



# East Carolina University | Board of Trustees

## University Affairs Committee Meeting | April 24, 2014

### Agenda

- |      |  |               |
|------|--|---------------|
| I.   | Approval of February 13, 2014 Minutes                      | <b>Action</b> |
| II.  | Closed Session   |               |
| III. | Conferral of Degrees                                       | <b>Action</b> |
| IV.  | Faculty Serious Illness and Parental Leave Policy Revision | <b>Action</b> |
| V.   | Carnegie Classification Application                        | Information   |
| VI.  | Student Financial Aid Discussion                           | Discussion    |
| VII. | Student Affairs Highlights                                 | Information   |

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Deborah Davis, Committee Chair
Agenda Item	I.
Item Description	Approval of minutes from February 13, 2014
Comments	N/A
Action Requested	Committee approval
Disposition	
Notes	

Minutes of the Meeting of the  
**University Affairs Committee**  
**East Carolina University Board of Trustees**  
February 13, 2014 at 10:40am  
East Carolina Heart Institute

Board Members Attending: Deborah Davis (chair), Tim Schwan, Carol Mabe, Danny Scott and Robert Brinkley (on the phone)

University Presenters/Guests Attending: Chancellor Ballard, Ron Mitchelson, Marilyn Sheerer, Virginia Hardy and Bill McCartney

Meeting began 10:47am

Ms. Davis opened the meeting by reading the conflict of interest statement.

The minutes from the previous meeting were approved.

**Research and Graduate Studies – Ron Mitchelson**

- Ron introduced Michael Van Scott, interim vice chancellor for research, to talk about the start up packages for ECU faculty. He talked about the centralized start up program starting in 2005. The point of a start up package is to benefit the incoming faculty member to help them get established and moving forward quickly. It also helps the university because it helps the faculty secure more extramural funding. The goals for startups are to attract high caliber faculty, build competitive programs and secure more extramural funding. The outcomes should be increased research productivity through scholarly works, peer reviewed publications and external grants and contracts (annual return of \$1 for each \$1 invested annually in startup). In 2005, we started with 27 faculty on startup packages. It's an investment of about \$3.5 million per year in startups. There are about 900 reporting units nationwide that voluntarily report and create the rank through the National Science Foundation. We are currently 233<sup>rd</sup> out of the 650+ units that reported in 2012. Since 2006, ECU has supported 246 faculty with \$18 million in investments. In return, the faculty have brought in \$42 million as a principle investigator and \$22 million as Co-PI's. They have also recovered about \$2 million in Facilities and Administration funds (F&A). We can expect to recoup our F&A losses if the faculty stay here about 10 years. However, we have already lost 51 faculty members to other UNC schools this year alone.

**Academic Affairs – Provost Marilyn Sheerer**

- **Distribution of Resources** – She talked about what we consider the resources at ECU. We didn't make our budgets across the board, but made those decisions based on units that produce higher and need/show growth. AA took a bigger hit in some areas than did units like the College of Nursing. Some factors for decisions come from the original PPC report and our deans continue to update from that report. We also look at one-time funding requests and input from the Academic Council too. Marilyn walked through the faculty criticality form and the justification for re-fill vacancies or bringing positions back to the central pool and re-allocating them to units that are growing and improving. Sometimes we will hold positions in the central pool to prepare for the long-term planning process.
- **Performance Funding Model - IPAR – Associate Provost Dr. Ying Zhou and Skip Kirby**
  - We have been informed that GA is reviewing the Performance matrix and some are being changed. There is also a cut in funding associated with this too. The Performance Funding Model is a UNC System Initiative developed in Fall 2011/Spring 2012 with five core metrics for all and five campus specific options. It's been more than a year since the measures were revised. One of the core metrics is tied to retention – fall-to-fall, full-time, first time in college retention rate. Another is the six-year graduation rate for first time full time students and degree efficiency. Skip Kirby reviewed the remaining seven metrics for GA and ECU.

- Skip showed a demo of the Monitoring Dashboard Prototype used for tracking our data on the 10 metrics. He concluded the presentation with the next steps, which included applying principles of knowledge managements and BPR as well as developing a monitoring solution and alignment/integration of PFM's.

### **Student Affairs – Virginia Hardy**

- Structured of Success (SOS) – Bill McCartney Associate Vice Chancellor of Campus Living and Dining Services
  - The focus has been getting involved with student drug use (almost entirely marijuana use) during the fall semester in the residence halls. The program includes monitoring academic progress, mandatory study hall and tutoring services and restrictive access to opportunities for future campus problems. The program also includes random drug testing (urine) and results are reported to the students family. This program really relates to marijuana as other drugs like cocaine or prescription drug abuse falls under different student conduct problems. The goal is to enhance student success, increase retention freshman to sophomore year. Bill shared some of the numbers from students dating back to fall 2010 where the students were retained at a 1.61 GPA and only 32% were retained. The numbers increased into the fall 2011 semester. 90% of the two year numbers are freshman male. Structured for Success started in fall 2012. 133 residence halls students involved in drug incidents (26 had housing agreement cancelled, 40 deferred cancellation and 22 into SOS). The SOS students had a much higher GPA and 80% of those completing the program were retained to sophomore year. (vs. 47% for those with cancelled housing contracts). 15 of the 22 SOS students completed the program. Some were caught again and were removed from the program and the university. Bill shared some of the lessons learned from year one of the program.
    - Early intervention is effective to helping students succeed academically
    - Needed a full-time staff person with the program
    - Stopped charging the students for going into the program (cost \$1,000 last year)
    - 40% of families rejected the idea of entering the program
    - Social integration is vital to the student success
    - Random Drug Testing does work and deters student drug use
    - The program needed tougher standards on behavior, expectations and consequences
  - For 2013-14 there are 20 students in the program (19 are males). Ten of the first 11 students enrolled thought they were doing better academically than they actually were doing when looking at Blackboard with SOS staff.

### **Meeting Ends at 12:41pm**

Respectfully submitted by Christopher Stansbury

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Deborah Davis, Committee Chair
Agenda Item	II.
Item Description	Closed Session
Comments	N/A
Action Requested	Committee approval
Disposition	
Notes	

University Affairs Committee of the ECU Board of Trustees

April 24, 2014

**CLOSED SESSION MOTION**

I move that we go into Closed Session:

1. to prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act;
2. to consider the qualifications, competence, performance, character, fitness, or appointment of prospective and/or current employees and/or to hear or investigate a complaint or grievance by or against one or more employees; and
3. to consult with an attorney to preserve the attorney-client privilege.

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Marilyn Sheerer, Provost
Agenda Item	III.
Item Description	Conferral of Degrees
Comments	N/A
Action Requested	Committee approval
Disposition	
Notes	

**Board of Trustees  
University Affairs Committee  
April 24-25, 2014**

**Conferral of Degrees**

**I move that the candidates for degrees, as approved by the Chancellor and Faculty Senate, be authorized for conferral at the annual Spring commencement on Friday, May 9, 2014.**



East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Melissa Bard, Associate Vice Chancellor for Human Resources
Agenda Item	IV.
Item Description	Faculty Serious Illness and Leave Policy
Comments	N/A
Action Requested	Committee approval of revisions
Disposition	
Notes	

Policy title: Faculty Serious Illness and Parental Leave (FSIL) Issuing Authority: Board of Trustees

Reason for Revision: To permit faculty intermittent leave consistent with the federal Family and Medical Leave Act (FMLA).

Background: Amount of leave eligibility remains the same as the existing policy approved by the Board in 2011. The policy currently permits leave to be taken only as an uninterrupted block of time. The proposed revision includes an administrative change granting intermittent leave as defined under FMLA. After nearly two years of experience administering FSIL, we realize that faculty should be allowed to take FMLA-eligible leave on an intermittent basis to minimize the disruption to academic and clinical programs and to better serve the needs of faculty members and their families.

Minor editorial changes:

- Contact information updated
- Policies linked

Content changes:

3.4

- Added Intermittent and Reduced Leave

7.1

- Amended to make 7.1 consistent with 3.4



**Policies, Regulations and Rules**

Authority	<b>Board of Trustees</b>
Title	<b>Faculty Serious Illness and Parental Leave</b>
Classification	<b>06.45.01</b>
PRR Subject	<b>Leaves</b>
Contact Info	<p><del>Director of Benefits, Human Resources (328-9825); Associate Provost for Personnel and Resource Administration or Associate Vice Chancellor for Personnel Administration, Division of Academic Affairs (328-2679 or 328-5442); or Assistant Vice Chancellor for Health Sciences Administration (744-1910)</del></p> <p><u>Director of Benefits, Human Resources (328-9825); Executive Director for Academic Affairs Personnel Administration or Associate Vice Chancellor for Personnel Administration, Division of Academic Affairs (328-1416 or 328-5442); or Associate Vice Chancellor for Health Sciences Human Resources (744-1910)</u></p>

**History:** Policy on Serious Illness and Disability Leave for Faculty first approved by ECU Board of Trustees effective May 6, 2005; Last revised: July 22, 2010. THIS POLICY WAS GOVERNED BY THE ECU FACULTY MANUAL THROUGH JUNE 30, 2011; THE EFFECTIVE DATE OF THE AMENDED POLICY WAS JULY 1, 2011.

**Related Policies:** UNC Policy Manual 300.2.11 Policy on Serious Illness and Disability Leave for Faculty; ECU Faculty Manual, Part XI, Part VIII, Part IX federal [Family and Medical Leave Act \(FMLA\)](#); North Carolina Family Illness Leave Act  
 UNC Policy Manual 300.2.11

**Additional References:**  
[ECU Human Resources Benefits](#)

**Contact Information:** Director of Benefits, Human Resources (328-9825); [Executive Director for Academic Affairs Personnel Administration or Associate Provost for Personnel and Resource Administration](#) or ~~Associate Vice Chancellor for Personnel Administration, Division of Academic Affairs (328-2679)1416~~ or 328-5442); or ~~Assistant~~ [Associate Vice Chancellor for Health Sciences -Human Resources](#) (744-1910)

## 1. Purpose

This policy provides leave with pay for eligible faculty (defined in Section 2 below) for cases of a serious health condition and/or parental leave (defined as birth, adoption, and foster care placement of a child). For further explanation, see the federal Family and Medical Leave Act (“FMLA”) link under additional references above.

## 2. Eligibility

2.1 This policy applies only to faculty members who meet all of the following conditions:

2.1.1 have been continuously employed by East Carolina University for at least twelve (12) consecutive calendar months, and

2.1.2 have continuously held a permanent appointment of at least 75 percent of full-time, and

2.1.3 who participate in either the Teachers, and State Employees, Retirement System of North Carolina or the Optional Retirement Program, and

2.1.4 who do not accrue sick leave.

2.2 This policy does not apply to faculty members with temporary appointments or to faculty who are employed with less than 75 percent appointments.

2.3 A period of employment in a non-eligible status may not be used to partially meet the requirement for 12 consecutive months in an eligible capacity.

2.4 Leave benefits are available to faculty members who meet the eligibility requirements, and paid leave may be taken during the term of appointment.

2.4.1 For a twelve-month faculty member, the term of appointment is twelve calendar months (usually defined as July 1 through June 30).

2.4.2 For a nine-month faculty member, the term of appointment is the regular academic year that begins with Opening Day Convocation for Fall Semester in August and ends with Commencement at the end of Spring Semester in May.

2.4.2.1 An eligible nine-month faculty member may receive leave with pay for a documented qualifying event that begins during the regular academic term of appointment. If the documented qualifying event begins between Commencement in May and Opening Day Convocation in August, the faculty member may receive leave with pay after Opening Day Convocation up to a maximum of 12 calendar weeks from the date of the documented qualifying event.

2.4.2.2 Teaching duties in the summer terms by nine-month faculty members are covered under a separate contract, and paid leave under this policy is not provided for absence during a contracted summer term.

2.5 This policy applies only to faculty and not to other employment categories including, but not limited to, categories of Senior Academic and Administrative Officer (SAAO Tier I or Tier II), EPA Non-faculty (NF-EPA Instructional or Research), SPA/CSS, Postdoctoral Fellows, or student employees.

### 3. Description of Benefit

3.1 The total maximum leave benefit for an individual faculty member for all leave benefits (with or without pay) under this policy and in accordance with the FMLA is 12 calendar weeks within any consecutive 12 calendar month period regardless of the number of qualifying events that occur, except as stated in section 3.2.3.4 below. Note in section 3.3.1.2 below, under the North Carolina Family Illness Act, a faculty member is entitled to an extension of up to 52 weeks of leave without pay during a five-year period in cases of serious illness of a child, spouse, or parent.

3.1.1 The start date of the first leave sets the clock for the 12-month period for leave with or without pay under this policy. [See section 5.3 regarding use of any accrued leave balance prior to utilizing paid leave benefits under this policy.]

#### 3.2 Leave with pay

3.2.1 For qualifying reasons as defined in the FMLA, leave with pay is available to a faculty member who meets the eligibility criteria defined in section 2 above.

3.2.2 Serious Health Conditions: For documented serious health conditions, as defined in the FMLA, a faculty member is eligible for leave with pay for a maximum of 12 calendar weeks in any consecutive 12-month period. See section 4.3.1 for certification requirements.

#### 3.2.3 Birth, Adoption, or Foster Care Placement of a Child

3.2.3.1 Primary Caregiver: The primary caregiver is eligible for leave with pay for 12 calendar weeks beginning on the date of the documented qualifying event. See section 4.3.2 for documentation requirements.

3.2.3.2 Secondary Caregiver: Secondary caregiver is the term that applies in instances in which there are two (2) East Carolina University faculty members who are both eligible for leave pursuant to this policy (see section 2, above, for eligibility requirements) for the same birth, adoption, or foster care placement of a child (hereinafter referred to as two eligible employees for the purposes of this section 3.2.3). For such a documented qualifying event, the secondary caregiver is eligible for leave with pay for 21 calendar days (in addition to the leave with pay for the primary caregiver in section 3.2.3.1) any time within the 12 consecutive calendar month period immediately following the documented qualifying event.

3.2.3.3 Two eligible employees may choose to share the 12 consecutive calendar weeks of leave with pay for the same qualifying event, but in no case may two eligible employees each receive 12 calendar weeks of leave with pay for the same qualifying event. If two eligible employees choose to share the 12 consecutive calendar weeks of leave with pay for the same qualifying event, the secondary caregiver is eligible for the additional 21 calendar days of leave with pay as stated in section 3.2.3.2 above. Also see section 3.3 for maximum leave eligibility in a 12 calendar month period.

3.2.3.4 A faculty member shall not qualify as both primary and secondary caregiver for a single qualifying event. However, the secondary caregiver defined in 3.2.3.2 may be approved for a leave with pay for up to 12 calendar weeks for a separate qualifying event within the same 12 calendar month period.

3.2.4 Health/medical complications arising due to pregnancy and childbirth will be treated as any other serious health condition [see section 3.2.2 above].

3.2.5 Dependent Care or Care for a Family Member: For required care of an FMLA-designated dependent or immediate family member who has an FMLA-qualified serious health condition, the faculty member is eligible for leave with pay for a maximum of 12 calendar weeks in any consecutive 12-month period. See section 3.3.1.2 for additional family illness provisions. See section 4.3.1 for certification requirements.

### 3.3 Leave without pay

3.3.1 For qualifying reasons defined in the FMLA, leave without pay is available to faculty members who meet the eligibility criteria defined in section 2 above.

3.3.1.1 For qualifying events defined in section 3.2.1 above, after a period of approved leave with pay is exhausted, additional leave (without pay) up to a total maximum of 12 calendar weeks (including leave with and without pay) may be approved within any consecutive 12-month period. In no case will leave with or without pay under the FMLA be approved beyond a total of 12 calendar weeks within any consecutive 12 calendar month period, except as provided in section 3.2.3.4 above. [See section 4.6.]

3.3.1.2 After exhausting 12 calendar weeks of leave with or without pay pursuant to this policy, a faculty member with twelve (12) months of eligible service is entitled, under the North Carolina Family Illness Act, to an extension of up to 52 weeks of leave without pay during a five-year period in cases of serious illness of a child, spouse, or parent.

### 3.4 Intermittent and Reduced Leave

3.4.1 Leave may be taken intermittently or on a reduced leave schedule if the qualifying event has created a documented medical need as allowable under FMLA that may be best accommodated through an intermittent or reduced leave schedule.

3.4.2 Intermittent leave is leave taken in blocks of time due to a single qualifying event rather than for one continuous period of time. This allows employees to engage in work between leave periods without exhausting the requested leave time in a continuous span.

3.4.3 Reduced leave is a reduced schedule (e.g., shifting from full to part time) where the documented medical need as allowable under FMLA is best addressed by partial return to work.

### 3.5 Short-term Disability Benefits

3.5.1 Employees are eligible for short-term disability benefits under the Disability Income Plan of North Carolina after both of the following conditions are met:

3.5.1.1 one year of contributing membership within the past 36 months in the Teachers' and State Employees' Retirement System of North Carolina or the Optional Retirement Program, and

3.5.1.2 a 60 (sixty) calendar-day waiting period from the date of disability onset. More information about disability benefits can be found on the Human Resources Benefits web site [see link in additional references above].

3.5.2 Employees may purchase supplemental disability insurance coverage offered by plans approved and available through the Human Resources Benefits Office. [See HR Benefits web link above]

### 4. Administration of Benefit

4.1 The faculty member's request for leave with pay must be made in writing to the Human Resources Benefits Office by completing the form entitled Request for Faculty Serious Illness and Parental Leave located on the Human Resources Benefits web site.

4.2 It is the faculty member's responsibility to inform the unit administrator in writing of the anticipated absence under this policy at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable so that qualified substitute personnel can be secured by the unit administrator as early as possible.

4.2.1 The unit administrator is responsible for securing, to the extent possible, substitute personnel for the duration of the faculty member's approved leave (with or without pay). Cost of substitute personnel will be supported by the academic unit when funds are available within the unit. When the academic unit is unable to provide the funds to support substitute personnel, the unit administrator will submit a written justification to request funding from the next higher administrator up to the appropriate vice chancellor. Any adjustments in work schedules within the unit are at the discretion of the unit administrator, with the approval of the next higher administrator, and are subject to unit and institutional needs and resources.

4.2.2 Upon the faculty member's return to work after a period of approved leave (with or without pay) under this policy, the unit administrator and the faculty member will jointly determine the completion of assigned responsibilities during the remainder of the academic

term. Similarly, when a faculty member will begin a period of approved leave (with or without pay) after the academic term has begun, the unit administrator and the faculty member will jointly determine the faculty member's assigned responsibilities for the period of the academic term not covered by approved leave (with or without pay).

#### 4.3 Certification and Documentation Requirements for Qualifying Events

4.3.1 Serious Health Conditions: Medical certification of the faculty member's serious health condition, including a statement from an eligible health care provider (as defined under the FMLA) about the probable length of absence from normal duties, is required. If the request is for the purpose of caring for a family member or dependent, the University also requires medical certification of that person's illness or disability and documentation of the circumstances which make it impossible or difficult for the faculty member to carry on with normal duties.

4.3.2 Birth, Adoption, or Foster Care Placement of a Child, Documentation of the qualifying event is required. Note that a faculty member who meets the eligibility requirements in section 2 above and who is an expectant mother may take leave pursuant to this policy before the birth of a child for prenatal care or if her condition makes her unable to work or requires a reduced work schedule in accordance with section 3.2.2. Also, leave pursuant to this policy may be granted before the actual placement or adoption of a child if an absence from work is required for the placement for adoption or foster care to proceed.

4.3.3 Forms for certification and documentation of each category of qualifying event are located on the Human Resources Benefits web site and must be submitted by the faculty member within 15 calendar days after submitting the request for leave benefits.

4.4 The Human Resources Benefits Counselor will review the certification or documentation of the qualifying event and determine the eligibility of the faculty member for leave with pay under this policy. If the Human Resources Benefits Counselor determines that the employee is not eligible for leave with pay benefits under this policy, the Human Resources Benefits Counselor will notify the faculty member of the decision in writing, including the grounds for denial of the requested leave benefit. The faculty member may appeal this decision to the Director of Benefits. The decision of the Director of Benefits is final.

4.5 The Human Resources Benefits Counselor will provide the appropriate vice chancellor with written notification of the faculty member's eligibility for leave with pay under this policy. For approved leave with pay, the appropriate vice chancellor will issue a letter to the faculty member informing him or her of the beginning and ending dates of authorized leave with pay, with copies to appropriate unit administrators.

4.6 The FMLA entitlement of 12 weeks of leave without pay will run concurrently with any period of leave with pay under this policy. The period of leave with pay will also be designated as family medical leave under the FMLA.

4.7 Leave (with or without pay) applies to the faculty member's employment during a regular term of appointment as defined in section 2.4 above.



4.7.1 If the illness or disability requires an absence from faculty duties longer than 12 (twelve) calendar weeks within a 12 consecutive calendar month period, the faculty member may apply in writing to his or her unit administrator for a leave of absence without pay in accordance with provisions of the ECU Faculty Manual.

4.7.1.1 The faculty member may also apply to the Human Resources Benefits Office for salary continuation through the Disability Income Plan of North Carolina and through any other optional disability program(s) in which he or she may be enrolled.

4.8 In cases of serious illness of a child, spouse, or parent, the North Carolina Family Illness Act allows the faculty member to apply in writing for extension of up to 52 weeks of leave without pay during a five-year period. Application is made through the Department of Human Resources Benefits Office.

4.9 Any unused leave pursuant to this policy is not eligible for terminal leave payment when the faculty member leaves the employment of the University, and it may not be used to extend years of creditable state service for retirement benefits. However, it must be exhausted prior to participation in the Disability Income Plan of North Carolina available to eligible employees.

## 5. Use of Leave with Pay

5.1 Leave with pay provided under this policy may be used for serious health conditions, pregnancy, birth, adoption, or foster care placement of a child as defined in section 3.2 above. A faculty member who anticipates an absence from duties for longer than three (3) days for qualifying reasons as defined by the FMLA shall inform the unit administrator at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable. (See section 4.2 above.)

5.2 A faculty member will not be penalized because she requires time away from work caused by or contributed to by conditions such as pregnancy, miscarriage, childbirth, or recovery. Disabilities resulting from pregnancy shall be treated the same as any other covered disability. The type and nature of the faculty member's duties during pregnancy will be determined by the unit administrator in consultation with the faculty member and upon advice the faculty member receives from her eligible health care provider. Revisions to the faculty member's assignments will be documented in a written agreement signed by the unit administrator and the faculty member.

5.3 A faculty member who has an accrued balance of sick leave from a previous leave-earning employment status must exhaust this accumulated sick leave balance prior to utilizing the benefit of leave with pay provided by this policy. Sick leave that has accrued will be considered as part of the maximum 12 (twelve) calendar-week eligibility for leave with pay under this policy.

## 6. Record-Keeping

6.1 This policy provides an important financial benefit; therefore, accurate records must be maintained. The Human Resources Benefits Office and the appropriate vice chancellor will maintain all official records, and the vice chancellor will make an annual report on the use of leave under this policy to the Chancellor and to the Chair of the Faculty no later than August 1 each calendar year.

## 7. Coordination with Other Policies

7.1 ~~Partial leaves of absence are not permitted under this policy. However, at the faculty member's discretion and with approval of his or her health care provider, where health conditions suggest that the faculty member may continue to perform some but not all of his or her assigned faculty responsibilities during an academic term.~~ When a faculty member takes intermittent or reduced leave in accordance with section 3.4 above, the relative weights among teaching, research, service, and clinical care may be revised [see Part VIII of the Faculty Manual] so long as the reassignment of responsibilities is completed in a manner that minimizes the impact on academic program quality.

7.2 Consistent with Part IX of the Faculty Manual, an untenured, probationary term (tenure-track) faculty member who is granted leave under this policy may be eligible for an extension of the probationary term. If the faculty member wishes to request an extension of the probationary term on the basis of leave granted under this policy, he/she must submit a written request to the unit administrator, subject to approval by the Chancellor, at the time the paid leave is granted.

7.3 The leave with pay provided under this policy shall have no effect on the faculty member's other employment benefits.

7.4 Consistent with the Faculty Manual, Part XI and Part VIII, the faculty member may not engage in other employment or compensated arrangements during the period of leave with or without pay under this policy.

7.5 If a faculty member granted leave under this policy wishes to request that his or her five-year post-tenure review be delayed, he/she must submit a written request to the unit administrator. The terms of such an agreement will be stated in writing, signed by the faculty member, and approved by the unit administrator, dean (or other appropriate administrator), and the appropriate vice chancellor.

## 8. Confidentiality

Communications and documentation concerning leave requested or approved pursuant to this policy shall constitute confidential records in accordance with North Carolina law.

## 9. Effective Date

This policy is effective July 1, 2011, and shall supersede any previous policies granting leave to faculty members for qualifying events as defined by the FMLA. A faculty member who is

absent on approved leave at the time this policy becomes effective will continue to receive the leave benefits approved for that absence until the period of approved leave expires.



**Policies, Regulations and Rules**

Authority	<b>Board of Trustees</b>
Title	<b>Faculty Serious Illness and Parental Leave</b>
Classification	<b>06.45.01</b>
PRR Subject	<b>Leaves</b>
Contact Info	Director of Benefits, Human Resources (328-9825); Executive Director for Academic Affairs Personnel Administration or Associate Vice Chancellor for Personnel Administration, Division of Academic Affairs (328-1416 or 328-5442); or Associate Vice Chancellor for Health Sciences Human Resources (744-1910)

**History:** Policy on Serious Illness and Disability Leave for Faculty first approved by ECU Board of Trustees effective May 6, 2005; Last revised: July 22, 2010. THIS POLICY WAS GOVERNED BY THE ECU FACULTY MANUAL THROUGH JUNE 30, 2011; THE EFFECTIVE DATE OF THE AMENDED POLICY WAS JULY 1, 2011.

**Related Policies:** UNC Policy Manual 300.2.11 Policy on Serious Illness and Disability Leave for Faculty; ECU Faculty Manual, Part XI, Part VIII, Part IX federal Family and Medical Leave Act (FMLA); North Carolina Family Illness Leave Act UNC Policy Manual 300.2.11

**Additional References:**  
ECU Human Resources Benefits

**Contact Information:** Director of Benefits, Human Resources (328-9825); Executive Director for Academic Affairs Personnel Administration or Associate Vice Chancellor for Personnel Administration, Division of Academic Affairs (328-1416 or 328-5442); or Associate Vice Chancellor for Health Sciences Human Resources (744-1910)

1. Purpose

This policy provides leave with pay for eligible faculty (defined in Section 2 below) for cases of a serious health condition and/or parental leave (defined as birth, adoption, and foster care placement of a child). For further explanation, see the federal Family and Medical Leave Act (“FMLA”) link under additional references above.

2. Eligibility

2.1 This policy applies only to faculty members who meet all of the following conditions:

2.1.1 have been continuously employed by East Carolina University for at least twelve (12) consecutive calendar months, and

2.1.2 have continuously held a permanent appointment of at least 75 percent of full-time, and

2.1.3 who participate in either the Teachers, and State Employees, Retirement System of North Carolina or the Optional Retirement Program, and

2.1.4 who do not accrue sick leave.

2.2 This policy does not apply to faculty members with temporary appointments or to faculty who are employed with less than 75 percent appointments.

2.3 A period of employment in a non-eligible status may not be used to partially meet the requirement for 12 consecutive months in an eligible capacity.

2.4 Leave benefits are available to faculty members who meet the eligibility requirements, and paid leave may be taken during the term of appointment.

2.4.1 For a twelve-month faculty member, the term of appointment is twelve calendar months (usually defined as July 1 through June 30).

2.4.2 For a nine-month faculty member, the term of appointment is the regular academic year that begins with Opening Day Convocation for Fall Semester in August and ends with Commencement at the end of Spring Semester in May.

2.4.2.1 An eligible nine-month faculty member may receive leave with pay for a documented qualifying event that begins during the regular academic term of appointment. If the documented qualifying event begins between Commencement in May and Opening Day Convocation in August, the faculty member may receive leave with pay after Opening Day Convocation up to a maximum of 12 calendar weeks from the date of the documented qualifying event.

2.4.2.2 Teaching duties in the summer terms by nine-month faculty members are covered under a separate contract, and paid leave under this policy is not provided for absence during a contracted summer term.

2.5 This policy applies only to faculty and not to other employment categories including, but not limited to, categories of Senior Academic and Administrative Officer (SAAO Tier I or Tier II), EPA Non-faculty (NF-EPA Instructional or Research), SPA/CSS, Postdoctoral Fellows, or student employees.

### 3. Description of Benefit

3.1 The total maximum leave benefit for an individual faculty member for all leave benefits (with or without pay) under this policy and in accordance with the FMLA is 12 calendar weeks within any consecutive 12 calendar month period regardless of the number of qualifying events that occur, except as stated in section 3.2.3.4 below. Note in section 3.3.1.2 below, under the North Carolina Family Illness Act, a faculty member is entitled to an extension of up to 52 weeks of leave without pay during a five-year period in cases of serious illness of a child, spouse, or parent.

3.1.1 The start date of the first leave sets the clock for the 12-month period for leave with or without pay under this policy. [See section 5.3 regarding use of any accrued leave balance prior to utilizing paid leave benefits under this policy.]

### 3.2 Leave with pay

3.2.1 For qualifying reasons as defined in the FMLA, leave with pay is available to a faculty member who meets the eligibility criteria defined in section 2 above.

3.2.2 Serious Health Conditions: For documented serious health conditions, as defined in the FMLA, a faculty member is eligible for leave with pay for a maximum of 12 calendar weeks in any consecutive 12-month period. See section 4.3.1 for certification requirements.

### 3.2.3 Birth, Adoption, or Foster Care Placement of a Child

3.2.3.1 Primary Caregiver: The primary caregiver is eligible for leave with pay for 12 calendar weeks beginning on the date of the documented qualifying event. See section 4.3.2 for documentation requirements.

3.2.3.2 Secondary Caregiver: Secondary caregiver is the term that applies in instances in which there are two (2) East Carolina University faculty members who are both eligible for leave pursuant to this policy (see section 2, above, for eligibility requirements) for the same birth, adoption, or foster care placement of a child (hereinafter referred to as two eligible employees for the purposes of this section 3.2.3). For such a documented qualifying event, the secondary caregiver is eligible for leave with pay for 21 calendar days (in addition to the leave with pay for the primary caregiver in section 3.2.3.1) any time within the 12 consecutive calendar month period immediately following the documented qualifying event.

3.2.3.3 Two eligible employees may choose to share the 12 consecutive calendar weeks of leave with pay for the same qualifying event, but in no case may two eligible employees each receive 12 calendar weeks of leave with pay for the same qualifying event. If two eligible employees choose to share the 12 consecutive calendar weeks of leave with pay for the same qualifying event, the secondary caregiver is eligible for the additional 21 calendar days of leave with pay as stated in section 3.2.3.2 above. Also see section 3.3 for maximum leave eligibility in a 12 calendar month period.

3.2.3.4 A faculty member shall not qualify as both primary and secondary caregiver for a single qualifying event. However, the secondary caregiver defined in 3.2.3.2 may be approved for a

leave with pay for up to 12 calendar weeks for a separate qualifying event within the same 12 calendar month period.

3.2.4 Health/medical complications arising due to pregnancy and childbirth will be treated as any other serious health condition [see section 3.2.2 above].

3.2.5 Dependent Care or Care for a Family Member: For required care of an FMLA-designated dependent or immediate family member who has an FMLA-qualified serious health condition, the faculty member is eligible for leave with pay for a maximum of 12 calendar weeks in any consecutive 12-month period. See section 3.3.1.2 for additional family illness provisions. See section 4.3.1 for certification requirements.

### 3.3 Leave without pay

3.3.1 For qualifying reasons defined in the FMLA, leave without pay is available to faculty members who meet the eligibility criteria defined in section 2 above.

3.3.1.1 For qualifying events defined in section 3.2.1 above, after a period of approved leave with pay is exhausted, additional leave (without pay) up to a total maximum of 12 calendar weeks (including leave with and without pay) may be approved within any consecutive 12-month period. In no case will leave with or without pay under the FMLA be approved beyond a total of 12 calendar weeks within any consecutive 12 calendar month period, except as provided in section 3.2.3.4 above. [See section 4.6.]

3.3.1.2 After exhausting 12 calendar weeks of leave with or without pay pursuant to this policy, a faculty member with twelve (12) months of eligible service is entitled, under the North Carolina Family Illness Act, to an extension of up to 52 weeks of leave without pay during a five-year period in cases of serious illness of a child, spouse, or parent.

### 3.4 Intermittent and Reduced Leave

3.4.1 Leave may be taken intermittently or on a reduced leave schedule if the qualifying event has created a documented medical need as allowable under FMLA that may be best accommodated through an intermittent or reduced leave schedule.

3.4.2 Intermittent leave is leave taken in blocks of time due to a single qualifying event rather than for one continuous period of time. This allows employees to engage in work between leave periods without exhausting the requested leave time in a continuous span.

3.4.3 Reduced leave is a reduced schedule (e.g., shifting from full to part time) where the documented medical need as allowable under FMLA is best addressed by partial return to work.

### 3.5 Short-term Disability Benefits

3.5.1 Employees are eligible for short-term disability benefits under the Disability Income Plan of North Carolina after both of the following conditions are met:

3.5.1.1 one year of contributing membership within the past 36 months in the Teachers' and State Employees' Retirement System of North Carolina or the Optional Retirement Program, and

3.5.1.2 a 60 (sixty) calendar-day waiting period from the date of disability onset. More information about disability benefits can be found on the Human Resources Benefits web site [see link in additional references above].

