

I. Interdisciplinary Programs Task Force Charge

Strategic Goal #2: Engage education at the intersections

Intellectual transformation occurs when students make deep connections between disciplines, experiences, and/or cultures. When students encounter opposing perspectives, make sense of incongruent information, or wrestle with ambiguity, they are challenged as individuals and groups to employ the skills of critical thinking and to affirm the processes of civil engagement. A Gustavus education will prepare students to thrive at the intersections of cultures, disciplines, questions, and commitments.

A. Strategic Initiative 2.1: Develop Interdisciplinary Centers of Synergy (e.g., Kendall Center for Engaged Learning, Johnson Center for Environmental Innovation, Center for International and Cultural Study, Center for Leadership Development, Center for Vocation and Reflection) which strategically integrate key components of our mission and vision and enrich existing disciplines and programs.

B. Strategic Initiative 2.3: Fully develop and appropriately staff interdisciplinary curricular programs.

C. Strategic Initiative 2.7 : Develop a more integrated approach to learning about and practicing health and wellness.

II. Strategic Initiative 2.1

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A. Provost Council

Enhance the newly created Provost Council by providing a structure to encourage the “centers of synergy” on campus to integrate and enrich existing programs and identify new collaborative initiatives.

B. Center for International and Cultural Education

The Center for International and Cultural Education is a key supporting factor to complement the Gustavus Mission Statement of the College in creating a curriculum that is ... "international in perspective" and "...a community of persons from diverse backgrounds."

- 1. Establish student learning outcomes and develop ample opportunities for learning so the Center for International and Cultural Education can serve as a campus leader in ensuring cultural competency.**
- 2. Increase the percentage of Gustavus students participating in a semester-long or year-long off-campus program to 25% of each graduate class.**
- 3. Increase the international student enrollment to 10% of the student body.**
Half of those international students will be drawn from the developing world to encourage the realization of the College's mission "affirm[ation of] the dignity of all people" and the creation of a "...just and peaceful world,". This would involve a substantial increase in financial aid dedicated for this purpose.
- 4. Develop contacts with internationally-located alumni who can serve as "Admission Ambassadors" to identify and mentor prospective international students.**
- 5. Increase funding to make Gustavus study-away need blind for all students interested in participating.**
- 6. Increase hiring of foreign language faculty to better prepare students for international study.**
- 7. Increase the number of faculty to allow for course release time to develop courses and pilot projects for study-away experiences.**
- 8. Provide funds to support faculty travel to cultural-related conferences or other related professional development activities.**
- 9. Regularly review study-away opportunities to ensure the majority of experiences are building cultural competency by having students be immersed in another culture (domestic and/or abroad).**
- 10. Develop more substantial re-integration support and programs for students returning from a study-away experience.**

C. Johnson Center for Environmental Innovation

Changing behavior and creating/adopting new technologies to live consciously in a more environmentally sustainable manner is one of the great challenges of our time. Innovation is a critical skill in a rapidly changing world and is integral to adapting business and economic systems.

Successfully addressing the challenge of global climate change, for example, will require leaders with a strong technical foundation who are also comfortable questioning the cultural status quo; imagining new approaches; researching, exploring and documenting new options and creating and implementing new technologies and systems.

- 1. Fully endow the Johnson Center for Environmental Innovation by 2015 enabling the Center to serve as a place on campus where students, faculty, staff, alumni, and the community come together around the topic of environmental innovation and sustainability.**

An endowment of \$7-10 million will support a director, assistant director, support staff, and intern and programming budget.

- 2. Capture the “innovation” in the Johnson Center for Environmental Innovation to catalyze and support environmental innovation through the engagement of students, faculty, alumni and the community.**

Implement at least one related program related to environmental stewardship and service learning opportunities in the region which will also engage alumni in contributing their time, talent and resources.

- 3. Manage resources responsibly and ethically so stewardship of the environment becomes embedded as a value of the Gustavus community.**

D. 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 career and across disciplines. Each year the Kendall Center evaluates and revises its programs to meet the changing needs of Gustavus faculty and students.

