

The Carnegie Elective Classification for Community Engagement

2008 Documentation Reporting Form

Introduction

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

Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

Name: DEIRDRE M. MAGEEAN

Title: VICE CHANCELLOR

Telephone: 252-328-9471

Email: mageeand@ecu.edu

City: GREENVILLE

State: NORTH CAROLINA

Institution: EAST CAROLINA UNIVERSITY

Institution
President/Chancellor: STEVE BALLARD

President/Chancellor's
Mailing Address: 103 SPILMAN BLDG EAST 5TH ST GREENVILLE
NC 27858-4353

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)?

Yes No

Quote the mission (vision):

Since 1915, "ECU's motto is 'Servire', or 'To Serve'". Service is our term for engagement. 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, enriching culture, and being a leader in innovative research applications. Leadership and Partnership: developing leaders who engage in partnerships supporting public education, health care, human services, cultural activities, and regional development.

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

Yes No

Describe with examples:

The 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. 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.

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

Yes No

Describe the mechanisms:

Quantitative and qualitative data are gathered through many sources, 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 & 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 the impact of ECU actions on the communities, 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. 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 and meeting with citizens. 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 10,000 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 & 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 the many existing sources and will have a strong assessment role.

b. Does the institution aggregate and use the assessment data?

Yes No

Describe how the data is used:

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 & Medical Innovation; & The Arts, Culture, & 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 is aggregated, analyzed & compared to our strategic directions. Examples of decisions & directions that are part of the strategic plan & 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 & development), ECU's Entrepreneurial Initiative (develop companies & take products & services to market, stimulate innovation in the business community through public & private organizations, & create practical experiences for ECU students), Regional Development Institute (outreach services & conducting applied research), Community Outreach Partnerships Center (partnerships with neighborhood organizations & municipal governments to rebuild communities through community organizing, health education, job training, business promotion, housing, & public safety). TOWN & GOWN ORGANIZATION: community leaders & ECU addressed crime, off campus student housing & community relations, inter and intra campus transportation, & economic development (especially in West Greenville). CHANCELLORS ADVISORY COUNCIL between 2006 & 2008 addressed economic development (specifically starting a small business), education & leadership (dropouts in Pitt County), & the social environment (underage drinking) with \$10,000 yearly funding from the Chancellor & ECU faculty & staff expertise. ECU HOMETOWN TOURS resulted in the development & refinement of articulation agreements between community colleges & the university & more efficient advising systems between high schools or

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

Yes No

Describe the materials:

Our PUBLICATIONS, VISUAL MEDIA and the WEB and NEWS RELEASES are interactive in nature, providing us a way to recruit partners. Many are translated into Spanish. Here are selected examples: 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." 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". Television currently features our Centennial celebration focusing on ECU as a service institution and our partnerships in the region. 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." Our video compiled as part of our response to UNC Tomorrow was shared with citizens across the state and featured ten different community partnership projects. Recent newspaper articles featured Project Heart and the Volunteer and Service Learning Center. NPR featured ECU professor

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes No

Describe examples such as annual address, published editorial, campus publications, etc.

ECU has a long history of leaders supporting service (our term for engagement) and our current Chancellor, Board of Trustees, Faculty Senate, and Deans and Directors continue this emphasis. Since his arrival, Chancellor Ballard stressed service as significant to fulfilling our mission 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." 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." 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. 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."

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?

Yes No

Describe with purposes, staffing:

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?

Yes No

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

OED: Permanent Funds: Personnel \$815,413, Benefits \$167,761 Operating \$313,946. Grant Funds \$485,000. 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 budgeting process

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

Yes No

Describe specific funding:

06-07 \$13,212,923 for programs in 22 units. Examples 06-08: "The Community Gardens Planning Grant" (College of Human Ecology), Kellogg Foundation, \$50,000. "Biomechanics & Robotics Explorations for IT Literacy Skills in Rural Schools" (Technology Systems, Mathematics, Exercise & Sports Medicine, Psychology), NSF, \$1,354,847 for training rural teachers to incorporate IT concepts & improve IT literacy in rural students. "TechMath: RealWorld" (Math, Technology, Business) NSF Teacher Enhancement Award, \$1,195,048 to provide support for science, technology, engineering, mathematics education in rural eastern North Carolina. "East Carolina University Ryan White Title IV Funding FY07" (School of Medicine), HRSA-U.S. D.H.S., \$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 & 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 & retain special educators of children with severe disabilities. "Mid-Currituck Sound Bridge Studies" NC Dept of Transportation & NC Turnpike Authority

c. Is there fundraising directed to community engagement?

