could, in the future, become institutionalized as a state or national offering. The project, ³Young Composers,² began in 2004 when Associate Professor Ed Jacobs partnered with Pitt County School general music teacher Robin Loy to teach composition in 4th-6th grade public school general music classrooms. Once a week for nine weeks, Jacobs turned music education upside down he served as a facilitator and helped kids play with music. As a surprisinglycomplex piece of music. Next, they scored a piece of music that they would ultimately perform. Keep in mind that the students in general music are placed in said class because they haven¹t elected to participate in band, choir or orchestra as a generalization, most had never learned to play an instrument. By the end of the nine-week general music class, the students had scored works for computer and for melodic and rhythm instruments. They then offered a performance, attended by parents and administrators. Jacobs knew immediately that his concept of music education was a success. H e didn¹t realize that in addition to teaching children the desired educational outcomes, his program 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 the program, enlisting the support of 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 (to compensate the graduate and undergraduate facilitators).Young Composers has been recognized in publications including the School of Music¹s Tones, the College of Fine Arts and Communication¹s REVUE, and Jacobs has been recognized by the Pennsylvania School Study Council. Finally, Young Composers is now a basis for training and scholarship. With support from a number of classroom teachers, the focus of the well-tested program may shift to teacher training how can classroom teachers implement Young Composers without the physical presence of Ed Jacobs or his trained students? Additionally, Jennifer Bugos, a music education researcher, is working to discern the cognitive benefits of the program for scholarly publication.
Contact: Michael Crane

Partnerships for the Sounds: Dr. Roger Rulifson and Professor James E. Holloway are members of the Board of Directors of the Partnership for the Sounds (PfS) in Columbia, NC, http://www.partnershipforthesounds.org/index.htm. Dr. Rulifson was a founding member of PfS in the early 1990s.

PfS's corporate offices are located in Columbia, N. C. PfS serves the Albemarle-Pamlico Peninsula of North Carolina by providing environmental education and facilitating sustainable natural-based and cultural tourism. PfS Board makes the policies and reviews operations of PfS. PfS employs 13 full-time and 13 part-time employees and 50 volunteer workers. PfS's executive director and staff are dedicated, productive and efficient in serving the Albemarle-Pamlico Peninsula and its people.

PfS provides environmental education and facilitates development of sustainable natural-based and cultural tourism in Beaufort, Bertie, Hyde and Tyrrell counties, North Carolina. The operation of PfS facilities and participation in community activities serve as a stimulus to sustainable economic development throughout region. PfS operates the North Carolina Estuarium in Washington, N. C., Columbia Theater Cultural Resource Center in Columbia, N. C., Roanoke/Cashie River Center in Windsor, N. C. In addition, PfS operates the Octagon House in Engelhard, N. C. and Tyrrell County Visitor Center in Columbia, N. C. Presently, PfS is making plans to add two facilities in Washington County, NC to its existing facilities and activities.

PfS partners with federal and state and local governments and advocacy organizations to promote environmental stewardship and responsible development practices. PfS works with municipal and county governments and government agencies to promote and facilitate sustainable economic development.
Contact: Roger Rulifson and James E. Holloway

Increasing the Number and Diversity of Nurse Practitioners in Rural NC

Community Partners: 110 clinical agencies
Institutional Partners: College of Nursing
Purpose: establishing a preceptor network and training activities for preceptors, a mentorship program for students which involves practicing NPs, and the establishment of a site in Winston-Salem for student evaluation and training using standardized patients.
Length: 3years
 # Faculty: 8
 # Students: 60
Grant funding: HRSA ($707, 399)
Institutional Impact:
Community Impact:
Contact: Linda Steele

Improving the Health and Academic Success of Children with Chronic Illness
Community Partners: NCDHHS School Health Unit and school nurses in North Carolina public schools
Institutional Partners: College of Nursing
Purpose: develop a case management program for children with chronic illness, particularly those with diabetes, asthma, seizures, sickle cell, and severe allergies. develop educational programs for nurses and teachers, and strengthen relationships with medical providers and voluntary agencies serving children with chronic illness.
Length: 5 years
 # Faculty: 1
 # Students: 6 regional school nurse consultants, approximately 50 nurses, and several hundred public school students
Grant funding: Kate B. Reynolds Health Care Trust ($193,124 and $280, 936)
Institutional Impact:
Community Impact:
Contact: Martha Engelke, Martha Guttu

