

I. Academic and New Initiatives Task Force Charge

Strategic Goal #1 - Educate for leadership and service.

Our Mission Statement calls us to engage students in transformative education that leads them to attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society. Gustavus will invest in transformative education practices—in classrooms, studios, laboratories, performance spaces, residence halls, support offices, and playing fields—to support individual student success across the campus.

- A. *Strategic Initiative 1.1:*** Enhance Gustavus's academic strength in student-centered learning in the liberal arts disciplines and pre-professional education by investing in academic departments and programs.
- B. *Strategic Initiative 1.2:*** Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs.
- C. *Strategic Initiative 1.3:*** Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum.
- D. *Strategic Initiative 1.4:*** Develop and implement a robust model of lifelong learning that is firmly rooted in our liberal arts tradition and consonant with our academic and co-curricular programs.
- E. *Strategic Initiative 1.6:*** Develop a distinctive Integrated Leadership program that combines rigorous academic study with relevant field experience for the development of students' leadership skills and competencies.

II. Academic and New Initiatives Task Force Preamble

Gustavus Adolphus College is first and foremost an institution devoted to academic excellence. Our heritage began in the heart of a university that gave rise to the Lutheran Reformation with its emphasis on academic freedom and the unfettered inquiry into truth. The Swedish immigrants who founded Gustavus did so to prepare leaders for church and society, to advance culture, and to foster in their children a love of learning. In its first 150 years, Gustavus has produced leaders in many callings related to the arts, sciences, and humanities, and innumerable graduates who have used their learning to live out the College's core values of excellence, community, service, justice, and faith.

The work of this Task Force has been to craft recommendations that will prepare Gustavus for its next 150 years. To that end, this Report proposes investments in faculty, students, facilities, and programs that we believe will lay foundations for success in new fields while preserving our tradition of excellence across the curriculum.

As we look to the College's future, we can discern several key themes for its continued growth. First, Gustavus must make excellence inclusive, adapting the resources of the College to the needs of each individual. As the College did at its founding, it must again embrace immigrant communities and those for whom English is a learned language. Further, Gustavus must renew its commitment to global outreach and global understanding.

Second, we must commit to supporting creativity and innovation among faculty and students, not merely following but advancing change in the arts, sciences, and humanities. One theme of this innovation must surely be sustainability—developing solutions for ourselves, our community, and the world.

Finally, as Gustavus grows, it must continue to foster the growth of the whole person—mind, heart, and character. This will be achieved as we continue to meet the challenge (and reap the rewards) of a truly high academic standard. It is at the heart of the Gustavus ethic that our academic excellence will be achieved not just as individuals, but as a community.

III. *Strategic Initiative 1.1 : Enhance Gustavus's academic strength in student-centered learning in the liberal arts disciplines and pre-professional education by investing in academic departments and programs.*

A. Enrollment

Prepare financial modeling for enrollment of 2200, 2400, or 2600, examining the impact at each level on student learning outcomes and faculty and student interactions.

B. Investing in Regional and National Partnerships

- 1. Catalogue and invest appropriately in current regional and national academic collaborations/partnerships (e.g., the Teagle Foundation's Outcomes and Assessment program, Mid-states Consortium, ELCA, Minnesota Private College Council).**
- 2. Pilot one new regional and one new national academic partnership/collaboration by 2012.**
- 3. Encourage and support faculty and administrative leadership in regional and national academic partnerships/collaborations.**

C. Investing in Students

- 1. Access and Affordability**
Meet 100% of defined financial need for all students through scholarships and a reasonable amount of student employment and loans.

An important focus of fundraising will be to provide a very substantial increase in both the number of endowed scholarships and the size of scholarship awards. To accomplish this objective, creative approaches will be utilized, including solicitation of matching funds. Gustavus has held a long-standing belief that a Gustavus education should be accessible and affordable to all students who meet our admission standards. Gustavus needs to substantially increase funding to make this so, while looking to increase the presence of international students as well as geographic and socio-economic diversity.