- 1. Create an endowment of \$10M for the Kendall Center by 2015 to support**

programming, a director, and staff.

This endowment will support appropriate staffing and programming support needed to carry out the goals of the Kendall Center such as: serving as a resource for new methods of teaching and technology; enhancing interdepartmental connections; helping faculty initiate student research and publishing; encouraging effective testing of student learning outcomes; overseeing mentoring of new faculty members; assisting faculty in their own research publications production.

- 2. 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.**

E. Center for Vocational Reflection

The Center for Vocational Reflection serves as a catalyst for interdisciplinary collaborations. Since its conception in 2001, the Center for Vocational Reflection has taken a comprehensive approach to vocation and reflection creating programs involving students, faculty, staff, and alumni.

- 1. Strengthen the partnership between the Center for Vocational Reflection and Academic Affairs relating to mentoring, vocational advising, and reflection on experiential learning.**
- 2. Create permanent funding for the Center for Vocational Reflection to support programming and staff.**

Gustavus made a commitment to the original funder, the Lilly Endowment, that the College would ultimately provide sustaining funds for the vocation initiative.

F. Center for Leadership Development

- 1. Establish a Leadership Center as outlined in the Leadership Working Group report in order to fully and effectively institute a comprehensive leadership development initiative that is visible, intentional and integrated as part of the ethos of Gustavus.**
- 2. Support the efforts of faculty to incorporate leadership development through the curriculum, capitalizing on strong existing practices and providing resources to establish new programs and standards.**
 - Ensure that core leadership experiences span the typical four years of enrollment, for example: Implement a sophomore and/or junior experience similar to that of the FTS to engage students in academic and leadership

development or explore the feasibility of creating a leadership-oriented capstone course/credit-bearing experience for seniors.

- b. Add general education components for leadership development, public service and/or civic engagement (potential for developing a new major or minor), engaging students in rigorous, robust, scholarly explorations of citizenship and leadership in their chosen discipline(s).
 - c. Provide training and access to resources (including increased library holdings) to faculty to enhance or create additional courses that explore leadership development, service learning, civic engagement, civil discourse and other related topics and pedagogies.
 - d. Consider adopting other proposed components from the Working Group report, including: International Education, outdoor experiential education, and the Leadership Fellows Program (portfolio, leadership and service project).
3. **Infuse leadership development through the College experience and beyond the curriculum, capitalizing on strong existing practices and providing resources to establish new programs and standards.**
- a. Increase access to and support for reflective learning through career explorations and internships for all students through alumni and corporate connections both in Minnesota, throughout the United States and around the world.
 - b. Develop an annual student leadership orientation for representatives from all student organizations.
 - c. Develop an outdoor experiential education facility on campus, a supervisor, and the necessary training to facilitate.

G. Linnaeus Arboretum

The 135-acre Linnaeus Arboretum, including the new Coneflower Prairie, provides the College and the St. Peter area with a living sanctuary of plants and animals for education, environmental stewardship, reflection, and recreation. Though the educational function of the Arboretum is primary, for college students as well as public school classes and the general public, the Arboretum landscape also serves as a treasure of beauty and harmony making the Arboretum a lovely destination for all.

The Arboretum reflects the interdisciplinary nature of the liberal arts and helps people see connections between physical and cultural landscape elements.

1. Enlarge the Melva Lind Interpretive Center to create a significantly larger facility.

This would include a larger meeting space, a remodeled area to better accommodate classes as well as serious interpretive exhibits, expansion of the kitchen space, access to bathrooms without disrupting the meeting space, office space for the Johnson Center for Environmental Innovation, and Linnaeus Arboretum office space to meet program needs.

2. Develop permanent funding for full-time positions of the Linnaeus Arboretum staff – director, naturalist, and gardener - none of which are currently full time.

3. Support efforts to connect, more creatively, the environmental vocations of the Linnaeus Arboretum, the Environmental Studies Program, and the Johnson Center for Environmental Innovation.

4. Build partnerships using the Linnaeus Arboretum/Lind Interpretive Center facilities and programming with local school districts and others to be viewed as a regional leader in landscape education, appreciation, and management.

