



SELF-STUDY
FOR
COMPREHENSIVE EVALUATION
BY THE
HIGHER LEARNING COMMISSION
OF THE
NORTH CENTRAL ASSOCIATION
2002–2003

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INTRODUCTION



GUSTAVUS Adolphus College finds itself facing a moment of important transition from a position of strength. During the 2002–2003 academic year, the college enjoys the flexibility of the interim presidency of Dennis Johnson and the second full year of leadership from Dean of the Faculty John Mosbo, and our college community recognizes that more matters than usual are up for discussion and reconsideration. As is to be expected during changes in leadership, we are looking for clearer-than-usual signals for direction and expectation, and we have higher-than-usual hopes that we can strengthen our successes and can address the challenges we face. This self-study aims to highlight these strengths and to frame the formative issues and questions we face in confronting the challenges.

We think there are many who ought to be interested in these topics. In addition to the visiting consultant-evaluators from the Higher Learning Commission who will make recommendations concerning the college's accreditation, we are mindful that an incoming permanent president will need a thoughtful orientation to what the college has been doing and what it sees as its immediate and long-range priorities. In an ideal world, we would have imagined the search committee to be an important audience for this document. Instead, the search process turned out to be one of the important venues in which the evaluative work of the self-study was done. We hope that the information and evaluation that is presented here will help our new president begin work with a strong understanding of the place, its people and values.

We also believe that this self-study has an important role to play in helping the college community itself formulate and project a more consistent understanding of its present and its future. In writing the report we have made use of many documents which deserved wider circulation than they have had. While it is perhaps surprising that as small and close a community as Gustavus Adolphus College should need to be introduced to itself, we have seen the value in laying out in one place an explicit explanation of the connections between various activities and entities in the community. The connections are, in fact, alive and effective, but it takes newcomers longer than necessary to become aware of them and even old-timers miss opportunities to consolidate their work and expenditures of time and effort with possible partners.

Finally, we are aware of the need to present a comprehensive picture of the college to a variety of external audiences: new trustees, prospective donors, foundations, etc. The past decade has seen the college work hard to develop a more prominent presence in the national arena of higher education by articulating Gustavus' "distinctiveness" more effectively. The self-study offers a particularly prominent opportunity to define and document the achievements, opportunities, and resources that merit the confidence and support of those who share our values and vision.

INSTITUTIONAL PROFILE

Gustavus Adolphus College is a four-year, residential, church-related liberal arts college. Its approximately 2,500 full-time students earn a Bachelor of Arts degree in a wide variety of traditional liberal arts disciplines as well as a small number of professional programs such as nursing, teacher education, management, etc., which are strongly based in a commitment to liberal arts education. Founded by Swedish Lutheran immigrants in 1862, the college

maintains its Lutheran identity in its affiliation with the Evangelical Lutheran Church in America (ELCA) and continues to nurture a significant number of links with its Swedish origins. The college has a strong record of retention and graduates 78–80% of its enrollees within four years. With effective use of travel opportunities during January Term, the college ranks among the top ten baccalaureate institutions in the percentage of students who study abroad: nearly 50% of graduating seniors have studied abroad during their four years. Each fall, the college hosts the internationally recognized Nobel Conference, which brings almost 6,000 guests to campus to hear a panel of Nobel laureates and distinguished scientists consider important topics in science and society. An annual Mayday! conference raises issues of peace and social justice for the community and many campus visitors.

ACCREDITATION HISTORY

Gustavus Adolphus College was first formally accredited by the North Central Association in 1915 to offer the Bachelor of Arts degree. The college has been continuously accredited to do so since that time. It was most recently granted continued accreditation in Spring 1993.

THE SELF-STUDY PROCESS

A good deal of preliminary work for the self-study was undertaken by Professor Michael Miller between 1996 and 2000. His work identified a time-line and helped bring into focus the evolving expectations the North Central Association had with respect to assessment of student learning.

In December 2000, the president of the college appointed Professor Eric Eliason as self-study coordinator and a self-study steering committee composed of four faculty and two administrators, the Dean of the Faculty serving *ex officio*. The Steering Committee met to review the criteria for accreditation and to consider the functions and opportunities of the self-study. In March 2001, the Committee participated in the workshops for self-study hosted as part of the annual meeting of the North Central Association. Following those workshops, the committee formulated a self-study plan.

During Spring and Summer 2001, the coordinator met with and consulted with key leaders in the college—vice presidents and deans, various directors, leaders of student senate, etc.—to inform them of the self-study goals and processes and to solicit their input for both information and evaluation. The coordinator also began to assemble the basic data and documents that would inform the self-study, and drafted a description of the college's response to the concerns articulated in the 1993 accreditation report.

During Summer 2001, John Mosbo assumed the office of Dean of the Faculty and Vice President of Academic Affairs and joined the Steering Committee as an *ex officio* member.

A self-study kickoff event in Fall 2001 provided information concerning the goals and plans of the self-study and solicited community feedback on the questions and issues that the self-study should raise. The committee discussed information gathered from surveys of faculty and students and worked as a set of sub-committees with various offices and committees to gather and evaluate information needed to document the ways in which the college meets the criteria for accreditation.