3.5.2 Employees may purchase supplemental disability insurance coverage offered by plans approved and available through the Human Resources Benefits Office. [See HR Benefits web link above]

#### 4. Administration of Benefit

4.1 The faculty member's request for leave with pay must be made in writing to the Human Resources Benefits Office by completing the form entitled Request for Faculty Serious Illness and Parental Leave located on the Human Resources Benefits web site.

4.2 It is the faculty member's responsibility to inform the unit administrator in writing of the anticipated absence under this policy at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable so that qualified substitute personnel can be secured by the unit administrator as early as possible.

4.2.1 The unit administrator is responsible for securing, to the extent possible, substitute personnel for the duration of the faculty member's approved leave (with or without pay). Cost of substitute personnel will be supported by the academic unit when funds are available within the unit. When the academic unit is unable to provide the funds to support substitute personnel, the unit administrator will submit a written justification to request funding from the next higher administrator up to the appropriate vice chancellor. Any adjustments in work schedules within the unit are at the discretion of the unit administrator, with the approval of the next higher administrator, and are subject to unit and institutional needs and resources.

4.2.2 Upon the faculty member's return to work after a period of approved leave (with or without pay) under this policy, the unit administrator and the faculty member will jointly determine the completion of assigned responsibilities during the remainder of the academic term. Similarly, when a faculty member will begin a period of approved leave (with or without pay) after the academic term has begun, the unit administrator and the faculty member will jointly determine the faculty member's assigned responsibilities for the period of the academic term not covered by approved leave (with or without pay).

#### 4.3 Certification and Documentation Requirements for Qualifying Events

4.3.1 Serious Health Conditions: Medical certification of the faculty member's serious health condition, including a statement from an eligible health care provider (as defined under the FMLA) about the probable length of absence from normal duties, is required. If the request is for the purpose of caring for a family member or dependent, the University also requires medical



certification of that person's illness or disability and documentation of the circumstances which make it impossible or difficult for the faculty member to carry on with normal duties.

4.3.2 Birth, Adoption, or Foster Care Placement of a Child, Documentation of the qualifying event is required. Note that a faculty member who meets the eligibility requirements in section 2 above and who is an expectant mother may take leave pursuant to this policy before the birth of a child for prenatal care or if her condition makes her unable to work or requires a reduced work schedule in accordance with section 3.2.2. Also, leave pursuant to this policy may be granted before the actual placement or adoption of a child if an absence from work is required for the placement for adoption or foster care to proceed.

4.3.3 Forms for certification and documentation of each category of qualifying event are located on the Human Resources Benefits web site and must be submitted by the faculty member within 15 calendar days after submitting the request for leave benefits.

4.4 The Human Resources Benefits Counselor will review the certification or documentation of the qualifying event and determine the eligibility of the faculty member for leave with pay under this policy. If the Human Resources Benefits Counselor determines that the employee is not eligible for leave with pay benefits under this policy, the Human Resources Benefits Counselor will notify the faculty member of the decision in writing, including the grounds for denial of the requested leave benefit. The faculty member may appeal this decision to the Director of Benefits. The decision of the Director of Benefits is final.

4.5 The Human Resources Benefits Counselor will provide the appropriate vice chancellor with written notification of the faculty member's eligibility for leave with pay under this policy. For approved leave with pay, the appropriate vice chancellor will issue a letter to the faculty member informing him or her of the beginning and ending dates of authorized leave with pay, with copies to appropriate unit administrators.

4.6 The FMLA entitlement of 12 weeks of leave without pay will run concurrently with any period of leave with pay under this policy. The period of leave with pay will also be designated as family medical leave under the FMLA.

4.7 Leave (with or without pay) applies to the faculty member's employment during a regular term of appointment as defined in section 2.4 above.

4.7.1 If the illness or disability requires an absence from faculty duties longer than 12 (twelve) calendar weeks within a 12 consecutive calendar month period, the faculty member may apply in writing to his or her unit administrator for a leave of absence without pay in accordance with provisions of the ECU Faculty Manual.

4.7.1.1 The faculty member may also apply to the Human Resources Benefits Office for salary continuation through the Disability Income Plan of North Carolina and through any other optional disability program(s) in which he or she may be enrolled.

4.8 In cases of serious illness of a child, spouse, or parent, the North Carolina Family Illness Act allows the faculty member to apply in writing for extension of up to 52 weeks of leave without pay during a five-year period. Application is made through the Department of Human Resources Benefits Office.

4.9 Any unused leave pursuant to this policy is not eligible for terminal leave payment when the faculty member leaves the employment of the University, and it may not be used to extend years of creditable state service for retirement benefits. However, it must be exhausted prior to participation in the Disability Income Plan of North Carolina available to eligible employees.

## 5. Use of Leave with Pay

5.1 Leave with pay provided under this policy may be used for serious health conditions, pregnancy, birth, adoption, or foster care placement of a child as defined in section 3.2 above. A faculty member who anticipates an absence from duties for longer than three (3) days for qualifying reasons as defined by the FMLA shall inform the unit administrator at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable. (See section 4.2 above.)

5.2 A faculty member will not be penalized because she requires time away from work caused by or contributed to by conditions such as pregnancy, miscarriage, childbirth, or recovery. Disabilities resulting from pregnancy shall be treated the same as any other covered disability. The type and nature of the faculty member's duties during pregnancy will be determined by the unit administrator in consultation with the faculty member and upon advice the faculty member receives from her eligible health care provider. Revisions to the faculty member's assignments will be documented in a written agreement signed by the unit administrator and the faculty member.

5.3 A faculty member who has an accrued balance of sick leave from a previous leave-earning employment status must exhaust this accumulated sick leave balance prior to utilizing the benefit of leave with pay provided by this policy. Sick leave that has accrued will be considered as part of the maximum 12 (twelve) calendar-week eligibility for leave with pay under this policy.

## 6. Record-Keeping

6.1 This policy provides an important financial benefit; therefore, accurate records must be maintained. The Human Resources Benefits Office and the appropriate vice chancellor will maintain all official records, and the vice chancellor will make an annual report on the use of leave under this policy to the Chancellor and to the Chair of the Faculty no later than August 1 each calendar year.

## 7. Coordination with Other Policies

7.1 When a faculty member takes intermittent or reduced leave in accordance with section 3.4 above, the relative weights among teaching, research, service, and clinical care may be revised

[see Part VIII of the Faculty Manual] so long as the reassignment of responsibilities is completed in a manner that minimizes the impact on academic program quality.

7.2 Consistent with Part IX of the Faculty Manual, an untenured, probationary term (tenure-track) faculty member who is granted leave under this policy may be eligible for an extension of the probationary term. If the faculty member wishes to request an extension of the probationary term on the basis of leave granted under this policy, he/she must submit a written request to the unit administrator, subject to approval by the Chancellor, at the time the paid leave is granted.

7.3 The leave with pay provided under this policy shall have no effect on the faculty member's other employment benefits.

7.4 Consistent with the Faculty Manual, Part XI and Part VIII, the faculty member may not engage in other employment or compensated arrangements during the period of leave with or without pay under this policy.

7.5 If a faculty member granted leave under this policy wishes to request that his or her five-year post-tenure review be delayed, he/she must submit a written request to the unit administrator. The terms of such an agreement will be stated in writing, signed by the faculty member, and approved by the unit administrator, dean (or other appropriate administrator), and the appropriate vice chancellor.

## 8. Confidentiality

Communications and documentation concerning leave requested or approved pursuant to this policy shall constitute confidential records in accordance with North Carolina law.

## 9. Effective Date

This policy is effective July 1, 2011, and shall supersede any previous policies granting leave to faculty members for qualifying events as defined by the FMLA. A faculty member who is absent on approved leave at the time this policy becomes effective will continue to receive the leave benefits approved for that absence until the period of approved leave expires.

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Beth Velde, Director of Public Service and Community Relations
Agenda Item	V.
Item Description	Carnegie Classification Application
Comments	N/A
Action Requested	Information
Disposition	
Notes	

***The Carnegie Foundation for the Advancement of Teaching  
2014-2015 Elective Community Engagement Classification***

**Re-classification Documentation Framework**

(for campuses that received the Classification in 2006 or 2008)

Data Provided: The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from. The application will be entered into an online site, no hyperlinks are allowed and formatting will be removed.

**Applicant's Contact Information**

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

- First Name: Beth
- Last Name: Velde
- Title: Director of Public Service and Community Relations
- Institution: East Carolina University
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- State: NC
- Zip Code: 27858
- Phone Number: 252-737-1377
- Email Address; Veldeb@ecu.edu
- Full Name of Institution's President/Chancellor: Steve Ballard
- President/Chancellor's Mailing Address: Spilman 105, Mail Stop 101
- President/Chancellor's Email Address: CHANCELLOR@ecu.edu

## Community Engagement Definition

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

*The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

### I. Foundational Indicators

#### **A. President/Chancellor's Leadership Statement**

##### Required Documentation.

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
  - a. Indicates their perception of where community engagement fits into their leadership of the institution,
  - b. Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
  - c. Discusses how engagement is institutionalized for sustainability in the institution.

**To: Carnegie Foundation for the Advancement of Teaching**

**Re: Elective Community Engagement Classification**

East Carolina University's (ECU) mission is to serve as a national model for student success, public service and regional transformation through six strategic directions. We define public service broadly as ECU faculty, staff, and/or students working to improve communities in eastern North Carolina and beyond. This work involves communities and benefits

communities as it also advances scholarship by linking theory and practice across a wide range of academic disciplines. This work occurs through engagement and outreach activities, coursework, and service to the community.

Public service (ECU's term for community engagement) is woven into the fibers of East Carolina University. Our motto, *Servire*, meaning "to serve," is carried out through engagement initiatives throughout our community. Our students, faculty, staff and senior leaders are all integral parts of our community, and our community is an integral part of who we are at ECU. By virtue of the University of North Carolina General Administration's (UNC GA) Strategic Plan, *Our Time Our Future*, our university is directed to serve the people of North Carolina.

### **How does community engagement fit into the senior leadership at ECU?**

ECU has taken this UNC GA directive to heart. As Chancellor and Provost, we ensure that all levels of our institution support community engagement. This letter contains examples of events we attend, allocations of resources we support, and activities of our ECU leaders that we endorse and encourage. We define ECU leaders within the context of this letter as ourselves, our vice chancellors, our deans and our senior administrators. The application contains examples of the engagement work of our students and faculty.

In May of 2012, UNC President Tom Ross asked ECU to participate in the development of a new system wide metric for community engagement and economic development. We appointed the director of public service and community relations to the task force and she joined members from four other UNC schools in creating a new set of metrics for our system. This set of metrics was piloted last year, modified, and will become an ongoing initiative of the system beginning in the 2013-2014 academic year. We were excited to be recognized as system leaders in community engagement and economic development.

Leaders at ECU are members of numerous senior councils and advisory boards throughout eastern North Carolina and beyond. To that point, leaders of our university are highly engaged in and members of many community organizations and initiatives. One such example is the Town-Gown organization, a valuable collaborative effort between our local community college, county school system, chamber of commerce, county government and city administrators. This group meets quarterly to discuss critical community issues, and members of our senior leadership at ECU are active participants.

ECU leaders are also active participants in the annual Community Unity Breakfast. For the past seventeen years, ECU has been hosting this event in celebration of Dr. Martin Luther King, Jr. and as a way to bring our community together. The Unity Breakfast is a strong example of the ongoing relationship ECU has with the community.

Administrators and academic leaders, such as our vice chancellors and deans, are constantly looking for ways to engage our students and support the notion that the student experience is not complete without community engagement. These leaders facilitate the strong bonds with local industry through their support of student Capstone projects, which place students in industrial settings that benefit both the students and local industries.

Our thirteen academic deans encourage faculty to facilitate student success through community service projects, co-op and internship opportunities. These initiatives further bind our University with the local business and industry community. From helping underprivileged girls through Operation Sunshine to food drives for a local food pantry, students are provided a variety of opportunities to be engaged in the community. ECU leaders sought the support of BB&T to fund Leadership Enhancement Grants. These grants have provided enrichment in public service leadership for students



enrolled in many of our programs.

As ECU's Chancellor and as ECU's Provost, we are proud of our student leadership activities that pair engagement experiences and leadership. Our institution embraces the Boyer Model of Scholarship. The ECU Engagement and Outreach Scholars Academies provide education for faculty, graduate students and undergraduate students to enable them to implement research projects with communities. We attend the end of semester graduation ceremonies to present certificates, share our support and meet the EOSA graduates.

**What is community engagement's relationship to the institution's core identity, strategic direction, and practices?**

The core identity of our university is directly tied to our community in every way. Community engagement is woven into our 2010-2013 strategic plan and soon-to-be-completed 2014-2019 strategic plan. Assessment results related to our 2010-2013 plan reveal that across our university we are collaborating with community partners. An example is our academic health sciences center where our faculty and students work with health providers at Vidant Medical Center, the health department, Federally Qualified Health Centers, schools and other community agencies.

As an outstanding recognition of our institution's commitment to public service, Dr. Sam Sears, director of the doctoral program in health psychology, was awarded the O. Max Gardner award in 2013 by the UNC Board of Governors for his work to improve the quality of life in heart patients. This award is the highest faculty honor bestowed by the University of North Carolina for the greatest contribution to the welfare of the human race, and Dr. Sears earned it because he is changing the lives of people living with implantable cardioverter defibrillators (ICD) in our community and worldwide by working with them to alleviate fear and anxiety in anticipation of the strong shocks delivered by the ICD, thus improving

their overall quality of life.

Dr. Tom Irons, associate vice chancellor for health sciences and professor of pediatrics was awarded the 2011 UNC Board of Governors Award for Excellence in Public Service, which was established to encourage, identify, recognize and reward distinguished public service and outreach by faculty across the university system. A member of ECU's medical faculty for the past three decades, Irons has devoted his professional career to providing clinical care to underserved children and working to improve access to quality health care for the people of eastern North Carolina. As a physician, faculty member and private citizen, he has focused his time, his vast medical expertise and his consensus-building skills on helping to address the needs of abused children, disabled children, at-risk teens, farm families and the rural uninsured. In recognition of this honor, we invited Dr. Irons to speak at commencement to further reinforce the support of senior leaders for community engagement.

Another way in which we've integrated community engagement into our core identity is through the opening of our School of Dental Medicine in 2011. In 2012, the School of Dental Medicine opened the first community service-learning center in Ahoskie, NC. The center is one of ten service-learning centers that will provide dental care to rural underserved populations across the state. ECU's approach to educating students and residents in a community setting is looked upon nationally as a future model for dental education.

Community-based learning is central to many of our colleges and departments. In 2010, we welcomed the inaugural class of the Honors College, which raised the national profile and expanded opportunities for top-notch students and faculty. Service is core to the mission and values of this college, and the students are making a lasting community impact through service projects.

The Center for Innovation in Technology and Engineering's (CITE) program is making a big impact on our community by providing a boost to the economic growth in the Eastern North Carolina region through relationships with regional community colleges. The CITE Program manages between 60-80 improvement projects each fiscal year. Some of these projects are as simple as instruction on a software package—which has minimum economic impact, to productivity improvement projects—which can result in saving or adding jobs or enhancing the profitability of a local manufacturer. The CITE program functions as a portal through which regional business and industry can access university resources. The partnership of CITE with community colleges helps provide a regional solution to a training or consulting problem where the community college may otherwise need to bring in a resource from outside the region or the state.

The Office of Innovation and Economic Development (OIED) responds to regional needs through partnerships with economic development organizations centered on proven strategies for job creation, recruitment and retention. This office's work includes community, regional, economic and industrial development through innovative programs. For example, Operation Reentry North Carolina (ORNC) responds to the needs of our nation's service members, veterans, and their families, as well as the civilian and military healthcare providers who care for them. ORNC is a national research support organization that develops technologies and approaches to address the resiliency, rehabilitation and reintegration concerns of this population. More than 50 faculty, staff and students are engaged in projects involving three NC military bases and more than 10 military units. The projects examine military life with the goal of introducing new programs and services to improve health and quality of life before, during and after deployment.

To further tie ECU with to our community, our faculty members are regularly engaged in training or consulting projects, which are often developed into research projects. These projects yield papers and conference presentations centered

around current best practices, training methods and implementation practices in regional business and industry.

We believe it is not enough to keep our students, faculty and staff engaged in our community; we must keep our community engaged in our institution to make sure we have our fingers on the pulse of our environment. Our advisory boards for each department and college are made up of regional business leaders who actively advise and direct critical inputs to both curriculum and the general direction of the courses of study related to their industry. This helps us develop graduates who can make an immediate positive impact on regional business and industry.

### **How is engagement institutionalized for sustainability in the institution?**

We make it a priority to create sustainable efforts towards community engagement at ECU. Through allocations of resources to vital programs and initiatives and rewarding the university community for engagement, we try to increase our efforts towards engagement each year while ensuring our active programs receive the resources they need to sustain their activities.

In 2012, we created a new office and placed it in the Chancellor's Division. The Office of Public Service and Community Relations sustains our engagement efforts through 1) development of ECU faculty and students as engaged scholars, 2) assessment of ECU public service efforts and quality improvement measures based on that assessment, and 3) telling our story of public service in collaboration with our community partners. The office includes the Engagement and Outreach Scholars Academy (EOSA). Since its inception in 2009, the Academy has cultivated 58 engaged faculty scholars to be leaders in their professions while working with communities to improve quality of life and foster economic prosperity. We now have a cadre of EOSA graduates in all colleges, who are continuing to address community and

regional needs.

In addition, we recognize those who have excelled at community engagement at our annual University Awards Day. The Centennial Awards for Excellence represent the highest awards given to ECU faculty and staff for excellence in each of the following areas: *Service, Leadership, Ambition and Spirit*. Each year, the Servire Society recognizes faculty, staff, and students who have contributed 100 or more hours of volunteer service to the community in the previous year. This year, we will recognize the community partners who have been instrumental in providing volunteer opportunities for our institution during a reception on University Awards Day. Finally, we honor a faculty member with the Scholarship of Engagement Award.

In an effort to further institutionalize community engagement and public service, we approved changes to our Faculty Manual to include scholarship of engagement and service, and unit codes were subsequently changed to articulate the same provisions. These changes were supported by university leadership and faculty and show our commitment to ensuring public service is a sustainable part of our institution.

### **ECU's Leadership Prioritizes Community Engagement**

Since our 2008 application to Carnegie for the Community Engagement Classification, the tireless work of our students, faculty and staff has helped change the culture of engagement at our institution by forging lasting and meaningful relationships with community members. With the support of ECU's leadership, we have firmly grasped what it means to be engaged in our community. Through our determination to provide funding and support for offices, units and programs that foster community engagement and public service, we are building on what we've created and ensuring there is a sustainable model of engagement at our institution.

d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
<p>Annual addresses/speeches (word limit: <b>500</b>):  “Despite severe fiscal challenges, we remain focused on our mission of being a <b>“national model of public service and regional transformation.”</b> Our faculty, staff, administrators, and students ensure that we pay particular attention to the 29 counties of eastern North Carolina.</p> <p>I will identify five significant ways that we make a positive difference: research for people, a great return on investment, preparing tomorrow’s workers, building communities, and excellence in public service....</p> <p><u>The Inter-Generational Center</u>  We have a special obligation to help Pitt County and I could talk about the work our EC scholars have done in the Belvoir Schools, the incredible service provided by Medical Family Therapy program, or how many at-risk kids have been helped by Project HEART in the College of Education.</p> <p>Let me also make sure that no one forgets our work with the Lucille Gorham Intergenerational Center, an excellent partnership with Pitt Community College and the City of Greenville. ECU faculty and staff have supported the Intergenerational Center since its inception in 2007.</p> <p><u>Excellence in Public Service</u>  Public Service is one of three essential components of the mission of public universities. All applications for tenure must document success in teaching, research, and service. However it is a poorly kept secret that, at many universities, service is by far the least significant of the three. In some places, young faculty are actually advised to “stay away from service” because it conflicts with their “real job.” <b>NOT at ECU:</b> I report with great pride that not only is “SERVICE” our university motto, it is the <u>soul</u> of ECU. It embodies our commitment to eastern North Carolina. Even more important is “why” we do so much service... we do it because we believe in helping people.</p> <p>To enhance efficiencies and consolidate additional critical services within the university, I elected on March 1 of this year to realign the public service coordinating functions at ECU. Before that time, public service initiatives occurred across the university with no coordinating mechanism. The newly aligned Office of Public Service and Community Relations now exists as a central unit within the Chancellor’s Division and will allow us to strategically accomplish our public service initiatives. ...</p> <p>It is, perhaps, unfair to the hundreds of faculty, staff, and students who do so much service to single out one individual, but I’m going to brag about one more person who embodies our motto, “TO SERVE”. I’ve been bragging about this person since last fall and I’m enjoying it. The person is <u>Dr. Tom Irons</u>, and I</p>	<p>Chancellor Ballard’s comments on <a href="http://www.ecu.edu/cs-admin/news/upload/State-of-the-University-Address-2012.doc-31k-2012-04-10-TextVersion">www.ecu.edu/cs-admin/news/upload/State-of-the-University-Address-2012.doc - 31k - 2012-04-10 - Text Version</a></p>

<p>think nearly everyone at ECU knows why we love him so much. In case you missed it, last September Tom was awarded the statewide, University of North Carolina System award for Excellence in Public Service. The first award was given to the late Dr. Lessie Bass for her pioneering work for the Intergenerational Center. So they've given four awards for excellence and ECU has been recognized two of the four times. Does this say anything about our great university?"</p>	
<p>Published editorials (word limit: <b>500</b>):</p>	
<p>Campus publications (word limit: <b>500</b>): ECU Chancellor Steve Ballard said the award is significant because it is national recognition for the university's mission and commitment to service. "Service and engagement are in our DNA at East Carolina University," he said.</p>	<p><a href="http://www.ecu.edu/cs-admin/news/engagementaward1112.cfm#.U0VGscYkJg1">http://www.ecu.edu/cs-admin/news/engagementaward1112.cfm#.U0VGscYkJg1</a></p>
<p>Other (word limit: <b>500</b>): "While the fiscal crisis is unprecedented, it will not define us nor deter us as we pursue our vision and mission," Ballard said.... 'Despite severe fiscal challenges, we remain focused on our mission of being a national model of public service and regional transformation'... He praised a number of initiatives like the Medical Family Therapy program, the Lucille Gorham Intergenerational Center run jointly with the City of Greenville, the Center for Sustainable Tourism and Operation Re-Entry that assists veterans returning to civilian life.  'I report with great pride that not only is 'service' our university motto, it is the soul of ECU,' Ballard said. 'It embodies our commitment to eastern North Carolina. Even more important is why we do so much service. We do it because we believe in helping people... We will flourish tomorrow and in the future because we have an authentic goal and because we believe in people.'"  Panel Presentation to Wayne County Chamber of Commerce: Panelist Steve Ballard discussed: Project <b>HEART</b> (High Expectations for At Risk Teens) was an AmeriCorps academic coaching program for students who were at risk of school failure and becoming a dropout. One of our partner high schools was the Wayne School of Engineering (WSE), a re-design high school in the NC New Schools Project. From January 2011- July 2012, WSE seniors provided tutoring services to students who were struggling to</p>	<p><a href="http://www.ecu.edu/cs-admin/news/clips/upload/041112.pdf">http://www.ecu.edu/cs-admin/news/clips/upload/041112.pdf</a>  <a href="http://www.ecu.edu/cs-admin/chancellor/ecutomorrow.cfm">http://www.ecu.edu/cs-admin/chancellor/ecutomorrow.cfm</a></p>



succeed in school. In addition, the students participated in numerous community service projects that addressed specific county needs; and recruited community members and their peers to participate in these community-based activities.

Chancellor Ballard's Christmas Card <http://www.ecu.edu/mktg/customcf/HolidayVideo2013/>

Chancellor's Newsletter

<http://www.ecu.edu/cs-admin/chancellor/Newsletter.cfm>

"This newsletter is another method of telling our story...one of service, leadership, scholarship and discovery. As our students, faculty and staff continue to make great strides in the classroom, our region and beyond, we will do our best to share the good news of East Carolina University."

Chancellor's message on the Orientation Flash Drive 'Pirate's Chest,' "We are delighted that you are here, and we look forward to helping you achieve your dreams. ECU is the perfect place to become a leader, to gain an education for the 21st century, and to reach out in the spirit of the university's motto—"To Serve."

Chancellor's View

**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.

## B. Institutional Identity and Culture

Required Documentation. Please complete all three (3) questions in this section.

1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

No  Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500):

<http://www.ecu.edu/cs-admin/pscr/index.cfm>

<http://www.ecu.edu/cs-admin/pscr/Community-Relations.cfm>

When ECU initiated the self-study necessary for its initial Carnegie application in 2008, ECU did not use the term community engagement, rather the university emphasized service, its term for engagement. Service was described as "creating opportunities for the East, forging effective partnerships, and responding to the greatest needs." An outcome of the 2008 Carnegie application was the ECU Carnegie team's development of university-wide definitions for service. In 2010, the university revised its mission statement to include "to serve as a national model for **public service** and regional transformation." The 2010 ECU engagement team, an outgrowth of the 2008 Carnegie team, began work on a definition for public service, meeting with constituents across the university and analyzing data about ECU's public service. They determined that public service occurs when ECU faculty, staff, and/or students work to improve communities in eastern North Carolina and beyond. This work involves communities and benefits communities as it also advances scholarship by linking theory and practice across a wide range of academic disciplines. ECU faculty, staff and students work with communities through engagement and outreach activities, coursework and perform service to the community through continuing education, co-curricular service, extra-curricular service, and volunteerism.

- Outreach includes activities that use the professional expertise of ECU through a consultant type relationship as well as the scholarship of outreach.
- Engagement includes activities that use the professional expertise of ECU and the expertise of the community in a mutually beneficial partnership through shared power. Engagement includes the scholarship of engagement.
- Curricular engagement is tied to a course and address academic learning in a community setting, and includes the

- scholarship of teaching and learning.
- Service to the community consists of activities that benefit the community but do not necessarily use the professional expertise of ECU.
- This service includes volunteerism, extra-curricular and co-curricular activities and the scholarship related to each.

In 2013 ECU initiated a self-study for the Innovation and Economic Prosperity designation (Association of Public and Land Grant Universities) concurrent with the self-study for this Carnegie application. Because ECU's mission statement links public service and regional transformation, the university felt that the two self-studies would provide a holistic perspective. Therefore, the IEP began drafting descriptions of regional transformation to complement the public service definition. Current versions of the description include: "fostering partnerships between faculty, companies and other parties to encourage more entrepreneurial activity to stimulate investment and create jobs, economic vitality and quality of life connects faculty and university resources with the business community. ECU collaborates with education, industry, government, military and community partners to fuel entrepreneurial progress - through continuous, competitive and adaptive innovation - in all aspects of talent development, quality of life, ecosystems sustainability, and economic productivity."

1.b. How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
<p><b>Mission or vision statement</b> (word limit: <b>500</b>):</p> <p>Since 1915, ECU's motto has been Servire or "to serve," and the institution's history includes many examples of service to the region and state.</p> <p>ECU's 2012 mission was revised in July 2013: To be a national model for student success, public service and regional transformation, East Carolina University:</p> <ul style="list-style-type: none"> <li>• Uses innovative learning strategies and delivery methods to maximize access;</li> <li>• Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;</li> <li>• Develops tomorrow's leaders to serve and inspire positive change;</li> <li>• Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;</li> <li>• Transforms health care, promotes wellness, and reduces health disparities; and</li> <li>• Improves quality of life through cultural enrichment, academics, the arts, and athletics.</li> </ul> <p>We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources</p>	<p><a href="http://www.ecu.edu/cs-admin/chancellor/mission.cfm">http://www.ecu.edu/cs-admin/chancellor/mission.cfm</a></p> <p><a href="http://www.ecu.edu/cs-admin/mktg/ecu_tomorrow/our_vision.cfm">http://www.ecu.edu/cs-admin/mktg/ecu_tomorrow/our_vision.cfm</a></p> <p><a href="http://www.ecu.edu/cs-admin/mktg/ecu_tomorrow/enduring_values.cfm">http://www.ecu.edu/cs-admin/mktg/ecu_tomorrow/enduring_values.cfm</a></p>

entrusted to us. (approved by ECU Board of Trustees 2/13 and UNC Board of Governors 2/14)

**ECU 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.

**ECU Values:**

As we consider all of the shared values that define East Carolina, five are particularly important at this time in our history.

- **Respect:** Respect for others is at the heart of our community.
- **Authenticity:** When East Carolina says it will do something, it will be done.
- **Accountability:** We will be responsible for achieving our mission.
- **Teamwork:** We are one university. We believe in collaboration, and we consistently ask, “What is best for East Carolina University and the people we serve?”
- **Commitment to Serve:** We remain committed to serving our students, region, and state. We recognize potential, actively pursue beneficial opportunities, and work to achieve transformational results.

These values will guide us as we pursue opportunities in our new century.

<p>Strategic plan (word limit: <b>500</b>):</p> <p>In 2010, ECU's Working Group on Community and Public Service reviewed the 2010 ECU Strategic Action Plan and identified ten objectives related to public service:</p> <ul style="list-style-type: none"> <li>• Build upon ECU's engagement mission to develop student leaders who serve their communities</li> <li>• Extend leadership development activities to support rural communities and underserved populations</li> <li>• Leverage ECU's Carnegie classification to raise awareness of the institution's innovative model for leadership and engagement</li> <li>• Expand access to health services for North Carolinians by creating and implementing innovative service models.</li> <li>• Prioritize and invest in programs that address pressing regional issues</li> <li>• Enhance inter-disciplinary and multi-disciplinary collaborations and partnerships with industry, education,</li> <li>• government, and communities</li> <li>• Enhance social, environmental, and economic vitality by leveraging our core engagement, research,</li> <li>• education and outreach enterprises</li> <li>• Strengthen regional access to learning opportunities in the arts</li> <li>• Partner to improve the preparation of PreK-12 teachers and support arts and humanities education in the public schools</li> <li>• Nurture lifelong partnerships to stimulate the local creative economy</li> </ul> <p>In 2013 ECU revised its mission statement and began the process of developing a strategic plan for 2014-2019. The strategic planning</p>	<p><a href="http://www.ecu.edu/cs-acad/ipar/planning/StrategicPlans.cfm#">http://www.ecu.edu/cs-acad/ipar/planning/StrategicPlans.cfm#</a></p> <p><a href="http://www.ecu.edu/cs-acad/ipar/planning/PlanningProcess.cfm#">http://www.ecu.edu/cs-acad/ipar/planning/PlanningProcess.cfm#</a></p>
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executive committee selected members from the strategic planning advisory committee to serve on three working groups focused on Public Service, Student Success, and Regional Transformation. Each working group met with ECU faculty, staff and students to develop strategies for the goals in the developing plan. These strategies will identify how ECU achieves its goals through public service, student success and regional transformation.

Examples of draft strategies identified as public service within the draft of the plan include:

- Incorporate experiential learning into academic programs
- Enhance students' ability to identify and analyze societal issues
- Leverage our status as an engaged university to maximize regional impact
- Facilitate regional growth and development through translational research OR Apply research to facilitate regional growth and development
- Catalyze regional partnerships for regional development
- Focus curricula, research and service activities to address regional health needs
- Expand programs that provide access to primary care, health education and health promotion
- Improve integrated care delivery through practice partnerships
- Elicit greater community participation in and support for the visual and performing arts
- Provide access to cultural experiences that address community interests
- Stimulate the local/regional creative economy
- Leverage athletics to maximize connectedness within the region

Accreditation/reaffirmation document/QEP (word limit: **500**):

The Southern Association of Colleges and Schools (SACS) requires universities with community engagement in their mission to document how they address the mission. ECU was found compliant in the relevant two comprehensive standards: 3.3.1.5 Institutional Effectiveness Public Service and 3.4.2 Continuing Education/Service Programs.

3.3.1.5 “Through ongoing assessment of outcomes of each unit engaged in public service, documentation of the analysis of assessment results to inform improvements, and institution-wide recognition of improvements through the use of assessment results, ECU is in compliance with the requirements of SACS comprehensive standard 3.3.1.5: public service related to mission.

Although individual units had been collecting unit-specific data prior to 2008, formal institution-wide identification of public service units began in spring 2008 as ECU and its Carnegie Team prepared an application to the Carnegie Foundation for the Community Engagement Classification.

The report from the ECU Carnegie Team to the ECU Academic Council included a series of recommendations related to public service at ECU. The Council appointed the Engagement Planning Team to address the recommendations and determine action steps and the SACS narrative for 3.3.1.5 summarizes the actions taken. Through the achievement of the focal point of our mission statement, “to serve as a national model for public service,” East Carolina has obtained national recognition for our work in community and public service. ECU has been a member of Campus Compact since 2003 and is recognized for its work in service-learning and civic engagement. In 2008 the Carnegie Foundation awarded ECU the Community Engagement

<http://www.ecu.edu/sacs/>



<p>Classification in recognition of ECU’s public service accomplishments identified in the institution’s Carnegie application. In 2010, ECU was invited to join the National Outreach Scholarship Conference (NOSC) membership, the first non-land grant institution to become a member. The state of North Carolina recognized ECU faculty with the University of North Carolina system Board of Governors Public Service Award in 2008 and 2011. This award serves to identify, encourage, recognize, and reward distinguished public service and outreach by faculty across the university system, of which ECU is a constituent institution. The Lucille W. Gorham Intergenerational Community Center (created through a partnership of East Carolina University, the City of Greenville, Pitt Community College, and multiple community partners) received the C. Peter Magrath Community Engagement Award.”</p> <p>3.4.2 “The motto of ECU is <i>servire</i>—to serve and recent recognitions reaffirm the institution's commitment to that motto. East Carolina University has been a member of the North Carolina Campus Compact since 2003 and is recognized for its work in civic engagement. In recognition of accomplishments in community and public service, in 2008 the Carnegie Foundation awarded ECU the Community Engagement Classification. Then, in 2010, ECU was invited to join the National Outreach Scholarship Conference (NOSC), the first non-land grant to become a member of NOSC.</p> <p>ECU performs service to the community through continuing education, volunteerism, and service consistent with its mission statement and its strategic plan.</p> <p>Noncredit continuing education, outreach, and service programs support ECU’s mission of public service and regional transformation.</p>	
<p>“Other (word limit: <b>500</b>): College and School Mission statements also include engagement and public service.</p>	<p><a href="http://www.ecu.edu/cs-bus/stats.cfm">http://www.ecu.edu/cs-bus/stats.cfm</a></p>

For example, the College of Business mission is to, "Attract and develop talented and engaged faculty, staff, and students."