SPICE for Life in collaboration with Pitt County Council on Aging and Therapeutic Life Center. The Falls Free Coalition has selected the *SPICE for Life* program as one of ten creative programs nationally that focuses on home assessment and modification that can reduce home hazards and was recognized in a joint conference of the American Society on Aging and National Council on Aging in March, 2008.
Contact: Jane Painter

Choirs: The East Carolina University School of Music and Greenville Parks and Recreation Special Populations invite all individuals with special needs who enjoy music to join one of three age-specific choirs.All individuals with special needs who enjoy music are welcome.Choirs include singing, rhythm ensemble and dancing, and our emphasis is on developing music skills in a positive social environment and enjoying the fun of music with friends. Practices are held weekly except for the first week of each month September 9-December 11 at the Teen Center on Leon Hardee Road, off of 14th Street just south of Greenville Boulevard behind Sports Connection.Cost is $10 per semester for Greenville residents and $15 per semester for Pitt County residents.
SING FOR JOY CHOIR: Ages 13 - 30
MIRACLE CHOIR: Ages 6 12
HEART AND SOUL CHOIR: Ages 30 and older
Registration is on-going; you may visit first to get acquainted.
Contact: Dr. Barbara Memory

4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? 300 words to describe the strategies

Yes Mutuality and **reciprocity** are built through active **recruitment**, regular **face-to-face** contact, **collaboration**, **trust**, and **shared resources**. For example,

The Precision Marketing Campaign, part of OED, **recruits** partners in industry for research and education programs and creates new jobs and investment. These partners remain active and meet on a regular basis with faculty and staff. The meetings are organized around a mutually developed agenda.

The Chancellor's Industry Roundtable **meets** quarterly and is composed of industry leaders from targeted industry clusters to enhance ECU's awareness of and response to the innovation, workforce, and partnership needs of regional firms. The Chancellor or his representative facilitates the meetings that are based on a participatory model.

Many of the partnerships identified in the grid use a Community Based Participatory model. For example, the Tillery Wellness program, an extension of the Tillery Learn and Serve initiative, is interactive and **collaborative**, works with both strengths and needs of the community, and works within an empowerment paradigm. Monthly meetings rotate among partner offices, agendas are mutually developed, communication is active and transparent, and issues are mutually identified. In place since 1996, the partnership survived because of the **trust** developed through honest and open communication, accountability between the partners, and shared power.

TEDI Bear (**T**ender **E**valuation, **D**iagnosis and **I**ntervention for a **BE**tter **A**buse **R**esponse) provides child abuse education, evaluation, prevention and treatment to eastern North Carolina's children, their families and their communities in five counties. To clearly identify **resource sharing,** the Greene County MDT Protocol, MDT Agreement, and Memorandum of Understanding were signed to recognize the collaboration and commitment to sharing resources. The agreements specified roles and responsibilities, fiscal contributions (both in kind and monetary), partner service contributions and working relationships.

b. Are there mechanisms to systematically provide feedback and assessment to community partners? 300 words to describe the mechanisms Currently

Yes written reports are provided to communities and community organizations and include assessment data, interpretation and mutually developed actions. For example, the Department of Recreation and Leisure Services conducts community assessments and surveys. In turn, the results and evaluation are presented to the communities (elected officials and residents) through regular written reports. **Oral reports** are provided to community groups and elected officials on a regular basis. For example, the Intergenerational Center completes yearly partnership assessments led by an external consultant, monthly oral reports to the community advisory board and quarterly written reports to the city. Feedback and assessment is presented at **conferences**. Grant supported partnerships create grant reports. For example, the CHER Project, part of the Tillery Wellness Program, completes annual reports and does poster presentations at the NIEHS grantee meetings. These reports and **posters** are completed collaboratively. This partnership has developed two **videos**, used by the community for marketing and grant submissions. We use the **news media**, television, radio and newspaper. For example, *The Daily Reflector-Local & State Section*, June 28, 2008 carried a front-page article titled "Summer for Young Scientists". It described ECU, UNC Morehead Planetarium and GO-Sciences partnership that resulted in a summer science camp. The **internet** provides emails and web pages. For example, the Project HEART home page http://www.ecu.edu/cs-educ/projectheart/ contains 13 internal links. One of those is *In their Words*, a collection of quotes from current and past participants. Videos are posted for community members to view, for example *Enduring Mysteries* http://www.ecu.edu/cs-admin/mktg/enduring_mysteries_770.cfm

