Environment for Teaching and Learning Excellence Committee  
(draft summary of April 2, 2004)

I. Vision:
In 2007, a well-prepared student comes to a campus community of interactions, activities, and learning experiences (24:7) that include far more than his or her time spent productively in the classroom. The new student and the larger community will be favorably impressed by the knowledge, abilities, and attitudes towards learning among all those who serve or study at Eastern Washington University.

II. Initiatives:
A. The campus features current and functional classrooms and other learning areas with state-of-the-art technology and other equipment for students, staff, and faculty, including at least the following:

1. new and mobile furniture in each classroom;
2. whiteboard wallpaper in all appropriate learning areas;
3. regular technology updates and expert technological support;
4. class sizes suited to appropriate instructional modes and students' learning needs; and
5. excellent remote delivery systems to offer technology in all learning areas.

B. Incentives, encouragement, support and recognition are provided to all student-scholars and all teacher-scholars with a special emphasis on collaborative scholarly and creative projects of all kinds. Support will include continual development opportunities for students, staff, and faculty in learning, teaching, and technologies.

C. Excellent physical support: classrooms, laboratories, faculty spaces, living spaces, transportation, parking, and etc. are all clean and well maintained.

III. Parameters:
A. Scholarships, scheduling, and job opportunities are readily available to students on campus and in the larger community.
B. A rich mixture of non-classroom activities that appeal to various interests is available to students, staff, and faculty (24:7).
C. Expanded opportunities for interactions among learning-community members are available to and valued by all.
D. Faculty opportunities, workload, and reward structures have been expanded and/or adjusted to facilitate and encourage teaching, learning, and life activities beyond the traditional classroom.

IV. Specific Strategies (initial priorities in order):
A. Services and resources that enable students and faculty to acquire and use knowledge will be maintained at levels appropriate to the curriculum of the university. These include:

1. collections within our own libraries and access to the wider world of recorded knowledge,
2. incorporation of information literacy skills into the critical thinking aspects of our curriculum, and
3. access to up-to-date technologies for individual and course work as well as training and ongoing support in the use of those technologies.

B. Teacher-scholars and Student-scholars:
1. rewards and recognition for time spent with colleagues and students are provided;
2. opportunities (time and teaching load adjustments for development) are readily available;
3. development windows for new faculty and for curricular innovation are funded;
4. the whole campus has streamlined the bureaucratic paper load (electronic alternatives);
5. staff, faculty, and administrators enjoy reduced seat time in committees and other meetings so that other tasks may engage more of their time and attention; and
6. faculty evaluation mechanisms are adjusted to reflect/support the Academic Strategic Plan.

C. The University make a long-term commitment to support and fund a mechanism, such as the Teaching & Learning Center, which will:

1. Draw attention to the University’s commitment and actions for producing effective student learning.
2. Oversee and coordinate efforts throughout the University to assist and encourage faculty in developing their pedagogical skills.
3. Design and offer programs and services that will help faculty incorporate student-centered approaches in their teaching.

D. Standards for housekeeping, maintenance, upkeep and upgrades for all classrooms and other learning, social interaction, recreation, technology, and other spaces--based on community-members’ interests and preferences--are set, regularly assessed, and systematically addressed.
V. Achievement Indicators:

A. Achievement Indicators for Students include:
   1. academic support services for students who need help in areas of basic skills,
   2. student mentoring programs in academic disciplines,
   3. meaningful course evaluation by students, and
   4. ongoing opportunities for display of commendable student work throughout the campus.

B. Furniture needs:
   1. ergonomic chairs and tables with sufficient space for equipment and small-group interactions, and
   2. a 10-year cycle of classroom and other learning space renewal (10% each year).

C. New hires receive:
   1. course release in their first year for faculty development, and
   2. development counted as teaching or service time.

D. Faculty who serve as mentors to other faculty be recognized in the service category.

E. Expand the definition of scholarship to include classroom scholarship and the integration of technology into teaching.

F. Senior faculty recognized and rewarded for:
   1. offering faculty development resources to others
   2. supporting the scholarly activity of other faculty in the discipline
   3. engaging in faculty development opportunities

G. Rewards be established for teaching excellence in the GECRs, the Majors, and Graduate and professional programs.

H. Recognition and rewards for excellence in scholarly and creative work be expanded to include all full-time faculty (perhaps in the form of annual additional allocations for faculty development).