The Harriot College of Arts & Sciences states on their website, "However, teaching is no longer the simple transmission of a body of knowledge from one mind to another. Our students are provided with opportunities to become fully engaged learners. They participate in faculty-led, active and inquiry-based teaching methods. They receive professional mentoring through faculty-student research projects. They contribute to society through community involvement and service - earning activities, and they experience new cultures first-hand through study-abroad opportunities....Embedded in the honored liberal arts tradition of celebrating inquiry, exploration, and discovery, the Thomas Harriot College of Arts and Sciences has an enduring commitment to inspire and serve its students, faculty and staff, and the larger community."

The mission statement of the College of Health and Human Performance is, "The mission of the College of Health and Human Performance is to improve health, well-being, and quality of life. By providing instruction, conducting research, and performing service in health, exercise science, recreation, and leisure, the college strives to advance and disseminate knowledge concerning enhancement of health, physical performance, and quality of life of individuals and communities, particularly those in eastern North Carolina."

A portion of the College of Human Ecology's mission is, "Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, and outreach; Enriching lives and enhancing communities through university and community-based programs and outreach activities."

The College of Nursing focuses on objectives and includes, "Engage in collaborative, interdisciplinary partnerships that improve the health

<http://www.ecu.edu/cs-cas/about/dean.cfm>

<http://www.ecu.edu/hhp/>

<http://www.ecu.edu/che/history.html>

<http://www.nursing.ecu.edu/purpose.htm>

<http://www.ecu.edu/coe/>

<http://www.ecu.edu/cs-tecs/aboutTECS.cfm>

<http://www.ecu.edu/cs-dhs/dentistry/mission.cfm>

care provided in rural underserved communities.”

The mission of the College of Education is the preparation of professional educators and allied practitioners, including professionals in business information systems, counseling, electronic media, and librarianship. Significant to this mission is a strong commitment to three important related areas, all of which are realized through partnerships and other endeavors.

The College of Technology and Computer Science mission is To provide high quality instruction, research, outreach and engagement programs that enable our students to achieve their career goals and that promote a strong, sustainable future for our region. We provide access to experiential technology-intensive education that meets the needs of our region, state and nation. Our programs are enhanced through student, faculty and staff engagement with business, industry and the community.

The School of Dental Medicine: Improving the health and quality of life of all North Carolinians by creating leaders with a passion to care for the underserved and by leading the nation in community-based, service learning oral health education.

**2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):**

Since 2008, ECU has increased the infrastructure related to public service including a revision of its mission, increased personnel allocations, increased resource allocation, centralization of monitoring and measuring, and attention to “telling our story” of public service to external communities and ECU.

Mission Statement: In 2013, the ECU mission statement was reviewed by a task force which made minor revisions. One revision discussed was a consideration to change “public service” to “community engagement.” After extensive discussion and input from the ECU and external community, the task force determined that “public service” best fit ECU’s methods

for working with its communities. This revised statement was vetted with the ECU community through meetings and an online survey. At least 700 people provided feedback to the proposed draft. The revised mission statement was endorsed by the ECU Board of Trustees on July 18, 2013 and by the UNC Board of Governors in February, 2014. The revision reaffirmed ECU's commitment to public service.

**Personnel Allocations:** In March 2012, the university addressed the 2008 ECU Carnegie Team recommendation to create an office accountable for ECU's interactions with its communities. The Office of Public Service and Community Relations (OPSCR) was located in the Chancellor's Division, reporting to the Chief of Staff. The office has a full-time director and shares an office support person.

**Resource Allocations:** The 2008 Carnegie application highlighted a need for the professional development of ECU faculty and students in the area of engaged scholarship. The Engagement & Outreach Scholars Academy (EOSA) provides 20 hours of workshops, a coach, funding for a graduate assistant, and direct funding for costs of a community-campus research projects on an annual basis. Over the five years the Academy has graduated 59 faculty scholars and provided approximately \$600,000 in financial support to the engaged research projects.

**Centralization of Monitoring and Measuring:** The original Carnegie application revealed that ECU was doing a lot of work with its communities, however few at ECU knew of the scope of the work when viewed from an institutional level. In addition, the work was often ad hoc, transactional in nature, and lacked clear goals and assessment. Since 2008 the university has established a clear planning process, and the OPSCR has developed 24 public service assessment units and participated in the development and implementation of the UNC community engagement metrics. Working with the Office of Institutional Planning, Assessment and Research (IPAR), the OPSCR has developed a university process for data collection and assessment.

**Telling Our Story:** Research about ECU's culture of public service revealed there was an opportunity for improvement in the area of communication. Few internal and external community members understood the impact of ECU's community-campus efforts and community partners were unaware of their role in telling the story of public service. Consequently, EOSA scholars learn how to work with community partners and media to garner media support and the ECU news and marketing staff made a commitment to produce a minimum of one story a month focusing on community-campus public service projects.

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

In 2008 Dr. Deirdre Mageean, Vice Carnegie Chancellor of Research and Graduate Studies until 2012, encouraged ECU to seek the Carnegie designation. Her departure could have been detrimental to public service initiatives, however, the infrastructure had been sufficiently refined and ECU's quality public service continued. The current Interim Vice Chancellor is a supporter and has made significant efforts to support public service planning.

In 2011, Chancellor Ballard initiated a process to address the continuing downward pressure of the economy and consequentially the limited new resources available for investment in strategic priorities. The Program Prioritization Committee was charged with a review of all ECU programs with a focus on Centrality, Productivity, and Quality using nearly 100 indicator variables. Resulting recommendations included reorganization. In the area of Public Service, several public service centers were relocated. Examples of these moves include the move of the Center for Sustainable Tourism to the College of Technology and Computer Science with a potential increase in scope to sustainability to include the built environment. A second example was the move of the Center for Health Disparities Research to the Division of Health Sciences, leading to an application for center funding with a core related to community engagement

In November 2011, the Volunteer and Service-Learning Center (VSLC) shifted from Academic Affairs to Student Affairs as these two units separated. Student fees and state funds fund the VSLC. Its structure includes these newly reclassified positions: director, associate director for service-learning and communications, associate director for student leadership and educational programs, office coordinator, and graduate assistant. The VSLC is also supported by a North Carolina Campus Compact AmeriCorps VISTA. As of July 2013, the center is fully staffed; all staff members have worked at the university for one year or less. A revised mission statement and set of learning outcomes were approved in Fall 2012. Mission statement: The Volunteer and Service-Learning Center (VSLC) at East Carolina University, in partnership with local, regional, and international communities, seeks to foster an environment where individuals learn about themselves and their community, take action through service, and advocate for lasting social change. In addition, the Center for Student Leadership and Engagement was created with a focus on the belief that, "Leadership capacity is rooted in one's ability to: understand the difference his/her presence makes in the lives of others, observe and identify adaptive issues within his/her communities; and develop reciprocal partnerships to learn and solve these issues."

In December of 2012, the university added a new position, Vice Chancellor of Legal Affairs. The impact of this addition has been increased scrutiny of risk and liability especially in relationship to outreach, partnerships and curricular engagement.

Over the past five years, ECU has also experienced routine resignations and hirings of Deans. For example, with a change in leadership to the College of Fine Arts and Communication, the college added initiatives related to arts related engagement with the community of West Greenville.

## C. Institutional Commitment

Required Documentation. Please complete all sixteen (16) questions in this section.

### Infrastructure

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500)

The 2008 application described an ECU Leadership and Service Collaborative. By spring of 2009 the university decided to remove service from the collaborative and to house public service in the Office of Economic Development (OED) located in the Division of Research and Graduate Studies, reporting to the Vice Chancellor of Research and Graduate Studies. Subsequently, the collaborative remained in the Division of Academic Affairs and was modified with a leadership scholar in residence and a Chancellor's Leadership Advisory Council.

The university reassigned a faculty member to OED to oversee public service initiatives with dual reporting to the Associate Vice Chancellor of OED and the Dean of the College of Allied Health Sciences. New public service initiatives included the Engagement and Outreach Scholars Academies, the development of relevant public service SACS comprehensive standards, and serving on the ECU Strategic Planning Executive Committee to ensure adequate representation of public service within the plan.

With the inclusion of this new office, OED reorganized and was renamed the Office of Engagement, Innovation and Economic Development (OEIED). At the same time, three additional initiatives were added, the Innovation Design Lab, Middle School Innovators Academy, and The Shelton Leadership Challenge @ECU. Then in 2012 the Office of Public Service and Community Relations (OPSCR) was created and housed in the Chancellor's Division, subsequently OEIED became OIED (Office of Innovation and Economic Development).

In order to develop an effective OPSCR, the director conducted a series of focus groups to develop strategic goals, objectives and operational strategies for the new office. The participants in these focus groups included faculty and staff from ECU academic and support units, members of the 2012 Student Engagement and Outreach Scholars Academy, the staff from the VSLC, and members of the Faculty Service-Learning Committee. An analysis of focus group data identified

four core processes for the OPSCR (Development of faculty/staff/community, community Relations, quality improvement, and marketing) and six enabling processes (measuring, monitoring, communicating, integrated planning, problem solving, and risk management) for the new office. Since 2012 these processes have guided the work of the office.

The movement of the VSLC <http://www.ecu.edu/vslc/> to Student Affairs, the personnel changes at the VSLC, and the creation of the OPSCR provided opportunities for a stronger and more collaborative partnership. As a result, the two offices (VSLC and OPSCR) have worked together on student and faculty development (example: Ethics of Public Service Symposium and Service-Learning Faculty Fellows), collaborated on award nominations (example: President's Community Service Honor Roll), and conducted joint state and national presentations (example: North Carolina Campus Compact and Engagement Scholarship Consortium). The Faculty Senate Service-Learning Committee <http://www.ecu.edu/cs-acad/fsonline/sl/servicelearning.cfm> is now a standing committee of the ECU Faculty Senate. In Spring 2012, the Faculty Senate created the SL committee in order to designate both undergraduate and graduate service-learning courses. The committee makes recommendations to the Faculty Senate regarding individual courses carrying service-learning designation and reports those recommendations to the University Curriculum Committee and the Graduate Curriculum Committee.

### **Funding**

2.a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500)

In 2008, ECU reported that the Office of Economic Development received \$1,297,120 in permanent funds (personnel \$815,413, benefits \$167,761 operating \$313,946) and \$485,000 in grant funds. The Volunteer and Service-Learning Center received \$238,000 in permanent funds (personnel \$201,000, Operating \$37,000), and \$5000 from the Division of Academic Affairs discretionary funds for the annual Service-Learning Conference.

In 2012, ECU increased its commitment to public service including \$275,000 for the establishment of the Office of Public Service and Community Relations (\$87,000 permanent funding and \$70,000 non-recurring funds, and \$125,000 Director's salary). The VSLC's budget had increased to \$300,000 and the Office of Engagement, Innovation and Economic Development (formerly OED) budget decreased slightly to \$1,119,993. These modest increases were implemented despite overall budget reductions of \$98.5 million since 2008. In 2011 the Division of Health Sciences appointed an

Assistant Vice Chancellor for Student Leadership and Engagement. The position supports the Health Sciences Student Leaders Council and serves as a liaison for the students to the community.

The Division of Research and Graduate Studies implemented a series of internal grants including the East West Collaborative and New Investigator. Several engaged scholars have been recipients. For example, in 2012 Drs. Kim Larson (Division of Undergraduate Nursing Science, College of Nursing) and Sharon Ballard (Department of Child Development and Family Relations, College of Human Ecology) received \$5000 for their study "Feasibility and Efficacy of ¡Cuídate! An Evidence-based Sexual Risk Reduction Program with Mexican and Central American Youth in Rural Eastern North Carolina" and Drs. Elizabeth Wall-Bassett (Department of Nutrition Science, College of Human Ecology), Michael Robinson (School of Social Work, College of Human Ecology), Mary Crozier (Department of Addiction and Rehabilitation Sciences, College of Allied Health), and Juhee Kim (Center for Health Disparities and Department of Public Health): received \$10,000 for their study "NOW!" (Nutrition of Women in Recovery)."

A 2012 reorganization in the Chancellor's Division led to the creation of the Office of Communications, Marketing and Public Affairs. With a new Executive Director, this office refocused attention on public service. The reallocation of resources included appointment of a reporter to public service stories that both demonstrate our engagement, outreach, service and IMPACT (very important word) AND tell a story that will have BROAD interest or appeal — or one that involves a strategic constituency (geographic location with good media capability, area of emphasis. etc.). In 2014 The Measure of Success interactive infographic was launched. It chronicles the 2012-13 accomplishments of East Carolina University. While scheduled to launch September of 2013, the loss of key technical staff (web developer for University Communications) supporting the project meant a non-technical person had to be trained to write code to support the design and interactive features.

2.b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

In ECU's 2008 Carnegie application, ECU's external funding was approximately \$13,212,923 for programs in 22 units. That funding supported engaged research within the Divisions of Research and Graduate Studies, Academic Affairs and Health Sciences. Currently those Divisions continue to seek and obtain external funding and engagement.



In the 2012-2013 academic year, ECU received \$13,936,005 in external funding to support community engagement. This demonstrates a small growth in external revenue. Scholars and community partners report that while more external funders expect community-campus collaborations, the competition for funding has increased.

Since spring of 2009, ECU has supported the Engagement and Outreach Scholars Academy (EOSA). The Director of EOSA and faculty participants work with the Office of Grants and Contracts, the Office of Sponsored Programs, and University Advancement to develop funding proposals and policies that are sensitive to engaged research. ECU's pre and post awards offices are informed about the issues related to engaged research including the need for contracts both to and from our community partners. ECU continues to work on issues related to the time it takes to process reimbursement, an issue when the reimbursement impacts a community partner. The post awards office has also provided increased education to community partners and engaged scholars about the documentation required for reimbursement.

Units within ECU seek grants to support community engagement and ECU provides support and resources to these units. While grant writing support was occurring in 2008, ECU has increased its level of support to units and this has increased their success. For example, the Lucille W. Gorham Inter Generational Community Center receives grants to support programs focused on student success and health. The Kate B. Reynolds Trust awarded the center \$220,000 for 2011-2013 to provide health and wellness programs. These funds included program equipment, materials, two full-time staff, and part-time staff. The city of Greenville awarded the center a \$15,000 grant for to pay for 2012-2013 transportation and a local foundation provided \$20,000 for field trips. In 2013 the IGCC received a \$400,000 a year grant for four years to fund an after school program.

2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

Fundraising Plan: In 2011 the then Director of the Engagement and Outreach Scholars Academy and current Director of Public Service and Community Relations attended a symposium on fund raising for engagement. She developed an ECU engagement fundraising plan that was approved and implemented. The plan addressed both internal and external funding. As a result, this plan was instrumental in the provision of state funding for the OPSCR, state funding for EOSA, the inclusion of the Division of University Advancement as a resource to EOSA (specifically foundation and corporate

development officers), and a process for grant writing.

Grants and Contracts: Over the two years since the implementation of the plan, two university-wide grants have been submitted to NIH for engaged research (one was not funded, the other is under review) and a number of internal grants for engaged scholarship through the East-West grant program and the Research and Creative Activities grants.

Student Fundraising: The Office of Student Activities and Organizations at East Carolina University was created with the addition of a Division of Student Affairs. This office “seek(s) to engage students by offering meaningful opportunities that foster an appreciation of lifelong learning, individual responsibility, and human diversity.” The office offers co-curricular collaboration grants for student organizations and focuses on out-of-classroom experiences.

Student organizations implement fund raising for local charities. For example, fraternities compete against each other in the Interfraternity Council Chili Cook-Off to raise money for their respective charities, as well as bragging rights to the chili crown. Students donate time through activities such as the MLK Day, a "day on" rather than a "day off". Students serve alongside the Boys and Girls Club, A Time for Science, My Sister's Closet and other organizations. Junior students in the Honors College design and execute a fundraising effort for an assigned nonprofit and mentoring with their first-year peers.

**2.d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the **source of funding, the percentage of campus budget or dollar amount, and how it is used.** Provide relevant links related to the results of the investments, if available. (Word limit: 500)**

ECU financial resource investments support community-based learning, community centers, community-based health care, cultural resources, and provide direct economic infusion through leases and purchasing.

The School of Dental Medicine <http://www.ecu.edu/cs-dhs/dentistry/index.cfm> was awarded approximately \$30 million in state funds to develop community based learning partnerships across the state. Each center is an educational and care delivery facility (7700 ft. sq.) located in a rural/underserved areas of the state. The average investment in capital and equipment in each community is in excess of \$3.6M. Operating costs including staff salaries are generated from patient care. The combined staff payroll will have a direct economic impact in each of the communities estimated in excess of \$1M in each community. In addition four or five students will live in the communities most of the year. As the health of individuals in each community improves, we hope the centers will keep more people in school and in the workforce and

this will have a positive economic impact – although it is difficult to assign a dollar amount to this benefit.

ECU supports 100% of the staffing and operating expenses for the Lucille W. Gorham Inter Generational Community Center <http://www.ecu.edu/chancellor/IGCC.cfm>, winner of the APLU 2012 Magrath Award. These costs were approximately \$103,994 for operating and temporary employees and \$216, 965 for three permanent employees with benefits.

ECU Physicians has a significant responsibility for providing indigent care to residents in eastern North Carolina. According to the March 2012 Clinic Pulse <http://www.ecu.edu/cs-dhs/grouppractice/customcf/clinicPulse/2012MarApr.pdf> ECU Physicians sees half-million patients each year, about 60 percent are covered by Medicaid or Medicare, another third have commercial insurance, leaving about 7% or 8% self-paying—which usually means unpaid. Estimated unpaid charges for fiscal year 2011 were about \$25.8 million. Of that, faculty, staff and materials charges alone came to almost \$10 million. While the state helped with a \$2 million appropriation, ECU covered the rest. ECU also provides free clinics such as the stroke clinic <http://www.ecu.edu/news/strokeclinic.cfm> This clinic is conducted by the Brody Scholars, students who attend the School on a scholarship established in 1983 by the family of J.S "Sammy" Brody.

The Institute of Outdoor Theater <http://www.ecu.edu/cs-cfac/IOD.cfm> is based in the College of Fine Arts and Communications at East Carolina University. It provides services to organizations that produce theatre in outdoor settings including historical dramas, Shakespeare festivals, religious dramas, and a rich variety of musicals and plays. ECU provides staff salaries of \$125,401 with benefits of 38,226, an operating budget of \$35,000 and about 350 square feet for two offices and workroom.

ECU leases the Pocosin Arts River Lodge <http://www.ecu.edu/cs-admin/news/riverlodge.cfm#.U0VMkcYkJg0> for six months of a year for \$65,784. ECU pays for 1/2 of the cost of a code enforcement officer in a neighborhood bordering campus. The university contributes \$25,000 yearly to support Uptown Greenville. Finally, the 2012-2013 rents for properties leased in Greenville were \$5,644,974 and ECU purchased approximately \$23,035,961.83 from Pitt county vendors.

### **Documentation and Assessment**

3. Provide narratives addressing the following:
  - a. How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop?

Provide relevant web links. (Word limit: 500)

Tracking and documentation are maintained by the OPSCR <http://www.ecu.edu/pscr>, IPAR <http://www.ecu.edu/cs-acad/ipar/> and Division of Student Affairs <http://www.ecu.edu/cs-studentaffairs/saassessment/collaborate>

Since 2008, three forces impacted institutional tracking/documentation: 1) SACS reaffirmation, 2) strategic planning, 3) UNC engagement and economic development metrics. In 2009 ECU adopted Nuventive's TracDat as a data collection and management tool. TracDat includes assessment plans with outcomes, assessment methods, criterion for success, results and actions steps.

In 2010 IPAR initiated the Telling Our Story website <http://www.ecu.edu/cs-admin/tellingourstory/index.cfm>. Since 2013 the infographic *Measures of Success* <http://www.ecu.edu/cs-admin/news/measuresofsuccess2014.cfm> displays data on the ECU web. Annually, IPAR collects and tracks student engagement in courses with community-based learning using Banner stored course codes data (the central administrative data system). The National Survey of Student Engagement and the Faculty Survey of Student Engagement are administered by IPAR every three years.

The Office of Continuing Studies <https://www.ecu.edu/cs-acad/dcs/> tracks enrollment in non-credit education or courses. ECU's *Servire* Society records inductees including name, gender, unit, and role who have committed 100 or more hours of volunteer service to the community external to ECU during the period from January through December each year.

Sedona, a self-service web database program, allows faculty to record evidence of scholarship, teaching, and service, while Ramses, a web-based UNC system tool for recording grants and contracts, is used to record external funding. The Volunteer and Student Learning Center use OrgSync, a web-hosted online system, to track enrollment in service-learning designated courses, student extra and co-curricular service activities, and student volunteerism.

Annually, IPAR, and OPSCR meet to aggregate data and report to the University of North Carolina General Administration (UNC-GA). The community engagement data that ECU collects and reports to UNC-GA serve as the basis of responses to SACS standards, other accrediting agencies, and strategic plan monitoring.

### **What changes are apparent in this data since the last classification?**

The sources and types of data have changed. In 2008 units determined what data to collect, manage and analyze. They seldom shared the data beyond their own unit. Over the past five years the university has developed processes for sharing the data across the university via the OPSCR. A central repository for the data was obtained using TracDat, and a timeline for data collection was established to accommodate both internal and external needs. Decisions about the data to be collected have been modified by what is required by the UNC system and by what information is needed for the ECU

strategic plan.

### **What Needs Development**

Faculty report it is a challenge to determine where to place community engagement products in Sedona. There is variability in department directives, particularly between service, research and teaching.

ECU is working with Nuventive to modify TracDat to facilitate a systematic data entry and management process that will allow the university to identify data such as counties served, number served, populations served, number and type of university members who are engaged.

Tracking courses using community based learning but without the service-learning designation is labor intensive and currently requires contacting units.

- b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: **500**)

Who Gathers Data: Data described above are gathered by OPSCR, IPAR for the purpose of aggregation and interpretation.

### How Are the Data Managed

Data are pulled from several data storage and management systems. TracDat <http://www.ecu.edu/cs-acad/ipar/assessment/TracDat.cfm#> manages all assessment plans and reports. Concise reports can be generated within the system to assist with planning and program improvement. Sedona <http://www.ecu.edu/cs-acad/ipar/assessment/Sedona.cfm#> is the university research database in which faculty can maintain data that may be used in Faculty Annual Reports, including reports of publications, service, teaching, and other academic contributions. Ramses <http://www.ecu.edu/cs-acad/osp/RAMSeS.cfm> is a robust database, which includes proposal and award data. Formatted and/or ad hoc reports are readily available and the database is searchable using key words such as “community engagement.”

The measures utilized by ECU units include (as appropriate): frequency counts, registration/attendance records, number and type of publications/presentations/grants, pre/post tests, changes in wait lists, minutes/charts, annual reports, evidence of professional development, surveys, and logic models.

#### Data Assessment

Data are entered and pulled annually according to a master timetable that takes into account the requests of external bodies such as the University of North Carolina General Administration. In addition, data entry is scheduled to coincide with ECU's academic and fiscal year. The Director of OPSCR meets with public service assessment units to discuss their public service assessment and quality improvement implementation timelines. The Director of PSCR coordinates data integration from Sedona, Ramses, NSSE and FSSE. The assessment and measuring of ECU public service is done annually via the ECU Engagement Team (composed of public service assessment units and engaged scholars) and jointly led by the OPSCR and IPAR.

#### How are the Data Used

ECU uses the assessment and measurement to report on a concise set of indicators, or metrics, that all University of North Carolina campuses use to assess progress in community engagement and chosen because they align with the core educational and institutional priorities common across all UNC campuses. ECU served on the team that developed the metrics. Assessment and measurement results are used for external applications such as Carnegie, Association of Public and Land Grant Universities (APLU), and SACS. Assessment and measurement informs the ECU strategic plan.

Assessment and measurement leads to annual documents that include interpreted data that communicates impacts and successes. These are shared with senior university leaders, the Board of Trustees, and community leaders. For example, the Division of Research and Graduate Studies widely distributes an annual report <http://www.ecu.edu/cs-acad/rgs/Reports.cfm>, the SACS Compliance Report <http://www.ecu.edu/sacs/communicated> ECU's impact to accreditors and interpreted data documents published stories and research. The impact of ECU's community engagement activities strengthens ECU's reputation as a collaborative, inclusive, responsible, supportive, and effective member of the community and beyond.

c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

Based on an analysis of data from 2008 forward with a focus on the past two years, there are differences in: sustained

partnership and projects, external funding, grant writing to support partnered activities, number of faculty and students educated regarded engaged scholarship, and the distribution of engagement.

**Sustained partnerships:** Upon completion of the 2008 Partnership Grid, the Director of PSCR annually collected information on partnerships. This information was aggregated with data from the VSLC. Our 2013 analysis revealed that there are increasing numbers of sustained partnerships (60, up from 30) and a diversification of projects within these partnerships. This suggests that the community and campus are finding new issues to address and that ECU units are more aware of the value of a sustained relationship with communities.

**External funding:** We observed a slight increase (\$700,000) in grants and contracts between 2008 and 2013. Faculty report that it is more difficult to receive awards due to an increasingly competitive grant market, less time to write and administer grants, and a greater demand to spend their time in the classroom.

**Grant writing:** Like ECU, our partners report that grants are more difficult to acquire due to competitiveness. This, coupled with increasing competition within the fundraising arena, has resulted in more demand from partners for assistance in grant writing.

**Educated faculty and students:** A spin off from the 2008 application was the development of the EOSA. The original academy focused on faculty. This academy was quickly followed by a graduate student academy, and in 2011 by an undergraduate student academy. Prior to 2008 there was no formalized and systematic approach to prepare ECU community members for work in community engagement. In spring 2014 we will have a total of 167 graduates of EOSA.

**Distribution of engagement:** Prior to 2008 we did not systematically track the geographic distribution of our community engagement, though there was a perception that much of it was localized to a 60 mile radius of Greenville, NC. As of July 2013 we have documented partnerships in 21 counties in Eastern North Carolina along with partners across North Carolina, in Maine, and Denmark.

ECU is completing a self-study for the APLU Innovation and Economic Prosperity (IEP) designation. This designation focuses on engagement in the areas of economic prosperity and innovation. The IEP self-study involves an assessment of the university from the perspective of both internal and external stakeholders. Preliminary findings from the assessment survey indicate that of those items external stakeholders feel are most important, we are doing better at valuing contributions to community economic development; supporting faculty and staff to be involved in an array of economic development partnerships; seeking partnerships that will attract new business and industry clusters; fostering internships, coops and structured experiential learning; and facilitating civic discourse about complex issues. We are doing less well

at fostering government partnerships, providing points of contact at the university, and creating a culture of entrepreneurship. We did not report this type of data in 2008.

### **Impact on students**

d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Community engagement impacts students in various facets of campus life, including formal coursework, research and service. Beyond simply fulfilling the expectations of an instructor or advisor, engaged students create voluntary and self-directed connections. When students are embedded within a community of engagement practice, many easily shift their understanding of engagement from a learning mode dependent on faculty leadership to an agential or entrepreneurial approach, driven by their own perceptions, critical analysis, and purpose.

One important source of data is the self-assessments by students who have participated in our student EOSA (SEOSA). For five years, this program has paralleled our faculty-level EOSA. SEOSA is offered to a select group of undergraduate and graduate students who learn more about the benefits and challenges associated with engagement and outreach efforts at ECU. These students participate in workshops and work and serve alongside a faculty member to support an ongoing community-based research project. At the end of each SEOSA, participants are asked to describe what they learned from their experiences. The participants' responses provide clear and convincing evidence of the impact these experiences have on the students. A qualitative analysis of these responses indicates that as recognized members in our growing community of practice, students develop a stronger sense of their own purpose and agency in the context of engaged scholarship.

Although the SEOSA participants represent many departments from across the university, the students' responses reflect a consistent pattern around how they have observed and experienced "first-hand" the benefits of community-based participatory research for both the university and the community stakeholders, and how it helped them to think about engagement in ways that are action-oriented, analytical, and entrepreneurial. One SEOSA participant shared:

"The training has provided me with an understanding of the *delicate dance* that occurs when research is conducted with the engagement of community stakeholders and university researchers. SEOSA *introduces a powerful model for research and change* in which the community reaps positive outcomes from the endeavor."

Other participants described how they plan to continue fostering the mutual benefits of community-based research:

"SEOSA helped me to understand what the scholarship of engagement encompasses, why it is important to both



universities and communities, *and how it can be accomplished*. The research experience *gave me hands-on work with data that has helped me conceptualize research questions and the engaged research approach*. I plan to *incorporate what I learned into the design and implementation of my doctoral research*.”

Some SEOSA students highlighted the challenges of this type of research (for both the university and the community) and acknowledged how they learned strategies to promote meaningful partnerships:

“SEOSA ...helped me to understand the disconnect that often exists between the needs of an academic institution and the needs of the community--a fact that was reiterated several times in our first community stakeholder meeting. *I am definitely more cognizant of the unique challenges of working in special populations and have developed strategies to bridge this gap through open communication of intentions and responsiveness of the research team*.”

### **Impact on faculty**

e. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Through a review of the current unit codes, those codes currently under revision, the ECU Faculty Manual, TracDat records from a 2013 series of workshops on Tenure and Promotion (T & P), and TracDat documents that review five years of assignments completed by faculty enrolled in the Engagement and Outreach Scholars Academy, one key finding was revealed—an increased recognition and appreciation for community engagement .

Tenure and Promotion (T&P)—More T&P committees are considering engaged scholarship; there are revised guidelines for T&P as evidenced by the revised/updated ECU Faculty Manual.

The definition of products earning faculty tenure and promotion has widened; this reflects the appreciation of community engaged scholarship—e.g. things other than peer-reviewed articles, such as reports, analysis, training manuals and modules.

Community campus partnerships are recognized by the local media (TV, newspapers), which doesn't happen with traditional scholarship; e.g. the public cares when it affects someone in the community, which in turns increases recognition for faculty and their engaged research.

Community partners may present the project/research to an audience other than ones that the faculty/researcher would usually connect with; connecting with communities more directly translates the research.

EOSA includes substantial research funds, faculty are mentored, and receive undergraduate and graduate assistants; this academy functions as an incubator—allowing faculty to test and try engaged scholarship in a nurturing, supportive environment that oftentimes leads to future engaged scholarship, publications, and products.

EOSA counts towards T&P as both an award (monetary internal grant) as well as continuing education, and then products of EOSA count towards publications, presentations, etc. — multifaceted.

Builds relationships with faculty across campus; the EOSA cohorts network and oftentimes this leads to new partnerships interdisciplinary across campus—especially junior faculty members; creates new internal partnerships and networks for engaged scholarship.

EOSA increases access to resources on campus (technology transfer, survey research center, etc.).

Partnering with communities has proven beneficial for faculty in terms of securing external funds; this allows faculty to secure funds that might otherwise not be accessible and benefits partners.

### ***Impact on community***

f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

In the fall of 2013, ECU contracted with Barbara Holland to host a community feedback session during the week of the workshops on T&P. Minutes from this meeting were recorded and stored in TracDat. 12 community partners representative of ECU's 6 strategic priorities attended. This was the first time ECU intentionally engaged partners of the university in such an endeavor. Community partners overwhelmingly emphasized that positive community impact is facilitated through open and honest communication.

### **What are your preferences and expectations of ECU?**

- Open and honest communication
- Be honest about what ECU can and cannot do
- Provide a consistent contact
- Faculty need to spend more time on site with their partners

- Analyze our collective impact on the region; how do we together make eastern NC a better place
- Share the research we do together with the public, and not just in academic journals
- Be respectful and trust our knowledge and skills
- During summer need to stay in touch
- Make sure we have a two-way relationship
- Understand that “We have processes too”
- A grant is a consequence, not a reason (for a partnership)
- Partnerships do not endure without trust (up front) and ongoing exchange of knowledge

### **How can ECU hear authentic communication and be advised?**

Learn about the history and statistics of communities

- Programs and projects need to be ongoing, not just for a student grade
- Develop written plans and share so that if a faculty member leaves, then there is continuity
- Immersion and stay in the community
- Be more vulnerable and “let your hair down”
- Listen to our ideas and “let’s learn together”
- Need to get rid of “I have come to help you approach” and focus on “work with us”
- Review needs assessment questions, “How many gun shots do you hear?” is insulting

### **How do we get feedback from partnerships regularly without being a burden?**

- Sit at table quarterly versus phone or a survey
- Come to visit

When two-way communication occurs, then communities **describe**

- Opportunities to manage health and safety of (PK-12) school student athletes
- Enhanced quality of life for adults
- Improved self-esteem for public schools’ students

- Policy development from community engaged scholarship
- Data usable for funding

### ***Impact on institution***

g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

Annually, faculty, students and administrators provide feedback through listening sessions, EOSA alums meet to discuss the current state of public service at ECU, and the Director of PSCR monitors professional development sessions and their evaluations. These data are stored in TracDat. After a listening and assessment session, one faculty member, an alumna of EOSA, summarized her conclusions:

I was reminded that I've seen a significant change in the attitudes toward engagement among some of my department colleagues in just the last year or two. The changes haven't come without critical consideration, but in that respect they are perhaps even more notable. I'm fairly sure that some of that change stemmed from my ability to articulate the message/arguments more clearly and confidently than would have been the case without the EOSA program. (And in fact, I really had no choice but to advance those ideas on my own behalf, for tenure purposes.) When I read the SEOSA comments, I was struck that some students seem to voice similar confidence and identity as engaged scholars, in a way that feels personal, not just talking about some idea that is external to their own vocational missions. Then as people around the table yesterday were proposing data sources, I was impressed by the scope and breadth of institutional involvement, at so many levels of teaching, service, and research, funded or not.