These feedback and assessment reporting mechanisms are **systematic** within the partnerships themselves. Most partnerships have regularly scheduled meetings with agendas. Oral and/or written reports are expected and kept as part of the meeting record. Those partnerships that are grant supported develop summative reports, typically yearly and at the end of the grant. While required by the granting agency, they are distributed to community constituents.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? 300 words, minimum of 5 examples

Yes
Arts&Sciences
Henze, B. (2007). Community plots: Field-based learning through internships & outreach. Council on Programs in Technical & Scientific Communication

Alderman, D.H. et al. (2008). A Bumpy Road: The Challenges of Naming Streets for MLK. *Planning.* 74(1): 18-21.

Luchette, J. & Crawford, T. (2008). A public participation GIS application for citizen based watershed monitoring in the Pamlico-Tar River Basin. *SE Geog* .

AlliedHealth
Toriello, P. et al. (2007). Surviving hurricane Katrina: Winds of change transform a New Orleans' addiction treatment agency. *JAOC.*

Education
Yates, P. & Holloman, H. (2008). *Capturing & Using Best-Practice Language to Impact School Reform: A Report for Creswell Elementary School*, Washington County Schools.

Dawkins, K. (2007). Building a community of teacher learners in an earth/environmental science professional development opportunity. *JGE.*

Manner, J. (2007). Rural Reach: Providing an ESL Education to Teachers at a Distance. SALT.

FineArts&Communication
Howard, J. et al. (2007). Emergency Communications & Risk Perceptions in NC Coastal Zone. Proceedings of Coastal Zone 07. NOAA.

Health &Human Performance
Wendling, R. (2007) Comprehensive System wide Recreation &Park Plan for Onslow County.

Cooper, N. & Evans, D. (2007). Parks & Recreation Performance Management Plan, Report to the Parks & Recreation Department, Rolesville, NC.

HumanEcology
Carroll, E. (2008). Grant Report: GOV-DHHS Life Skills for Healthy Marriage: A Family Readiness Program.

Novotny, P. (2008). West Greenville History Holders Video.

Harrison, D. (2008) Elm Grove School Community Documentary Video.

Nursing
Engelke, M., et al. (2007). Building and Sustaining the Bariatric Nursing Research Consortium. *Bariatric Nurs Surg Patient Care.*

Larson, K. L. & McQuiston, C. (2008). Walking out of one culture into another: Health concerns of Latino adolescents. The Journal of School Nursing, 24 (2), 88-94.

Business
Seeman, E., et al. (2007). The Role of Government Intervention on Technology Adoption & Diffusion: The Example of Wireless Location Technology. *EG.*

<u>IV. Wrap-Up</u>
1. (Optional) Use this space to elaborate on any short-answer item(s) where you need more space. Please specify the corresponding section and item number(s). 400 words

I. A. 1 Our history makes us an engaged university. Robert H. Wright, the first president of the university, stated "*We will give to the rising generation the purest inheritance of the nation and better preparation than has ever been given to a preceding generation. This school is an expression of that determination; it was built by the people, for the people, and may it ever remain with the people, **as a servant of the people**."* One focus of our Centennial years,

2007-2009, is service—ECU's term for engagement. Service is outreach, partnerships, curricular engagement and volunteering.

I A. 2. Unit awards for engagement are extensive. For example, the Division of Academic and Student Affairs coordinates *Make A Difference Award* and the College of Allied Health Sciences awards a scholarship to a student who shows a continuing commitment to community service.

I B. 2. A. Every unit on campus has internal budget allocations that support engagement.

I. B. 4. We highlighted our past and current community engagement. We want to emphasize the future of engagement at ECU. For example, the School of Dentistry, approved by the legislature in 2007, includes ten community-based dental practice sites. These will house the fourth year of the dental school in rural or underserved areas throughout NC. "The intent is to develop a "community-oriented" school of dentistry … who are oriented toward a professional career of service to communities in significant need of increased dental care."

Our response to *UNC Tomorrow* includes 27 new initiatives that will further enhance our community engagement.