5. Expand the creative Eckman Mall concept to include the South Mall (between the Chapel and the Schaefer Fine Arts Center) and the West Mall (west of the Chapel).

6. Continue work on the three meditation gardens – Labyrinth, Peace Circle, and Japanese Gardens.

7. Secure continuing support for the biennial Linnaeus Symposium.

H. Hillstrom Museum of Art

The Hillstrom Museum of Art is committed to infusing the visual arts throughout all facets of the liberal arts curriculum of the College, throughout the extracurricular life of the College, and throughout the engagement of the College with alumni and community members. As a crucial educational and cultural component of the College,

the Museum educates through its exhibitions and programs, encourages the interdisciplinary study of the arts, and provides a context for understanding the arts and related disciplines in a liberal arts program. The Museum facilitates scholarly research and the academic use of the Museum's art collection. The Hillstrom Museum of Art generally offers five to seven exhibitions and several guest lectures by artists, art historians, or collectors each academic year. Annually 5000-7000 attendance visits are recorded at the Museum.

- 1. Endow the Hillstrom Museum of Art programming, operations, and optimal staffing in a manner that is similar to comparable campus programs.**
- 2. Create a new, centrally-located Hillstrom Museum of Art space or increase and improve current space.**

Ideally, a larger space would be constructed to house the Hillstrom Museum, one that would still be fully integrated into a centrally located building but that would avoid limitations and concerns relating to the current space. Additional preparation and storage spaces would allow maximum utility and security of Hillstrom Museum collections. Increased exhibition space would allow a dedicated space for display of the permanent collection while also having sufficient changing exhibit space for high-quality offerings of the sort appropriate to a College such as Gustavus.

I. Center for Community Service

Expand the infrastructure of the Community Service Center to meet existing needs from faculty members, students and community partners to empower engaged student learning through community partnerships.

J. Nobel Conference

- 1. Strengthen the Nobel Conference by enhancing its recognition and visibility, both on campus, regionally, nationally and globally.**
- 2. Increase the endowment and funding for the Nobel Conference to provide sufficient funding for speaker honoraria, comprehensive marketing, director and faculty chairs, and high level audio visual presentation and transmission.**
- 3. Leverage the Nobel Conference to build partnerships with other organizations and institutions.**

4. **Expand the development and availability of Nobel Conference supplemental resources to include curricular material for a range of age groups and expand associated lifelong learning programs to reach a national audience.**

K. MAYDAY! Peace Conference

Provide financial, staff, and marketing support to establish the MAYDAY! Peace Conference as the premier signature event of the spring at Gustavus to educate the campus community and beyond about issues related to peace, human rights, and social justice.

L. Building Bridges Conference

Secure consistent funding so Building Bridges remains a premier student-initiated, student-led diversity conference dedicated to addressing today's pressing social and global issues.

M. Global Insight

Support campus-wide efforts to institutionalize the Global Insight program to maximize international learning on campus throughout the academic year.

N. Learning and Living Communities

1. **Create new Learning and Living Communities and transform current Intentional Learning and Service spaces in residence halls to provide an innovative and intentional means of creating a seamless environment that links students' learning in and out of the traditional classroom.**
2. **Pilot Learning and Living Communities built around a set of First-Term Seminars with common or closely-related syllabi and students housed in the same residence hall starting in 2010-2011.**
3. **Develop communities for sophomore students to focus on combining growing disciplinary demands as students move towards declaring a major with continuing commitment to "trans-disciplinary" problems of broad social importance.**
4. **Develop an assessment tool to measure student learning outcomes related to learning and living communities.**

O. Support Centers

1. **Gustavus Technology Services**
 - a. **Provide the financing and staff necessary to better support the five core components of Gustavus Technology Services: communication, support**

services, equipment and hardware, access and infrastructure, ethics of technology/philosophy and culture.