This work continued during Spring 2002, during which time the coordinator attended the self-study workshops at the NCA's annual meeting.

Over Summer 2002, steering committee members finished the work of gathering information and drafted sections of the self-study to be reviewed and commented upon by key stakeholders identified in the self-study plan.

For a variety of reasons, several members of the original steering committee were unable to continue their service, and new members were recruited to replace the attrition.

A draft of the complete self-study was completed by the end of September 2002, and sections were discussed with the administrative council, various faculty committees, student senate, board members, and others, in order to solicit corrections of fact and a wide variety of perspectives on the interpretation of the information collected.

In October 2002, the Board of Trustees passed a motion officially seeking reaccreditation from the North Central Association.

A draft of the self-study was sent to Dr. John Taylor of the Higher Learning Commission for comment in October 2002. Final consultations and revisions took place October, 2002, through January, 2003. A final version was distributed in February 2003.¹

ORGANIZATION OF THE SELF-STUDY

This self-study is organized closely along the lines of the criteria for accreditation. This introduction is followed by a chapter describing and evaluating the purposes of the college and the means by which the planning and budgeting processes of the college support that mission. Chapter Two takes up the human, financial, and physical resources that have been organized to accomplish the formal academic purposes of the college; Chapter Three takes up the resources that have been organized to support and enhance this work. In Chapter Four, we lay out the evidence for the success of college programs and evaluate the effectiveness of our assessment efforts. Chapter Five looks at the opportunities and challenges faced by the college and reflects on the resources needed to maintain and improve the college's ability to carry out its mission. Chapter Six documents and assesses the efforts the college extends to maintain integrity in its practices and relationships. A final chapter summarizes the report, makes a formal request for reaccreditation, and lays out priorities for institutional change. An account of the General Institutional Requirements and a set of Basic Institutional Data forms are contained in an appendix.

Wherever possible, the self-study cites data from fiscal year 2001–2002, generally the most recent year for which full information is available. Appropriate notation is made when figures belong to some other period. In general, figures are quite stable from year to year.

1. The self-study benefitted from the contributions of many members of the college community, but the following should receive special mention for their efforts: steering committee members Carolyn Dobler (Department of Mathematics and Computer Science), Gretchen Hofmeister (Department of Chemistry), Mark Kruger (Department of Psychology), Mariangela Maguire (Department of Communication Studies), David Menk (Director of Institutional Research), Michael Miller (Department of Education), John Mosbo (Dean of the Faculty), Jeff Stocco (Director of Career Services), and Steve Titus (Executive Assistant to the President); presidents Axel Steuer and Dennis Johnson, and vice presidents, Brenda Moore, John Mosbo, Owen Sammelson, Hank Toutain, and Ken Westphal; Bob Weisenfeld (Assistant Vice President for Corporate and Foundation Relations); Mark Braun (Associate Dean of the College); Barbara Fister (chair of the Program Assessment and Development Committee); Raj Sethuraju (Associate Dean for Multicultural programs); Lisa Heldke (Department of Philosophy); the chairs of academic departments and faculty committees; support staff in the Dean of the Faculty's office, Jean Heidcamp, Becky Miller, and Judy Roberts; Carol Lawrence (administrative assistant to the self-study coordinator); and the staff of the president's office, Jolene Christensen and Pat Leagjeld.

RESPONSE TO CONCERNS FROM 1993

In the report summarizing its findings in 1993, the evaluation team identified three concerns. These concerns and the college's response are outlined below.

FINANCES

Budgetary constraints, if continued, will seriously impede the college's ability to sustain and enhance a level of high quality both in terms of programs and human resources. Some examples of how this concern is already evident include such areas as inadequate program budgets, excessive teaching loads for some faculty, insufficient increase in library acquisitions, staffing needs, and an endowment payout rate that is too high. (1993 Report, p. 33)

In the past decade the college has managed its finances so that it has been able to continue a long period of operating without deficits, improve its credit rating, weather a \$50 million disaster, and modestly develop new academic and programmatic initiatives.

The college's ability to sustain itself and its mission financially was proven in an unexpected test in March 1998, when the campus sustained severe damage from a tornado that struck late on a Sunday afternoon during spring break. The college focused on its ability to identify, assemble, and deploy the resources necessary to resume classes and to repair the damage to facilities. Financially, this task was made easier by prudent insurance coverage, donations from alumni and friends of the college, and thousands of hours of volunteer help. As a result of this wise planning, hard work, and generosity, the physical plant of the college has never been in better shape. Even more importantly, though, this experience affirmed that we have assets beyond our finances—those who love and are committed to the college can be counted on to assure its welfare and to make sure that our mission is accomplished.

Endowment has been a sustained priority since 1993 and the college's "rigorous budgeting and management practices" are slowly placing the college on a more stable financial footing. The most striking evidence of the college's improving financial picture came when Moody's Investor's Service upgraded the college's bond rating from Baa1 to A3 in Fall 1998. Coming so directly in the aftermath of the March 1998 tornado, this upgrade reflected positively on budgeting and investing policies in the previous five years—practices that placed the college in a strong position to meet an unexpected challenge. As a result of its conservative budgeting practices, the college was easily able to borrow \$11.7 million at a time when the money was needed to improve campus center and residential life facilities.

