C. Nominator
The nominator of this award is required to be a member of the IEEE.

D. References
The nominator is responsible for providing a minimum of two, and a maximum of five, persons to serve as references for this award. At least two references for this award must be IEEE members, and may be members of IEEE Societies or Councils other than the Society or Council nominated.

4.5.10.1 Vice President’s Recognition Award
The EAB Vice President’s Recognition Award was established in 2001 by the IEEE EAB to give the Vice President, Educational Activities an opportunity to recognize IEEE Graduate Student Members, Members, Senior Members or Fellows, or organizations for contributions that do not fit within formal EAB award structure, and that have had a significant and substantial effect on the practice of engineering and of engineering education related to the mission of the EAB.

The award consists of a brass and walnut plaque.

The award is to be given at the discretion of the Vice President, Educational Activities, with the concurrence of the EAB ARC Chair.

4.5.10.2 EAB / SA Board of Governors Standards Education Award

A. Frequency
This award is offered annually.

B. Description
The Standards Education Award was established in 2010 by the EAB and the SA Board of Governors to recognize significant contributions in support of the IEEE Standards Education mission of promoting the importance of standards in meeting technical, economic, environmental and social challenges; disseminating learning materials on the application of standards in the design and development aspects of educational programs, actively promoting the integration of standards into academic programs; and providing short courses about standards needed in the design and development phases of professional practice.

The award is given to individuals, companies or organizations that have done one or more of the following:

- Actively promoted the integration of standards, including IEEE standards, into academic and corporate internal development programs
- Provided support for education about standards needed in the design and development phases of professional practice (e.g. lectures, speaking engagements, tutorials, case studies, articles, etc.)
- Promoted the importance of standards in meeting technical, economic, environmental, political and societal challenges
- Made significant and/or regular contributions of standards education materials (e.g. tutorials, case studies, articles, etc)
- Provided content or materials to support education about the standards setting process

The award consists of a plaque.
C. **Nominator**
Anyone may serve as a nominator for the EAB/SA BoG Standards Education Award.

D. **Candidates**
Candidates for the Standards Education Award may be individuals, companies, or organizations.

E. **References**
The nominator is responsible for providing a minimum of three, and a maximum of five, persons to serve as references for this award. At least two references must be IEEE members.

F. **Selection Committee**
The selection committee for the Standards Education Award will be composed of two members from each of the EAB Awards & Recognition Committee (ARC) and the Standards Association Awards Committee. The selection committee will make recommendations to each of the EAB ARC and the SA Awards Committee for approval. The EAB ARC and the SA Awards Committee will make recommendations to the EAB and the SA BoG for approval.

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**4.6 PRE-UNIVERSITY EDUCATION COORDINATING COMMITTEE (PECC) CHARTER**

*Approved by the EAB 20 November 2010*

A. **General**
The EAB Pre-University Education Coordinating Committee (PECC) reports to, and is a Standing Committee of, the EAB.

B. **Mission**
To promote and enhance the level of technological literacy of pre-university educators and students, globally.

C. **Scope**
The EAB PECC shall be responsible for coordinating IEEE pre-university education programs/projects; assist in the promotion/advocacy of pre-university educational activities among other IEEE organizational units; expand awareness of the importance of technological literacy for all pre-university students and pre-university educators; serve as liaison to other associations/entities and teacher organizations with interests in pre-university education; and facilitate the institutionalization of pre-university education programs/projects/activities on a global basis.

D. **Functions**
1. To coordinate all pre-university educational activities within the IEEE.
2. To work with the Member and Geographic Activities Board (MGA Board) to expand the network of Section pre-university education coordinators.
3. To create a database of all pre-university education programs/projects/activities within IEEE and publish abstracts of these.
4. To convene stakeholder workshops periodically to bring together the pre-university education community and professional technical societies to determine needs and recommend action agendas for projects/programs/activities.
5. To improve communication and interaction between the pre-university education community and the professional technical societies.
6. To conduct training workshops for Section pre-university education coordinators.