II.B.1. Campus Recreation and Wellness offers a variety of activities and programs available to the community: summer camps, Parent's Night Out, adventure trips, team training center activities, spouse and alumni memberships to the Student Recreation Center.

II. B. 2. Staff are essential to a university's engagement. **ARAMARK**'s goals include enriching the lives of the surrounding off-campus community and attracting the community to campus. ECU **Facilities** arranges space sharing for community organizations. The **Staff Senate** is actively engaged in community activities. Their most recent community efforts included spearheading ECU's participation in the American Heart Association's Down East Heart Walk and sponsoring several campus-wide blood drives for Red Cross.

II.B.3. Professional programs using internships, practica, fieldwork increasingly use a client centered model. While not traditionally described as engagement, this change in paradigm puts the needs of the person first and creates a reciprocal process of service. We believe it represents

a changing perspective of engagement.

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space. 400 words

Our process for completing the application was based on engagement. Our team represented staff, faculty and administration. Our coordinator managed the process, interviewed individuals across campus and collected feedback from the campus community. By engaging the entire campus community, we built trust, respect, and buy-in. The process synthesized information from the *ECU Response to UNC Tomorrow, ECU Tomorrow,* the *SACS Reaffirmation*, and *21st Century Skills.* The process is not over. The current team identified strategies for comprehensive databases, assessment mechanisms, systematic reporting procedures, professional development related to the scholarship of engagement, and recommendations for policy changes.

Our campus includes an Academic Health Center and campus wide we are involved in community health.

Project EAR offers in-services, one-on-one guidance, access to a lending library, a symposium for parents and professionals and parent support groups to families and children with Cochlear Implants in Eastern NC.

Improving the Health and Academic Success of Children with Chronic Illness is a case management program for children with chronic illness, particularly those with diabetes, asthma, seizures, sickle cell, and severe allergies.

Providing Access to Simulations at Community Colleges teaches community college faculty about patient simulators and provides community college students access to specialized simulated scenarios.

Project YEAH (Year round Exercise and Health) designed to address childhood obesity and inactivity by increasing the physical activity level of 4th and 5th grade students in classrooms and after-school programs.

Nursing Education Educator Development provides 45 contact hours in educational methodology including curriculum development, strategies, and evaluation for hospital educators, faculty members at other universities or community colleges.

Family Therapy Clinic provides medical family therapy and traditional marriage and family therapy.

Speech-Language and Hearing Clinic offers comprehensive, state-of-the-art services related to speech, language, hearing and balance.

Greenville Community Shelter Clinic provides free medical care to the homeless and indigent and **Grimesland Sunday Clinic** medical care for those without insurance or access to healthcare with a special focus on Latino populations.

Specialty camps such as Camp Rainbow (for children with cancer, hemophilia and chronic blood disorders), **Camp Hope** (for children with sickle-cell disease), **Camp Golden Treasures and Take Off 4 Health** (for overweight children).

Faculty provide Contracted Services to communities allowing access to specialists from the School of Medicine, and Colleges of Allied Health Sciences and Nursing using both face-to-face and Telemedicine consultation and treatment.

Community residents and advocacy organizations come **to campus** and teach our students in a variety of disciplines including medicine. They provide f personal experience with disability, illness, aging, and caregiving.

3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

The word limits on questions II. A. 3, II. A. 4, II. B. 1, II. B. 2. II. B. 5. were challenging and the categories somewhat limited our ability to provide a holistic perspective of ECU community engagement.

The ability to email for clarification was of great benefit.

The examples posted on the websites helped by providing examples and clarifying the intent of the questions.

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), <u>with the understanding that your institution's identity will not be disclosed without permission</u>? (Your answer will have no bearing on the classification.

Yes

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Steven C. Ballard

Installation Speech

3/31/05

NEW BEGINNINGS

Thank you, President Broad. Thank you Governor Hunt, Chairman Talton and the ECU Board of Trustees. Thank you fellow Chancellors…Bryan, Burnim, DePaulo, Moeser, Oblinger, Peacock, and Woodward. Thank you to the entire East Carolina community, the Greenville community, special out-of-town guests, and distinguished visitors.