- 2. Student-Alumni Interactions**
Enhance relationships with Gustavus alumni and students by establishing formal programs connecting alumni with academic departments and other College programs.

Alumni are a valuable source of support for Gustavus students. Programs could take a variety of forms and could involve both academic and other departments or offices on campus, such as: 1) recruiting alumni employed in fields of endeavor related to that department to be listed in an up-to-date directory; 2) actively connecting students to alumni for career exploration, on-the-job visits, and

internship opportunities; 3) having alumni actively connect with students to serve as mentors and role models to foster responsible citizenship and leadership qualities for students; 4) bringing alumni and students together in online discussion groups; 5) offering department/career specific panel discussions; 6) utilizing alumni to develop community-based learning initiatives; 7) developing alumni housing for students away from campus on internships; 8) creating a database of career path stories of alumni to provide students with tangible information about selecting a major and career path.

3. Further develop a campus-wide advising/mentoring community (comprising faculty, administrators, support staff, and coaches) that aims to meet the growing number of diverse advising and mentoring needs of our students.

Anticipate that this would involve adding two additional staff (one administrative assistant, one professional) to the Academic Advising Center. This would also involve providing appropriate professional development for Advising Center staff and other advisers/mentors to meet the following areas of growing need: 1) disability support in light of the growing complexity and accommodations for documented needs; 2) monitoring and support of physical and psychological medical leaves and readmissions, academic and disciplinary suspension readmissions; 3) monitoring and support of at-risk groups including first-generation college students, ELL students, and immigrant populations; 4) articulation of the values of a liberal arts education relating to practical use for careers or further study; 5) identification and encouragement of students of promise, aiming for graduate fellowships and awards; 6) exploration of the most effective ways to register and orient new students to campus; 7) collaborative work with the vice president of enrollment management to support any specific retention initiatives.

4. Expansion of *Pathways*

Expand the training and usage of the *Pathways* concept as an optional tool for advisers and mentors to enable successful advising and mentoring, providing students with clearly defined opportunities for involvement and paths for success.

Pathways is a book developed by the Career Center to assist students in organizing their college involvements to develop a comprehensive career path. In

addition, an optional initiative could be developed for juniors and seniors to expand the *Pathways* concept beyond college and to create steps for success in the years following graduation.

5. Graduate Fellowship Adviser

Endow an Office of Post-Graduate Fellowship and Awards to actively recruit and support applicants for the variety of post-graduate fellowships and awards that our students seek (e.g., Rhodes, Fulbright, Marshall).

This effort impacts student recruitment and overall status of the College and is one way to measure the Gustavus graduates' academic experience.

6. Student Technology Support

Provide 24-hour technology support to students.

For cost effectiveness and assuring best in-class support, this could be a collaboration with other schools.

D. Investing in Faculty for Student Success

1. **Compensation**

The College recruits in a national pool, and salaries need to be competitive to attract faculty most interested in teaching at a liberal arts college such as Gustavus. The College looks for faculty who want to teach at Gustavus because of a strong affinity with the mission, yet it is important that faculty do not feel they are being financially crippled in order to pursue their vocation. The College increasingly finds that health benefits and employment opportunities for other family members are important matters for prospective faculty.

a. Salary

- i. **Provide competitive salaries for faculty based on an agreed-upon peer group (e.g., AAUP, ELCA, MCCP) by investing an additional minimum of \$500,000 annually toward that goal (over and above the standard faculty raise).**
- ii. **Show annual progress of reaching the top quintile of the established peer group and maintain that position by 2015.**

- iii. **Provide competitive faculty salaries for those disciplines where Gustavus cannot currently compete for Ph.D. faculty, including the development of a “grow your own Ph.D.s” strategy.**

Recruiting and retaining appropriate faculty in our pre-professional programs is one of our most challenging staffing issues. We would like to be able to recruit talented practitioners already committed to the College's liberal arts mission, and work with them to attain the degree credentialing necessary for their long-term success and contributions to the College.

- b. Benefits

Provide competitive benefits based on an agreed-upon peer group for faculty/employees, especially as related to health care, including the importance of family health care coverage.