All that made me wonder if maybe one argument that could be made in that section about institutional impact would be about the expanded breadth and vigor of engagement due to the increased visibility and support made possible by our growing "learning community" -- through not only the remarkable institutional breadth of inclusion in the two academy programs, but the new energies around The Lucille W. Gorham Inter-Generational Community Center (IGCC), increased recognition and support at the highest administrative levels, the workshops for chairs this fall, etc. It just seems like the institutional impact is partly about synergy -- how the integrated whole is greater than the sum of individual parts -- how the increased breadth and depth of engagement understanding and participation among a range of institutional components enables mutual reinforcement, more strategic thinking, and more

forward momentum. A bit like a case study in the social science literature on the social diffusion of innovation, or even boundary-spanning organizations, with these professional networks now facilitating a multiplier effect.

### **Professional Development**

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: **500**)

In 2008 we reported on the efforts of the Center for Faculty Excellence. Changes from 2008 include moving the Center to an office, the Office for Faculty Excellence (OFE). The OFE continues to provide faculty (including tenured, tenure-track, adjunct, and emerging faculty) with resources and services that foster and support their success at the university in teaching, research, and service and to work with other units and offices. The OFE conducts a week long new faculty orientation, Pirates Aboard. The OPSCR conducts one session on public service and engaged scholarship. During the Pirates Aboard session on faculty evaluation, new faculty are shown the ECU faculty reporting system (Sedona) which includes options for community service and engagement scholarship designations for their teaching, scholarship, and service. Following the orientation the OFE provides information about the University's Scholarship of Engagement Award as part of its coordination of teaching and scholarship awards and provides sessions about engagement activities and resulting scholarship. Annually, the Scholar-Teacher Awards and Symposium provides opportunities for new and continuing faculty to learn from outstanding faculty who share how they incorporate scholarship into their teaching and teaching into their scholarship and mentor new scholars, often through community engagement.

In Spring 2009 ECU established the EOSA. Now a part of the PSCR, EOSA offers a year long program that prepares faculty, graduate students and East Carolina (EC) scholars experiences that develop skills and abilities in engaged scholarship. After a competitive, peer review selection process, up to eleven faculty participate in the following workshops: the scholarship of engagement, resources for engaging with communities, ethics of public service, creating and sustaining partnerships, and implementing an engaged research project. Faculty scholars work with an alumnus of the program who serves as a coach. These faculty hire graduate assistants who participate in these same series of workshops in the spring while assisting the faculty EOSA scholar. In addition, the ECU EC scholars enroll in a research internship HNRS 3100 in the spring. This course also includes these same topics. The EC scholars join the

research team of community partner, graduate assistant, faculty member to create an engaged research team. Each year these teams implement up to eleven projects across eastern North Carolina and beyond.

EOSA also conducts an annual symposium on engaged scholarship. In 2012-2013 the symposium focused on the ethics of public service. Keynote speakers were Stephen B. Thomas, Director of the Center for Health Equity at the University of Maryland and Dr. KerryAnn O'Meara, University of Maryland. Workshops included the ethics of T & P, the Institutional Review Board and engaged scholarship, conflicts of interest in public service, challenges to sustainability in engaged research, ethical challenges in service-learning.

Over the five years, the audience has changed to include students. The focus on how to do engaged scholarship has deepened. More ECU faculty and administrators are aware of the ECU public service mission and have the tools to support ECU in achieving its mission.

### **Faculty Roles and Rewards**

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

X Yes

Describe (word limit: 500):

ECU operates using a decentralized personnel model; each department has authority over its own search and recruitment practice. University-wide policies focus on affirmative action and equity. Search practices are defined at the department level and often reflect the importance given to the Carnegie Designation of Community Engagement.

One example is the College of Nursing. When asked, administrators in the College of Nursing stated, "When hiring, we include this [community engagement] in our criteria." Evidence of this can be found in the language used to describe the College of Nursing in the recent job announcement for an Associate Dean of Research and Creative Activity. The job announcement stated, "The College is housed within the Division of Health Sciences and includes the College of Allied Health Sciences, the Brody School of Medicine, the Laupus Health Sciences Library and the School of Dental Medicine. East Carolina University is a Carnegie designated Doctoral Research University with the classification of Community Engagement."

While language relative to community engagement differs, the desire to recruit leaders who have interest and skill in

outreach is evident throughout the campus. For example, the College of Business stated that while they have no formal written policies, community engagement becomes a factor in selection of leadership personnel. A 2013 advertisement for new Chair of Leadership contained language about outreach and engagement. "The East Carolina University College of Business is pleased to invite applications for the tenure-track position of Tom Arthur Endowed Leadership Chair. The candidate selected as the Tom Arthur Leadership Chair will be expected to enhance the college's national reputation through research, faculty development, and external outreach."

The College of Health and Human Performance (HHP) relies less on written policies than on cultural norms for inclusion of community engagement. When asked, the College of HHP stated "HHP does not do anything unique in hiring personnel relative to community engagement; however, given our involvement with the community we do tend to look for people who want to be engaged. The search committee develops position announcements after reviewing pertinent policies and practices and in consultation with dept. faculty, chair, and Dean. Specific reference to community engagement varies greatly but may be found in responsibilities and minimum qualifications."

Examples from 2013 position announcements in the college include:

Responsibilities:

- Engage in outreach with the health care community.
- Assisting in maintaining ties with youth development and youth recreation agencies.
- Provide professional service to the university, region and profession.
- Professional service to the community, profession and university are expected.

Qualifications:

- Demonstrated ability to interact effectively with faculty, administrators, students and the community.
- Strong organizational skills and experience in recreation and/or recreational therapy programming, collaborative partnerships, and distance education a plus.

6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: 500)

Changes in the faculty reward systems occurred in three areas related to tenure and promotion: 1) faculty financial awards for conducting engaged scholarship, 2) faculty recognition for engaged scholarship and community based

learning, 3) implementation of the scholarship of engagement into the ECU tenure and promotion processes.

Faculty financial awards: In 2009, the university implemented the EOSA. This competitive academy comes with an \$11,000 award per faculty scholar that funds his/her engaged scholarship project and a full time graduate assistant for spring and summer session one. Up to 11 faculty are selected each year. Faculty report that EOSA is consistently recognized within the research section of their tenure and promotion portfolios. Prior to 2008, the scholarship of engagement was placed under service.

Faculty recognition: In 2010, the Faculty Senate and the Division of Research and Graduate Studies instituted the Scholarship of Engagement Award. Each year one faculty member is recognized for outstanding engaged scholarship, receives \$2500, presents her/his research to the ECU community, and receives a certificate at the ECU Honors and Awards Day. This award is also recognized under the research section of the faculty member's portfolio.

Implementation of the scholarship of engagement into tenure and promotion practices: In 2008, the ECU Faculty Manual did not mention the scholarship of engagement or any type of scholarly work using community-engaged approaches. As a result of the original Carnegie application and the recommendations of the Carnegie Team, the ECU Faculty Senate incorporated a review of this concept during their mandated review of the manual. In 2009/2010, the Faculty Governance Committee appointed a subcommittee to review the scholarship of outreach and engagement for inclusion in the tenure and promotion guidelines.

After a long deliberation first by the Faculty Governance Committee, the Faculty Senate, and the Chancellor, the Manual was amended in 2011/2012 to include the Scholarship of Engagement and/or Outreach. The recent review of the entire Faculty Manual included a reorganization of the document moving the information related to scholarship to [Part VII](#).

ECU held a series of workshops focused on implementation of this change. Designed around a series of workshops and presentations, the event featured Barbara Holland. Originally scheduled for 2012, the week-long event was moved to 2013 to accommodate Dr. Holland's schedule. Over 250 faculty and administrators representing all 13 colleges and schools were invited and participated in discussions, case-based workshops, and learning sessions.

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

X Yes



Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500)

The OPSCR oversees the implementation of the ECU definition of public service, ECU's term for community engagement. The definition is, "Public service occurs when ECU faculty, staff, and/or students work to improve communities in eastern North Carolina and beyond. This work involves communities and benefits communities as it also advances scholarship by linking theory and practice across a wide range of academic disciplines. This work occurs through engagement and outreach activities, coursework, and service to the community." Both the definitions and processes are framed within the description provided by the Carnegie Foundation.

Documents with the definitions are located several places. One place is the web page of the Engagement and Outreach Scholars Academy. This page focuses on ECU's commitment to scholarship related to engagement, outreach and teaching/learning. The web page includes the following definitions. The Scholarship of Engagement is produced by faculty with their partners, frequently as co-authors. It includes professional presentations and publications along with research studies of partnerships, community presentations and reports, policies, and other recognized products. Scholarship of Outreach is produced by faculty about their research in the community, which includes professional presentations and publications along with research studies of consultant type relationships, community presentations and reports, policies, and other recognized products. Faculty focused on pedagogical tools such as service-learning produce the Scholarship of Teaching and Learning, community based courses, fieldwork, internships, and other community learning experiences. Products also include professional papers and presentations, curriculum development, assessment of student learning, and action research disseminated through reports, curriculum materials and/or faculty development workshops.

A second location is the Faculty Senate website, University Scholarship of Engagement Award. "The scholarship of engagement (SOE) is scholarly activity in which faculty participate in connection with community partners. The community is viewed as an equal partner and works collaboratively through all aspects of the program from topic identification, data collection, implementation, analysis, and dissemination. The scholarship products are professional presentations and publications along with research studies of partnerships, documentation of community response to engagement and outreach, and other forms of assessment that have been disseminated by means of reports and policies. *Community Engagement* focuses on collaborative interactions with the community. The focus is a mutually planned and beneficial exchange, exploration, and application of knowledge, information, and resources."

In addition, ECU faculty record and store their professional records in the Sedona database. To determine where to place materials, faculty follow the ECU Sedona Directory. This directory includes the following related definitions: community

based teaching/learning, research and service occurs when you apply "institutional resources to address and solve challenges facing communities through collaboration with these communities." Community based teaching/learning could occur through practice-based learning in the community, service-learning experiences, or learning activities based in a community setting, etc. Community based scholarship includes methods such as action research or community based participatory research and focuses on the research issues important to the community. Community Service: committees or services provided that meet the needs of a local community such as a town, city, region, state, and beyond.

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

xYes

The current version of the ECU Faculty Manual Part VII, Section I reflects the influence of the first Carnegie application. The change in wording from "research" to "scholarship" and the inclusion of the "scholarship of engagement and/or outreach" was a result of the self-reflection that application process created. To be true to our motto of *servire* and our mission *to be a national model for public service* required ECU to recognize the importance of community engaged approaches to scholarship. Specifically, the manual states, "Faculty scholarship includes the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach. Scholarship is a fundamental faculty activity, and faculty has freedom to pursue scholarship on the subjects of their choosing. The quality of the scholarly works that faculty produce should be based on the standards of the profession as determined by the community of scholars with the expertise and training to establish these standards."

In Part VII, Section II of the Faculty Manual (Patents): "East Carolina University is dedicated to the pursuit of instruction, research and scholarship, as well as engagement and innovation development activities, in an environment that is open to collaboration and publication."

Part VII, Section III of the Faculty Manual states, "Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Creative Activity refers to scholarship of research, scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach, as defined in the *ECU Faculty Manual* Part VII, Section I. For the purposes of this policy, Research includes all basic, applied, and demonstration research in all academic and scholarly fields. Research and creative activity fields include, but are not limited to: the arts, the basic sciences, liberal arts, applied sciences, social sciences, clinical sciences, the professions, and research involving human subjects or animals."

In Part VIII, Section I of the Faculty Manual, C. General Criteria (for selection and appointment of new faculty) focuses on

the three expectations for a faculty member at ECU:

“For appointment, a faculty member who is tenured or probationary is evaluated on past achievements and potential for future contributions in:

Teaching

Scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach).

Service to the university, the profession, and the community. “

Part IX, Section I of the Faculty Manual addresses General Criteria for Appointment, Reappointment, Promotion and Tenure and states that faculty are “Evaluated on Teaching, Creative Activity/Research, and Service to the university, the profession and the community.”

Teaching includes activities and responsibilities beyond the class setting ( e.g. advising, mentoring, student supervision, clinical rounds by a physician/professor accompanied by students, direction of research, projects and papers, dissertations and theses, and other contacts and relationships outside the class setting). (Faculty Senate Resolution #12-76, April 2012)

Service – ECU and the College consider service to the university, the academic profession, and the community as an important aspect of academic performance. (See ECU FM Part VIII).

**9.a. Is community engagement rewarded as one form of teaching and learning?**

**X Yes**

Due to the decentralized nature of ECU, rewards are most frequently located within ECU units. This leads to some inconsistencies in how community engaged teaching and learning is rewarded. Most academic units at ECU recognize the value and importance of community engagement both in the classroom learning process and the learning that occurs in research endeavors during faculty-student research partnerships. Rewards occur in many ways at ECU and include: enhanced resources, time, recognition, awarding of tenure and/or promotion, and internal grants focused on teaching and learning.

The College of Health & Human Performance rewards their faculty with additional resources to do their work. “Depending on the department and resources, support for implementation may include a graduate assistant to help manage tasks or perhaps some reassigned time. This is a primary means of nurturing our culture of engagement. The College mission ‘to discover, educate, and motivate for a healthy tomorrow’ cannot be achieved without reaching the community. The department chairs and faculty determine how to best make community engagement projects become a reality.”

Rewards also come in the form of faculty recognition. Some units feature the faculty's incorporation of community engagement and student learning in stories in the local newspaper, ECU blog or use their own website. Professor Patch Clark focused on the incorporation of community engagement, performing art, and community-based learning to "change lives." Dr. Clark was featured in a news story, as the feature article in *East*, and in the local newspaper.

The Schweitzer Fellows, commit to a year of service with a community agency, devoting more than 600 hours to local communities lacking access to adequate health services. They are featured by the ECU News Service and on the Brody School of Medicine web pages.

The College of Business encourages its faculty to develop engagement opportunities with real business clients in certain courses, particularly at the senior-level. For example, Small Business Management, Entrepreneurship, Advertising and Promotions, and E-Commerce are courses that engage business clients and develop learning opportunities for both students and external clients. These courses require interaction between student teams and business owners so that recommendations can be made and implemented to improve business performance. The partnerships from these courses are often highlighted in the College's newsletter, *Stocknotes*, and the faculty are recognized for their efforts. The Small Business Management course has produced numerous winners in the National Small Business Institute® Project-of-the-Year Competition, and won the 2010 National Showcase Award sponsored by the Small Business Institute®. A student from this course (Fall 2012) was also recently recognized in the National Small Business Institute Student Spotlight Program.

The BB&T Leadership Center annually awards grants to reward faculty for incorporating service leadership into their courses. For example, Dr. Brenda Bertrand, associate professor of nutrition science used a BB&T grant to support students in Medical Nutrition Therapy in a project involving leadership in rural health. These BB&T grants seek to advance East Carolina University's culture of service and its place as leadership development.

9.b. Is community engagement rewarded as one form of **scholarship**?

XYes

In order to be rewarded, first community engagement must be recognized and named as a form of scholarship. According to the ECU Faculty Manual, "Faculty scholarship includes the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach. Scholarship is a fundamental faculty activity, and faculty have freedom to pursue scholarship on the subjects of their choosing. The quality of the scholarly works that faculty produce should be based on the standards of the profession as determined by the community of scholars with the expertise and training to establish these standards [ECU Faculty Manual Part VII, Section I].

Once it is named as a form of scholarship, units must reward it. Because of the decentralized nature of ECU's evaluation, tenure and promotion systems, there is some inconsistency in how engaged scholarship is rewarded. Representative samples of how community engagement is rewarded at ECU come from the College of Nursing, the Brody School of Medicine, and the College of Business.

The College of Nursing includes the scholarship of engagement and indicated "our most recently tenured faculty who do this have achieved tenure. Dr. Larson works with the Latino population and is an EOSA alumna. Her research has been community based action research. Dr. Peery worked with Juvenile Diabetes and Dr. Roberson has worked with incarcerated women and teaching about HIV." Grants in the College of Nursing usually include community partners (Dr. Engelke's Kate B Reynolds grant related to school-based case management of chronic illness in children), Elizabeth Jesse's NIMH grant dealing with depression in pregnancy with low-income women, and Dr. Lowery's HRSA grant.

The College of Business became host of the *Small Business Institute® Journal* in May 2011. An objective of this journal is to highlight the importance of experiential learning in the field of small business, and this includes a strong emphasis on community engagement. In a recent issue of the journal, the lead article focused in the role of the Small Business Institute® in community engagement. The College made a financial and time commitment to obtain this journal, and the editors are rewarded on their annual reports each year for this scholarly service. In addition, the College of Business has played a sponsorship role in the annual Small Business Institute® Conference since 2011.

The College of Fine Arts and Communication uses guidelines for merit increases. They specifically include public art projects, public art and community outreach projects are recognized forms of scholarship and creative activity.

As an institution, ECU rewards the scholarship of engagement. The ECU Scholarship of Engagement Award was established in 2010 as an outgrowth of the recommendations of the ECU Carnegie Team. The purpose of the Scholarship of Engagement Award was to recognize one full-time faculty member annually for achievement in the scholarship of engagement and a sustained commitment to partnered scholarly endeavors with communities.

9.c. Is community engagement rewarded as one form of **service**?

✓ Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

Part VIII, Section I ECU Faculty Manual states: Therefore, because of their educational, research, service, clinical, and other functions, the faculty should participate in the creation of ECU's vision, mission, and other strategic planning documents.

#### Service

East Carolina University considers service to the university, the academic profession, and the community as an important aspect of academic performance. (See Section III.4).

III. The relative weight given to teaching, scholarship, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or scholarship.

4. services rendered on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors;

From 2008-2012, Servire Society inductees totaled 203. All inductees received a formal Certificate of Recognition and a specially designed pin as symbols of having been selected for membership. The Servire committee has discussed ways to improve its outreach in order to engage more individuals. In 2012, the committee solicited nominations using additional websites, email addresses, and new media. The committee invited former faculty and staff inductees to a reception to encourage submission of a new membership application. Based on a trend analysis of inductees by year, student numbers have fallen since 2009. The Servire Committee believes that the number of students who serve the community has not necessarily changed; rather fewer are applying for Servire recognition. The committee is reviewing strategies to increase student applications.

ECU annually nominates a faculty member for the Governor James E. Holshouser, Jr. Award for Excellence in Public Service. Since 2008 two ECU faculty received this award, which is accompanied by a \$7000 cash prize.

10. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

✓Yes

Which colleges/school and/or departments? List Colleges or Departments: Brody School of Medicine, College of Nursing, College of Health & Human Performance

What percent of total colleges/school and/or departments at the institution is represented by the list above?: 8.5%

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: **500**):

Example 1) College of Nursing tenure and promotion guidelines do speak to scholarship and to community service: Page 32 and 33 provides examples such as “Uses findings from research and creative activity to effect changes in health care, public policy or nursing “ and “Assumes leadership in community organizations. Assumes leadership and/or administrative roles in community or policy-making bodies. Assumes leadership role on community committees.”

Example 2) The College of Health & Human Performance Code is in the middle of its mandated seven-year review/revision. The tenured faculty approved revisions completed last year in April 2013. Additional revisions are pending and the document has not been reviewed outside the College. The revisions approved so far include paraphrasing from the April 2012 Faculty Senate resolution on teaching (first bullet item below), *which* includes activities outside the classroom.

#### IX. Faculty Personnel Actions

General Criteria for Appointment, Reappointment, Promotion and Tenure . . .

Evaluated on Teaching, Creative Activity/Research, and Service to the university, the profession and the community.

Teaching includes activities and responsibilities beyond the class setting (e.g. advising, mentoring, student supervision, clinical rounds by a physician/professor accompanied by students, direction of research, projects and papers, dissertations and theses, and other contacts and relationships outside the class setting). (Faculty Senate Resolution #12-76, April 2012)

Service – ECU and the College consider service to the university, the academic profession, and the community as an important aspect of academic performance. (See ECU FM Part VIII.)

The drafted Code further lists activities that are included in teaching, research/creative activity and service. Those lists are not exhaustive. Therefore there is the opportunity to incorporate community engagement specifically under:

- Innovations in teaching

- Grants and contracts in support of teaching
- Research/creative activity
- Service grant or contract
- Service – A record of service to the profession, department, college, university, and/or community is expected.

Example 3) Each unit code must have accompanying tenure and promotion criteria. However, if the coded unit is at the college or school level, departments within the coded unit may develop the criteria. The Brody School of Medicine has tenure and promotion guidelines that accompany their school unit code. Their updated September 2013 *Guidelines for Creating Department Promotion and Permanent Tenure Documents for Tenure Track Faculty state*, “Departments are encouraged to give equal weight to peer-reviewed qualitative and community engagement research, as compared to quantitative traditional research” for both tenure decisions and for associate to professor promotion decisions.”

11. Is there **professional development for faculty and administrators who review candidates’ dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

✓ Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

While in the initial stages, ECU began a campus dialogue focused on faculty and administrators who review candidates’ dossiers with the workshops conducted in the fall of 2013 by Dr. Barbara Holland. The Director of OPSCR invited deans, department chairs, personnel action committees, and Faculty Senate committee members, and sponsored these workshops. The following topics were included in each workshop:

- Current trends in the academy re: faculty rewards
- Consideration of the idea of a mosaic of talent
- New perspectives on assessing faculty performance
- Generational differences in faculty expectations
- Discussion of what constitutes quality scholarship related to engagement
- Indicators of quality
- Analysis of evidence and products
- Discipline specific case studies related to tenure and promotion



Participants received handouts to assist in the assessment of evidence of engaged scholarship and ideas on how to assess the quality of the evidence.

In December of 2013, the OPSCR and the Office for Faculty Excellence hosted the New England Resource Center for Higher Education virtual Think Tank titled, *Academic Personnel Review and Engagement*. Throughout spring 2014 they will collaborate on a series of college/school discussions that will focus on the disciplines in those colleges/schools and the specific tenure and promotion criteria articulated in their unit codes. These discussions are focused on unit administrators and members of personnel action committees. The outcomes will be unit specific evaluation criteria for evidence related to community engagement.

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?  
 No  Yes

Describe the process and its current status (word limit: 500):

The ECU Faculty Manual Part IV Section I authorizes self-governing units. ECU uses the expression “code unit” to refer to a department, school or college whose operations are governed by a unit code. The resulting organizational boundaries are neither arbitrary nor a reflection of individual interests. Disciplinary and interdisciplinary boundaries derive naturally from differences in the subjects studied and the methods required to generate new knowledge of these subjects. These differences require unique procedures that govern teaching, research, service and other assignments as well as the specific code unit’s criteria for appointment, reappointment, promotion and tenure. Even in units that are coded at the college/school level, tenure and promotion policies are frequently set at the department level.

While only 3 of 35 unit codes mention community engagement, most of the unit codes are out of date and out of compliance with the required code revision timelines. This is in part due mandated changes to the ECU Faculty Manual beginning in 2010 and creating hesitancy among units to complete a revision before the Faculty Manual is finalized.

An example of a code coming up for review is the College of Allied Health Sciences (CAHS). The proposed Section V.A.2 reads: Post-Tenure Review: As stated in the *ECU Faculty Manual*, at five-year block intervals, each permanently tenured CAHS faculty member shall have a review of all aspects of his or her professional performance (teaching, research, service, and scholarship of community engagement and outreach and other duties).

Section V.3.a. is specific to promotion and states, Annual performance evaluation and evaluation for reappointment, promotion, conferral of permanent tenure, and cumulative review shall take into consideration the assignments in the three traditional areas of teaching/advising (including clinical teaching), research/creative activity, service (including patient care), and scholarship of community engagement and outreach.

The CAHS draft code specifically lists community engagement and/or outreach as a form of Research/Creative Activity. Within service, the draft code includes community service

- Participates in non-partisan community programs and activities related to human welfare.
- Contributes to community education and understanding of issues related to human service programs.
- Offers consultation and/or technical assistance to community organizations concerned with human needs.
- Is available as speaker, discussion leader, or resource person in public discussion related to human problems.
- Provides the services of one's profession in the community to enhance the profession, aid the community, and maintain one's skills.

A second example is the Department of Foreign Languages and Literatures. Community engagement is recognized and points can be awarded at a discretionary basis as the department recognizes the considerable time and effort in conducting a large-scale project which combines research and community partners. This Department's Unit Code will include a position titled "Director of Student Internships, Engagement, and Outreach" who will, amongst other things, advise faculty on how to incorporate engaged learning into existing courses, and on preparing proposals for new engaged courses.

### **Student Roles and Recognition**

13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500)

Since the 2008 application, the VSLC has been moved, reorganized, and expanded to support student engagement. This resulted in an increase in resources to assist students in finding sites for volunteerism and extra-curricular service,

increased attention to national days of service and service trips, new service initiatives, and more accurate tracking of service hours performed and reported by students. According to the 2013 ECU application for the President's Higher Education Community Service Honor Roll, ECU students volunteered for a total of 230,000 hours. Student projects include Red Cross blood drives, Pirate Fest (a celebration of NC history), and ECU Reads/Writes/Counts (a program providing tutoring for emerging readers and counters at local elementary schools). These programs provided by the VSLC provide the ECU community with means of achieving the institution's mission statement of modeling public service and transforming the region.

Within the Division of Student Affairs, a new division since the 2008 application, a number of units focus on student leadership development through community engagement. ECU students, working with Campus Recreation and Wellness, provide youth programs, Parents' Night Out and swim lessons. The program also features the opportunity to customize group parties for the North Campus Recreation Boat House and Student Recreation Center swimming pool. The Youth and Family programs also feature Rec Junior and Recreation Nation Summer Camps for ages 5-12. ECU's Wellness Living Learning Community is a residential learning opportunity open to all incoming freshmen who have an interest in health and wellness, and in helping to improve the health of others. Selected students live in Garrett Hall and receive personal wellness coaching and health classes. They also share what they have learned with underserved youth in eastern North Carolina. The mission of the Center for Student Leadership and Engagement is to foster leadership practices and engagement experiences that transform and empower students through pedagogy, research, and co-curricular experiences. The center provides a central location for student leadership experiences and opportunities that foster their leadership development. Programs and activities are designed to encourage development in three learning stages; they will Discover, Design, and then Deliver. Within each stage, students will explore three phases of leadership – Self, Others, and Society.

ECU's Servire Society recognizes faculty, staff, and students who have committed 100 or more hours of community volunteer service during the period from January through December. Based on a trend analysis of Servire Society inductees by year, student numbers have fallen since the 2008 application. The Servire committee believes that the number of students who serve the community has not necessarily changed; rather fewer are applying for Servire recognition. The committee is reviewing strategies to increase student applications.

Since the 2008 application, units and faculty have recognized the long-term value of community engagement to student success. Community engagement projects help enhance students' resumes and improve their job skills. For example, student engagement through the Small Business Institute is placed under "work experience" and they are allowed to join the national Small Business Institute, providing them a professional association.

**Supplemental Documentation**

14. Is community engagement noted on student transcripts?

No

If yes, is this a change from your prior classification?

✓ No

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus

No ✓ Yes

Please provide examples (word limit: **500**):

**University Admissions**

Through a Senior Associate Director for Special Populations, Admissions has an emphasis on increasing access for underrepresented students with outreach and awareness in local high schools, minority-serving institutions.

**Employee Resource Groups/Affinity Groups**

The Organization of African American Faculty and Staff, partners with a local non-profit organization each year to provide food and gifts to families in need during the holidays. The Chinese Student and Scholars Association, partners with the local Greenville Chinese School to provide cultural and educational events to the local community.

Cultural Diversity Course Requirement: To better prepare ECU students to work cross-culturally, undergraduate students must take six credits of courses designated as global diversity and domestic diversity. Some of these courses include work with the community.

The Office of Equity and Diversity provides consultations to engagement activities with under-served communities. For example: Third Street Community Center Partnership with the College of Fine Arts and Communication, The School of Art, through student interns and faculty advisors, provide quality work art courses and workshops to youth and family at the Third Street Community Center through the Arts on Third Street program.

**Project STEPP (Supporting Transition and Education through Planning and Partnerships)**

ECU's diversity and inclusion focus includes individuals with disabilities. Project STEPP's mission is to provide students with learning disabilities who aspire to achieve a college education and demonstrate the potential for postsecondary

success with access and comprehensive support throughout the university experience. Project STEPP students participate in extra-curricular service and volunteer at local nonprofit organizations. For example, Project STEPP students mentor community youth from fourth and fifth grade classrooms. These community students share a common condition with the ECU students, both have learning disabilities.

The Chancellor's Diversity Leadership Cabinet works closely with the Office of Equity and Diversity. It includes several working Commissions including the Diversity in the Curriculum Working Group. In 2013-2014 this group, with the support of OED, began planning for a 2014 Symposium that includes a workshop on the role of community based learning in teaching diversity and inclusion content. In addition, the proposed keynote speaker has significant expertise in the relationship between student engagement, diversity and inclusion. The Commission on Diverse Student Recruitment has begun work with the ECU Admissions Office to support outreach and campus relations.

16. Is community engagement connected to efforts aimed at student retention and success?  
✓ Yes

Please provide examples (word limit: **500**):

ECU has implemented an extensive learning-living community program to increase student retention and success. Of the 11 communities, three specifically include engagement. "The Jarvis Leadership Program strives to empower students for academic success through involvement in leadership, citizenship, and relationship building at East Carolina University. They interact with successful community members and civic leaders as well as participate in interactive workshops, leadership seminars, skill training, and service-learning. The Wellness Living Learning Community (WLLC) is a community of students who live together and have a common interest in health and wellness. The WLLC students have the opportunity to take what they have learned in the classroom and complete service-learning projects designed to improve the health of the surrounding community.

Honors College: Students in the Honors College participate in service and engagement as a part of the mission of the college. The role of service in both recruitment and retention is emphasized as one unique aspect of the ECU honors experience. The Honors College LLC provides unique service opportunities for residents of Garrett Hall.

The ECU School of Dental Medicine is committed "to improve the health and quality of life of all North Carolinians by creating leaders with a passion to care for the underserved and by leading the nation in community-based, service-learning oral health education." In keeping with its mission as a state-supported school established to train dentists who

will meet the needs of all residents of North Carolina, the East Carolina University School of Dental Medicine considers a series of selection factors including: Activities demonstrating the applicant's commitment to service and care for underserved communities or populations.

The EC Scholars program is a merit scholarship program established in 1998 that attracts high-ability students to East Carolina University who have the promise and capability to become scholars and leaders in Eastern North Carolina and beyond. The EC Scholar award is offered to the best of our entering freshman class. This is the most prestigious scholarship offered at East Carolina University. EC Scholars exhibit outstanding academic performance, engagement in the community, effective leadership skills, and embrace a study abroad experience. The amount awarded to scholarship recipients is \$40,000 (\$5,000 per semester for eight continuous semesters).

The Eastern North Carolina American Medical Women's Association Malene G. Irons Award: This award is presented each year to a senior medical student who has been active in school and community extracurricular activities and who particularly demonstrates an interest and involvement in issues concerning women and children.

The Alpha Omega Alpha (AOA): Honor Medical Society Students are selected in their third or fourth year for membership in the Brody School of Medicine Chapter of Alpha Omega Alpha. Criteria for selection include academic excellence, community service and the potential for significant contributions to the medical profession.

## **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 questions in this section use the term "service learning" to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
  - a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500)

The definition included in the 2008 application was: Service-learning (SL) 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.

The definition is still used; however, there has been a major change in the use of the definition. In 2008 the committee responsible for reviewing SL courses and providing support to ECU faculty was an administrative/advisory committee, not linked to the Faculty Senate. The Senate is the body that is responsible for curriculum matters so it was critical that the committee become recognized and included in the Faculty Senate. In Spring 2012, the Faculty Senate created the Faculty Senate Service-Learning Committee in order to recommend SL designations for undergraduate and graduate service-learning courses and to promote the pedagogy of service-learning. The committee makes recommendations to the Faculty Senate regarding individual courses carrying service-learning designation and reports those recommendations to the University Curriculum Committee and the Graduate Curriculum Committee.

- b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

Prior to 2009, faculty members reviewed the definition and self-identified a course as service-learning, then simply registered their course with the Volunteer and Service- Learning Center. As a result of the 2008 Faculty Senate resolution referenced above, ECU implemented a formally articulated service-learning course designation in 2009. Since 2009, the specific criteria were clarified, a questionnaire was developed to explain the review criteria, and workshops were added to the professional development sessions provided by the Office for Faculty Excellence.

