We would like to suggest that the overlapping circle figure become the model for our University. At the end of the faculty section I will show how I think it can also work for the entire strategic plan.

For faculty:

This would manifest itself in FAPs, Department and College Plans. But to be effective there has to be a culture change throughout the University. This would start with a true definition of what we are, a regional comprehensive university. What does that mean at Eastern? If we do not have that definition, FAPs especially, are written as if we are a research I institution and the outcome of that will always be unbalanced circles.

At the table on Saturday everyone agreed that the most unbalanced circle at this University has consistently been service. No one seems to know how to recognize what constitutes good service or how to give it a value. With the overlapping circles there are clear definitions of what constitutes service (as well as teaching and research) but the value – which according to our mission is to be student centered is increased, the more integrated and interdependent the service (as well as teaching and research) to the highest value when all three areas are able to overlap, which is called interdisciplinary in the model. The definitions used in the boxes in the circles can be defined however we want, but I did not hear anything which did not fit into the circles in the various discussions from all work groups on Saturday.

For the strategic plan:

Goal

Faculty at Eastern Washington University will strive to become “institution difference makers” or Stars – defined as faculty who are good scholars, teachers, academic and professional citizens; with a strong university affiliation.

The faculty will accomplish this through the integration of discovery, learning and engagement (or whatever words we want to use): increasing and maintaining knowledge and technological aspects of their work; and involve their students in all aspects of their professional lives.

Lists of characteristics that describe an institutional difference maker include:

- Respected academics
- More interdisciplinary
- Good at converting ideas into actions
- Patient but persistent
- Optimistic
- Flexible and accommodating – adaptable
- Care about progress, not who gets the credit
- Successful in larger arenas (e.g. professional organizations, granting agencies)
- See change as opportunity
- Think strategically, not selfishly
- Well rounded
- Good with external groups
- Lift others around them to greater productivity
- Think and are concerned about the “greater good”

Objective 1

Include these characteristics in job descriptions to increase the likelihood that we will attract candidates who want to make the entire institution stronger.
Objective 2

College and Department plans for faculty will encourage faculty to remain in balance between all three areas. Evaluation of faculty will be designed to reward faculty who become “difference makers”

Objective 3

Faculty Activity Plans will be developed to maintain balance in all three areas and department and college personnel committees will become mentors in this process.

Objective 4

The University administration will recognize and reward the faculty who promote these ideals to nurture the behaviors. Full professors need to have incentives to serve the University because they have the institutional memory which can help in decision making.

After looking at the model as a model of faculty behavior I was also realizing that it truly could be a model for the entire University. Academic programs, general education, graduate and undergraduate education could all fit into the overlapping circles. It would help to make assessment of effectiveness easier. If you cannot make the circles overlap it isn’t working, and at the other end, the more the overlap the greater the effectiveness.

A UAC example: We have been given overarching goals and objectives for general education. GECC developed four overarching goals that would be able to demonstrate some, to a great deal of overlap in the circles. But when the individual breadth areas list their goals and objectives they are mostly discipline goals (little or no overlap). That would be an example of a disconnect. Not to say that the breadth areas are not what we should have, but the goals which are driving the teaching are not the overlapping ones. What is often expressed by our juniors and seniors is no understanding of why they had to take all those general education classes. Creating a general education program around the overlapping circles might change that.

A personal example: Four years ago I began working with Spokane Public Schools health and fitness teachers as they developed a new curriculum (engagement). That led to two grant submissions which were funded. Four EWU faculty (interdisciplinary) have been involved as the assessment team (discovery) which also included a professional from the Spokane Regional Health District (engagement). Students from our department from several disciplines are doing service learning projects with the local teachers as they implement the new curriculum (engagement and learning). Graduate students are part of the research team (learning and discovery). And finally, the results of the research from this community involvement are being taught in a measurement and evaluation course (interdisciplinary work).

Faculty Service
To share your ideas on faculty service, contact the Work Group co-chairs, below.

Work Group Members:
Co-Chairs: Wendy Repovich and Henry-York Steiner [Link to e-mail]
Gloria ayot
Lynn Briggs
Sandra Christensen
Neville Hosking
Work Group Reports

January 31 Retreat

On Jan. 31, 2004, Work Groups met for the first time to set priorities for their work and to begin to identify strategies in support of creating an integrated and interdependent academic experience at EWU.

The notes below reflect the work of the Group during the retreat. As part of the planning, participants from other Work Groups were asked to add comments and rate those strategies that were most important to EWU by placing “dots” on the strategies they liked. These additional comments are included in parentheses, along with the number of dots received.

Work Group Initiatives

Our vision is that the regional community will see all university members as being involved. The university values this perspective and rewards it. Service is an important way to form citizens of the university and community.

Strategies in Support of Faculty Service

In order to implement our vision for involved faculty supported by a university that values and rewards service, the following will need to be addressed:

- Modify tenure & promotion so faculty address the ways in which service contributes to an integrated and interdependent learning experience
- Culture change so that expectations in faculty plans support service [1 dot]
- Hire people with record of service in interdisciplinary and community work
- Do a self-evaluation of committee and community service as career development
- Make more visible in the community EWU’s record of service and commitment to it.
- Encourage faculty to see themselves as part of an integrated community, and students to see this as a benefit of their EWU experience. [3 dots]
- Service should be a way to see the university as a community that will allow us to connect to and learn from it. We should value that connection.
- Service is a way to demonstrate that we value our citizenship at EWU & in the community
- Create strategies to move all faculty/staff/students/administration into STAR status (scholars who are teachers and active in service)
- Find ways to evaluate service, especially to bring feedback from the communities who are benefiting from the service.
- Define service as part of tripartite mission with teaching and scholarship [7 dots]
- Value institutional “difference makers”
Strategies for supporting faculty service include:

1. Inform faculty of benefits and possibilities for service inside and outside the university—through formal and informal structures (Senate and friendships).

2. Educate faculty in their various roles in advising on the importance to the university of encouraging interdisciplinary work (Gen Ed) [Comment: Provide training for faculty in providing service, especially to faculty in disciplines that do not naturally focus on service.]

3. Celebrate, reward and incentivize service in equal measure to what is done for teaching and research [9 dots]

4. Clarify the dimensions of service: survey what is being done, what could be done; what done well [3 dots]

5. Implement a culture change to value service by 2010. [1 dot]