- c. Support at Time of Hire

Provide competitive support based on an agreed-upon peer group for relocation expenses, start-up costs for new faculty, and spousal support as necessary.

2. Faculty Development

- a. Kendall Center for Engaged Learning

The John S. Kendall Center for Engaged Learning is rapidly emerging as a national model for faculty development programming at residential liberal arts colleges. On campus, the Center is responsive to faculty needs throughout their careers and across disciplines. Each year the Kendall Center evaluates and revises its programs to meet the changing needs of Gustavus faculty and students. In order to expand programming and remain flexible to the dynamic needs of the profession, recommendations are to

- i. **Create an endowment of \$10M for the Kendall Center by 2015 to support programming, a director, and staff.**

- ii. **Create a more visible physical presence on campus in the renovated Anderson Hall for the Kendall Center to serve as a center for faculty engagement.**

- b. Sabbatical Leave

Provide replacement costs for faculty who are on sabbatical.

The regularized sabbatical leave program was initiated in 1994 and allows tenure-line faculty members to apply for a sabbatical leave every seven years. Faculty are first eligible for a sabbatical the year after they earn tenure. Faculty who take a full-year sabbatical receive two-thirds of their salary, and those who take one semester plus the January Term receive their full salary. On average, 20 faculty members are on sabbatical. Most departments require a full replacement of the person on leave. Currently there is not a consistent budget to cover replacement costs for faculty on leave. While the regularized sabbatical program requires a significant investment of College resources, it also is a critical factor in our ability to recruit and retain high quality faculty who depend on the sabbatical opportunity in order to remain vibrant teacher-scholars.

- c. Pre-Tenure Leave

Develop and support a pre-tenure leave program for tenure-line faculty prior to the tenure review.

In the mid-1990s Gustavus was the recipient of a foundation grant that supported a one-semester leave for tenure-line faculty during their fourth year at the College. The financial resources allowed departments to replace the person on leave. In the absence of grant funding the College was able to maintain the program for approximately three additional years, but ultimately the program could not be sustained. Pre-tenure leaves are increasingly common at our peer and aspirant schools. The leave provides probationary faculty the opportunity to move forward on goals articulated during the Third-Year Review process.

- d. **Enhance existing competitively awarded internal funds to provide faculty additional support and funding for scholarship, research, or creative**

work as well as encourage faculty with potential to leverage this funding for additional external funding.

e. Travel

Triple the travel allowance for faculty conference travel within three years.

Currently, more than 100 faculty members travel each year to present their research, scholarship, and creative works at national and international conferences. This work allows faculty members to establish themselves as vital participants in their academic disciplines, to fulfill their role as teachers/scholars, and to bring positive attention to Gustavus. The budget for conference travel has remained static for more than ten years despite the growing number of faculty who have their work accepted at conferences, and significant increases in the cost of travel.

f. Publication Costs

Establish an endowment to cover cost of publication and dissemination of faculty work.

Faculty members in a variety of disciplines are expected to contribute to the cost of publishing. Subvention fees, page costs in the science, and competition entry fees in the visual and performing arts and creative writing would be legitimate additions to our support for faculty research, scholarship, and creativity. It is anticipated that a \$500,000 endowment would be needed.

g. Showcase Faculty Achievement

Explore ways to collect and disseminate stories both on and off campus about the achievements of faculty.

This is both to model excellence internally and showcase the faculty achievements externally. Staff and marketing dollars would be needed to support this collaboration between the Provost's Office and the Marketing and Communication Office.

h. Phased Retirement

Explore the possibility of establishing a phased retirement program for faculty.

3. New faculty lines

a. Increase the number of tenure-line faculty by 15% to meet student needs, curricular needs, and staffing needs.

(Assumes maintaining current enrollment targets.) New tenure-line faculty positions will allow for three critical aspects of academic excellence.