Yes No

Describe fundraising activities:

DIVISION OF UNIVERSITY ADVANCEMENT secures non-appropriated resources from individuals, corporations, foundations, governmental agencies guided by ECU Tomorrow. Examples of 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; 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—

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

Yes No

Describe:

Current 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

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

Yes No

Describe:

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. Assessment data are used to MODIFY student and community partner training, surveys are used to track student satisfaction, data are used to improve service 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 No

d. If yes, indicate the focus of those mechanisms:

Impact on students

Describe one key finding:

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

Describe one key finding:

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 evaluate the unit's productivity according to 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

Describe one key finding:

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 a volunteerism conference whose sessions and keynote speakers are chosen based on assessments conducted by both the university and the community partners. In 2007 the

Impact on institution

Describe one key finding:

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. Over the years assessments demonstrated the positive impact on staff, faculty and students creating an increase in engagement goals, grants, and campus recognition efforts.

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

Yes No

Describe:

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.

4. Is community engagement defined and planned for in the strategic plans of the institution?

Yes No

Describe and quote:

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". 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: 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, Human Ecology and the

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

Yes No

Describe:

The CENTER FOR FACULTY EXCELLENCE provides professional development programs including mentoring, workshops, awards, and training. 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. The CENTER FOR FACULTY EXCELLENCE AND THE 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-Learning. 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, faculty mentoring, and offer seed funding for Academy graduates to foster outreach and engagement scholarship.

6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes No

Describe:

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, the members 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.

At this point, applicants are urged to review the responses to Foundation Indicators I A, 1 through 5 and I B, 1 through 6 on pages 1-17 and determine whether Community Engagement is "institutionalized." That is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2010.

Supplemental Documentation (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?

Yes No

Describe:

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 often 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 chairs 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?

Yes No

Describe:

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. Many units (for example 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, asked UNC affiliated institutions to review how faculty are rewarded for engagement and applied research. As a result, these processes will be identified 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)

Explain:

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?

Yes No

Describe:

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. The 2007-2008 Chair of the Faculty Governance Committee anticipates a deliberate and informed discussion of the terminology used regarding the scholarship of engagement. Phase Two of ECU's response to UNC Tomorrow will articulate the processes we will use to review our tenure and promotion policies relevant to faculty involvement in communities and engagement scholarship.

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

Yes No

Examples:

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.

4. Is community engagement noted on student transcripts?

Yes No

Describe:

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.

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

Yes No

Describe:

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.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engages 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 No

Describe requirements:

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

- b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 100

What percentage of total courses? 4.6%

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

What percentage of total departments? 67%

d. How many faculty taught Service Learning courses in the most recent academic year? 123
What percentage of faculty? 7%

e. How many students participated in Service Learning courses in the most recent academic year? 2,000
What percentage of students? 12%

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

Yes No

Provide specific learning outcome examples:

in addition to the course specific learning objectives and outcomes, campus wide student outcomes are identified. These outcomes are: Each student will develop one of more of the following: 1) an awareness of community & social issues 2) respect for people and diversity in all its forms 3) 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 with community?

Yes No

Provide specific learning outcome examples:

Examples include: Maynard Scholars & NC Teaching Fellows have time requirements in community schools. 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.

c. Are those outcomes systematically assessed?

Yes No

Describe:

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?

Describe:

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, 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 and the outcomes assessment data will be used for this response.

3. a. Is community engagement integrated into the following curricular activities?

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

Describe with examples:

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. 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 INTERNSIPS/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, exploration of the relationships between religion and culture, spent two days doing volunteer work at Tana, India. Interior Design and Merchandising

b. Has community engagement been integrated with curriculum on an institution-wide level?

Yes No

If yes, indicate where the integration exists:

- Core Courses Graduate Studies
 First Year Sequence Capstone (Senior level project)
 In the Majors General Education

Describe with examples:

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, 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 717 active 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. FIRST YEAR EXPERIENCE is a living environment that assists first-year students academically and socially. In 2007 538 freshmen participated in community service.