- b. Substantially increase funding for equipment and hardware to implement a four-year replacement plan, increase mobility and flexibility of workspaces, and allow Gustavus Technology Services to function under a multi-year budget model.**
 - c. Create, promote and expand a campus-wide repository for the College's growing archive of digital images and media.**
 - d. Create and staff Gustavus Technology Services divisional instructional support model to provide staff support for the curricular and co-curricular needs of the campus.**
 - e. Increase technology infrastructure in classrooms and other public use spaces.**
 - f. Provide policies and network infrastructure to maintain the security of information.**
 - g. Provide infrastructure and staffing to support appropriate technologies for disseminating campus lectures and signature programs to a broader off-campus audience (e.g. Nobel Conference, MAYDAY!).**
 - h. Develop and support new technologies for distance learning continuing education opportunities.**
- 2. Folke Bernadotte Memorial Library**
- a. Expand and renovate the Folke Bernadotte Memorial Library to reflect the needs and approach to studying of current and future students and to remain competitive in student recruitment.**
 - b. Appropriately staff the Folke Bernadotte Memorial Library to meet the increasing demands to support faculty and students in their ability to use expanding and evolving resources to improve student learning.**
 - c. Substantially expand the acquisition budget of the Folke Bernadotte Memorial Library to meet the unique challenges of providing support**

for a globalizing curriculum and faculty/student access to expanding forms of information at rapidly escalating costs.

- d. Improve the College's ability to store, access, and display archival materials and exhibits.**

3. Registrar's Office

- a. Provide resources to electronically deliver, receive, and archive student records and transcripts.**

This includes transferring all pre-1984 student records from micro-fiche to a permanent form to maintain use of this information, providing online access to all student records, and moving to delivery and receipt of electronic transcripts.

- b. Expand private Registrar office space to accommodate the need for a location to conduct confidential conversations.**

P. Pre-professional Program Advising

Intentionally expand or develop three to five innovative, nationally-recognized pre-professional advising programs that integrate vocational advising, alumni networking, and internship opportunities for current Gustavus students.

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

Q. New Program Development

1. Gustavus Heritage Resource

Develop an entertaining and engaging web-based multi-media resource for students, faculty, staff, and alumni about Gustavus' Lutheran, Swedish, and Swedish Lutheran roots to provide a common understanding of Gustavus's roots and heritage.

2. Social Justice and the Arts Program

Explore a mechanism by which Gustavus and the community can engage in and reflect upon questions raised related to social justice using the visual and performing arts.

3. **Explore the possibility of creating a visual literacy component to the curriculum, Media Studies interdisciplinary minor, and an Arts Management minor.**

4. Globalize the Curriculum

Explore the development of courses focused on non-Western cultures and countries to support efforts to globalize the curriculum.

There are notable gaps in current course offerings in Africa, Asia, and Middle Eastern Studies. This could develop into a program for each of these areas to add to the current program in Latin American Studies or explore how to combine such programs under an umbrella of Global Studies or World Studies program.

5. Permanent Off-Campus Venue for Study-Away

Establish a permanent off-campus venue for study-away experiences outside of Minnesota enabling students to immerse themselves into another area, another landscape, and another culture.

One suggestion would be the Santa Fe, NM metro region. The three cultures that have shaped the region - Pueblo, Hispanic, and Anglo - are still around, sharing ideas, traditions, and lifeways in a mostly peaceful ambience. Thus it would offer an exciting opportunity to live and study amid a multicultural landscape that has been around north central NM for 400 years.

6. Innovation

- a. **Establish a Center for Innovation at Gustavus to seed innovative thinking and culture throughout the Gustavus community.**

In an era of rapid technological, economic and social change, graduates must not only be able to adapt to change, they must be comfortable and skilled at leading the process of innovation. Indeed, the institution itself, students, faculty, staff, board, as well as alumni and the community of St. Peter, will benefit from a conscious understanding of innovation and change and creating a culture that supports it.

- b. **Establish a named award to be given for faculty or faculty/student interdisciplinary research demonstrating innovation and excellence.**

III. *Strategic Initiative 2.3: Fully develop and appropriately staff interdisciplinary curricular programs.*

A. General Education Curriculum Resources

1. **Substantially increase resources and staff to appropriately support the current and any future General Education Program.**

Program additions cannot be in replacement of funding current programs.