As a result, the review process became more rigorous and now involves formal review by a subcommittee of the SL committee, recommended approval by the Faculty Senate Service-Learning Committee, review and approval by the Faculty Senate followed by review and approval by the Chancellor. Once approved, the courses are listed on a website that provides a "Snapshot of Service-Learning Courses." Courses are either designated as entire courses or, alternatively, only some sections are designated as SL. In addition, the appropriate curriculum committees including unit,

college/school, university, Faculty Senate and the Chancellor, must also approve new courses.

Since the establishment of the formal designation process for service-learning courses, the Faculty Service-Learning Committee assumed these designated courses were listed as such on the student transcripts. In 2013, according to ECU Registrar Angela Anderson, “We ‘can’ designate SL on the academic transcript; however, we have not been receiving information when courses are approved for the SL designation. I’ve asked Diane Coltraine to pull a list from the catalog so that we can update the Banner catalog (and begin the process of displaying on the transcript, within the degree evaluation, etc.).”

2. Fill in the tables below using:
  - a. data from the most recent academic year (2012-2013)
  - b. data based on undergraduate FTE

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
39 (in 2008 100, 4.6%)	-61	1.7% (2187)	-2.9%

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
22 (in 2008 31, 67%)	-9	22.6% (97)	-44.4%

<i>Number of faculty who taught service learning</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last</i>



<i>courses</i>			<i>application</i>
30 (in 2008 123, 7%)	-93	1.6% (1837 FTE)	-5.4%

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
708 (in 2008 2,000, 12%)	-1292	4.6% (15, 142 FT undergraduates)	-7.4%

3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500)

In 2008 a SL designation was not officially recognized for inclusion on the transcript or in the catalog. In 2012-2013 a rigorous review process had been initiated. Hence, that is an explanation for fewer numbers of SL courses reported for 2012-2013.

At ECU, the Faculty Senate Service-Learning Committee reviews courses and tracks the approval process. They post approved courses on the Snapshot of Service-Learning Courses website [http://www.ecu.edu/vslc/faculty-snapshot\\_of\\_courses.cfm](http://www.ecu.edu/vslc/faculty-snapshot_of_courses.cfm) and notify the Registrar so that the course designation is noted in Banner. The Office of Institutional Planning, Assessment and Research compiles an annual Fact Book <http://www.ecu.edu/cs-acad/ipar/research/FactsAndFigures.cfm>. This data includes information on student enrollment, faculty, and ECU units. The Registrar collects data on undergraduate courses and posts it in an online database, Banner. The Faculty Senate Service-Learning Committee annually reviews and evaluates the data listed above and uses this information to determine ways to increase the number and quality of service-learning courses. This committee works with the Provost, the Office for Faculty Excellence <http://www.ecu.edu/ofe/>, the VSLC [http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-professional\\_development.cfm](http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-professional_development.cfm), and individual units to provide appropriate educational activities (Service-Learning Fellows Faculty Retreat, Getting Started with Volunteer and Service-Learning <http://www.ecu.edu/cs-acad/ofe/sessions-2012-fall.cfm>, Annual Service-Learning Conference <http://blog.ecu.edu/sites/newblog/blog/2012/02/06/service-learning-conference-set-for-feb-21-23/>).

Course data are used for reports such as the University of North Carolina General Administration Community

Engagement and Economic Development Metrics, the President's Service Honor Roll, and annual reports for the Faculty Senate Service-Learning Committee and the Volunteer and Service-Learning Center.

4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: 500)

#### Changes to the Outcomes

In 2012, the Volunteer and Service-Learning Center (VSLC) coordinated a review of the outcomes listed in the 2008 application and revised them. The new learning outcomes address both students and faculty, a major change since our last application. This change emphasizes the belief that service-learning impacts everyone who participates. A second change is that the new outcomes for students include actions that will occur as a result of a service-learning experience. This emphasizes the potential of service-learning in creating positive change.

#### New Learning Outcomes Related to Curricular Engagement Learning Outcomes

Students will:

- Develop civic leadership skills and learn how they can use those skills to contribute to the common good
- Explore facets of their identity related to diversity, privilege, race, class and gender and reflect on how those identities impact their perspectives
- Learn about social inequalities and structural injustices and how to respond in creative and productive ways
- Build relationships in the local community in order to build professional networks and advance career skills

Faculty and staff will:

- Incorporate service-learning pedagogy into their courses and assess its impact on student learning
- Build civic learning outcomes into co-curricular and extra-curricular programs
- Create both transactional (short-term; project-based) and transformational (long-term; sustained) partnerships with local community agencies

- Develop collaborative relationships with other faculty and staff interested in community-based learning in order build a campus-wide network of community engagement

### Assessment of the Outcomes

In 2008 the learning outcomes were assessed through post service-learning student self-reports using assessment tools. These tools allowed us to evaluate student satisfaction, awareness of community needs and social issues, comfort with people who are different in terms of race and life experiences; and understanding of self and values. A second assessment measured students' perceptions of the SL experience in improving class participation, writing assignments, communication, course understanding, critical thinking, and acting empathetically. The director analyzed the assessments and provided a report for the course instructor and a summary report for the VSLC.

In fall of 2012, the Faculty Senate Service-Learning Committee replaced the administrative committee responsible for service-learning. This enabled greater Faculty Senate participation in learning outcomes and assessment. At the December 2012 meeting of the SL committee, an assessment subcommittee was established to discuss adding an assessment requirement to the SL application. Throughout the remainder of 2012-2013 academic year the committee met with SL course instructors and members of Faculty Senate to better understand what would be appropriate in terms of an assessment. There was shared consensus that the assessment could not ask students to comment on the faculty member teaching the course but should allow students to assess themselves on the ECU learning outcomes. During the review of applications for SL designation, the Faculty Senate Service-Learning Committee pays attention to the course objectives and their link to the institutional learning outcomes related to student curricular engagement.

Additional information on the work of the committee is found on the Service-Learning Committee website <http://www.ecu.edu/cs-acad/fsonline/sl/servicelearning.cfm>.

5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Is Community Engagement integrated with this</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
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	<i>activity?</i>		
Student Research	yes	<p>(Word limit: <b>500</b>)</p> <p>In 2008 we reported that student research included undergraduate and graduate student research with some focus on applied and translational research. In 2009 ECU established the EOSA and SEOSA. These academies are specifically designed to prepare ECU faculty and graduate students to do engaged research WITH communities. ECU funds ten community-EOSA partnerships each year. In these partnerships, faculty and community members mentor the graduate students through a research project that is mutually beneficial, addresses a community need, and is reciprocal in nature. In 2011 the OPSCR and the Honors College partnered to develop a new course HNRS 3100. This course serves as an internship for EC Scholars who participate in 5 workshops focused on engaged scholarship and participation in the community-EOSA partnered research projects. To date we have graduated 43 undergraduates and 66 graduate engaged scholars. We have also seen an increase in student research focused on community needs due to the 58 EOSA faculty alums.</p> <p>At ECU research includes creativity and we have seen an increase in engagement within the College of Fine Arts &amp; Communication. In the School of Music the Four Seasons Next Generation series partners students with renowned chamber musicians and alumni to perform, creating a unique form of collaborative creative activity. In the School of Art and Design undergraduate and graduate students submit applications for outdoor sculpture at New Bern's Coastal Carolina Airport. The funded sculptures are created and installed, with the best-in-show selection purchased by the airport; this activity, coordinated by professor Hanna Jubran, provides student with scholarly creative activity opportunities within the community.</p>	<p><a href="http://www.ecu.edu/cs-admin/pscr/Engagement-and-Outreach-Scholars-Academy.cfm">http://www.ecu.edu/cs-admin/pscr/Engagement-and-Outreach-Scholars-Academy.cfm</a></p>
Student Leadership Courses	yes	<p>(Word limit: <b>500</b>)</p> <p>In 2008 we reported on student leadership programs such as</p>	<p><a href="http://www.ecu.edu/cs-">http://www.ecu.edu/cs-</a></p>

		<p>Alternative Spring Break, Emerging Leaders, Elite Pirate, Student Government Association Shipmates, ECU Leadershape, and the Leadership Challenge, College of Business Leadership &amp; Professional Development Program, the Center for Nursing Leadership, The Leadership Studies Minor, College of Allied Health Sciences Leadership Curriculum and the Department of Recreation and Leisure Studies. All included engagement as a part of leadership development. The most important change in the development of leadership education at ECU since 2008 is the connection to ECU's Integrated Leadership Framework (ILF). All of the programs listed above have written their curriculum with a focus on this unique and theoretically grounded model ECU has created and adopted. The ILF specifically includes service as one of 5 categories (knowledge, relationships, ethics, well being, service) for student leadership development. The new Center for Student Leadership and Engagement incorporates the ILF and includes Elite Pirates, The Walter &amp; Marie Williams Leadership Scholarship, Emerging Leaders and Parents Council Student Leadership Scholarship that focuses on "impacting the community and helping students change the world."</p>	<p><a href="http://www.ecu.edu/studentaffairs/studentleadership/beliefs.cfm">studentaffairs/studentleadership/beliefs.cfm</a></p> <p><a href="http://www.ecu.edu/cs-acad/aa/leadershipcollaborative/">http://www.ecu.edu/cs-acad/aa/leadershipcollaborative/</a></p> <p><a href="http://www.ecu.edu/altbreaks/">http://www.ecu.edu/altbreaks/</a></p> <p><a href="http://www.ecu.edu/vslc/student-immersion_programs.cfm">http://www.ecu.edu/vslc/student-immersion_programs.cfm</a></p> <p><a href="http://www.ecu.edu/cs-studentaffairs/studentleadership/">http://www.ecu.edu/cs-studentaffairs/studentleadership/</a></p>
Internships/Co-ops	yes	<p>(Word limit: <b>500</b>)</p> <p>In 2008 we reported that 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. These programs continue to use internships and co-ops and we have seen a growth in this type of learning at ECU. Selected examples are listed below:</p>	<p><a href="http://www.ecu.edu/cs-tecs/csci/computer-science-internships.cfm">http://www.ecu.edu/cs-tecs/csci/computer-science-internships.cfm</a></p> <p><a href="http://www.ecu.edu/polsci/undergrad/intern.htm">http://www.ecu.edu/polsci/undergrad/intern.htm</a></p>

	<p>Using co-op and internships, computer science majors can integrate classroom study with professional experiences in the major. The Department of Political Science actively encourages students of political science to pursue an internship in an applied political setting such as local, state, and federal government, and political campaigns. School of Art &amp; Design, Graphic Design: Internships are an important part of learning for many students in the graphic design program. The faculty believe that internships can provide valuable on-the-job experience that will help prepare students to enter the graphic design workforce upon graduation. ECU students have interned in design studios large and small, on in-house design teams, locally, regionally, and nationally.</p> <p>School of Communication Internship requires the student, the faculty mentor, and supervisor to talk through learning goals, the tasks to achieve those goals, and the best ways to document learning. 3 general learning goals are emphasized in the Internship Course:</p> <ul style="list-style-type: none"> <li>• Practice related to the chosen career field</li> <li>• Knowledge about ethics and professionalism as demonstrated in the work setting</li> <li>• Understanding about policies and culture of an organization in the field.</li> </ul> <p>Fieldwork education in the School of Social Work is a collaborative educational venture between the faculty of the School, host agencies, personnel in the field placement sites, and the students. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.</p> <p>Center for Survey Research in OIED provides internships for graduate students who assist with research and outreach projects throughout</p>	<p><a href="#">ml</a></p> <p><a href="http://www.ecu.edu/cs-cfac/soad/graphic/internships.cfm">http://www.ecu.edu/cs-cfac/soad/graphic/internships.cfm</a></p> <p><a href="http://www.ecu.edu/che/socw/field.html">http://www.ecu.edu/che/socw/field.html</a></p> <p><a href="http://www.ecu.edu/cs-admin/oeied/survey_research.cfm">http://www.ecu.edu/cs-admin/oeied/survey_research.cfm</a></p>
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		the region	
Study Abroad	yes	<p style="text-align: center;">(Word limit: <b>500</b>)</p> <p>In 2008 we highlighted two study abroad experiences that included community engagement: The India Course and Interior Design and Merchandising: Italy, Turkey. In this application we noted an increase in the number of study abroad opportunities and the intentionality of marketing these opportunities through the engagement focus. For example, the RCLS study abroad programs have focused on sustainable tourism in Nicaragua and Fiji, sustainable resource management in Australia, and exploring the relationship between leisure and wellness in Italy. We design these study experiences from multi-disciplinary perspectives to capture the broad issues of health and wellness, sustainability, and economic development in a global society. Students engage in home-stays, local foods, and interactions with indigenous people.</p> <p>Study Abroad Israel: The preservation of cultural heritage is critical to societies internationally in order to retain personal identity, cultural history, and experiences of the past for the future. This process includes the conservation of built heritage, archaeological sites, material culture, and artworks that are inherent in modern society. Students will work closely with local conservators and gain hands on experience in field conservation techniques that benefit site interpretation.</p> <p>College of Nursing, Nicaragua Project Health for Leon: ECU students and faculty treat hundreds of patients in cardiology (adult and pediatric), general medicine, gynecology. Dr. Kim Larson has led summer study abroad classes to Guatemala where students have seen needs up close by working in health clinics, schools and nutrition centers in the Mayan community.</p>	<p><a href="http://www.ecu.edu/cs-hhp/rcls/study-abroad.cfm">http://www.ecu.edu/cs-hhp/rcls/study-abroad.cfm</a></p> <p><a href="http://blog.ecu.edu/sites/eastcarolinaconservationlab/blog/2013/02/06/study-abroad-israel-2013/">http://blog.ecu.edu/sites/eastcarolinaconservationlab/blog/2013/02/06/study-abroad-israel-2013/</a></p> <p><a href="http://www.nursing2.ecu.edu/NurseGHAC/Guatemala.html">http://www.nursing2.ecu.edu/NurseGHAC/Guatemala.html</a></p> <p><a href="http://www.nursing2.ecu.edu/NurseGHAC/Nicaragua.html">http://www.nursing2.ecu.edu/NurseGHAC/Nicaragua.html</a></p>

		<p>Department of Kinesiology: Bahia, Ecuador. 1 month in June or July. Teaching English and physical activity to grade school children in and around the small coastal town of Bahia, Ecuador. A service-learning course that is for the student who can living in close quarters in a Spanish speaking country and who is willing to teach physical activity along with English. Good for Exercise Physiology, Physical Activity, Nutrition, Pedagogy, Health Promotion, Psychology, Spanish, and other majors. All undergraduate and graduate students welcome to apply.</p> <p>The Italy Intensives Program offers students the opportunity to study art, design, music, business, foreign languages, and more with in-residence in the medieval city of Certaldo Alto, Italy. Especially for those students studying during the fall and spring semesters, students work in studios within the small historic city and make artwork informed by the context a medieval city—including experiencing local festivals, cuisine, and traditions; the community is integral to the teaching and learning, with an exhibition of student art work presented at the conclusion of each semester.</p>	
Other. (Please specify in the "What has changed..." text box to the right.)		(Word limit: <b>500</b> )	

6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<b>Curriculum</b>	<b><i>Is Community Engagement integrated</i></b>	<b><i>What has changed since the last classification?</i></b>	<b><i>Web Link (if available)</i></b>
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	<i>into this area?</i>		
Core Course	Yes	<p>(Word limit: <b>500</b>)</p> <p>Community engagement in Foundations courses continues to be at the discretion of the faculty member teaching the course. The Foundations Curriculum (core and general education courses) provides community engagement as learning activities. Students enrolled in The Health 1000 and Kinesiology 1000 classes compete each semester, with students and faculty members coming out to give blood. The Feb. 16 challenge brought out 298 donors from Health 1000 and 180 donors from Kinesiology, for a total collection of 349 units of blood. Students in HLTH 1000 participate in</p>	<p><a href="http://www.ecu.edu/advising/foundationcurriculumfaq.cfm">http://www.ecu.edu/advising/foundationcurriculumfaq.cfm</a></p>

		Premier Passport Events that included discussions and interactions with community members of different faiths and participation in panel discussions led by community members with cancer followed by an opportunity to participate in Relay for Life.	
General Education	See above	(Word limit: <b>500</b> )	
First Year Experience Courses	yes	(Word limit: <b>500</b> ) At ECU the COAD designation refers to the first year seminar course. The course is open for all first time students. Since 2008 the COAD courses have become more specialized with sections being offered to majors, living learning communities, transfer students, student veterans, LGBT, international students and African American male students. Any community	<a href="http://www.ecu.edu/cs-studentaffairs/studenttransitions/firstyear/coad-1000.cfm">http://www.ecu.edu/cs-studentaffairs/studenttransitions/firstyear/coad-1000.cfm</a>  <a href="http://www.ecu.edu/cs-educ/maynardscholars/Index.cfm">http://www.ecu.edu/cs-educ/maynardscholars/Index.cfm</a>

		<p>engagement included in these specialized sections is oriented toward the needs and interests of the students enrolled. COAD 1000 is a one-hour credit first year seminar course that is typically offered in the fall semester. The course is designed to introduce students to life at the university with particular focus on the development of academic skills, learning processes, career decision-making, and personal attributes essential for student success. COAD 1000 reaches 43.3% of the first-year students. Overall, the median freshman-to-sophomore retention rate for those who took COAD 1000 is 3.9% higher than for those who did not take COAD 1000.</p>	
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		<p>Maynard Scholars &amp; Education Housing Community Sections enroll in COAD 1000: Student Development and Learning in Higher Education, this course is a SL course.</p> <p>Honors College students enroll in a COAD Honors Seminar. One student commented, "In my freshman Honors Seminar "Myths and Realities of Poverty" my semester project focused on volunteering at a new non-profit organization in Greenville.... My Seminar opened the door to me finding Joseph Provisions, and I am fortunate to have had such a valuable experience. I am now more aware of the difference I can make in the community. Giving back in Greenville makes me appreciate</p>	
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		<p>what I have and all that I can do as a student and a person.”</p> <p>Four sections of the FIP (Freshmen Immersion Program) participated in CROP walk either as volunteer or walkers. COAD for business students collected items for Toys for Tots and participated in Operation Gratitude, writing letters to active servicemen who are deployed, COAD for nursing students did a community service and reflection assignment, four sections of the Freshmen Immersion Program participated in the CROP walk as volunteers and walkers, the Wellness Living Learning Community participated in 5 hours of community service of the students' choice.</p>	
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Capstone (Senior Level Project)	Yes	<p>(Word limit: <b>500</b>)  The majority of degree programs include senior project, capstone projects or final field or clinical work. Since 2008 capstone and senior projects have increased the intensity and degree of engagement in while the number of experiences has remained stable. For example, the College of Technology and Computer Science conducts Capstone projects with both Engineering and Industrial Technology courses that put students into industrial settings for mutually beneficial projects (students and industry). The College of Business offers senior-level students an engagement experience with</p>	

		<p>leadership opportunities. It's a culmination of the student's learning experience at ECU. The college is currently working with business leaders and the SBTDC to provide feedback and mentoring for students. The course will focus on learning the principles of business strategy while providing engaged consulting services to live clients provided by the SBTDC. Professional programs from the College of Education, College of Human Ecology, College of Health and Human Performance and the Division of Health Sciences report that their field and clinical experiences have increasingly focused on person or population centered approaches, moving</p>	
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		these closer to service-learning on the continuum of community based learning.	
In the Majors	Yes	(Word limit: <b>500</b> ) In 2008 we reported that courses in the majors require community engagement and community based learning. Occurring prior to capstone or end of degree courses, these courses in the majors used field work, clinical work, student teaching, and practica. This continues to be the pattern at ECU. Eleven of our thirteen colleges/schools offer degrees. Five are considered professional schools with majors that include, because of accreditation requirements, significant involvement in community	



		<p>experiences. The use of and number of students participating in community engagement in the majors has remained steady. In 2008 most units utilized community based learning and this pattern continues. The growth of service-learning as a pedagogy in the majors has been slow. Of the 110 undergraduate degrees offered at ECU, all provide students with some type of community based learning or service experience. According to the ECU UNC GA metrics data, there are 519 undergraduate and graduate courses that incorporate learning in the community.</p> <p>Occupational therapy is an example of a professional program</p>	
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		<p>and incorporates community engagement in the curriculum. Occupational therapy students work other pre-adolescents at the Inter Generational Community Center for several weeks during the summer "camp" session. These one hour activity groups lead by students in the Group and Dyadic skills course prepares them to be effective group leaders and to understand the needs of this at risk population. The campers benefit from opportunities to discuss and problem solve solutions for potential concerns such as bullying, anger management, effective communication and respect for others. Occupational therapy students collaborate with Physician</p>	
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		<p>Assistant Studies students on assessments of older adults in living in Black Jack and at the community Falls Fair to assess older adults for falls risk, OT students visit local farms and assess the farms for environmental barriers.</p> <p>In 2012-13, students and faculty in the College of Fine Arts &amp; Communication offered 242 alternative educational outreach opportunities for the community to experience the arts and communication, including performances, exhibitions, lectures, after-school children's program, the Youth Arts Festival, and various summer arts camps. Additionally, CFAC partnered with 237 external institutions to advance</p>	
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		<p>quality of life through the arts and communication, including the Pottery Center at Seagrove, NC; ECU School of Dental Medicine; Roanoke-Chowan Community Health Center; UNC-CSI (Coastal Science Institute); North Carolina Museum of Art; Lucille W. Gorham Intergenerational Center; Roanoke Island Theater; Cherry Point Marine Corps Air Base; Paramount Theatre; Roanoke Island Festival Park; NC History Center at Tryon Palace; and the Pitt County Arts Council at Emerge.</p>	
Graduate Studies	Yes	<p>(Word limit: <b>500</b>)  In the 2008 application we identified graduate programs and courses that provide or required a non-thesis option that require community engagement.</p>	<p><a href="http://www.ecu.edu/che/press/docs/CHE-May-13-ebulletin.pdf">http://www.ecu.edu/che/press/docs/CHE-May-13-ebulletin.pdf</a></p> <p><a href="http://blog.ecu.edu/sites/dailyclips/blog/2013/04/29/snack-rx-gives-youth-healthy-options-the-daily-reflector/">http://blog.ecu.edu/sites/dailyclips/blog/2013/04/29/snack-rx-gives-youth-healthy-options-the-daily-reflector/</a></p> <p><a href="http://blog.ecu.edu/sites/dailyclips/blog/2013/11/07/site-work-begins-on-ecu-dental-clinic-robsonian-com/">http://blog.ecu.edu/sites/dailyclips/blog/2013/11/07/site-work-begins-on-ecu-dental-clinic-robsonian-com/</a></p>

		<p>However, we did not identify any graduate courses that used service-learning as pedagogy. In 2014 we identified 7 graduate courses that carry the SL designation.</p> <p>ECU currently offers 77 master's degree programs, 2 intermediate programs, and 58 graduate certificate programs through our 11 degree granting colleges and schools. In addition, we offer 15 doctoral programs (PhD, EdD), 6 first professional programs (AuD, DMD, DNP, DPT, MD) and hold the distinction of being classified among the Doctoral/Research Universities by the Carnegie Foundation. ECU is constantly striving to meet the evolving needs of our students, the people of North Carolina, the</p>	<p><a href="http://blog.ecu.edu/sites/dailyclips/blog/2013/07/26/teams-keep-focus-on-concussions-the-daily-reflector/">http://blog.ecu.edu/sites/dailyclips/blog/2013/07/26/teams-keep-focus-on-concussions-the-daily-reflector/</a></p>
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		<p>United States, and the world by providing educational, research, and outreach programs designed to address the challenges and opportunities of the 21st century. The following graduate courses hold the SL designation: Strategic Leadership for 21st Century Schools -- LEED 6902 Micro-Political Leadership and Decision-Making within a Legal Context -- LEED 6903 External Development Leadership for Cultivating Partnerships -- LEED 6904 Managerial Leadership for Complex School Operations -- LEED 6905 Human Resource Leadership for Professional Growth -- LEED 6906 Instructional Leadership for Teaching and</p>	
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		<p>Learning -- LEED 6098 Cultural Leadership for Systemic School Improvement -- LEED 6909</p> <p>Human Measurement -- PSYC 6328</p> <p>Physical Activity and Aging -- EXSS 5800.</p> <p>Students enrolled in the masters degree in athletic program participate in a nationally recognized community-campus partnership that places athletic trainers on the field of high school athletic events.</p> <p>The School of Dental Medicine has implemented an innovative service-learning model.</p> <p>Students in nutrition sciences implemented a unique Snack Rx program in partnership with the Boys and Girls Club. The program introduces area children to health snacks. ECU faculty</p>	
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		<p>note that many health related internships occur in health and health care organizations with a patient centered focus that mirrors the values and beliefs of community engagement.</p> <p>The nationally known masters degree in athletic training, begun in 2009, is recognized for its contributions to the health and safety of high school athletes in Pitt County. The number of first professional degree programs has grown with the addition of the DPT. All of these programs require students to participate in community based learning.</p> <p>The graduate program in the School of Social Work has focused on sustainability by choosing engagement projects that last</p>	
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		<p>beyond a single cohort of students, allowing future cohorts to build upon prior efforts. For example, SOCW 6111 students began the Cinderella Project in 2013. This project has grown to include not only the provision of prom dresses, but also accessories, shoes, and cosmetology services.</p>	
<p>Other. (Please specify in the "What has changed..." text box to the right.)</p>		<p>(Word limit: <b>500</b>)  2012 was the first year of data reporting for the UNC Community Engagement and Economic Development Metrics. According to the 2012 ECU UNC CEED report, 10231 graduate and undergraduate students participated in a course that included community based learning. ECU students use co-curricular projects to engage with the</p>	<p><a href="http://www.ecu.edu/news/MUVE.cfm">http://www.ecu.edu/news/MUVE.cfm</a>  <a href="http://www.ecu.edu/plan/outreach.cfm">http://www.ecu.edu/plan/outreach.cfm</a>  <a href="http://www.ecu.edu/cs-dhs/ah/upload/Alliance-Fall-2013.pdf">http://www.ecu.edu/cs-dhs/ah/upload/Alliance-Fall-2013.pdf</a></p>

		<p>community and apply program knowledge. While not tied to a single course, they are tied to an area of study. For example, two ECU students began Project Muve to work with youth and senior adults. The project pairs MUVE members one-on-one with a child or a senior adult, with a goal of providing needs-based activities designed to motivate and inspire. Planning students work with the Old Waynesboro Commission; NC Department of Commerce on healthy communities planning; the city of Greenville on crime prevention, housing and emergency management. Students in the Department of Physical Therapy worked with Amtryke to build and fit bikes</p>	
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		for community children with disabilities.	
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7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Turning Community Based Learning to Scholarship

ECU faculty focus on the role of community engagement as a transformative process. They are interested in how engagement impacts student values, beliefs, and worldviews. They use qualitative, quantitative and mixed methods research matched to the research questions. The student populations include professional students, undergraduate and graduate students. The topics range from service-learning as a pedagogy to interprofessional education. The majority of the faculty work with colleagues through an interdisciplinary or interprofessional focus. Products include research manuscripts, professional presentations, community presentations, policy briefs, and curricular products.

How Scholarship is Supported

Scholarship is supported through the EOSA, the VSLC, Office for Faculty Excellence, Division of Research and Graduate Studies, and through external grants and contracts. EOSA and the VSLC provide networking and research development opportunities. The Division of Research and Graduate Studies provides grants such as East-West Collaboration and Research and Creative Activities grants. The Office of Grants and Contracts and the Office of Research Integrity and Compliance (ORIC) provides guidance about unique issues related to research involving students and communities. At ECU the ORIC has been particularly helpful regarding the consent process, ethical issues related to data gathering and storage, and the use of incentives.

Five Examples:

Ballard, S., Kalisch, H., Coughlin, S., Lamson, A. Old Age is a Part of Living: Student Reflections on Intergenerational Service-Learning National Council on Family Relations, Phoenix Arizona and article in Gerontology and Geriatrics Education. Faculty are from the College of Human Ecology, Child Development and Family Relations

Dotson-Blake, K. Counselor education and service-learning: University-community partnerships promoting learning, advocacy and social justice. Southern Association of Counselor Educators and Supervisors Savannah, GA. Faculty are from the College of Education, Higher, Adult and Counselor Education

Duffrin, M. Harris, N., Carraway-Stage, V. Improving Self-Efficacy of Dietetic Students to Provide Nutrition Education for Minority Preschool Children International Congress of Dietetics. Faculty are from the College of Human Ecology, Nutrition Sciences

Hall, Cathy W., Pinelli, T., Collaborative educational experiences through higher education-industry partnerships ASQ STEM Conference, Menomoni, WI July 16-17, 2012. Faculty are from the College of Arts and Sciences, Psychology

Kelly, Kathryn K., Peery, K., Kolasa, K. Developing partnerships with the community between health professions and students. J Community Engagement and Scholarship. Faculty are from the Brody School of Medicine

8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)

#### The Trajectory of Curricular Engagement

At ECU community based learning appears to be on the increase while service-learning continues to be used less frequently as a pedagogy. Anecdotally, this difference appears to be related to the rigor of the SL designation process and the perceived time it takes to refine or develop a SL course syllabus. Other reasons offered by faculty, especially in professional programs, is that their students already experience curricular engagement through required fieldwork, practica, clinical experiences, etc. These same faculty also report a heightened attention to a “person centered” focus in these types of experiences as health care and education change delivery models. Discussions are ongoing regarding the development of a second type of designation for community based learning.

#### The Strategic Plan for Curricular Engagement

The Office of Diversity and Equity, the Volunteer and Service-Learning Center, the Office of Public Service and Community, and the Office for Faculty Excellence agreed to collaborate on the development of strategic initiative related to faculty development in the pedagogies of service-learning and community based learning. One strategy identified was the development of a series of symposia and workshops that enhance skills and abilities related to curricular engagement. One example is the Fall 2014 symposium “Diversity in the Curriculum.” Not only will this event include difficult conversations in the classroom, skills to support inclusion and best practices for assessing student’s cultural competence, it will focus on the use of curricular engagement as a primary way students learn about diversity and inclusion. The

Volunteer and Service-Learning Center and the Faculty Senate Service-Learning Committee plan to survey ECU faculty to identify motivation and incentives, barriers and opportunities for using service-learning. The results of this survey will be used to develop and modify current learning activities. In the fall of 2013 the Volunteer and Service-Learning Center and the Faculty Senate Service-Learning Committee held a Service-Learning Retreat and Faculty Fellows program. Evaluations of the retreat will refine the use of a retreat format with future faculty fellows. Finally, because ECU is a state leader in distance education, we plan to assess the use of service-learning in distance education courses and use the data to determine what resources should be dedicated to service-learning with this student population. The Faculty Senate Service-Learning Committee has discussed a modification of the current SL destination process to include a second or third type of designation that would implement a developmental progression from say community based learning to service-learning.

## **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.).

There are a total of eight (8) questions in this section.

### **Outreach**

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

The largest change in outreach is the way it is accounted for and measured. As a result of the UNC Community Engagement and Economic Development metrics and ECU's decision to complete a self-study for the Innovation and Economic Prosperity designation, data from the Office of Continuing Studies, Athletics and ticketed events are now integrated into ECU data about public service. We have also noted a shift in populations served. For example, the Office of Continuing Studies began a program oriented to older adults, the university added a Military Outreach Office and staffing, and the Office of Innovation and Economic Development partnered with the Department of Commerce to address grant writing skills in small, rural municipalities.

Example 1: The Office of Continuing Studies supports ECU in maintaining their leadership role in the areas of distance

and technology enhanced learning both in and beyond our region. Continuing Professional Education's major role is to respond to the educational needs of professionals and other adults in our service region and beyond. CPE provides access to non-credit, face-to-face and online learning opportunities for professional, intellectual, and personal growth. The Lifelong Learning Program is a recent outreach initiative for adults 50 and older. Courses have focused on health issues, North Carolina history, world affairs, music, writing, photography, art, travel, cultural issues, environment, great literature, book discussions, gardening, and other areas of interest to members. For example, participants benefit from travel and history through the Historic Halifax trip. Halifax, a commercial and political center at the time of the American Revolution and the setting where the 83 delegates of the North Carolina's Fourth Provincial Congress adopted on April 12, 1776 the "Halifax Resolves," was the site of the first official action by an entire colony recommending independence from England.

Example Two: The Military Outreach Office provides military service members a single contact point for bringing educational programs to military students. ECU staff and faculty assist military students with educational counseling, tuition questions, and residency concerns, as well as special issues. The office offers assistance with registration, advising, problem resolution and provides a space for students with military backgrounds. Because many of the students are still in active service, the office specializes in assistance with distance education courses and transfer courses.

Example Three: ECU's Office of Innovation and Economic Development (OIED) programs include the Municipal Management and Innovation Initiative and the Precision Marketing Initiative that partner ECU faculty with local, regional, and state economic developers to move from the initial stages of strategic planning to complex interactions. The Center for Survey Research partners with communities to provide public opinion research (surveys and focus groups) to assist with required community health assessments and other research for community planning and development. Community Enhancement and Economic Transformation Initiative (CEETI) is the result of a partnership between the North Carolina Department of Commerce (Commerce) and East Carolina University (ECU) that leverages the resources and expertise of both organizations in support of comprehensive economic development in eastern North Carolina communities.

1. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500):

Three major changes have occurred. 1) changes in the method of interaction with the community, 2) an expansion in the content of ECU outreach, and 3) development of public service policies.

