The **teaching and learning community** program is committed to the advancement of learning through the development and diffusion of best practices and the creative and transformative application of learning technology.

**Pillars**

- **Learners.** Effective teaching and learning is, first and foremost, about the learner and the learning process. Our efforts begin with both the learner, ranging from traditional student or adult learner, as well as with their mentors and those designing learning engagements, including instructors, designers, technologists, librarians, and the staff of learning centers.

- **Learning principles and best practices.** Research into how people learn has identified a number of principles that can guide the selection and construction of learning engagements and enabling technologies to support successful learning. ELI emphasizes those principles but goes a step farther by linking them to practices that work. ELI recognizes that each institution is unique. We focus on learning practices and designs that a variety of institutions can adapt to their unique needs and circumstances.

- **Learning technologies.** ELI explores the possible benefits and challenges of individual learning technologies, but also considers the potential impact their integration may have on advancing teaching and learning. To maximize the transformative effect of learning technologies, we look for uses of learning technology that are replicable across institutions and disciplines. We further explore digital learning environment architectures and the ways in which next-generation digital learning environments can provide the basis for learning innovation and ultimately to academic transformation.

---

The **Student Success** community program promotes student engagement, learning, and progress toward the student’s own goals through cross-functional leadership and the strategic application of technology.

**Pillars**

- **Whole student.** A student’s ability to progress through a learning experience and demonstrate learning has as much to do with socio-emotional, physical, and financial factors as it does with intellectual skills. Coordination of advising, curriculum, teaching, and academic support services allows the institution to serve the individual as a whole student.

- **Academic Advising and student supports.** As technology generates increased information about student progress and learning, a mindful approach to the coordination of student support functions becomes more prominent in institutions. The role of the academic advisor is elevated, and faculty and/or professional advising staff are empowered with information, tools, and professional development opportunities. The right kind of technology is leveraged to augment and amplify the human work of advisors.

- **Student Success Technologies.** Information about student progress, learning, and potential risk areas made available to the student and to the institution can increase student agency and enable transformative conversations with faculty, advisors, and other support staff. Actionable insights enable personalized, just in time support for the whole student. Student privacy and data security are upheld through thoughtful, well-informed policies and practices.

---

**Shared Foundations: Community Intersections**

*Learning environments.* Both programs explore and encourage the development of learning environments that are agile, responsive, and enabling of both learner and instructor success.

*Data and analytics.* Learning analytics and student success analytics tools have the promise to meet the student where they are and provide proactive guidance. Taken together, with a proactive approach to digital ethics and equity, these systems have far-reaching potential to serve students, instructors, and advisors, encouraging and enabling new levels of student success.

*Continuous improvement and evaluation.* Both programs work with their communities to identify institutional and learning outcomes, define and measure leading indicators and KPIs, and collaborate across the institution to make improvements to curriculum, instruction, systems, services, processes, and technology based on these data.