- i. New positions will allow for a more comprehensive set of curricular offerings, particularly in areas that are of growing global significance. New positions in Biology, Chemistry, Material Science, and Neuroscience will respond to both changes in the disciplines and increased student demand. In addition, our staffing in Music and Dance does not meet student interest. Expansion of language, literature, culture, and history offerings covering Africa and Islam are particularly needed. Finally, we need to employ more academic librarians to continue providing excellent and innovative services to faculty and students.
- ii. Increasing the number of tenure-line faculty positions will provide needed support for essential multidisciplinary programs such as the First Term Seminars, Curriculum II, and January Interim Experience. New tenure-line positions should also support the interdisciplinary majors and minors (Biochemistry; Environmental Studies; Gender, Women, and Sexuality Studies; Latino, Latin American, and Caribbean Studies; Neuroscience; and Peace Studies).
- iii. Increasing the number of tenure-line faculty will allow us to reduce the number of course overloads taught by full-time faculty and provide the appropriate level of course release for those faculty with administrative responsibilities. In addition, appropriate staffing of departments will provide parity of teaching loads, opportunities to participate in College-wide programs, increased time for student advising, time to develop new or enhance courses, as well as opportunities for student-faculty research.

b. Visiting Scholars

Establish a comprehensive Visiting Scholars Program supporting three to five scholars in residence at any one time, including, for example, Writers-in-Residence, Artists-in-Residence, and International scholars.

One powerful way to diversify faculty, maintain curricular flexibility, provide faculty development opportunities, and respond to trends is to develop a vibrant, dynamic program for visiting scholars, writers, artists, thought leaders, and practitioners who maintain a defined one-to-three-year full-time relationship with Gustavus by teaching, performing, and providing faculty workshops and seminars. Diversity and flexibility are urgently needed if the curriculum is to make fresh connections with a radically changing world. Visiting scholars provide exposure to cutting-edge ideas, activities, and technologies that may not otherwise be available on campus.

c. Technical Support Personnel

Develop, implement, staff, and fund a concrete plan to address appropriate levels of computer and equipment technical support across the curriculum.

Providing adequate technical support for computers and equipment across the curriculum is one powerful way to support student creative inquiry opportunities, maintain curricular flexibility, provide faculty development opportunities, and respond to daily operational and tactical challenges.

4. Endowed Chairs

Establish ten additional fully-funded Endowed Chairs.

Successful models of endowed chairs include appointments that are made for a defined period of time within a department or program to enable faculty to focus on an area of special interest within scholarship, teaching, or community engagement, as well as positions whereby the title and responsibilities stay with an individual until retirement. Endowed chairs are proven to be a successful way to retain and/or recruit talented faculty.

5. **Faculty Office Support**

a. Laptops

Provide an allowance for acquiring a laptop computer or appropriate office support technology to all tenured and tenure-track faculty.

E. Investing in Teaching/Learning Spaces

Transform academic buildings to become state-of-the art student learning spaces to enhance effectiveness. Upgrade facilities for teaching capability to support new pedagogies involving technology.

1. New Academic Building

Expedite the funding and construction of the “New Academic Building” that has been proposed and designed.

Five of our largest programs have been involved in developing a plan for a building that provides space that highlights academic work, encourages interactions among students and faculty, and promotes active learning. Completion of the New Academic Building in a timely manner will enable the departments to develop curriculum, pedagogy, research, and collaborations in such a way as to achieve the excellence for which they strive. This building will provide sophisticated instructional spaces, computer interactive classrooms, increased research facilities, communal space to encourage student and faculty interaction, advanced interdepartmental collaboration, enhanced upper-level curriculum and ideally will be connected to the library.

2. Nobel Hall of Science

Expand and renovate Nobel Hall of Science into a premier facility for learning and research collaboration to accommodate current and future teaching and research.

Nobel urgently needs to be expanded and renovated to accommodate faculty growth, HHMI commitments, trans-disciplinary opportunities, and developing pedagogies in the sciences. Increasing emphasis on laboratory learning requires more space. Our efforts to recruit the best students interested in science compete with some showcase buildings at other campuses. As exemplified by the Hughes Grant proposal, the natural science faculty is eager to embrace integrated learning. Integrated science education brings lecture and laboratory practice together in a

way that has been shown to enhance learning for a wide range of students. The full development of this pedagogical approach requires significant renovation and expansion of the teaching laboratories in Nobel Hall.