2. Inter and trans-disciplinary Programs/Curriculum II

Sustaining excellence in interdisciplinary programs, in part, requires the same resources and opportunities available to traditional academic departments. Yet interdisciplinary programs provide unique opportunities and challenges surrounding the dedication of faculty positions, administrative tasks, financial resources, and needs for physical space.

a. Support Structure

Create a structure and funding model that will facilitate long-term sustainability for interdisciplinary majors and minors (Biochemistry; Environmental Studies; Gender, Women, and Sexuality Studies; Latino, Latin American, and Caribbean Studies; Neuroscience; and Peace Studies).

This could involve a restructuring of the department system, a center for interdisciplinary programs with a faculty director, support staff, and budget, or another alternative that builds on the existing strengths of the academic program and vision for future.

Although faculty generally support the concept of interdisciplinary programs, the current structure and funding model results in multiple overarching challenges identified by current interdisciplinary programs such as: Time allocated for administrative visioning, planning, and execution for a chair/director; inclusion of IDP needs during faculty hiring, leave replacement, and retention decisions; physical presence on campus – both for visibility, meeting space, filing capacity, and storage; dedicated budget lines for interdisciplinary programs.

b. Student Experience

Enhance the student experience in interdisciplinary programs through: Guest professorships and lectures on campus; Collaborating with local community partners; Study-away opportunities; Student/faculty research opportunities; Attending and presenting at conferences; Mentoring relationships with alumni; Increased advising relationships with interdisciplinary faculty.

c. Faculty Experience

Support faculty development for interdisciplinary programs through time allocated for student advising, and time and funding for faculty/student research, and time to develop or enhance interdisciplinary course offerings.

d. Faculty Dedicated to Interdisciplinary Programs

Explore the creation of dedicated faculty-line, tenured positions, and endowed chairs for Interdisciplinary Programs to ensure continuity of curriculum and programmatic elements.

7. First-Term Seminar

a. **Develop a sustainable leadership structure for the First-Term Seminar program that will allow long-term planning and continuity in the pursuit of First-Term Seminar goals.**

This should involve a director and assistant director with appropriate course release and summer support.

b. **Increasing the resources in faculty development to support the time and needs of faculty teaching First-Term Seminar courses.**

This may include demonstrating how First-Term Seminar courses can include both academic rigor and effective advising; demonstrating effective models for incorporating writing, oral communication and critical thinking teaching techniques in courses; increasing the ongoing writing support needed for students; and support to develop curricular innovation, cross campus collaborations, or alumni mentors.

c. **Provide support for First-Term Seminar programming.**

This may include the creation of a celebration of the work of first-year students modeled after Creative Inquiry.

8. Sophomore Experience

Develop appropriate academic and advising opportunities and support for sophomore students.

The goal is to broadly support sophomore students, who often struggle to find their footing.

IV. ***Strategic Initiative 2.7 : Develop a more integrated approach to learning about and practicing health and wellness.***

The Health and Wellness initiatives should be expanded both in terms of the programs offered as well as the physical buildings used to facilitate new and existing initiatives to enrich the lives of students, faculty, staff and the broader Gustavus community by providing students and the greater Gustavus community with the healthiest, most productive education possible.

- A. Create a definition of and catalogue best practices in health and wellness and fitness.**
- B. Develop a staffing structure, programs, resources, and facilities to manage a campus wellness effort.**
- C. Integrate health, wellness, and fitness opportunities and philosophies throughout campus and community.**
- D. Develop and increase the support for healthy lifestyle choices, especially related to topics of drugs, alcohol, and tobacco.**
This could include encouraging a personal wellness plan for students including emotional, physical, spiritual and financial wellness.
- E. Explore ways to integrate the arts throughout the campus to augment health, wellness, and fitness initiatives.**
- F. Increase resources and facilities for intramural sports and outdoor health and wellness activity programs.**
- G. Provide comprehensive education in the areas of stress management, time management and maintaining a balanced lifestyle.**

V. 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.