#### Co-curricular Services as Outreach

Within the Division of Student Affairs, Campus Recreation and Wellness (CRW) provides a variety of programs and services available to Student Recreation Center members and their dependents, dependents of non-member faculty/staff, and individuals within the local community. Examples of Youth and Family Programs include Parents' Night Out, Wall/Tower Day, and Adventurous Pirate Kids. CRW also features the opportunity to customize group parties for the climbing wall and swimming pool. A highly successful Summer Camps program has grown from about 200 slots to 900, thereby serving youth in the community and bringing in more than \$80,000 in revenue each year.

#### Library and Outreach

Since 2011, a successful outreach effort by Laupus/EAHEC (Eastern Area Health Education Center) Outreach Library Services Program has provided the means for rural health care practitioners and those in their communities to connect and access health information. Laupus Library has made a commitment of time and expertise as well as preparing and submitting grant applications for NN/LM funding through the National Library of Medicine that has been instrumental in launching this community-based outreach.

Joyner and Laupus Library collaborate to preserve and offer to the community the libraries' unique historical collections and artifacts by digitization and posting the content on the web thereby making them openly accessible. The Digital Collections at ECU contains significant collections from both university libraries and the Country Doctor Museum. This process allows researchers and the larger community to explore the region's history and culture.

#### Athletics as Outreach

Athletics has increasingly developed a public service initiative. For example, the annual Breakfast of Champions, sponsored by PotashCorp Aurora, recognizes East Carolina University's outstanding student-athletes for their unparalleled commitment to academics, athletics, and community involvement. ECU developed a Student-Athlete Community Outreach Policy that states, the student-athletes of East Carolina University are regarded as role models throughout the community. Through the student-athlete community outreach program, the Pirates have worked hard to affect positive change and provide assistance to those in need in the Greenville area. Teams and individual student-athletes have volunteered their time at various community events and nonprofit organizations such as: Pitt County Schools, The Food Bank of Eastern NC, The Pitt County Boys and Girls Club, The Down East Walk to Defeat ALS and many others.

#### Culture as Outreach

The Country Doctor Museum has recently expanded their education and community outreach efforts: The CDM has recently begun hosting the annual "History Alive!" event in Bailey. Free tours of the museum are available along with musicians, civil war medical experts, and other area museum and history vendors with displays.

The CDM hosted a mobile mammography unit in their parking lot in September 2013 providing free mammograms and health screenings to women in the Bailey area.

The CDM offers local college and high school student internships to provide those interested in history the opportunity to work with the museum's medical and historical artifacts and collections.

**Partnerships** Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

- **Download the Partnership Grid template** (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

2. In comparing the "partnership grid" from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500)

#### Quality

The 2008 Carnegie self-study provided baseline data on ECU community partnerships. The partnerships included in the 2008 application were the ones known to members of the ECU Carnegie Team. With the initiation of the Engagement and Outreach Scholars Academy and a Director of EOSA, these partnerships could then be tracked over time. In 2011, the SACS Public Service Working Group reviewed the 15 campus community partnerships included in the Carnegie application and found that 14 partnerships included in the original partnership grid were still in existence. Since 2011, partnerships continue to be tracked by the Office of Public Service and Community Relations and the Volunteer and Service-Learning Center. Beginning in 2012, these separate tracking systems were shared to better identify ECU partners and their involvement at ECU in student learning, research and volunteerism.

#### Quantity

In 2013 sixty sustained partnerships were included in the data sent to UNC General Administration. These partnerships met the following criteria: 1) partners from BOTH the university and another non-university sector (but NOT an academic disciplinary society, 2) expressed goals and anticipated and/or achieved outcomes for the university and community partners, 3) knowledge or expertise exchanged across the university and community to meet the goals of the activity, 4) project addressed a specific community interest.



## Quality

In 2009 ECU's mission statement was revised to include five strategic directions and in 2014 to include seven strategic directions. The sixty partnerships provided an adequate sample to make sure that each strategic direction was represented and that we had partnerships representing "student success, public service and regional transformation," core concepts in our mission. What changed from 2008 was the difficulty in choosing 15 representative partnerships. We used our mission and strategic directions, geographic and unit representativeness, length of partnership, purpose and impact to select the 15 for the 2014 application. So in comparing 2008 to 2014 many partnerships were not included. That led us to a question, Why? In one instance the partnership changed dramatically (Tillery Wellness is now focused on grant writing for the community non profit). Five partnerships no longer exist due to changes at ECU and in the community (ARISE, Food Literacy, Washington Community Engagement Model, RENCI, and NC-STEP).

## Impact

A comparison of the impact statements in the grid to the identified needs in eastern North Carolina reveals that community-ECU partnerships address health and health care, education and student success, economic development, workforce development, and the environment. A current area of interest among ECU leaders is the concept of transformational regional impact. The question being posed is, How could ECU use internal and external collaboration to create transformational partnerships that are at the level of the institution (not a single faculty member) and that are enduring? This question is key to the success of the draft ECU strategic plan and could form the basis for a new model for ECU's partnership development.

1. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500)

In 2008 any actions taken around partnerships were partially dependent on the faculty involved and staff in the Volunteer and Service-Learning Center. The 2008 application highlighted a need to institutionalize our commitment to partnerships.

## Actions Taken to Initiate Partnerships

The Engagement and Outreach Scholars Academy focuses on partnership development including processes for matching community needs to faculty abilities and skills. Scholars learn how to develop agreements to clarify roles, goals, expectations and deliverables. The Public Service Assessment Units report on new partnerships in the TracDat reports. The Volunteer and Service-Learning Center has developed a community partnership assessment process for both new and existing community partners. The process involves an initial screening tool/interview guide to determine matching

needs, resources, and potential opportunities.

#### Actions Taken to Sustain Partnerships

The Volunteer and Service-Learning Center and the Office of Public Service and Community Relations are working together to develop a revised, comprehensive data base that will allow both offices up to date contact information for our partners. Partnerships specific to the Volunteer and Service-Learning Center are tracked using new OrgSync service management software. Both offices are committed continuing development through annual symposium, feedback sessions, and partner surveys. Feedback from our partners is used to modify ECU's behavior, policies and procedures and communication with the community.

#### Actions Taken to Assess Partnerships

Once a partnership begins, the Volunteer and Service-Learning staff and ECU engaged scholars set up check-in meetings. An ECU representative may send a partner survey, schedule a meeting or conduct a phone conversation to solicit input on student investment, overall communication, and faculty involvement, as well as perceived next steps and future projects and needs. At all levels, partners and ECU staff are given a voice in the assessment process.

- How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500)

Prior to the last classification, ECU did not formally assess partnerships. Anecdotal reports were available upon request to the faculty member from the partnership, but assessment data was not collected at the institutional level. Community partners had no formal method or person to contact regarding feedback. With the move of the VSLC and the creation of OPSCR, partners have two points of entry for providing feedback. These two offices work together to review partnership assessment data.

In addition to the steps outlined above, ECU has initiated assessments using surveys developed by national organizations. For example, in 2013-2014 ECU distributed an assessment created by the Association of Public and Land Grant Universities to 147 community stakeholders. From the results, we learned that while we have some skills and abilities necessary to maintain partnerships, we need to do better on communication, responsiveness, and sharing power. This data will be shared both in paper form as a summary of the assessment data and through a meeting of as many external stakeholders as can attend a meeting to discuss the data, interpret the data and determine what steps ECU needs to do in order to improve.

Barbara Holland facilitated a community partner feedback session reported in an earlier question. We learned that we need to do a better job of listening, that we need to reduce our reliance on email and make time for more face-to-face meetings, we need to honor our commitments, and we need to hold faculty and students accountable for their promises. The data from the feedback session was shared with the participants in an emailed and mailed report. Each participant received a thank you note indicating that his or her time and expertise would make a difference in the way ECU does business.

What we have learned is the importance of open, honest and regular communication. This communication needs to be appropriate and timely if partnerships are to improve. The communication needs to occur between all partners involved, community partners, students, faculty, staff. Communication is a process and there must be a record and it needs to be initiated by all team members. Rotating meeting locations, facilitators and record keepers is one example of a process. Finally, partners must understand their role and how it fits the partnership. They need opportunities for feedback on how well they are filling their role and they need opportunities for improvement.

- How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Community-faculty collaborations are supported through EOSA, the VSLC, the Division of Research and Graduate Studies, and through external grants and contracts. EOSA and the VSLC provide guidance on the development and maintenance of partnerships. The Division of Research and Graduate Studies provides grants such as East-West Collaboration and Research and Creative Activities grants that support scholarship. The Office of Grants and Contracts and the Office of Research Integrity and Compliance provides guidance about unique issues related intellectual property, community grants and expenditures, and community Institutional Review Boards. EOSA provides trained graduate assistants to help in implementation of the research and the development of scholarship projects.

Scholarly products include presentations, publications, community briefings, articles in community newsletters and articles on websites. Faculty report that community partners assist in several ways. Some partners serve as co-authors, participating in the writing process on presentations and articles. Other partners provide space for community dialogues

focused on data interpretation. Partners provide photographs that accompany articles and presentations. In addition, community members participate in practice sessions where presenters are evaluated for their content and presentation styles.

Gibson, S.G., Walker, P., Harris, M.L. & Harris, D. (2010). Investigating the Entrepreneurial Attitudes of African Americans: A Study of Young Adults. *Proceedings of the 2010 Small Business Institute Conference*. Albuquerque, New Mexico. Written with community partner (Denisha Harris is a community partner with the Pitt County Minority and Women Business Enterprise and this is a project from Dr. Harris's EOSA research). Faculty are from the College of Business

Wall Basset, E., Gantt, L., Fang, X, Harris, N. & Hopkins, J. Evaluation of a Community Engagement Nutrition Education Program to Increase Knowledge and Self-Efficacy among Caribbean Healthcare Workers. *Journal of Community Nutrition and Health*. (a Delphi study done in partnership with the country of Dominica). Faculty are from the College of Human Ecology, Nutrition Sciences

Pierpont, J.H. Contreras, R., Larson, K., Griffith, D., Peralta, J. Capacity building in the Latino community: Lessons from the Promotora Project in Eastern North Carolina *Practicing Anthropology*. (Juvencio Peralta is the Director of AMEXCAN) Faculty are from the College of Arts and Sciences, Anthropology and the College of Nursing

Spruill, Richard K. (2012). Community Position Statements relative to Senate Bill 76- Cooperative Planning Group, Onslow County - Marine Corp Base Camp Lejeune, Onslow Water and Sewer Authority, City of Jacksonville. Faculty member is from the College of Arts and Sciences, Geology

O'Halloran, C. S., Barber, N. Murray, A. Cashion, M. Tourism, Non-Profit Organizations, and Environmental Attitudes and Behaviors: A Pilot Study of Perceptions of Residents of a River Basin. *Consortium Journal of Hospitality and Tourism*. (done in partnership with the Pamlico-Tar River Foundation) Faculty and students are from the College of Human Ecology, Hospitality Leadership

- Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Where have we been?

Before the 2008 self-study for the Carnegie application, ECU was committed to its motto *Servire* with little awareness of the many ways ‘to serve.’ The ECU community didn’t understand the differences between outreach and partnerships, service-learning and fieldwork, volunteerism and curricular service. The self-study forced us to 1) bring together a network of faculty and administrators who believed in the value of working together, 2) define what community engagement and public service meant, 3) identify how faculty, staff and students engaged with our community, 4) identify what ECU was doing with communities, and 5) identify and interact with our community colleagues. This analysis led to definitions, models, and an identification of strengths and weaknesses. Ultimately there was a commitment to honoring outreach, engagement, curricular service, extra and co curricular service and volunteerism. We realized that our views of our community colleagues and ourselves change across this continuum. We identified that communities may want outreach. They are happy with a consultant coming in, identifying a problem, posing a solution and leaving. We also realized that some communities wanted to be valued for their knowledge, skills, and abilities and they wanted a long-term relationship. Once we understood those differing relationships, we were able to intentionally make decisions and plan for how we would prepare ECU members to work in partnerships.

Where are we now and where are we going?

The public service infrastructure is partially developed. There are two offices: one devoted to public service strategic planning, assessment, quality improvement, and development of engaged scholars. The other focused on student learning through curricular pedagogies and student volunteerism. For the past year the two offices have worked closely together, identifying areas of synergy and opportunity. They share goals and strategies, all focused on how ECU can meet its mission of being a model for student success, public service and regional transformation. Both have identified a need to improve partnership initiation, partnership maintenance, partnership tracking and partnership evaluation. Both offices are aware that too often we rely on a small set of partners in a geographically narrow area while our university claims to serve the region. Overcoming this issue will take time and resources. It is difficult to get students to travel to partners, especially with compressed class schedules. We also realize that resource allocation will become increasingly difficult in a state where funding to higher education is being cut. The Volunteer and Service-Learning Center is partially supported by student fees, yet our enrolment numbers have recently dropped and student fees will be required to build and support two new student centers. The Office of Public Service and Community Relations is funded by state dollars, both permanent and non-recurring. Over the past 2 years, permanent dollars have diminished, leaving a reliance on less dependable non-recurring funds. Because these state dollars come with restrictions, it is impossible to fund items like food, community partner travel, and some incentives that would help cover the time and effort of community members.

### **III. Wrap-Up**

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: 500)

In Fall 2013 “the University Committee on Fiscal Sustainability (UCFS) was appointed by Chancellor Ballard. The UCFS was charged with developing recommendations that will improve the institution’s ability to cope with mounting financial pressures in the short and longer terms. It is critically important to note that our recommendations encompass those which can be accomplished in a few weeks or months and those which will take years to come to fruition. It is also critically important to note that fiscal pressure, reductions to state appropriations, and reallocation actions are likely to continue for many years to come.” On April 7 the committee released its draft set of recommendations. One recommendation impacts the OPSCR. Within Organizational Consolidation and Reorganization a recommendation reads, move the Office of Public Service and Community Relations from the Chancellor’s Division to the Office of Innovation and Economic Development. The Committee will finalize these recommendations in May, 2014 and presented to the Chancellor for consideration.

Beginning in 2012, ECU initiated the development of a Policy, Rules and Procedures (PRR) for ECU space. ECU worked with community members and groups to identify processes for booking ECU facilities. The outcome was a PRR that described both co-sponsored activities and non-affiliated activities, articulated a set of procedures for both, and articulated the responsibilities of community organizations using ECU facilities. In spring 2014 the university began implementing the PRR through the development of a Centralized Reservation Office, providing a single place of contact for community organizations wishing to use ECU spaces.

Staff Senate has increased service since 2008. Staff Senate committees are expected to engage in at least one service project or volunteer opportunity every semester. This has resulted in six agencies per year being impacted in contrast to one event through one organization. The ECU Staff Senate promotes February as a month of service. This is a collaborative effort with UNC Staff Assembly (made up of delegates from each UNC system Staff Senate body) to increase awareness of the importance of service and volunteerism across all staff in the University system. Moreover, every staff member is granted 24 hours of community service leave. ECU’s Staff Senate promotes the use of the community service leave to impact our region through volunteerism. An example of this occurred in December 2013 when members of the Staff Senate worked with the Humane Society of Eastern Carolina to cover all volunteer shifts during one day on a weekday during their largest annual fundraiser.

The following questions used data from years other than 2012-2013: I.b. 1b & 2 included our new mission; I.C. 3c included the Innovation & Economic Prosperity designation self-study begun in 2013-2014; I.C 3.e & f, and 11 included data on workshops run by Barbara Holland; I.C. 12 included codes in revision currently; I.C. 15 included the Fall 2014

Symposium on Diversity in the Curriculum. This occurred for two reasons, 1) data from that year was not accessible, 2) we need to identify and explain recent changes to institutional culture.

### **Request for Permission to use Application for Research**

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

- A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.  
 No  Yes
  
- B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.  
 No  Yes

**2014 Carnegie Partnership Grid  
East Carolina University**

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Engagement & Outreach Scholars Academy	In 2013: North Carolina Department of Public Safety, Pink Hill Elementary, Snow Hill Primary "Los Puentes" , Capital Area Transit, Association of Mexicans in North Carolina, Vidant Family Medicine Washington; Eastern Area Health Education Center; Beaufort County Health Department , Town of Windsor Board of Commissioner, Pitt County	Office of Public Service & Community Relations	to increase participants' knowledge, motivation, and capacity to secure research funding and conduct scholarly engagement within engagement, outreach, and curricular engagement. The Academies allow key external stakeholders to partner with ECU faculty and improve the quality of life for eastern North Carolina and beyond	5 years	58	66 graduate, 43 undergraduate	110000 internal grants	Address community needs through engaged scholarship, provide students hands on research experience, teach graduate students mentorship skills	Regional transformatin throughrovision of health services, reduction in environmental health hazards, enhancement of ecotourism, increased self efficacy of participants; served 250 community members; served Lenoir, Pitt, Greene, Hertford, Dare,Hyde, Beaufort counties, and Eastern NC
Lucille Gorham Inter Generational Community Center	City of Greenville (local gov), Pitt Comm. College (educational body), West Greenville Residents (community group)	Volunteer and Service-learning Center (prior to 2014 College of Human Ecology, Office of Public Service & Community Relations)	Engage the West Greenville community in revitalization efforts including after school programs for youth, health programs for all members, and a community garden	7 years	3	57	2.2M	Developed a successful model of a town-gown partnership. Provided internship opportunities for numerous graduate and undergraduate students.	Model for public service using a co-located parnerthip in a community center for a low-SES neighborhood with activities ranging from afterschool assistance to health promotion to assistance for aging community members; 18,000 community members of Pitt county served
FoodMaster	9 county school systems in NC and Ohio (educational); Marshall University (educational);	College of Human Ecology: Nutrition Science	Develop a STEM educational module using food	9 years	11	59	2.8M SEPA, 180,000 USDA	Developed a cross-curricular STEM partnership to create a highly sought-after food-based math/science curriculum	Student success model through training teachers across NC and Ohio on the benefits of using food as a teaching mechanisim. Students end-of-grade researcher developed test scores in math/science saw improvement after intervention with FoodMASTER program; served 300 150+ teachers, 3000 1500+community membres, 2000 500+ professionals, 1500 3000+ impacted by teachers; served Ashe, Craven, Gaston, Harnett, Mecklenburg, Pamlico, Pitt, Surry, Wake counties in NC
Small Business Institute	business/industry; specifically, regional small business owners	College of Business, Department of Management	The purpose of the Small Business Institute is to provide specialized on-site business consulting for small business clients, while providing an in-depth experiential learning opportunity for ECU business students.	about 34 years	1	approx. 40 per academic year	0	This program provides senior-level students with an experiential learning opportunity and direct business experience, while also allowing the College of Business to become more engaged with the regional small business community. Additionally, this program allows for applied research opportunities to learn about the needs and strategic choices of small business owners.	Regional transformation using a Small Business Institute model where student teams have worked with 85 regional small business owners, contributing approximately 35,000 hours of fieldwork to these clients. We have achieved a high satisfaction rate from our clients throughout this time period; serves clients throughout eastern NC, within a one hour drive of campus; Awards/Honors: 2013 National SBI Mentor Award; 2010 National SBI Showcase Award Winner; Participate in the National Small Business Institute Case Competition. The awards received since 2005 include: 2013: 1st place, National Undergraduate Business Plan/Feasibility Division; 2013: 2nd place, National Graduate Business Plan/Feasibility Division; 2012: 3rd place, National Undergraduate Business Plan/Feasibility Division; 2012: 2nd place, National Graduate Business Plan/Feasibility Division; 2011: 1st place, National Undergraduate Specialized Division; 2011: 2nd place, National Undergraduate Comprehensive Division; 2010: 3rd place, National Undergraduate Comprehensive Division; 2009: 1st place, National Undergraduate Specialized Division; 2009: 1st place, National Business Plan/Feasibility Division; 2008: 4th place, National Undergraduate Comprehensive Division; 2006: 1st place, National Undergraduate Comprehensive Division; 2005: 2nd place, National Undergraduate Comprehensive Division
Latham Clinical Schools Network/State Employees' Credit Union Partnership East	38 Public School LEAs (non-profit) 19 Community Colleges (non-profit)	College of Education: Office of Teacher Education	To provide a network in which public schools and East Carolina can collaborate; to seek to enhance recruitment, retention, and renewal of teachers from pre-service to in-service; to provide quality field placements and clinical experiences for teacher educaiton candidates; to facilitate the implementation of innovative practices and new initiatives in both public schools and universities, and to provide continuous professional development for public school and university partners.	18 years	approx. 10	approx. 3550	1. ~\$400,000 including salaries and 2. \$2 million for scholarships in SECU PE	Collaborative power of 38 public school systems and the largest teacher preparation institution in the state of North Carolina; Quality field experience placements for pre-service teachers with trained clinical teachers in diverse public school settings which include over 700 Senior Year Experience interns placed within the Network and over 3500 undergraduate practicum stuents placed within the Network; Clinical Schools Network Training Sessions for faculty; Clinical Teacher Conference for university faculty annually; recruitment and employment of graduates.	Student success through shared responsibility for the recruitment, induction, retention, and renewal of teachers in eastern North Carolina and the creation of authentic clinical experiences in which university faculty, public schools faculty, teacher education candidates and public school students can interact;served 38 school districts/19 Community Colleges



**2014 Carnegie Partnership Grid  
East Carolina University**

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
East Carolina Center for Nursing Leadership	Vidant Health System CarolinaEast Health System  Foundation for Nursing Excellence (FFNE - nonprofit);  NC Nurses Association (nonprofit);  NC AHEC (nonprofit);  NC Board of Nursing (nonprofit);  NC AARP (nonprofit)	College of Nursing, Graduate Nursing Science	Collaborate to promote nursing leadership development by providing consultation, research partnerships, and educational services. Coordinate all Future of Nursing statewide initiatives to transform the health of NC citizens	6 years	5	7	\$800/day for education services	Increased student knowledge of nursing leadership challenges to promote patient safety, cost effectiveness and quality outcomes Increased awareness of the ECCNL and its impact on eastern NC citizens and leadership development for nurses	Increased development of nursing leadership team; focused effort in 29 eastern NC counties. Better prepared nurses and nurse leaders; served NC - all 100 counties
NC Agromedicine Institute: Risk Mitigation, AgriSafe of Albemarle, NC AgrAbility Partnership, Certified Logging Operator Training Course	El Group (business), NC Cooperative Extension (includes local Extension offices) [State & County ]; NC Strawberry Association [business Industry Group, Non-Profit]; Grainger (business); chemical vendors (business); NC Department of Agriculture-Pesticide Section [state]Wilson & Jackson County Farm Bureau; farms (business); NC Division of Public Health [state]; NC Vegetable Growers Association (business industry group); private occupational health companies (business); Albemarle Regional Health Services; CommWell Health; Hertford County Public Health Authority (Community health agencies, non-profit); NC Cooperative Extension (includes Extension offices); agribusinesses (business);	NC Agromedicine Institute	Help NC Farms comply with new EPA mandates for the protection from health risks associated with soil fumigant application. 1) Provide farmers/farmworkers and their families with easily accessible preventative occupational health screenings, medical referrals when indicated, personal protection equipment, and agricultural health and safety education. 2) Train healthcare providers, Cooperative Extension Agents, students, and others in agricultural medicine. Assist individuals farming with a disability; train OT, PT, RN and other health care students and professionals; establish peer support and service provider networks: Assist individuals farming with a disability; train OT, PT, RN and other health care students and professionals; establish peer support and service provider networks: Develop and implement an entry level training program for logging operators. This program was initiated by an industry group requiring an academic partner. Training in safe equipment operation is central to the course.	4 years	1	11 (graduate assistants), service learning; 8 class project or dissertation research"	\$184,000; \$125,000; \$110,000; \$312,000; \$110,000; \$15,000 Total Partnership support - \$718,000; ECU support \$160,000; \$5,000	Promotes growth in the Institution's capacity to do public service and provides students with learning opportunities associated with research and community partnership.. Increases recognition of ECU's leadership ( in the community and nationally) of the quality of ECU's public service.	This program became a national model for regional transformation. It provided NC Farms with the medical clearance, respirator fit testing and training in selection, use, and care of respirators to allow them to comply with the new EPA regulations for fumigant protection. The project also provided cost share funds to assist farms with cost of implementation. Farms from 46 NC Counties & 6 additional states were served by the project. As a result of the project, a change in fumigant label requirements by EPA resulted. Project staff also provided education to EPA administrators & staff regarding the steps & costs associated with mandate compliance; served 1300 community members and all counties of nc: This program reduces health disparities. It promotes access to health care in populations that do not receive adequate care such as migrant farmworkers, low resource farmers and their families. It also provides personal protective equipment and occupational safety training; served approx. 4000 community members; served Sampson, Johnston, Pender, Bladen, Pasquotank, Perquimans, Camden, Chowan, Currituck, Bertie, and Gates counties. Other NC counties as requested; goal is to train providers in all 100 counties; Program provides an analysis of needs of the clients; arranges access to needed services such as the purchase of assistive technologies; promotes the economic independence of the clients, and improves their quality of life; Coordinates the activities of desperate service organization in these efforts. Provides cost share for assistive technology for residents of 34 eastern NC counties; ECU is responsible for needs assessments and the training of students and outreach to local service providers; served 27 community members and counties wherever there are clients: This program is expected to have a major economic impact for the NC logging industry. It is an industry initiative to meet the needs of the NC logging companies for skilled loggers. This need is reflected in the large number of participants in industry partners. Safety:
Operation Reentry North Carolina	Active military commands and units (federal government, DoD), Department of Defense research agencies (federal government DoD), University of Nebraska, University of Wisconsin, University of North Texas Health Sciences (educational bodies), Veterans Administration (Federal government), Veteran and family support organizations (non-profits)	Office of Innovation and Economic Development, Operation Reentry NC (initiated in College of Allied Health Sciences)	Address the resiliency, rehabilitation and reintegration concerns of military personnel, veterans and their families, as well as the military, VA and civilian health care providers who care for them.	3 years	14	16	\$2,200,000	As a rural-serving, public university centered in one of the most concentrated military corridors in the nation, ECU was asked to team with our DoD and VA partners to help address the resiliency, rehabilitation and reintegration concerns of service personnel, veterans, and their families. ORNC is the manifestation of ECU's service and contributions.	Through the development of unique university/military partnerships, ORNC addresses the resiliency, rehabilitation and reintegration concerns of veterans and their families, as well as the DoD, VA and civilian health care providers who care for them; All North Carolina counties are served. Wisconsin, Nebraska, Texas. Knowledge gained is disseminated nationwide.

**2014 Carnegie Partnership Grid  
East Carolina University**

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Talent Enhancement and Capacity Building Program (TECB)	State Government, Local Government and Nonprofit Organizations	College of Arts and Sciences, Political Sciences, Master of Public Administration program and the Center for Sustainable Tourism	The Talent Enhancement and Capacity Building program (TECB) is an innovative partnership between ECU and the NC Department of Commerce (Commerce) designed to provide technical assistance, training, project support and financial resources that help local governments and non-profit organizations build capacity, increase competitiveness and enhance community and economic vitality.	5 years	4	14	\$1,370,000	22 formal partnerships with local governments; engaged 8 colleges or departments; funded 13 full Graduate Assistantships, 39 faculty-led training sessions; National Award for campus-based Community Development programs; recognition for ECU for innovation in community and economic development.	\$1.37 Million invested in distressed communities, more than \$4 Million leveraged by 7 pilot communities for community projects, increased access to ECU faculty and resources, direct support from ECU professional staff in local administrative, management and project areas. Formal "ECU/Community" partnerships established as commitment to long-term collaboration. Served 17 local governments and 5 nonprofit organizations; served Beaufort, Caswell, Edgecombe, Greene, Halifax, Hyde, Jones, Lenoir, Moore, Pamlico, Perquimans, Pitt, Sampson, and Washington counties
East End Elementary	East End Elementary, Martin County Public Schools (county schools)	Campus Recreation & Wellness, Volunteer and Service-Learning Center, Student Involvement and Leadership, Division of Student Affairs	The partnership between Campus Recreation & Wellness, VSCL, and East End Elementary is designed to promote wellness educational opportunities for local school children, as well as provide afterschool tutoring services.	5 years		25		Students who participate are given the necessary skills to go out in the community and teach. Promotes effective teachers. The students give of their time and the parents do not have to pay for the services.	Increased opportunity for local children to excel in school. Give them access to resources that they may not have or be aware of. Promotes physical activity and wellness in the children of the community as well as their families. Served Martin county
Third Street Community Center	Third Street Community Center (nonprofit organization)	College of Fine Arts & Communication, Honors College, Volunteer and Service-Learning Center, Greek Life, Student Involvement and Leadership, Division of Student Affairs, CFAC	TSCC is a non-profit organization focusing on empowerment and capacity-building in a way that brings dignity and a hopeful future. Core strategies to achieve that mission include: Youth development, arts advocacy, business development. Student Affairs partners with TSCC to offer service-learning opportunities for students, one-time volunteer opportunities, and an AmeriCorps VISTA for 2013-2014.	2 years	15			building bridges between ECU campus and West Greenville community	Public service model using a partnership with TSCC designed to build capacity as they seek to provide services to residents of West Greenville. Served 50 community members and Pitt county
A Time for Science Nature and Science Learning Center	A Time for Science Nature and Science Learning Center	Harriot College of Arts & Sciences: Center for Biodiversity / Dept of Biology	To increase science literacy and environmental appreciation in eastern North Carolina, and enhance environmental research	5 years	At least 6	At least 19		This partnership has provided an excellent venue and networking opportunity for our environmental outreach efforts. It also has provided many opportunities to expand the broader impacts of our work, including that aspect of grant proposals. Moreover, we benefit by using ATFS lands for research purposes.	Eastern NC has benefitted from our partnership because it blends the expertise of faculty with the programming and infrastructure available through ATFS. Our good working relationship has also allowed both partners to better advertise our events and find the appropriate audience for science learning activities for the public. Served hundreds or more community members; served Pitt, Lenoir, Greene, Dare, Hyde, Camden counties, and possibly more
CITE	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.	College of Technology & Computer Science	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 NC CCS requires resources for specialized training.	3 years	28 of 86 faculty in the College of Technology and Computer Science in 07-08	10 students in 07-08	CITE is self supporting through client fees, except for Director's salary funded by ECU.	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.	Regional transformtin with the North Carolina Department of Commerce, Commission on Workforce Development, CITE developed and secured incumbent Workforce Training Grants: Moorecraft Reels (Tarboro), APV Invenus (Goldsboro), Carolina Cabinet Company (Wilson), Carolina Forge Corporation (Wilson), Worth Products (Snow Hill), Goldsboro Machine Works (Goldsboro). Defense Holdings Incorporated (DHI) established a plant in Trenton, NC as part of the move from Annapolis, MD with the assistance of CITE for plant layout and other matters involved with the move of processes from other facilities to the NC plant.
Community Health Clinics & Bernstein Center	Pitt Community College, community groups, Dept of Social Services, Pitt County Med Society, Access East, Office of Rural Health, public health, Eastern Carolina Community Health Consortium, Pitt County Memorial Hospital	Brody School of Medicine, Dept of Child Development and Family Relations, School of Social Work, Psychology, College of Nursing	Provide primary health care, dental care and pharmacy services for low-income people in Pitt and surrounding counties	7 years	8	31	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, US HRSA	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.	Public service model that sees 3000 patients annually. While the clinics and center focuses on the uninsured, they accept 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.