3. Folke Bernadotte Memorial Library

Expand and renovate the Folke Bernadotte Memorial Library to enable students to continue to engage with original research, have access to an in-depth collection, and have an effective environment in which to study.

The library continues to evolve to meet curriculum demands and student needs. The collection both grows on site and adapts to technology-mediated resources, and students' study spaces are shifting as students collaborate and study in different ways. A modern, expanded library is essential for housing contemporary information formats and becoming a central location for intellectual and cultural growth.

4. Anderson Renovation and Expansion

Renovate and expand the Anderson Building and define its mission as a center of teaching and pedagogy to accommodate programs and departments such as, the Kendall Center, Education Department, Gustavus Technology Services, and Center for International and Cultural Education.

With the exception of the Kendall Center for Engaged Learning, current occupants of the Anderson Building are all slated to move to the New Academic Building. Space becomes available to relieve other space needs, though all agree the building will need a fundamental reconstruction in order to be usable.

5. Lund Center Expansion

Expand and remodel Lund Center in a manner driven by its mission of teaching/learning, health, wellness, and fitness.

Nursing (like Education) is housed in a temporary building (Mattson Hall). Health and Exercise Science has outgrown the space it occupies in Lund. As plans develop for Lund Center, attention should be paid to the needs of these two academic programs. As plans develop for the Lund Center, further consideration should be given to the interest of a new campus-wide initiative on health and wellness.

6. Schaefer Fine Arts Buildings

Expand and renovate the Schaefer Fine Arts Buildings to showcase the Gustavus talents in Visual Arts, Music, Theatre, and Dance.

Expanded and improved classrooms and faculty offices will come about when the New Academic Building is complete and the Communication Studies Department moves out of the Fine Arts Building. However, expanded rehearsal and performance space for music, theatre, and dance will still be needed, specifically a concert hall, an additional dance studio, and additional rehearsal space for string ensembles. In addition, the Visual Arts building no longer reflects the quality of the programs and needs significant repair, renovation, and expansion of studio space and other learning spaces in order to accommodate new pedagogies in art history, as well as technology for new areas of study such as graphic design and multimedia arts.

7. Olin Hall remodeling

Remodel Olin Hall in a manner consistent with the research and pedagogical needs of the curriculum and to accommodate the needs of the academic departments and building occupants.

Transform Olin Hall into a state-of-the art facility that supports the exciting research and pedagogy needs of the curriculum. As other building projects are completed, and with the possible move of Gustavus Technology Services, the space currently occupied by Gustavus Technology Services will need to be reconfigured.

8. Continuing Education Space in the Twin Cities

Explore the possibility of partnering with other institutions to develop teaching and learning spaces in the Twin Cities for off-site internship/community partner meetings as well as space for continuing education courses for alumni and others.

Given the percentage of Gustavus alumni in or near the Twin Cities and our commitment to lifelong learning and continuing education, establishing a spatial “Gustavus presence” in the cities for these programs would provide many benefits, including urban outreach, joint programs with other institutions, and a foundation for student recruitment.

9. Technology Replacement and Renewal

Develop a sustainable and strategic approach to classroom technology maintenance and upgrades by fully endowing a replacement and renewal fund for all technology on campus (offices, classrooms, laboratories, and conference space).

A \$10,000,000 endowed replacement and renewal fund for technology will enable us to establish a predictable pattern (based on four-year replacement cycle) of hardware replacement and renewal in learning spaces, conference spaces, and offices. We aim to provide a technology infrastructure for classrooms that is consistent across campus as well as "ubiquitous, flexible, and invisible." In addition to meeting this rising floor of expectation, we see increased need for and use of teaching space that can 1) accommodate the creation of electronic products (videos, web pages, multimedia); 2) enable real-time access to off-campus events, experts, seminars, etc.; and 3) meet the office needs of faculty members. The budget for faculty computer replacement has increased from \$82,000 to \$104, 000 in the past 12 years, while the needs of the faculty have increased significantly more during that time. Current computers are built by GTS staff, using their time, but providing more units per dollar. Similar challenges are faced by staff across campus as well as the challenges of providing classroom equipment and upgrades.