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes No

Provide a minimum of five examples from different disciplines:

ARTS & SCIENCES Grabois, H. (2007). Service-learning throughout the Spanish Curriculum. 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 & Privilege" at Campus Compact's Service-Learning Conference; Eble, M. (2007). "Rhetorical Engagement: Defining Community-Based Organizational Partnerships" at ATTN, NY. ALLIED HEALTH SCIENCES Velde, B. P. (2008). Who Sits at the Head of the Table? In Service-learning in Occupational Therapy: Philosophy & Practice. Sudbury, MA: Jones & Bartlett. EDUCATION Shea, C. (2008). Learning through serving: A look at economic decline, rural revitalization, & service learning programs in North Carolina's Eastern Region. Foreign Lang Teaching at University Level, 8:6, 145-154. NURSING Horns, P. et al. (2007). Leading through collaboration: A regional academic/service partnership that works. Nurs Outlook 55(2), 74-78; Leonard, B. (2007). Community empowerment & healing. In Community as Partner: Theory & Practice in Nursing. Philadelphia: Lippincott Williams & Wilkins. TECHNOLOGY COMPUTER SCIENCES Batie, (2007). "West End Project—A Hard Hats Service Learning Class" at ASC, Flagstaff, AZ. HEALTH & 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 AASP, Miami. FINE ARTS & COMMUNICATION Dumlao, R. Web-based Communication Modules for Service Learning. <http://core.ecu.edu/dumlaor/index.html>; Dumlao, R. (Jan. 2007). Opportunities & Challenges Identified: Using 3 "Service Learning Models in the College Classroom" at Hawaii International Conference on Arts & Humanities. HUMAN ECOLOGY, MEDICINE Meggs, et al. (2007). Community campus partnership for health. Acad Exc Q, 11 (3).

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:

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

Describe with examples:

SUMMER LEARNING CENTER provides a creative learning opportunity for K-4 children. GEAR UP provides comprehensive learning services for students, educators & parents. Honor students TUTOR school children from migrant Latino families. Science education students tutor Boys & Girls Club members. Project HEART participants tutor at-risk county students in math & science. The Center for Economic Education works with junior & senior high school students to develop economic understanding, problem solving abilities, financial literacy, & an appreciation for entrepreneurship. EXTENSION programs include the Healthy Marriage Initiative (a community-based education program for National Guard couples) & distance education with 50 degree & certificate programs. The Division of Continuing Studies offers non-credit courses & continuing professional education programs that are flexible & tailored to individual or organizational needs. Eastern Area Health Education Center provides PROFESSIONAL DEVELOPMENT to meet the state's health & health workforce needs. The OED provides EVALUATION support through economic impact studies, strategic or transportation plans, revitalization studies, & 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 & leading a coalition. 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 & development, while providing a meaningful educational experience for students. Spin-Ins assist companies in accessing ECU resources for research/commercialization.

2. Which institutional resources are provided as outreach to the community?

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

Describe with examples:

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. 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. 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 check out materials at Joyner 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 ECU News Bureau maintains a website listing FACULTY CONSTULTANTS. 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

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.

4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

Yes No

Describe the strategies:

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 (Tender Evaluation, Diagnosis and Intervention for a BEtter Abuse Response) 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 developed and signed to recognize the collaboration and commitment to sharing resources. The agreements specified roles and responsibilities. fiscal contributions (both in kind and monetary). partner

b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

Yes No

Describe the mechanisms:

REPORTS are shared between ECU and its partners and include assessment data, interpretation and mutually developed actions. For example, the Department of Recreation and Leisure Services conducts community assessments. In turn, the results and evaluation are presented to ECU and the communities (elected officials and residents) through regular written reports. ORAL REPORTS are provided to ECU, 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. 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 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, 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

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

Yes No

Provide a minimum of five examples from varied disciplines:

ARTS&SCIENCES Henze, B. (2007). Community plots: Field-based learning through internships & outreach at 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. (In Press). A public participation GIS application for citizen based watershed monitoring in the Pamlico-Tar River Basin. *SE Geog*. ALLIED HEALTH Toriello, P. et al. (2007). Surviving hurricane Katrina: Winds of change transform a New Orleans' addiction treatment agency. *JAOC* 28: 44-59. 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* 55:67-71; Manner, J. (2007). Rural Reach: Providing an ESL Education to Teachers at a Distance at SALT. FINEARTS&COMMUNICATION Howard, J. et al. (2007). Emergency Communications & Risk Perceptions in NC Coastal Zone. *Proceedings of Coastal Zone 07 at 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. HUMAN ECOLOGY 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* 26:285-290. BUSINESS Seeman, E., et al. (2007). The Role of Government Intervention on Technology Adoption & Diffusion: The Example of Wireless Location Technology. *EG*

III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

I. A. 1 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." Our commitment to the region continues. 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 in rural or underserved areas throughout NC housing the fourth year of the dental school. "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. 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. 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. II.A.1 Due to current tracking systems, non registered SL courses and graduate faculty/students are not recorded for SL. Therefore, our numbers & percentages of students, faculty and courses are under reported for these questions. II.B.3. Professional programs using internships, practica, fieldwork increasingly use a client centered model. While these types of activities may not traditionally be described as engagement, this change in paradigm puts the needs of the person first and

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.

Our process for completing the application was based on engagement. Our team represented staff, faculty & administration. Our coordinator managed the process, interviewed individuals across campus & collected feedback from the campus community. By engaging the entire campus community, we built trust, respect, & buy-in. The process synthesized information from the ECU Response to UNC Tomorrow, ECU Tomorrow, the SACS Reaffirmation, & 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, & recommendations for policy changes. Our campus includes an Academic Health Center & campus wide we are involved in community health. PROJECT EAR offers in-services, one-on-one guidance, a lending library, a symposium for parents & professionals & parent support groups to families & children with Cochlear Implants in Eastern NC. IMPROVING THE HEALTH & ACADEMIC SUCCESS OF CHILDREN WITH CHRONIC ILLNESS is a case management program for community children with chronic illness, particularly those with diabetes, asthma, seizures, sickle cell, & severe allergies. PROVIDING ACCESS TO SIMULATIONS AT COMMUNITY COLLEGES teaches community college faculty about patient simulators & provides community college students access to specialized simulated scenarios. PROJECT YEAH (Year round Exercise and Health) addresses childhood obesity & inactivity by increasing the physical activity level of 4th & 5th grade students in classrooms & after-school programs. NURSING EDUCATION EDUCATOR DEVELOPMENT provides 45 contact hours in educational methodology including curriculum development, strategies, & evaluation for hospital educators, faculty members at other universities or community colleges. FAMILY THERAPY CLINIC provides medical family therapy and traditional marriage & family therapy. SPEECH-LANGUAGE & HEARING CLINIC offers comprehensive, state-of-the-art services related to speech, language, hearing & balance. GREENVILLE COMMUNITY SHELTER CLINIC provides free medical care to the homeless and indigent & GRIMESLAND SUNDAY CLINIC provides medical care for those without insurance or access to health care with a focus on Latino populations. Specialty childrens' camps such as CAMP RAINBOW (cancer, hemophilia & chronic blood disorders), CAMP HOPE (sickle-cell disease), CAMP GOLDEN TREASURES & TAKE OFF 4 HEALTH (overweight children). Faculty provide contracted services to communities allowing access to specialists from the School of Medicine, & Colleges of Allied Health

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. We found that within each question, the response categories somewhat limited our ability to provide a holistic perspective of ECU community engagement. ECU is actively engaged in outreach and an Outreach Grid would allow institutions to highlight this feature of their engagement. Staff from the Carnegie Foundation were accessible and responsive to questions about the process and clarification of specific questions. The past successful applications posted on the web helped by providing examples and clarifying the intent of the questions. The switch from word limits to character limits severely impacted the final content and readability of our final, formatted application. We resorted to substituting "&" for "and" in order to include the needed content. The UNC General Administration sponsored a meeting last spring regarding the Engagement Classification. The meeting allowed networking among interested institutions, presentations by past successful applicants, and the opportunity to talk with Amy Driscoll. This community of engaged universities needs to continue, both here in North Carolina and across the United States. We had difficulty with the cells in the Partnership Grid expanding to accommodate the text.

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), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

Yes No

Thank you! Please remember to save the document for your record.

Print Form

Submit by Email

(Please click
only once)