**2014 Carnegie Partnership Grid  
East Carolina University**

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Partnering for Prevention	Pitt County Schools	College of Health & Human Performance: Department of Health Education and Promotion	Improve athletes' health and safety by providing licensed athletic trainers in Pitt County high schools and administration of the Pitt County Schools' Athletic Training Program	4 years	1	Over the 4 years: 14 graduate students, 200 undergraduates	\$344,005 (will be \$590,000 by the end of March 2014)	<ul style="list-style-type: none"> <li>a. Increased number of faculty and graduate assistantships over 4 years</li> <li>b. The project has enabled the submission of pilot grants submitted to NIH and has led to a half dozen other grant opportunities</li> <li>c. Multiple interdisciplinary collaborations (from 4+ departments on campus) have formed to study elements resulting from this partnership or outcomes</li> <li>d. Working with Office of Tech Transfer, 1 patent application has been submitted and is under</li> </ul>	<ul style="list-style-type: none"> <li>a. Achieve compliance with state regulations, laws, and mandates</li> <li>b. County-appointed coordinator of AT Program and collaborator with PC Schools Administration</li> <li>c. School-based full-time athletic trainer in each high school</li> <li>d. On-site AT for all middle and high school athletes of high risk sports</li> <li>e. Medical directorship of PC AT Program by a physician specializing in sports medicine</li> <li>f. Evidence-based preventative AT practices and medical protocols</li> <li>g. Sports medicine physician on-site for coverage of high school home football contests</li> </ul>

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Marilyn Sheerer, Provost John Fletcher, Associate Provost for Enrollment Services Julie Poorman, Director of Financial Aid Stephanie Coleman, Assistant Vice Chancellor for Administration & Finance
Agenda Item	VI.
Item Description	Student Financial Aid
Comments	N/A
Action Requested	Discussion
Disposition	
Notes	

# Policy Discussion #1: Financial Aid

# ***Need-Based Student Financial Aid***

## **BOG Policy Discussion**

**April 10, 2014**

# *Presentation Outline*

- **Financial Aid Basics**
- **Federal Programs**
- **State Programs**
- **Campus Programs**
- **Comparisons**

# *Financial Aid Basics*



## *Types of Aid*

- **Aid comes in various forms**
  - Grants/scholarships
  - Loans
  - Scholarship loans/forgivable loans
  - Subsidized work
  - Tuition reduction (waiver, resident tuition, etc.)
- **Given for need, merit, or status**

## *Need-Based Aid*

- **Federal government is the largest provider and federal rules dominate the system.**
- **State aid programs work within the federal rules to better leverage federal dollars.**
- **Need-based aid is designed to provide access to and choice of college.**

# *Financial Aid Basics*

## What is “need?”

- **Determining a student’s need depends on two factors: cost of attendance and expected family contribution.**

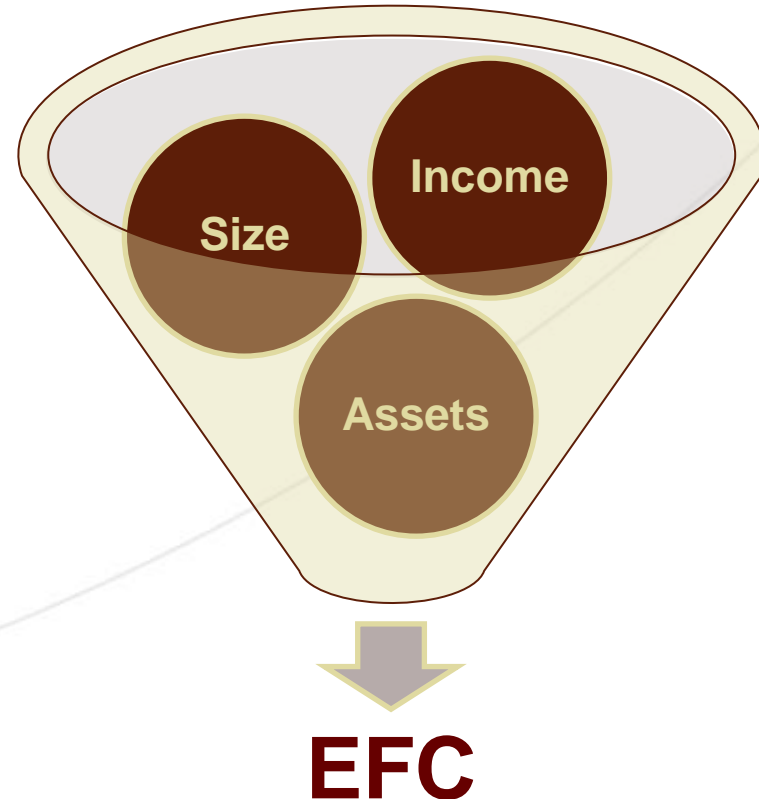


## Cost of Attendance

- Tuition
  - Required Fees
  - Room and Board
  - Books and Supplies
  - Transportation
  - Miscellaneous Expenses
- 
- Costs of attendance vary by college and students' living situation.

## Expected Family Contribution

- Represents the minimum share of expenses a family is expected to bear
- Based on information submitted on the Free Application for Federal Student Aid (FAFSA)
- Exact formula differs by program



## *Median Household Income*

- **North Carolina's median household income is \$46,450.**

*Source: US Census Bureau, 2008-2012 American Community Survey (in 2012 inflation-adjusted dollars)*

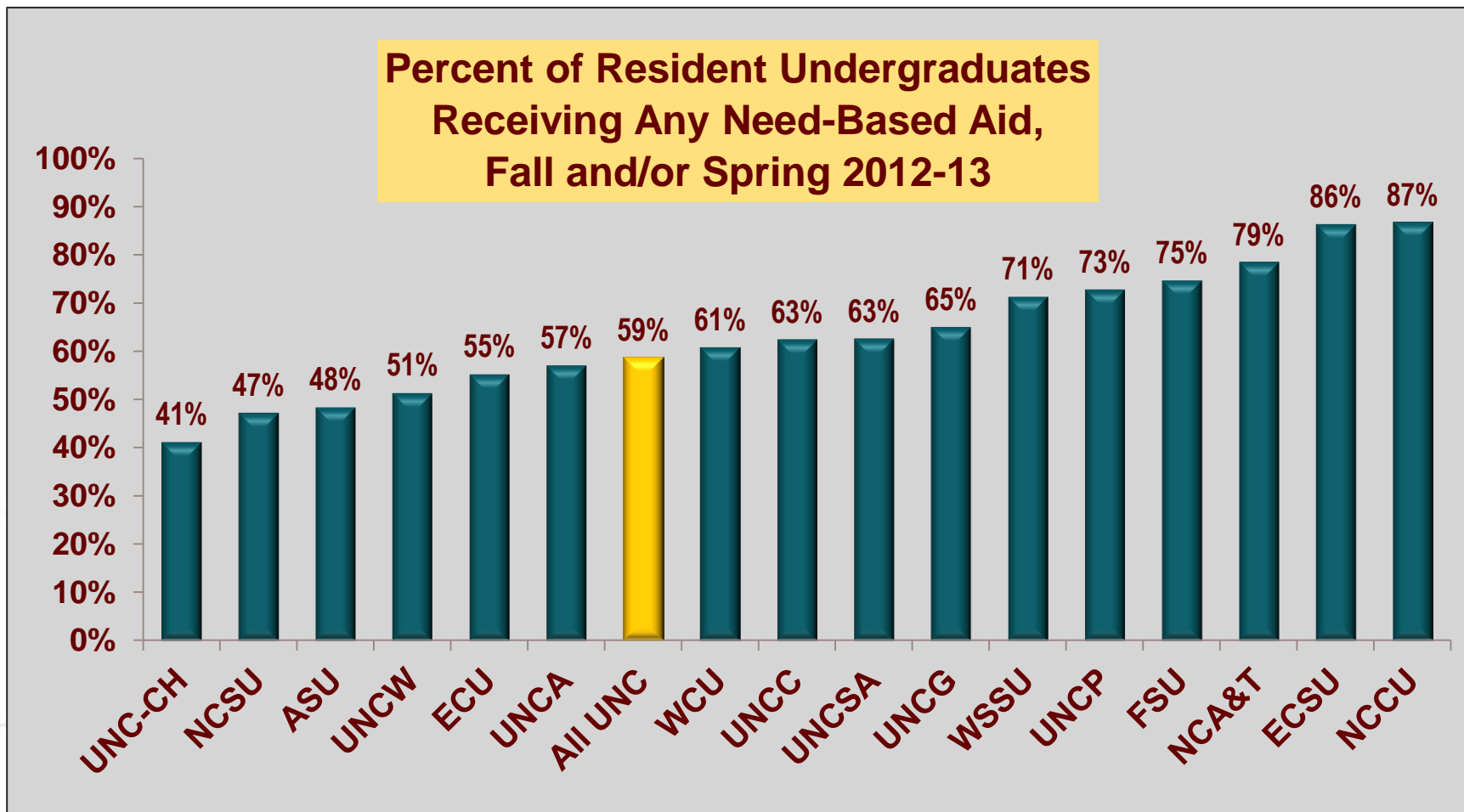
# Financial Aid Basics

## Undergraduate Student Demographics

2012-13 Resident Undergraduates (Headcount, Fall and Spring)	All Students		Students that Received Need-Based Aid	
	Race/Ethnicity	Headcount	%	Headcount
White	98,354	61.5%	47,484	50.5%
Black or African American	37,579	23.5%	30,987	33.0%
Hispanic	7,418	4.6%	5,058	5.4%
Asian	5,689	3.6%	3,552	3.8%
Unknown	4,591	2.9%	2,831	3.0%
Two or more races/other	4,449	2.8%	2,791	3.0%
American Indian/Alaskan Native	1,737	1.1%	1,272	1.3%
<b>Total</b>	<b>159,817</b>	<b>100.0%</b>	<b>93,975</b>	<b>100.0%</b>

# Financial Aid Basics

## Undergraduate Student Demographics





# *Federal Programs*

# *Federal Programs*

## **Pell Grants**

- **\$275 million for UNC students in FY 2012-13**
- **Scholarships with a maximum annual award for 2013-14 of \$5,645**

## **Federal Loans**

- **\$794 million for UNC students in FY 2012-13**
- **Subsidized and unsubsidized direct loans, maximum amount varies**

## **Work-Study Jobs**

- **\$14 million for UNC students in FY 2012-13**
- **Subsidized jobs to students who qualify for financial assistance**

# *State Programs*

## Major State-Funded Programs for UNC

- **Two major state-funded programs for UNC students:**

### UNC Need-Based Grant

- \$122.5M in FY 2013-14
- UNC resident undergraduate students
- Funded from General Fund (61%), Escheat Fund (30%), and Lottery Fund (9%)
- Grants range from \$500 to \$4,200 for FY 2013-14

### Education Lottery Scholarship

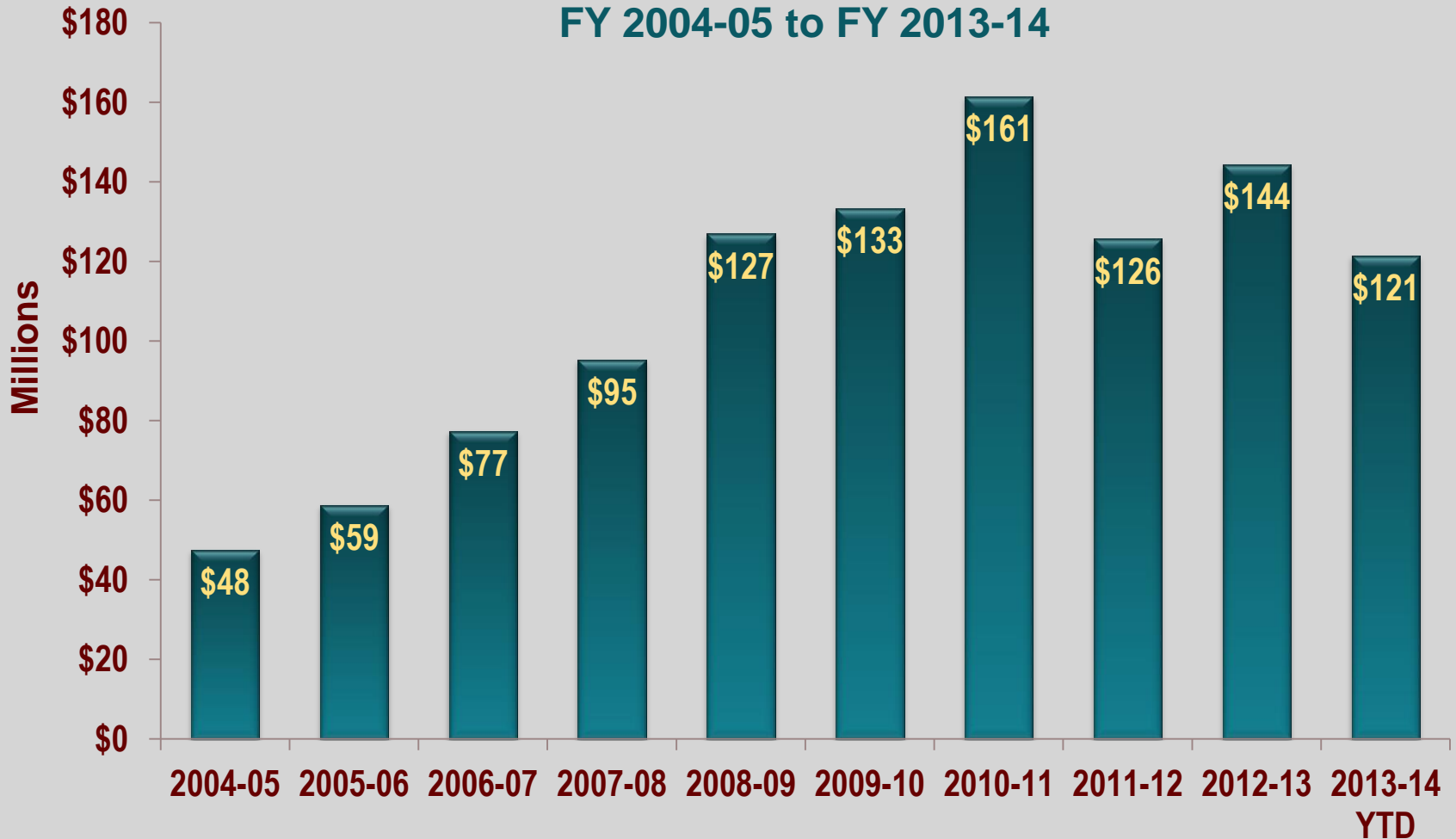
- \$18M for UNC in FY 2013-14
- UNC resident undergraduate students and community college resident degree-seeking students
- Funded from Lottery Fund
- Grants range from \$100 to \$3,100 for FY 2013-14

## *UNC Need-Based Grant*

- **Funding has varied dramatically over the past several years.**
- **As funding has changed, the population served by the program has changed.**

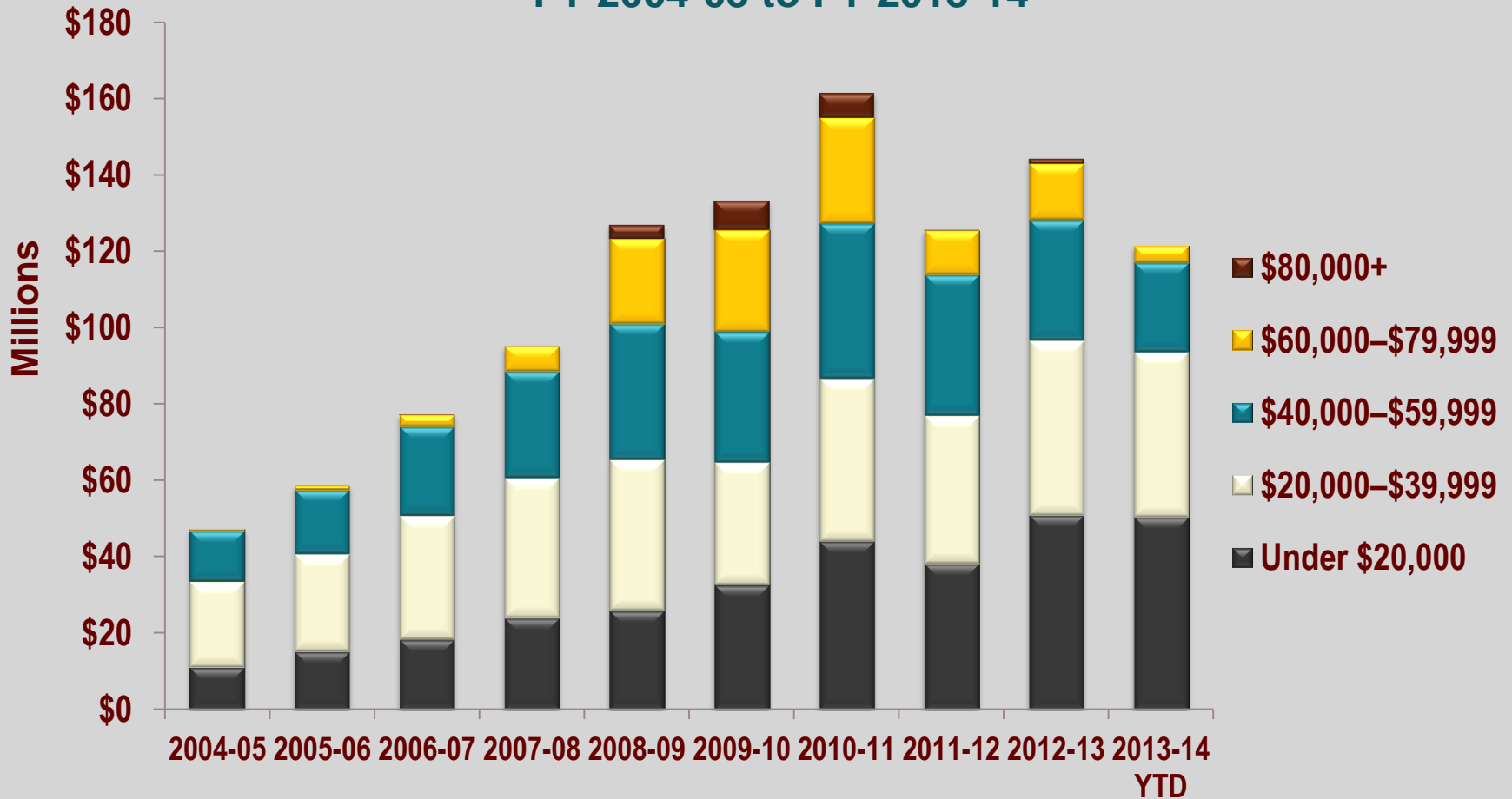
# State Programs

Total UNC Need-Based Grant Awards  
FY 2004-05 to FY 2013-14



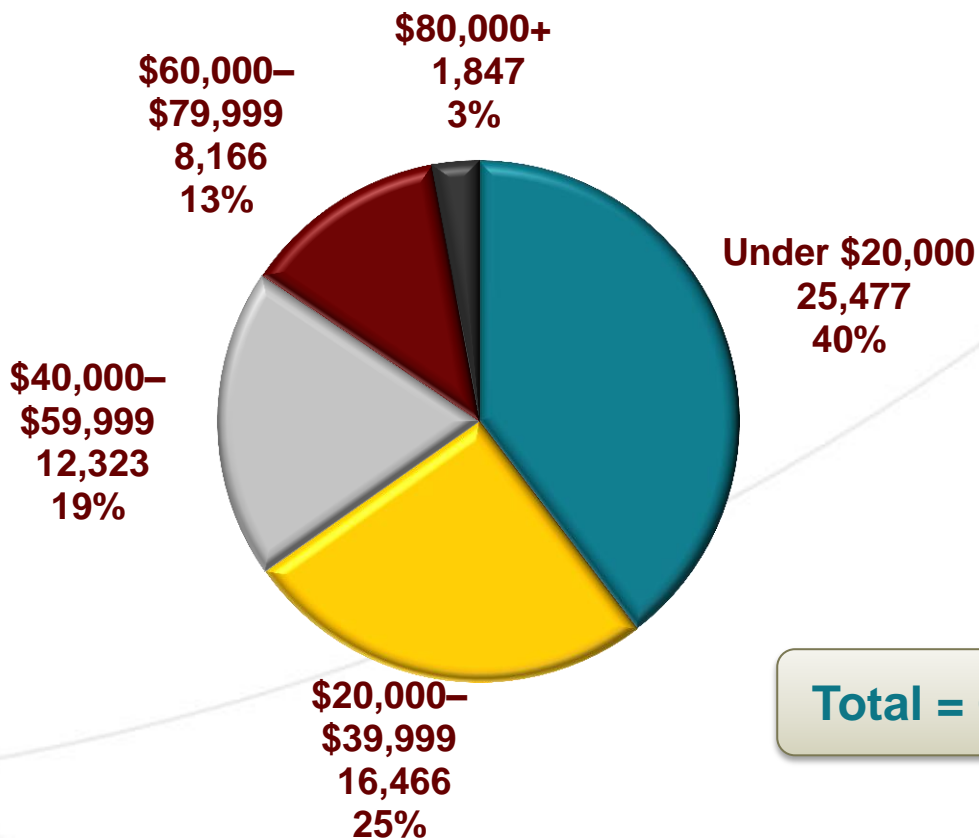
# State Programs

**UNC Need-Based Grant Awards by Eligible Parent Income  
 FY 2004-05 to FY 2013-14**



# State Programs

## UNC Need-Based Grant Recipients by Student and Family Income, FY 2012-13



*Note: Awards are made based on a student's demonstrated need, which includes many factors.  
Source: Campus Survey, March 2014.*



# *Campus Programs*

# *Campus Programs*

- **Campuses also have aid programs, funded by:**
  - Tuition set-aside
    - ◆ \$126M for resident undergraduates in FY 2012-13
  - Private funds/endowments
    - ◆ \$13M for resident undergraduates in FY 2012-13
  - Campus-specific federal or state grants
    - ◆ \$14M for undergraduates in FY 2012-13

# *Campus Programs*

## *Campus-Initiated Tuition Increase (CITI) Set-Aside for Need-Based Financial Aid*

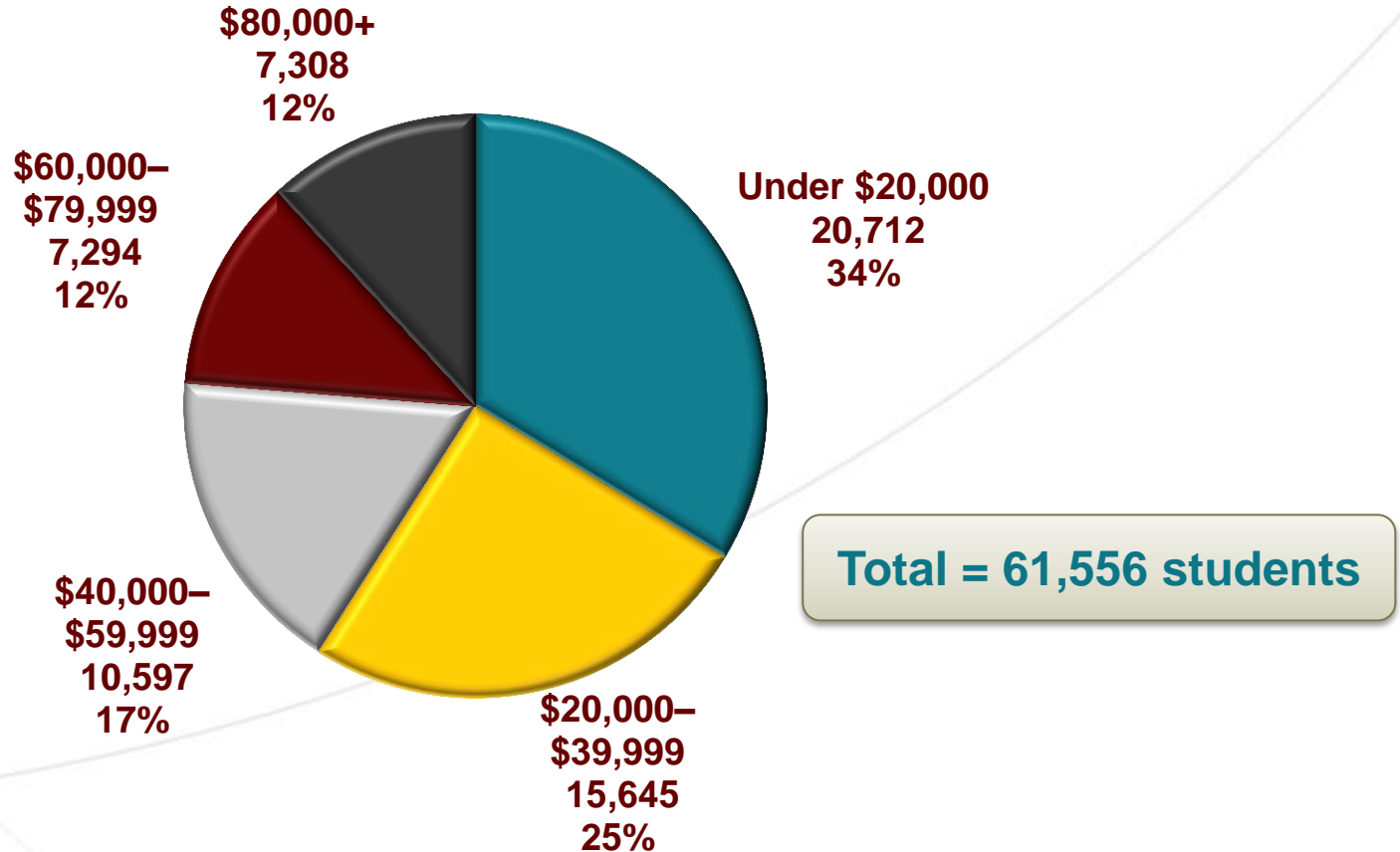
- **Pre-2006: No uniform requirement.**
- **2006: BOG required minimum 25% set-aside.**
- **2010: BOG continued required 25% set-aside.**
  - ◆ For 2010-11, President Bowles increased the minimum set-aside for need-based financial aid to 50%.
- **2012: BOG removed minimum set-aside requirement.**

## *CITI Set-Aside for Need-Based Financial Aid*

- **Beginning this year, CITI set-aside is the largest nonfederal source of student aid for undergraduate resident students.**

# Campus Programs

## Undergraduate Resident Students Receiving CITI Set-Aside Awards by Student and Family Income, FY 2012-13

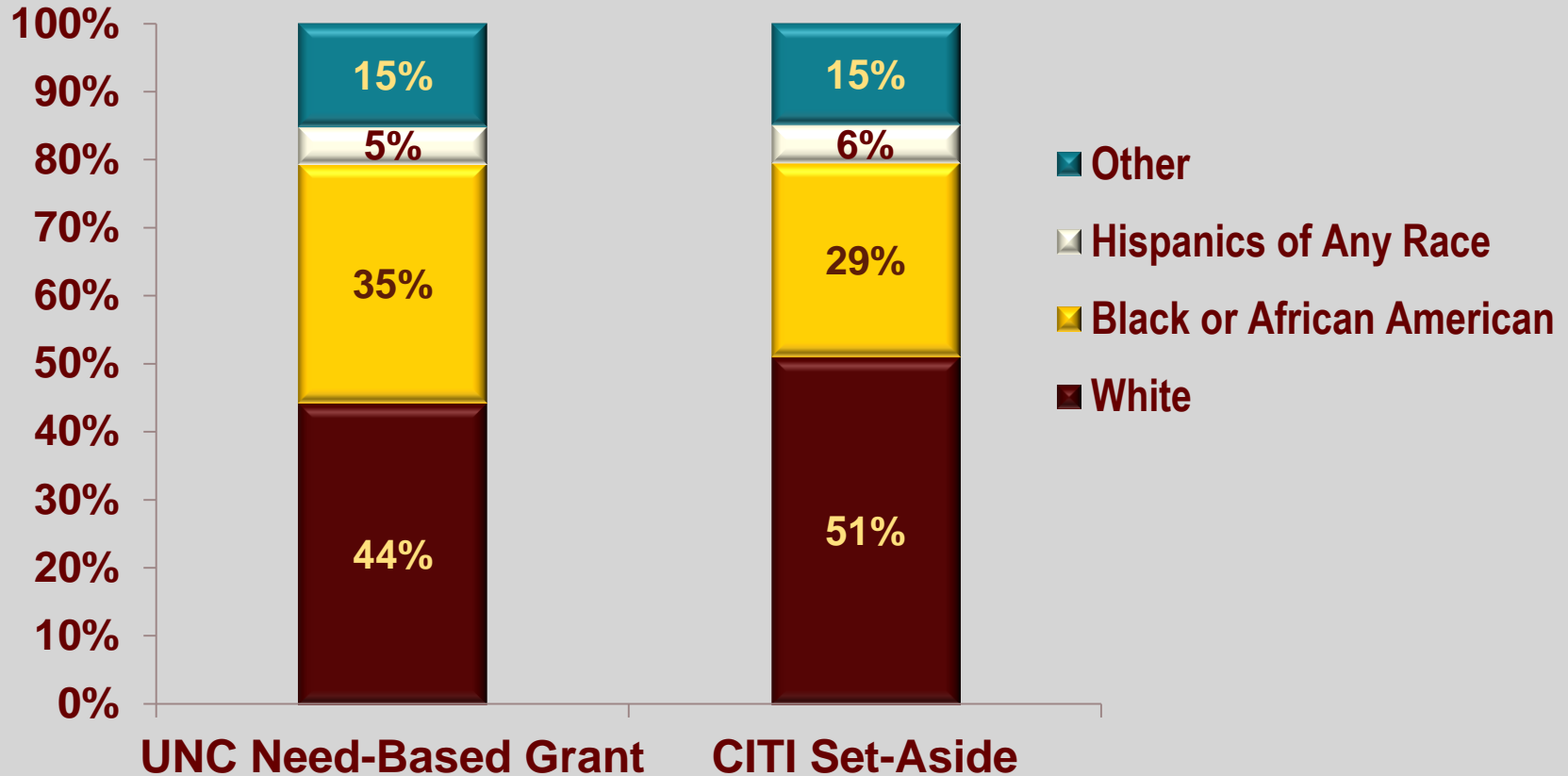


*Note: Awards are made based on a student's demonstrated need, which includes many factors.  
Source: Campus Survey, March 2014.*

# *Comparisons*

# Comparisons

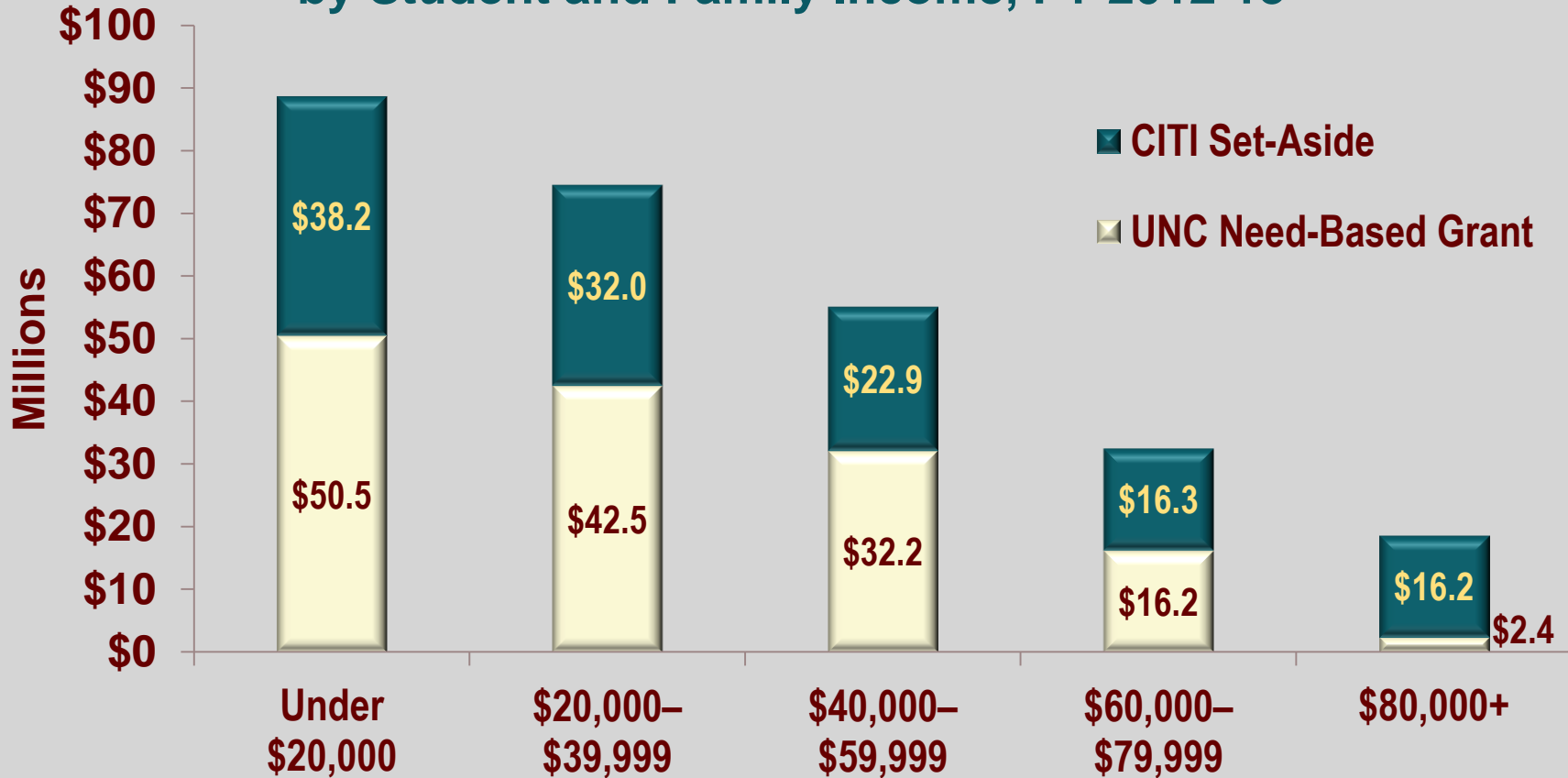
## Students Receiving Awards in FY 2012-13 by Race/Ethnicity



*Note: Need-based financial aid awards are not made on the basis of race or ethnicity.  
 Source: Campus Survey, March 2014.*

# Comparisons

**Amount Awarded to Resident Undergraduate Students  
by Student and Family Income, FY 2012-13**



*Note: Awards are made based on a student's demonstrated need, which includes many factors.  
Source: Campus Survey, March 2014.*