F. Investing in the Curriculum

1. General Education Curriculum

a. Fully fund the current General Education Program.

Dedicated restricted funds have allowed us to maintain our commitment to the General Education program.

b. Intellectual Diversity/Academic Freedom

i. Affirm the AAUP 1940 Statement of Principles on Academic Freedom.

ii. Conduct a review of campus policies to ensure they are supportive of academic freedom and intellectual diversity.

Academic freedom consists of protecting the intellectual independence of professors, researchers, and students in the pursuit of knowledge and the expression of ideas from interference, preference, or bias.

Intellectual diversity is indispensable to a liberal education, teaching, and program development and is the foundation of a learning environment that exposes students to a variety of social sciences, political, humanities, ideological, and other perspectives in balance and equality and not for the purposes of indoctrination. Intellectual diversity must be achieved in ways that protect such values as academic freedom, shared governance, and academic standards. Policies should also include an institutional grievances process and procedures to prevent fear of retaliation from restricting speech.

- iii. **Conduct an annual campus-wide review of ways policies and practices are being upheld in the continued support of academic freedom and intellectual diversity on campus.**

- c. Diversifying Student Population

Support the efforts to recruit and retain a diverse student population.

Integrate perspectives on race, gender, class, and ethnicity in class discussions to enhance the curriculum and student learning.

- 2. Investing in Curricular Innovation

- a. **Establish a Provost's Fund for Curricular Innovation.**

Establish a substantial endowment to support faculty innovation and exploration of curricular initiatives which creates opportunities for course offering to remain nimble and innovative.

- b. Pedagogy

Support, through faculty development training and funding, innovative pedagogical techniques incorporating new and emerging technologies that show improved student learning outcomes.

Emphasize the Gustavus mission to teach students to think critically, write persuasively, act ethically, and speak articulately in terms of 21st-century methods of communication. Examples of emerging pedagogy noted include

contemplative pedagogy, augment learning using on-line programs, or the creation of interactive websites.

3. First-year Immersion

Conduct a feasibility study for creating immersion experiences for first-year students.

These may be pre-orientation or during the year (e.g., Boundary Waters canoe trip, social justice immersion). The study should include cost/benefit analysis and a review of student, faculty, and staff interest.

4. Library Acquisitions

Increase funding to improve the library collection and enhance electronic access, closing the gap between the costs of academic journals and the annually allocated funding.

5. Global Awareness

Expand opportunities for students and faculty to increase global perspectives and cultural competencies on campus and off campus.

a. On campus:

- i. Curricular offerings: Expand curricular offerings in areas such as Asia, Africa, the Middle East, and circum-global cultures.
- ii. Curricular possibilities: Faculty can explore how to shape other curricular and program development through the understanding of global and national dynamics, considering international studies courses focused on the current world economic powers (i.e., Brazil, Russia, India, China), expansion of world religion offerings, and ways to connect with study-away opportunities in countries where student outcomes are strong.
- iii. Faculty hiring: Recognize essential aspects in faculty hiring and replacement are global awareness and cultural competency.
- iv. International Visiting Scholars: Supply students with increased global perspectives through providing opportunities for interaction with visiting international scholars at Gustavus.