To borrow a phrase from Ben Franklin, " …THIS IS CLEARLY A TIME FOR PLATITUDINOUS WISDOM…"

I <u>am</u> honored to be installed today as the 10th Chancellor of East Carolina University. Chuck, when I asked you 6 years ago what it took to become an excellent academic leader, your reply was, "The wisdom of Solomon, the patience of Job, and the stomach of a goat." I'd like you to know, today, that I believe that I have developed that stomach. One for three isn't bad.

This occasion today reminds me of a conversation I had when I first arrived here last spring. I spoke with a local resident whose blood is purple. He said, "Steve, ECU reminds me of a story about a **plane ride**. An hour into the flight, the pilot speaks to the passengers:

"Folks, we are cruising at 35,000 feet and going 700 knots. There is good news and bad news. The bad news is that we're lost. The good news is that we are making excellent time.'"

VISION

My message today is simple. ECU is not lost, we have NOT BEEN lost. We have a great foundation … based on <u>Service, Spirit, Leadership, and Character</u>. We are part of a public university system that is the envy of the higher education community. We have great opportunities, and these opportunities overwhelm our problems.

At the same time, we are ready for <u>a NEW BEGINNING</u>. Our future is in front of us and our <u>Aspirations are strong and bold</u>. The spirit and character of ECU are evident in numerous ways, but perhaps are best seen in **Keith LeClair**. Our success at the national level in Keith's sport started with a simple yet powerful vision from Keith… to be among the best 8 schools in the country. Today, we are certainly close to that goal. Let Keith LeClair's courage, character, and spirit be a lesson to us all:

- **ECU will not be deterred from its vision;**
- **ECU will be recognized for our performance**;
- **ECU will realize our aspirations**.

I spent much of my first six months at ECU watching and listening to our community. As Yogi Berra said, "You can see a lot just by watching." Here is what I found.

- First, ECU has always focused, for 98 years now, on our social responsibilities…we are not "infected by the ivory tower syndrome" …. to use Professor Henry Ferrell's words;
- Second, we are a national quality university with a state focus; and
- Third, we have a special affection and eye towards eastern North Carolina.

North Carolina cannot be a great state without a thriving eastern region. North Carolina needs the east and for the East to prosper, ECU must prosper. **FOR THE EAST TO PROSPER, ECU MUST PROSPER.** It is clearly a time for a new beginning for eastern North Carolina, with ECU as a leader, a catalyst, and a partner.

Our commitment to our state can be summarized in three words: relevance, responsiveness, and respect:

- Relevance: We are addressing the critical needs of the state, which include preparing nurses and teachers, providing technological training, being a center for health education and science, and providing educational access to residents of North Carolina.

- Responsiveness: We are partners in the great economic transformation of eastern North Carolina. Economic Development is central to our vision and our programs.

- Respect: We are accountable for our work. We are open and transparent in our decision - making. We are committed to building integrity into our processes.

NATIONAL QUALITY

Let me return for a moment to the quality of our university. Our standards are high. We compare ourselves to national benchmarks. We are committed to continuous improvement. Because of the talent of our people and the quality of our work, we **have** become a national university. Let me explain a few of the reasons that we have so much Pride in ECU.

Student Success

This year we have our highest enrollment ever….22,700 students. More importantly, we have added 3350 NEW students over the past 3 years…. the largest absolute growth of any public university in North Carolina. Last year, we accounted for 81% of the distance education growth in the system. Students are sending an unmistakable message about education at ECU.

We are growing because we add value to our students. We are committed to their success. We don't measure success by the income levels of students when they enter or their SAT scores…rather by their competencies when they exit. Let me tell you how we are doing:

- The Education Trust ranks ECU as among the nation's best in minority graduation rates. For example, we graduate students of color at twice the rate of our Peer institutions;
- We engage our students in experiential learning…over 8,000 of our students are currently engaged in service to their community and region;
- The National Survey of Student engagement is a very important barometer because it measures what we add to the student experience. Compared to our peers, our scores are excellent and our students report higher levels of satisfaction on engagement, skills learned, personal development, and values and ethics.
- Our students complete what they start. We out-perform our peers in one-year and two-year retention rates and 4-year, 5-year, and 6-year graduation rates;

High quality undergraduate education is the first responsibility of the public university; it is what the public expects us to do, and we are committed to being among the very best in nation in the quality of undergraduate training.