# *BOG Discussion*

## *Questions?*

**Awards to Undergraduate Resident Students by Student and Family Income, FY 2012-13**

	UNC Need-Based Grant					CITI Set-Aside				
	Students		Awards		Avg. Award per Student	Students		Awards		Avg. Award per Student
	Number	%	Amount	%		Number	%	Amount	%	
<b>ASU</b>										
Under \$20,000	1,423	29%	2,961,635	27%	2,081	1,366	31%	2,793,495	31%	2,045
\$20,000 to \$39,999	1,171	24%	3,204,272	29%	2,736	1,219	27%	2,536,845	28%	2,081
\$40,000 to \$59,999	1,154	24%	3,060,596	28%	2,652	1,094	25%	2,159,617	24%	1,974
\$60,000 to \$79,999	903	19%	1,708,122	15%	1,892	566	13%	1,134,750	13%	2,005
\$80,000+	175	4%	184,719	2%	1,056	193	4%	375,616	4%	1,946
<b>ASU Total</b>	<b>4,826</b>	<b>100%</b>	<b>\$11,119,344</b>	<b>100%</b>	<b>\$2,304</b>	<b>4,438</b>	<b>100%</b>	<b>\$9,000,323</b>	<b>100%</b>	<b>\$2,028</b>
<b>ECU</b>										
Under \$20,000	2,524	37%	5,228,658	34%	2,072	2,117	36%	5,901,150	36%	2,788
\$20,000 to \$39,999	1,682	25%	4,453,229	29%	2,648	1,520	26%	4,420,740	27%	2,908
\$40,000 to \$59,999	1,495	22%	3,767,349	25%	2,520	1,138	20%	3,142,495	19%	2,761
\$60,000 to \$79,999	926	14%	1,746,122	11%	1,886	719	12%	1,939,013	12%	2,697
\$80,000+	142	2%	152,637	1%	1,075	339	6%	958,671	6%	2,828
<b>ECU Total</b>	<b>6,769</b>	<b>100%</b>	<b>\$15,347,995</b>	<b>100%</b>	<b>\$2,267</b>	<b>5,833</b>	<b>100%</b>	<b>\$16,362,069</b>	<b>100%</b>	<b>\$2,805</b>
<b>ECSU</b>										
Under \$20,000	862	53%	997,499	45%	1,157	518	50%	521,084	44%	1,006
\$20,000 to \$39,999	497	31%	771,050	35%	1,551	306	30%	352,479	30%	1,152
\$40,000 to \$59,999	187	11%	315,319	14%	1,686	111	11%	130,177	11%	1,173
\$60,000 to \$79,999	80	5%	110,472	5%	1,381	66	6%	108,200	9%	1,639
\$80,000+	2	0%	2,054	0%	1,027	33	3%	60,541	5%	1,835
<b>ECSU Total</b>	<b>1,628</b>	<b>100%</b>	<b>\$2,196,394</b>	<b>100%</b>	<b>\$1,349</b>	<b>1,034</b>	<b>100%</b>	<b>\$1,172,481</b>	<b>100%</b>	<b>\$1,134</b>
<b>FSU</b>										
Under \$20,000	1,526	62%	1,881,687	55%	1,233	1,523	50%	665,116	51%	437
\$20,000 to \$39,999	598	24%	986,757	29%	1,650	921	30%	376,994	29%	409
\$40,000 to \$59,999	255	10%	417,568	12%	1,638	344	11%	155,153	12%	451
\$60,000 to \$79,999	82	3%	115,567	3%	1,409	171	6%	75,071	6%	439
\$80,000+	11	0%	17,910	1%	1,628	105	3%	43,342	3%	413
<b>FSU Total</b>	<b>2,472</b>	<b>100%</b>	<b>\$3,419,489</b>	<b>100%</b>	<b>\$1,383</b>	<b>3,064</b>	<b>100%</b>	<b>\$1,315,675</b>	<b>100%</b>	<b>\$429</b>

## Awards to Undergraduate Resident Students by Student and Family Income, FY 2012-13

	UNC Need-Based Grant					CITI Set-Aside				
	Students		Awards		Avg. Award per Student	Students		Awards		Avg. Award per Student
	Number	%	Amount	%		Number	%	Amount	%	
<b>NCA&amp;T</b>										
Under \$20,000	1,909	42%	3,193,636	37%	1,673	1,132	40%	1,347,923	37%	1,191
\$20,000 to \$39,999	1,542	34%	3,235,355	38%	2,098	1,039	36%	1,310,847	36%	1,262
\$40,000 to \$59,999	781	17%	1,595,888	19%	2,043	456	16%	562,949	15%	1,235
\$60,000 to \$79,999	270	6%	444,391	5%	1,646	172	6%	217,968	6%	1,267
\$80,000+	29	1%	49,061	1%	1,692	50	2%	194,256	5%	3,885
<b>NCA&amp;T Total</b>	<b>4,531</b>	<b>100%</b>	<b>\$8,518,331</b>	<b>100%</b>	<b>\$1,880</b>	<b>2,849</b>	<b>100%</b>	<b>\$3,633,943</b>	<b>100%</b>	<b>\$1,276</b>
<b>NCCU</b>										
Under \$20,000	2,128	54%	3,706,523	49%	1,742	1,877	55%	2,190,774	54%	1,167
\$20,000 to \$39,999	1,056	27%	2,356,816	31%	2,232	1,010	29%	1,240,032	31%	1,228
\$40,000 to \$59,999	520	13%	1,108,063	15%	2,131	365	11%	430,155	11%	1,179
\$60,000 to \$79,999	187	5%	315,806	4%	1,689	121	4%	127,360	3%	1,053
\$80,000+	39	1%	67,905	1%	1,741	60	2%	69,794	2%	1,163
<b>NCCU Total</b>	<b>3,930</b>	<b>100%</b>	<b>\$7,555,113</b>	<b>100%</b>	<b>\$1,922</b>	<b>3,433</b>	<b>100%</b>	<b>\$4,058,115</b>	<b>100%</b>	<b>\$1,182</b>
<b>NCSU</b>										
Under \$20,000	1,952	27%	6,001,627	28%	3,075	1,685	20%	6,177,753	22%	3,666
\$20,000 to \$39,999	1,587	22%	5,449,956	26%	3,434	1,576	19%	6,153,694	22%	3,905
\$40,000 to \$59,999	1,550	22%	5,232,141	25%	3,376	1,473	18%	5,149,726	18%	3,496
\$60,000 to \$79,999	1,486	21%	3,768,455	18%	2,536	1,402	17%	4,565,695	16%	3,257
\$80,000+	621	9%	890,746	4%	1,434	2,173	26%	6,169,770	22%	2,839
<b>NCSU Total</b>	<b>7,196</b>	<b>100%</b>	<b>\$21,342,925</b>	<b>100%</b>	<b>\$2,966</b>	<b>8,309</b>	<b>100%</b>	<b>\$28,216,638</b>	<b>100%</b>	<b>\$3,396</b>
<b>UNCA</b>										
Under \$20,000	592	47%	1,129,124	42%	1,907	499	44%	878,903	42%	1,761
\$20,000 to \$39,999	270	21%	682,089	25%	2,526	238	21%	440,854	21%	1,852
\$40,000 to \$59,999	234	18%	557,416	21%	2,382	140	12%	262,767	13%	1,877
\$60,000 to \$79,999	167	13%	299,872	11%	1,796	132	12%	246,463	12%	1,867
\$80,000+	7	1%	6,944	0%	992	133	12%	240,298	12%	1,807
<b>UNCA Total</b>	<b>1,270</b>	<b>100%</b>	<b>\$2,675,445</b>	<b>100%</b>	<b>\$2,107</b>	<b>1,142</b>	<b>100%</b>	<b>\$2,069,285</b>	<b>100%</b>	<b>\$1,812</b>

**Awards to Undergraduate Resident Students by Student and Family Income, FY 2012-13**

	UNC Need-Based Grant					CITI Set-Aside				
	Students		Awards		Avg. Award per Student	Students		Awards		Avg. Award per Student
	Number	%	Amount	%		Number	%	Amount	%	
<b>UNC-CH</b>										
Under \$20,000	960	25%	3,303,852	27%	3,442	1,110	20%	6,087,818	23%	5,485
\$20,000 to \$39,999	948	25%	3,562,242	29%	3,758	1,069	19%	6,332,040	24%	5,923
\$40,000 to \$59,999	901	24%	3,105,508	25%	3,447	971	18%	4,772,092	18%	4,915
\$60,000 to \$79,999	737	19%	1,883,643	15%	2,556	855	15%	3,748,887	14%	4,385
\$80,000+	274	7%	398,258	3%	1,453	1,513	27%	5,002,720	19%	3,306
<b>UNC-CH Total</b>	<b>3,820</b>	<b>100%</b>	<b>\$12,253,503</b>	<b>100%</b>	<b>\$3,208</b>	<b>5,518</b>	<b>100%</b>	<b>\$25,943,557</b>	<b>100%</b>	<b>\$4,702</b>
<b>UNCC</b>										
Under \$20,000	3,513	40%	6,488,525	36%	1,847	2,011	31%	2,360,342	26%	1,174
\$20,000 to \$39,999	2,117	24%	5,221,468	29%	2,466	1,576	24%	1,997,495	22%	1,267
\$40,000 to \$59,999	1,725	20%	4,246,824	23%	2,462	1,183	18%	1,784,463	20%	1,508
\$60,000 to \$79,999	1,118	13%	2,000,363	11%	1,789	930	14%	1,547,462	17%	1,664
\$80,000+	240	3%	280,008	2%	1,167	887	13%	1,233,829	14%	1,391
<b>UNCC Total</b>	<b>8,713</b>	<b>100%</b>	<b>\$18,237,188</b>	<b>100%</b>	<b>\$2,093</b>	<b>6,587</b>	<b>100%</b>	<b>\$8,923,591</b>	<b>100%</b>	<b>\$1,355</b>
<b>UNCG</b>										
Under \$20,000	2,872	42%	6,287,145	38%	2,189	2,972	44%	4,250,429	45%	1,430
\$20,000 to \$39,999	1,895	27%	5,372,429	33%	2,835	2,206	33%	3,028,025	32%	1,373
\$40,000 to \$59,999	1,314	19%	3,385,589	21%	2,577	1,206	18%	1,602,632	17%	1,329
\$60,000 to \$79,999	750	11%	1,261,697	8%	1,682	357	5%	463,303	5%	1,298
\$80,000+	61	1%	55,884	0%	916	29	0%	37,800	0%	1,303
<b>UNCG Total</b>	<b>6,892</b>	<b>100%</b>	<b>\$16,362,744</b>	<b>100%</b>	<b>\$2,374</b>	<b>6,770</b>	<b>100%</b>	<b>\$9,382,189</b>	<b>100%</b>	<b>\$1,386</b>
<b>UNCP</b>										
Under \$20,000	1,305	50%	1,812,045	43%	1,389	673	36%	755,868	36%	1,123
\$20,000 to \$39,999	706	27%	1,344,726	32%	1,905	512	28%	603,583	29%	1,179
\$40,000 to \$59,999	385	15%	716,819	17%	1,862	275	15%	304,709	14%	1,108
\$60,000 to \$79,999	210	8%	308,491	7%	1,469	224	12%	253,086	12%	1,130
\$80,000+	28	1%	41,158	1%	1,470	176	9%	199,984	9%	1,136
<b>UNCP Total</b>	<b>2,634</b>	<b>100%</b>	<b>\$4,223,239</b>	<b>100%</b>	<b>\$1,603</b>	<b>1,860</b>	<b>100%</b>	<b>\$2,117,230</b>	<b>100%</b>	<b>\$1,138</b>

## Awards to Undergraduate Resident Students by Student and Family Income, FY 2012-13

	UNC Need-Based Grant					CITI Set-Aside				
	Students		Awards		Avg. Award per Student	Students		Awards		Avg. Award per Student
	Number	%	Amount	%		Number	%	Amount	%	
<b>UNCW</b>										
Under \$20,000	1,321	39%	2,823,723	35%	2,138	1,356	30%	2,282,853	31%	1,684
\$20,000 to \$39,999	694	20%	1,982,554	25%	2,857	931	20%	1,619,914	22%	1,740
\$40,000 to \$59,999	755	22%	2,081,662	26%	2,757	815	18%	1,433,079	19%	1,758
\$60,000 to \$79,999	561	16%	1,039,078	13%	1,852	697	15%	1,134,083	15%	1,627
\$80,000+	97	3%	111,717	1%	1,152	752	17%	989,823	13%	1,316
<b>UNCW Total</b>	<b>3,428</b>	<b>100%</b>	<b>\$8,038,734</b>	<b>100%</b>	<b>\$2,345</b>	<b>4,551</b>	<b>100%</b>	<b>\$7,459,752</b>	<b>100%</b>	<b>\$1,639</b>
<b>UNCSA</b>										
Under \$20,000	61	37%	206,460	40%	3,385	65	31%	173,172	35%	2,664
\$20,000 to \$39,999	34	21%	128,230	25%	3,771	41	20%	106,284	22%	2,592
\$40,000 to \$59,999	33	20%	106,456	21%	3,226	35	17%	82,701	17%	2,363
\$60,000 to \$79,999	26	16%	63,842	12%	2,455	29	14%	62,175	13%	2,144
\$80,000+	10	6%	13,271	3%	1,327	38	18%	67,989	14%	1,789
<b>UNCSA Total</b>	<b>164</b>	<b>100%</b>	<b>\$518,259</b>	<b>100%</b>	<b>\$3,160</b>	<b>208</b>	<b>100%</b>	<b>\$492,321</b>	<b>100%</b>	<b>\$2,367</b>
<b>WCU</b>										
Under \$20,000	1,162	36%	2,359,441	33%	2,031	1,296	28%	1,108,222	31%	855
\$20,000 to \$39,999	840	26%	2,156,470	30%	2,567	1,049	23%	924,474	26%	881
\$40,000 to \$59,999	671	21%	1,717,182	24%	2,559	810	18%	671,808	19%	829
\$60,000 to \$79,999	495	15%	897,041	12%	1,812	712	16%	459,565	13%	645
\$80,000+	97	3%	98,827	1%	1,019	725	16%	430,421	12%	594
<b>WCU Total</b>	<b>3,265</b>	<b>100%</b>	<b>\$7,228,961</b>	<b>100%</b>	<b>\$2,214</b>	<b>4,592</b>	<b>100%</b>	<b>\$3,594,490</b>	<b>100%</b>	<b>\$783</b>
<b>WSSU</b>										
Under \$20,000	1,367	50%	2,105,375	44%	1,540	512	37%	685,971	35%	1,340
\$20,000 to \$39,999	829	30%	1,642,264	34%	1,981	432	32%	578,325	30%	1,339
\$40,000 to \$59,999	363	13%	740,298	15%	2,039	181	13%	283,034	15%	1,564
\$60,000 to \$79,999	168	6%	270,134	6%	1,608	141	10%	234,818	12%	1,665
\$80,000+	14	1%	19,707	0%	1,408	102	7%	157,362	8%	1,543
<b>WSSU Total</b>	<b>2,741</b>	<b>100%</b>	<b>\$4,777,778</b>	<b>100%</b>	<b>\$1,743</b>	<b>1,368</b>	<b>100%</b>	<b>\$1,939,509</b>	<b>100%</b>	<b>\$1,418</b>
<b>UNC Total</b>	<b>64,279</b>		<b>\$143,815,442</b>		<b>\$2,237</b>	<b>61,556</b>		<b>\$125,681,169</b>		<b>\$2,042</b>

Source: Campus survey, March 2014.

## ECU

### Need-Based Grants from Campus Initiated Tuition Revenue – Funds Distribution by Income Ranges and Race/Ethnicity

	<b>2012-13</b>	<b>2013-14</b>
<b>Total Campus Need-Based Aid CITI Set-Aside</b>	<b>\$18,718,469</b>	<b>\$18,468,746</b>

### Portion Awarded to Resident Undergraduates

Income Ranges	2012-13 Academic Year – Actual					2013-14 Academic Year – Estimated				
	Headcount (Received Awards)		Distributed Funds		Avg. Award Amount	Headcount (Received Awards)		Distributed Funds		Avg. Award Amount
-0- to 9999	1,181	20%	3,175,605	19%	\$ 2,689	1,204	17%	\$ 2,163,598	14%	\$ 1,797
10000 to 19999	936	16%	2,725,545	17%	\$ 2,912	982	14%	1,842,790	12%	\$ 1,877
20000 to 29999	851	15%	2,536,014	15%	\$ 2,980	1,030	14%	2,020,480	13%	\$ 1,962
30000 to 39999	669	11%	1,884,726	12%	\$ 2,817	866	12%	1,724,009	11%	\$ 1,991
40000 to 49999	638	11%	1,799,135	11%	\$ 2,820	741	10%	1,694,964	11%	\$ 2,287
50000 to 59999	500	9%	1,343,360	8%	\$ 2,687	673	9%	1,727,334	11%	\$ 2,567
60000 to 69999	436	7%	1,193,304	7%	\$ 2,737	583	8%	1,603,954	10%	\$ 2,751
70000 to 79999	283	5%	745,709	5%	\$ 2,635	461	6%	1,280,484	8%	\$ 2,778
80000 to 89999	168	3%	474,653	3%	\$ 2,825	242	3%	672,164	4%	\$ 2,778
90000 to 99999	90	2%	260,748	2%	\$ 2,897	178	2%	509,075	3%	\$ 2,860
100000 to OVER	81	1%	223,270	1%	\$ 2,756	191	3%	536,256	3%	\$ 2,808
<b>Sub Total</b>	<b>5,833</b>	<b>100%</b>	<b>16,362,069</b>	<b>100%</b>	<b>\$ 2,805</b>	<b>7,151</b>	<b>100%</b>	<b>\$15,775,108</b>	<b>100%</b>	<b>\$ 2,206</b>

### Distribution of Remaining Need-Based Aid CITI Set-Aside Funds

	2012-13 Academic Year			2013-14 Academic Year Estimated		
	Headcount (Received Awards)	Distributed Funds	Avg. Award Amount	Headcount (Received Awards)	Distributed Funds	Avg. Award Amount
Non-Resident Undergrads	332	\$1,732,499	\$5,218	473	\$2,075,308	\$4,388
Resident Grad./Prof./Doc.	280	622,401	\$2,223	258	618,330	\$2,397
Non-Resident Grad/Prof.Doc.	1	1,500	\$1,500	-	0	
<b>Grand Total</b>	<b>6,446</b>	<b>\$18,718,469</b>		<b>7,882</b>	<b>\$18,468,746</b>	

## ECU

### Need-Based Grants from Campus Initiated Tuition Revenue – Funds Distribution by Income Ranges and Race/Ethnicity

	<b>2012-13</b>	<b>2013-14</b>
<b>Total Campus Need-Based Aid CITI Set-Aside</b>	<b>\$18,718,469</b>	<b>\$18,468,746</b>

#### 2012-13 Academic Year – Actual

Race/Ethnicity	Headcount (Received Awards)		Distributed Funds		Avg. Award Amount
Race and Ethnicity Unknown	242	4%	712,436	4%	\$ 2,944
Hispanics of any race	210	3%	635,827	3%	\$ 3,028
American Indian or Alaska Native	63	1%	184,571	1%	\$ 2,930
Asian	252	4%	724,527	4%	\$ 2,875
Black or African American	1,790	28%	5,282,226	28%	\$ 2,951
Native Hawaiian or Other Pac. Isl.	6	0%	19,253	0%	\$ 3,209
White	3,783	59%	10,876,175	58%	\$ 2,875
Two or more races	100	2%	283,454	2%	\$ 2,835
Nonresident Alien	-	0%	0	0%	\$ -
<b>Grand Total</b>	<b>6,446</b>	<b>100%</b>	<b>\$18,718,469</b>	<b>100%</b>	<b>\$ 2,904</b>

Campus Notes: Please note the 2013/14 academic year is not completed. We will award additional funds to students pursuing summer 2014 studies. monies are not accounted for on this worksheet.

GA Peers Financial Aid Comparisons

Institution Name	Total price for in-state students living on campus 2011-12 (DRVIC2011_RV)	Total price for out-of-state students living on campus 2011-12 (DRVIC2011_RV)	Percent of undergraduate students receiving federal state local institutional or other sources of grant aid (SFA1112)	Average amount of federal state local institutional or other sources of grant aid dollars received by undergraduate students (SFA1112)	Average amount of Federal student loan aid received by undergraduate students (SFA1112)	Unmet Need In-state = Total price - average fed/st/local grants - average fed loan	Unmet Need Out-of-State = Total price - average fed/st/local grants - average fed loan	Percent of undergraduate students receiving Pell grants (SFA1112)	Average amount Pell grant aid received by undergraduate students (SFA1112)	Average amount of state or local grant
Central Michigan University	\$20,556	\$32,624	58	\$6,066	\$9,469	\$5,021	\$17,089	37	\$3,816	\$2,250
East Carolina University	\$18,828	\$31,407	45	\$7,021	\$6,698	\$5,109	\$17,688	33	\$4,012	\$3,009
Florida International University	\$22,420	\$34,819	76	\$4,637	\$7,132	\$10,651	\$23,050	59	\$3,637	\$1,000
Northern Illinois University	\$27,360	\$36,418	60	\$7,702	\$7,509	\$12,149	\$21,207	42	\$4,090	\$3,612
Ohio University-Main Campus	\$23,343	\$32,307	45	\$5,529	\$6,215	\$11,599	\$20,563	24	\$3,418	\$2,111
Old Dominion University	\$20,561	\$34,901	44	\$6,759	\$7,249	\$6,553	\$20,893	32	\$4,019	\$2,740
Southern Illinois University Carbondale	\$23,467	\$35,158	66	\$8,476	\$7,436	\$7,555	\$19,246	44	\$4,287	\$4,189
Texas Tech University	\$20,753	\$28,265	51	\$6,785	\$8,492	\$5,476	\$12,988	30	\$4,028	\$2,757
University at Buffalo	\$21,151	\$30,601	52	\$6,432	\$7,634	\$7,085	\$16,535	30	\$4,134	\$2,298
University of Louisville	\$21,726	\$34,446	75	\$7,863	\$6,754	\$7,109	\$19,829	31	\$3,837	\$4,026
University of Missouri-Kansas City	\$26,846	\$39,014	57	\$5,926	\$9,853	\$11,067	\$23,235	34	\$3,911	\$2,015
University of Nevada-Reno	\$21,712	\$35,308	65	\$5,064	\$7,728	\$8,920	\$22,516	28	\$3,827	\$1,237
University of North Dakota	\$20,892	\$30,567	52	\$4,449	\$6,881	\$9,562	\$19,237	22	\$3,720	\$729
University of South Carolina-Columbia	\$23,064	\$39,248	72	\$7,315	\$6,790	\$8,959	\$25,143	24	\$4,161	\$3,154
University of Southern Mississippi	\$18,426	\$26,382	75	\$5,233	\$7,740	\$5,453	\$13,409	48	\$4,197	\$1,036
University of Wisconsin-Milwaukee	\$21,785	\$31,514	46	\$6,375	\$7,049	\$8,361	\$18,090	35	\$4,040	\$2,335
Virginia Commonwealth University	\$24,635	\$38,067	48	\$7,125	\$7,215	\$10,295	\$23,727	29	\$3,917	\$3,208
Western Michigan University	\$22,154	\$34,886	65	\$5,965	\$6,909	\$9,280	\$22,012	39	\$3,869	\$2,096
Wright State University-Main Campus	\$24,627	\$32,171	63	\$5,551	\$7,342	\$11,734	\$19,278	43	\$4,123	\$1,428



UNC System Financial Aid Comparisons

Institution Name	Total price for in-state students living on campus 2011-12 (DRVIC2011)	Total price for out-of-state students living on campus 2011-12 (DRVIC2011)	Percent of undergraduate students receiving federal state local institutional or other sources of grant aid (SFA1112)	Average amount of federal state local institutional or other sources of grant aid dollars received by undergraduate students (SFA1112)	Average amount of Federal student loan aid received by undergraduate students (SFA1112)	Unmet Need In-state = Total price - average fed/st/local grants - average fed loan	Unmet Need Out-of-State = Total price - average fed/st/local grants - average fed loan	Percent of undergraduate students receiving Pell grants (SFA1112)	Average amount Pell grant aid received by undergraduate students (SFA1112)	Average amount of state or local grant
Appalachian State University	\$15,948	\$27,996	44	\$6,594	\$6,188	\$3,166	\$15,214	26	\$3,807	\$2,787
East Carolina University	\$18,828	\$31,407	45	\$7,021	\$6,698	\$5,109	\$17,688	33	\$4,012	\$3,009
Elizabeth City State University	\$11,071	\$20,814	82	\$7,032	\$5,926	-\$1,887	\$7,856	72	\$4,505	\$2,527
Fayetteville State University	\$12,476	\$23,088	78	\$6,084	\$6,281	\$111	\$10,723	67	\$4,364	\$1,720
North Carolina A & T State University	\$14,721	\$24,355	75	\$6,933	\$6,827	\$961	\$10,595	61	\$4,370	\$2,563
North Carolina Central University	\$16,953	\$27,526	75	\$7,872	\$7,721	\$1,360	\$11,933	64	\$4,438	\$3,434
North Carolina State University at Raleigh	\$19,388	\$32,223	52	\$8,338	\$6,264	\$4,786	\$17,621	23	\$3,951	\$4,387
University of North Carolina at Asheville	\$16,810	\$30,442	54	\$6,282	\$6,412	\$4,116	\$17,748	32	\$3,878	\$2,404
University of North Carolina at Chapel Hill	\$21,315	\$41,140	55	\$11,723	\$6,148	\$3,444	\$23,269	21	\$4,099	\$7,624
University of North Carolina at Charlotte	\$18,260	\$30,025	57	\$5,713	\$6,797	\$5,750	\$17,515	41	\$3,943	\$1,770
University of North Carolina at Greensboro	\$17,904	\$30,429	55	\$7,129	\$6,820	\$3,955	\$16,480	44	\$4,023	\$3,106
University of North Carolina at Pembroke	\$15,458	\$24,665	69	\$5,989	\$5,583	\$3,886	\$13,093	54	\$4,115	\$1,874
University of North Carolina School of the Arts	\$19,398	\$32,347	72	\$7,462	\$6,651	\$5,285	\$18,234	30	\$4,207	\$3,255
University of North Carolina Wilmington	\$17,332	\$29,153	51	\$5,888	\$6,779	\$4,665	\$16,486	29	\$3,851	\$2,037
Western Carolina University	\$16,747	\$26,344	64	\$5,788	\$6,200	\$4,759	\$14,356	37	\$3,946	\$1,842
Winston-Salem State University	\$15,933	\$25,046	72	\$6,720	\$7,540	\$1,673	\$10,786	60	\$4,372	\$2,348

## Financial Aid Fact Sheet - DRAFT

- East Carolina University was founded over 100 years ago on the principle of providing “the greatest service to the greatest number of people”. This principle is still relevant today in our mission of being a model for student success, public service and regional transformation.
- East Carolina University prides itself as an access university by providing opportunity and hope for all students regardless of race, gender, disability, political persuasion, or economic status. The majority of East Carolina University’s students could not attend this institution without the benefit of student financial aid.
- ECU is meeting the Board of Governor’s requirement of keeping undergraduate resident tuition in the lowest quartile of peer institutions. As reported by UNC-General Administration to the Board of Governors in January, 2014 (using IPEDS data), ECU ranks 19 of 19 in comparing undergraduate resident tuition with our peers.
- Merit based aid is essential to several academic priorities including the Honors College and the growth of engineering.
- Increasing degree attainment in support of the UNC Strategic Directives articulated in “Our Time Our Future” is a key accountability measure for the university. “By 2018, UNC will help North Carolina increase the percentage of state residents with a bachelor’s degree or higher from 26% to 32%. By 2025, UNC will help North Carolina become one of the top ten most educated states in the nation, with 37% of the population holding a bachelor’s degree or higher.”
- A recent national survey supports the importance of financial aid in choosing an institution:
  - sixty percent of freshmen said their current college’s offer of financial assistance was a very important factor in their decision <sup>1</sup>;
  - the share of students identifying aid as very important has risen significantly over time, from 19 percent in 1973 to 33 percent in 1993 to 49 percent in 2013 <sup>1</sup>;
  - fifty-four percent of first-generation students said the cost of attendance was very important in choosing their current college, and more than 60 percent said that of financial aid. <sup>1</sup>
- At East Carolina University, the financial aid budget generated for need-based aid is \$18.7 million for both grads and undergrads.
  - In AY 12-13, we issued \$81.7 million of financial aid grants and \$144.2 million of federal and state loans. The grants included \$44.6 million of federal and state grants, \$9.4 million of general scholarships, \$5.3 million of athletic scholarships, \$3.7 million of other grants, and the \$18.7 million of campus need-based aid.
  - Of the undergraduate residents receiving the campus need-based aid, 73% had reported income ranges below \$50k.
  - On a percentage basis, about 21% of our undergraduate resident tuition (\$840) supports all forms of aid.
    - Non-residents (both UG and graduates) pay 13%, and graduate residents pay about 25%.
- Providing access to a quality education has long-term benefits for graduates:
  - high school graduates earn only 62% of the income of college graduates <sup>2</sup>;
  - Millennial college graduates ages 25 to 32 who are working full time earn more annually—about \$17,500 more—than employed young adults holding only a high school diploma <sup>2</sup>;
  - college-educated Millennials also are more likely to be employed full time than their less-educated counterparts (89% vs. 82%) and significantly less likely to be unemployed (3.8% vs. 12.2%) <sup>2</sup>;
  - among those ages 25 to 32, fully 22% with only a high school diploma are living in poverty, compared with 6% of today’s college-educated young adults <sup>2</sup>

### External Data Sources:

<sup>1</sup> COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

<sup>2</sup> PEW RESEARCH CENTER

## Using tuition funds for financial aid makes sense

<http://www.newsobserver.com/2014/04/15/3787064/using-tuition-funds-for-financial.html>

April 15, 2014

With Republicans now controlling who sits on the University of North Carolina system's Board of Governors, it's not surprising that changes would follow.

And changes are needed. A little fresh perspective and an overview of long-standing policies can be valuable.

But it appears members of the new board are considering a change in financial aid that won't be helpful. The UNC board is considering ending a policy that takes money for financial aid out of the tuition pot to which all students contribute. Some board members are concerned that using regular tuition money to provide aid to others hurts middle-class students.

The truth is, tuition in the UNC system is too high for everyone. Although a state constitutional mandate requires that an education should be as close to free as "practicable," the UNC system has had multiple hikes in recent years and drifted from that principle.

Yes, taxpayers subsidize the education the system provides, though not as much for out-of-state students, who pay closer to the actual cost of their educations.

But there would be multiple problems with eliminating tuition revenue as a source of financial aid.

First, what would happen if the system lost the \$126 million in financial aid that came out of the tuition pool last year? The money would have to be made up or the university system would have to reduce scholarships and other forms of assistance. Most help, by the way, comes from the federal government in the form of Pell grants and loans.

Second, board members have to consider the larger picture: Providing aid, which allows lower-income students and even many middle class students the opportunity to attend a good university in the system, means the student bodies in the schools are diverse and reflect the overall population of North Carolina. That diversity enriches all students by exposing them to a student population that reflects the world into which they'll graduate.

UNC system President Tom Ross rightly said that cutting off tuition as a source of financial aid wouldn't affect just the students from lower-income households. "Some of this very aid," Ross said, "supports the middle class, so that's a dilemma. If you take it away, then you actually may be hurting some of the middle class that way as well."

The cost of attending the research institutions in Chapel Hill and Raleigh, for example, runs around \$17,000 a year for all expenses, and that's on the low end. Many families that may own a home and have two incomes in North Carolina couldn't take \$17,000 out of their take-home

income. Thanks to financial aid packages, they find a way to afford it, though to be sure parents still have to come up with a pretty hefty amount.

So let's look at the longer-term benefit. More North Carolina students getting to college – and many of them will be the first in their families to attend – is good for the state. Better-educated workers with higher lifetime earnings strengthen the state's economic foundation.

Those graduates, in turn, will raise families in which a college education is emphasized. And so on.

Financial aid, then, is an investment more than some kind of giveaway, and it's one that produces dividends that make a positive difference for everyone, not just those who receive it.

Before Board of Governors members make, or even contemplate, a change in the financial aid formula, let's hope they look not just at the books, but at the consequences.

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 24, 2014

Session	University Affairs Committee
Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	VII.
Item Description	Student Affairs Highlights
Comments	N/A
Action Requested	Information Only
Disposition	
Notes	

# Student Affairs

[www.ecu.edu/studentaffairs](http://www.ecu.edu/studentaffairs)

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## 2014 Pirate Read: *The Other Wes Moore*

The Pirate Read aims to orient students to the academic community, to prepare students for the college-level environment, to allow students to share a common reading experience with fellow classmates, faculty, and staff and to enable students and faculty to discuss ideas from the book across the curriculum. The Pirate Read committee brings together faculty from across the campus along with Student Affairs educators to select the book and coordinate various educational and co-curricular activities, including bringing the author to campus.

We are proud to announce the 2014 selection, *The Other Wes Moore* by Wes Moore. *The Other Wes Moore* is a story of two kids named Wes Moore, born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence? Wes Moore, the author of this fascinating book, sets out to answer this profound question. In alternating narratives that take readers from heart-wrenching losses to moments of surprising redemption, *The Other Wes Moore* tells the story of a generation of boys trying to find their way in a hostile world. *[from book cover]*

Activities for the fall semester are currently in the planning stages. On April 24 from 12:00-1:30pm in Mendenhall 221, there will be a workshop that will provide some ideas of how faculty could use the book in their classroom. We are also excited to announce that Wes Moore will be on campus on October 21. A LibGuide has been created and is available.

## Challenge Accepted and Delivered

During the fall semester, the Residential Advisors (RAs) within the residence halls took part in a friendly academic competition. This was after the Vice Chancellor for Student Affairs, Dr. Virginia Hardy, challenged each residence hall staff to achieve high hall GPAs through intentional academic programming and support. As a reward for their efforts, the staff of the residence hall that attained the highest fall

GPA would be treated to dinner by Dr. Hardy. The Associate Vice Chancellor for Campus Living, Bill McCartney, also upped the efforts by offering to treat the second and third highest hall GPAs to dinner.

Campus Living is proud to announce Garrett Hall as the winner of this year's academic challenge. Students living in Garrett Hall achieved a 3.30 Hall GPA which was the highest on campus. Jarvis Hall finished as the second overall residence hall with a 3.09 GPA and in third place was Umstead Hall with a 3.01 GPA. The students in these halls provide proof that academics are an important and vital pillar of our residence hall programming model. Campus Living will continue to provide students with excellent academic programming and great living spaces conducive to academic success as we move into the future.

Congratulations to our top three residence halls!