- v. Library holdings: Strengthen library holdings to expand and globalize the collection to meet faculty/student requests.

b. Off-campus:

- i. Study-Away Programs: Develop meaningful and unique Study-Away opportunities tailored to maximize integration with the rest of a Gustavus degree.
- ii. Student Study-Away Learning: Every graduating student should have had the opportunity for a study-away learning experience during at least one Interim Experience (January) or semester. Emphasis should be on global awareness and cultural competency through a domestic or international program.
- iii. Immersion experiences funding: Provide financial aid to enable students to study away from campus in an affordable way with quality opportunities to enhance language development, cultural understanding, and global perspective. Understanding the growing importance of experiential learning, various immersion programs must be available to all students to enable students to gain knowledge and experience within a different culture. These include both domestic and international experiences.
- iv. Reflection: Formalize an existing program, for example, a non-curricular course, required for pre- and post-study-away reflection.

6. Interim Experience

Continue to explore ways to make the Interim Experience (January) a meaningful addition to a Gustavus student's education.

This would be increasing support to facilitate meaningful career exploration and study away experiences that lead to opportunities for reflection, research, and creative inquiry.

7. Curriculum and assessment development

Link curriculum development to the assessment of the curriculum, faculty effectiveness, and student learning outcomes in order to ensure ongoing academic excellence.

The Provost's Office and faculty should create the appropriate procedure for implementing this broad assessment strategy.

8. Howard Hughes Medical Initiative Match

Raise the funds to match the Howard Hughes Medical Initiative \$1 million grant for the Visualization Center in Nobel to purchase equipment and renovate space to house the Center.

A Visualization and Imaging Center will realize curricular innovations at the introductory level by helping students to "see" science, support interdisciplinary research, and ultimately pervade the STEM (Science, Technology, Engineering, and Math) curriculum. Receipt of this grant lends immediacy to this recommendation. This commitment needs to adhere to the HHMI timeline.

IV. Strategic Initiative 1.2 : *Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs.*

A. Learning/Living Initiative

Provide the resources needed to support the Learning/Living initiative.

Learning/Living communities link a theme with living space on campus. To augment current non-curricular offerings would require staff to develop a new structure and program. Ideally, residence halls could be renovated or built with classrooms and tutor spaces to maximize this learning community

B. Develop three to five innovative, nationally-recognized pre-professional advising programs that integrate advising, alumni networks, and internship opportunities for Gustavus students.

Possibilities to pursue include pre-health professions, pre-law, pre-business, entrepreneurship, public policy, pre-seminary.

C. Vocational and the Liberal Arts

Secure funding for the Center for Vocational Reflection to ensure the long-term viability of the vocation initiative for the Gustavus community.

The Center for Vocational Reflection is a key partner in student-centered learning by teaching and leading the efforts for vocational advising and mentoring; cross-curricular wrestling with identity, values, and ethics; reflection on experiential learning; cross-curricular pre-professional exploration and development. In doing so, the College fulfills commitments it has made to the Lilly Endowment and strengthens its role as a leader in the national movement around vocation in liberal arts higher education.

V. *Strategic Initiative 1.3: Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum.*

A. Academic Year Undergraduate Research

Create a faculty associate for undergraduate research and inquiry.

This person would assist and actively match research and creative inquiry opportunities on and off-campus with interested students; lead the training of faculty in how to identify and actively encourage students to become involved in research and creative inquiry possibilities; and coordinate the collection of student achievement stories to disseminate on and off campus.

B. Develop a vibrant undergraduate summer research program.

1. Establish a goal of 60 new endowed summer research and creative inquiry opportunities for Gustavus students on and off campus, in addition to those funded by grant money.
2. Fully fund a summer research faculty coordinator and housing staff (e.g., summer CF) to support the activities of faculty and student participants.
3. Establish and fund an intentional residential learning community for summer students.

4. Create an initiative to prepare students during the school year for summer research that may include workshops on writing proposals or research grants; training on succeeding at team research; exploration of ways to integrate research between disciplines (e.g., science and art).

Prospective students are increasingly aware that opportunities for research-intensive experiences during their undergraduate education will make a powerful difference in the quality of their education. In addition, the faculty is increasingly aware of the value of providing intensive research experiences for students who are highly motivated and mentoring students with great potential. This includes actively addressing gaps, such as students from underrepresented groups who choose natural science majors. Expanding the on-campus summer student research/creative inquiry community is a key factor in competing for the best prospective students and in raising expectations for all students and preparing graduates for their next steps.