Quality of Health Education and Science

In 1977, ECU enrolled the first class of 28 students in the Brody School of Medicine. Its mission is to provide primary health care to a rural population. Today, the Brody School enjoys national recognition. We are 4th nationally in rural medicine, 15th in Family Medicine, and 19th in Primary Care.

Further, we make sure our programs are available to North Carolinians. All students in the Brody School of Medicine are North Carolina residents. We prepare more baccalaureate nurses than any other North Carolina university. We are among the top 5 nationally in distance education programs in nursing.

We are national leaders in bariatric surgery and discovered what is now known as the "Greenville bypass." Further, our new, $60 million cardio-vascular center will be a national leader in both research and treatment of cardiovascular disease and will create more than 500 jobs. The center addresses illnesses which account for **half** of our annual health care expenditures, many of which are of epidemic proportions in eastern North Carolina.

Performing Arts

An essential part of the cultural value and the quality of life of this region is the quality of visual and performing arts at ECU:

- We are internationally known in metallurgy … Professor Robert Ebendorf was recently inducted into the National Metalsmiths Hall of Fame and received the capstone recognition of "MASTER OF THE MEDIUM" by the Smithsonian;

- In the School of Music, our Four Seasons Chamber Music Festival, led by Professor ARA GREGORIAN, features world-class musicians from 10 countries.

- Ray Bunch, from Goldsboro, earned his composition degree from ECU and since then has earned 6 Emmy nominations and one Emmy Award for outstanding music composition.

Teacher Preparation

It used to be that training teachers was seen as the last resort in the educational hierarchy. Yet today, preparing teachers of quality who want to remain in teaching is among our most difficult national challenges and is certainly correlated with the economic success of our country. It is a critical need in North Carolina.

ECU is a national leader in preparing tomorrow's teachers, especially in Science and Math. Last summer we were one of 12 universities invited by the Carnegie Foundation to a special summit on TEACHING AND AMERICA'S FUTURE. We were invited because we know that teacher preparation is considerably more difficult than it used to be…requiring for example, new partnerships between the College of Arts and Science, Education, and Business and it also requires new ways of thinking about the cognitive content of many subjects.

Our College of Education is known for collaboration. Dean Sheerer created the Wachovia Partnership East…a consortium of UNC universities and community colleges to come to grips with the issues of teacher preparation, retention and success. This is a national model for how our public institutions must work together to address teaching shortages, in the Context of what it takes to be successful in today's public schools.

ECU TOMORROW

The theologian Leonard Sweet said, "The future is not something we enter, it is something we create." Let's imagine ECU in 10 years, the year 2015. We ask to be judged on our contribution to our nation, state, our region, and our city. Join me in looking at the future of our institution… Imagine a university in the year 2015 known for these characteristics.

First, The Leadership University (READ)

In 2015, ECU will be recognized as "THE LEADERSHIP UNIVERSITY," where each member of our community is empowered to achieve his or her aspirations. Very few leaders are "born." Rather, they are nurtured, developed and trained. We have a responsibility for this development. The Chancellor's Leadership Academy, begun by Dr. Shelton in 2003, is a model for leadership development of faculty and staff. The Discovery Leadership Academy, initiated by Vice Chancellor Moore in 2004, is a national model for preparing first-generation college aspirants.

The BB&T Leadership Center is a catalyst for LEADERSHIP DEVELOPMENT throughout the university, preparing the leader within each of us, and significantly enhancing the workforce of eastern North Carolina.   We were proud, yesterday, to acknowledge a new gift from BB&T of $1.0 Million to expand this significant center.

In 2015, our leadership programs for students will be recognized as essential elements for successful undergraduate experiences. Our goal is that no ECU student would graduate without demonstrated competencies in both technical fields and in leadership readiness. Employers will rate ECU graduates as their very best in leadership potential and "readiness for success."

Second, Athletics and Academics

Imagine a public university, committed to quality athletic programs, that is better known for renewing, re-creating and re-energizing the concept of **student athlete**. Do you remember that concept?   Based on the success of the class attendance policy and other leadership programs initiated by Athletics Director Holland last year, athletics and academics in 2015 will be integrated and mutually re-enforcing activities. World class student athletes will come to ECU because they know they will receive excellent coaching, get their degree, **AND** acquire competencies that prepare them for the future. Our goal by 2015 is to not just meet the NCAA "Academic Progress Rates" … but for all 20 Division I sports at ECU to have graduation rates higher that than the general student body.

Third, Service and Engagement

ECU's motto is "To Serve." Just imagine ECU in 2015 as the university that re-defined the notion of public service, making it among the highest honors of the university. Service will no longer be seen as a secondary element of our mission; rather it will be essential to how we use our intellectual resources, view our contribution to economic development and collaborate with other institutions. ECU's programs will address the most challenging issues of the day and be recognized for their relevance and responsiveness.

Fourth, ACCESS AND DIVERSITY

Imagine a university that lives its values related to access and diversity. **Vital and robust learning communities must have the exchange of diverse perspectives and experiences.**   ECU believes and behaves on the principle that all our citizens are capable of learning. We are committed to making our resources available to the greatest needs of our citizens.

Imagine our institution in 2015, where 100% of the financial needs of our students are met, AND we lead the state in providing academic programs in multiple formats that maximize student access and affordability.   By 2015, we will have had 15 years of state leadership in the number and quality of distance education programs and courses with multiple formats.

Just imagine a university that admits students based on their desire for learning, their classroom performance, and their fit with ECU programs. By 2015, we intend to be known for ending the tyranny of admissions processes biased by income and race and to be first in the nation in minority graduation rates.

Fifth, Economic Catalyst and Partner

Imagine a university recognized as the best economic development partner in North Carolina and the very best collaborator and friend of the community college system.   Because our leadership development programs are so well established, our students stay in North Carolina and contribute to our workforce. "Workforce development" is redefined as ensuring that students receive **21st century competencies** and the ability to "learn how to learn"… they know that their ECU education has prepared them for a chaotic economy, multiple career paths, and rapidly changing work environments. They are both competent and confident because they have so many usable skills and the ability to apply different ways of knowing to real-world problems. Based on ECU's approach to interdisciplinary education – combining strong liberal arts, professional programs and leadership training -- they understand complex technological systems, critical thinking, and most importantly they are grounded in values and ethical practices.

Sixth, ECU as a Center for Innovation and Health Technology

As a part of our commitment to economic development and the quality of life in our state, imagine ECU in 2015 as a national leader in the innovation and application of medical technology. Just imagine ECU as:

- The first medical school to not only **cure diabetes** through bariatric surgery but the place where the molecular trigger for diabetes is identified and inhibited... so that diabetes is a completely controllable disease. OUR RESEARCHERS ARE APPROACHING THAT PATHBREAKING DISCOVERY.

- Imagine ECU as a national center for technologies dealing with **speech impediments** and speech pathologies; and …

- A world center for research and technology transfer related to **minimally invasive surgical technology**;

- ECU can be a national center on **nutritional genomics**, specializing in prevention and nutritional mitigation of illness;

- Image ECU as the origin, the home, and the business location for **hemocellular therapeutics**, a world class innovation in frozen blood plasma … created by researchers at ECU and Chapel Hill. This innovation has significant global application for shock and trauma victims. For the first time, plasma can be effectively frozen, transported, and stored so that it is readily available to emergency personnel.

Conclusion

Our aspirations for ECU are bold and significant…and more importantly, they are all built on existing foundations. Through the quality of our work and our willpower, we can transform our region. We will do the right thing for our university and our state.

Getting there will require true collaboration as we change ourselves in response to a chaotic environment. As Meg Wheately says, "In this environment if you're not confused, you're not thinking clearly."   Let's all embrace the changes necessary to realize our vision and our responsibility to our state. It is time for a new beginning. I am honored to serve as your 10th chancellor and to work with the quality of the faculty, staff, students and administrators of ECU.

Let me close with a personal statement. Will Rogers said, "Good judgment comes from experience, and a lot of that comes from bad judgment." I would not be here today if it were not for the help of a few extraordinary people who have taken time, who have cared, and have improved my judgment. Thank you Jack, Don, Chuck, and Frank. Thank you, Senator Smith for the encouragement. Thank you, all of my Kansas City friends, who taught me so much about collegiality and integrity. Thank you, Tim and Tom for decades of friendship.

Thank you, especially, to Nancy, Nate and Laine. And, thank you to everyone here today. Please join me as we make this university a unique institution, committed to responsiveness, relevance, and respect. It IS a new beginning.