C. Student Conference Involvement

Increase student involvement in presenting at on and off campus professional conferences by 25%.

This would require an increase in travel awards and the pursuit of grant money to support student and faculty participation.

D. Celebration of Creative Inquiry

Provide needed faculty support to continue the newly developed Celebration of Creative Inquiry and to grow the program to include summer research and Presidential Research Grants.

Explore ways to communicate this research online with blogs, webcams, etc.

VI. *Strategic Initiative 1.4: Develop and implement a robust model of lifelong learning that is firmly rooted in our liberal arts tradition and consonant with our academic and co-curricular programs.*

A. Develop a plan, structure, and staffing for self-sustaining mission-focused lifelong learning.

The goal is for Gustavus to be seen as a knowledge hub and collaborator, a regional leader to which people come for expertise. This could include exploring ways to build programs that use features of location to the College's advantage (i.e., rural, prairie, river, Treaty Site). Such vibrant lifelong learning programs mean participants can model lifelong learning for current students.

B. Academic Summer Camps

Invest in a market analysis for the development of signature summer programs at Gustavus.

Include in the analysis ways to use the entire campus more during the summer months to provide enrichment to groups that would otherwise not know the college, e.g., academically talented middle-school students from lower socio-economic groups, retirees, dislocated workers.

C. School District Outreach

Provide the resources needed to support a vibrant, dynamic, and sustainable partnership program with K–12 populations and teachers in the local and regional community.

Explore how area school district budget reductions may provide opportunities to partner in creating community-based learning experiences for Gustavus students and recent graduates.

D. Continuing Education Programs

- 1. Invest in a market analysis for the development of robust continuing education programs for alumni, parents, and friends, including programs on campus, in the Twin Cities, international travel tours, and via distance education.**

Any program created would need to be minimally self-sustaining, including all marketing and staff expense.

- 2. Develop a distinctive program “Gustavus off the Hill” as a continuing education program for professionals interested in the liberal arts.**

Specifically focused on professional development in ways to think critically, write persuasively, act ethically, and speak articulately in terms of 21st-century methods of communication.

3. Develop "Gustavus in the City" hosted at the American Swedish Institute to facilitate presentations by faculty, staff, and alumni of the College in the Twin Cities.

Ideally this would be a course series, not just one-time lectures. Special emphasis can be on taking or re-taking favorite courses or addressing issues related to different life stages. Course participants could create a cohort and connect online in between and after course completion to enhance the engagement.

E. Gustavus Online

Create a structure and process to provide a full schedule of lectures and concerts to a wider audience using technology.

This includes the creation of the program development, marketing support, recording technology and staff support, and digital repository. This may include the use of the web, podcast, and live streaming.

VII. *Strategic Initiative 1.6: Develop a distinctive Integrated Leadership program that combines rigorous academic study with relevant field experience for the development of students' leadership skills and competencies.*

A. Center for Leadership Development

Establish a signature comprehensive leadership center at Gustavus rooted in the College's mission and guarantees each student will experience leadership learning, development, and growth throughout their four years.

Adapt the Leadership Center model and definition proposed by the Leadership Working Group.

VII. Vision Statement From Gustavus Adolphus College's Strategic Plan

Guided by our distinctive core values, we will embrace our mission as a community informed by our traditions and committed to undergraduate, residential, liberal arts, Swedish-Lutheran higher education. Our faculty, embodying the highest standards of teaching, scholarship, and service, and our staff, guided by the highest standards of their professions, will collaborate to support the highest quality education for all of our students.

Gustavus Adolphus College will educate students to contribute their intellectual and creative gifts to society, to lead within their communities, and to bring rich perspectives to their engagement with the world. We will hold up the character and accomplishments of our graduates as the primary evidence of our success.

In our work and relationships, we will draw on the assets of our region as a context for providing a nationally recognized liberal arts education. Even as we educate students to become compassionate, effective leaders, the College will model compassionate, ethical, and effective action within its local communities.