From 1993 to 2000, two capital campaigns and favorable returns in the stock market helped boost the endowment from \$28 million to \$88 million. The capital campaign concluding in May 1997 was responsible for \$22 million of that growth. Since 2000, declines in the market value of the endowment have eroded some of that progress.

With respect to the specific financial concerns identified in 1993, the following figures give a rough sense of how the current situation stands with respect to 1993.

Concern	FY1992-3	FY2002-2003	Average annual increase
Budget	\$33,964,629	\$58,570,600	5.6%
Endowment ^a	\$28,717,170	\$73,974,109	11.1%
Tuition, Room, Food	\$15,825	\$25,115	4.7%
Students ^b	2,247	2,520	1.2%
Library	\$1,003,081	\$1,656,598	5.1%
Academic Support (exc. library) ^c	\$829,057	\$1,381,700	5.2%

Concern	FY1992-3	FY2002-2003	Average annual increase
Endowment Payout	6%	5% ^d	

- a. As of May 31, 1993 and May 31, 2002, respectively.
- b. Fall FTE
- c. In FY1993, this category included: Academic Administration, AudioVisual, and Archives. In FY2002, the figure included Academic Advising, Archives, Lind Interpretive Center, Associate Dean, College Dean, Secretarial Center, Media Services, and Academic Administration. Both years exclude depreciation and physical plan allocation.
- d. Changed May 31, 2002, from 4.5 to 5%.

As the college looks to its immediate financial future, it sees challenging, but not impossible times. The issues of maintaining both program quality and budget are particularly acute in 2002–2003. In addition to the challenge presented by erosion of endowment income, the college has also seen a decline in overall giving, an increase in financial need of admitted students, rapidly rising health care costs, and the loss of \$409,000 in state work-study funding. In August 2002, the budget committee responded to these losses by asking vice presidents to reduce their budgets by 2.5–3.5% for the academic year. These are not easy circumstances, of course, but the college has responded to the challenge by instituting all-college meetings for disseminating information about the challenges and soliciting feedback and by prioritizing cuts in accordance with the college’s mission.

We continue to be tuition dependent: in FY1992–3, 60% of the operating budget was funded with net tuition dollars. In FY2001–2002, that figure was still 60%.

In September 2002, the college entered the public phase of a comprehensive campaign with \$77 million dollars collected and pledged to a \$100 million dollar goal. The priorities for this campaign include raising endowments that will afford significant budget relief: scholarships, faculty chairs, faculty development, technology, student-faculty research, the Nobel Conference, and Christ Chapel programs and facilities. The college is aware that this is a challenging time for fund-raising, that a presidential transition will complicate the campaign, and that vigorous efforts will be needed to complete the campaign. Nevertheless, the best evidence suggests that there is untapped potential in the pool of natural prospects and that an increased emphasis on personal follow-up by advancement staff will yield good results.

Despite these financial constraints, the college has continued to enhance its staff and programs over the past decade and to attract the support of grantors who recognize the college’s quality. These enhancements will be described in greater detail in other parts of this self-study, but a brief account of some important successes (and any grant support that enabled them) would include:

- A new multimedia foreign language center, a native language assistant program, and faculty development activities to encourage the integration of information technology into the teaching of foreign languages and cultures. (Grants of \$150,000 each from the Charles E. Culpeper Foundation and the Barbro Osher Pro Suecia Foundation.)
- The \$7 million renovation and expansion of the Nobel Hall of Science, which was completed in 1997. (Major contributors include the following: The Bush Foundation [\$1 million], Curtis L. Carlson Family Foundation [\$611,000], National Science Foundation [\$512,324], The Kresge Foundation [\$500,000], the W.M. Keck Foundation [\$290,000], the Knut and Alice Wallenberg Foundation [Stockholm, Sweden; \$283,272], the General Mills Foundation [\$200,000], and the Arthur Vining Davis Foundations [\$150,000].)

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- The integration of information technology into the curriculum of the Art and Art History Department, with support for computer hard- and software and related faculty development activities. (\$100,000 from The Andrew W. Mellon Foundation.)
- Enhancement of the Environmental Studies Program. (\$194,000 grant from the Culpeper and Rockefeller Foundation Foundations.)
- The establishment of three positions in the president's office (Executive Assistant to the President, Director of Institutional Research, and an administrative assistant) and support for professional development activities for administrators or faculty interested in administration. (A three-year grant of \$475,000 from the Teagle Foundation.)
- A comprehensive Faculty Development Plan for initiatives that enhance teaching and improve undergraduate student learning. (Funded by \$300,000 from the Bush Foundation.)
- A new Center for Vocational Reflection. This center encourages theological reflection and the exploration of moral issues that form character, shape lives, and guide career choices. It builds on the ethos and climate of Gustavus by supporting already-existing programs, adding new ones, and coordinating and intensifying those vocation-oriented activities. (\$1.96 million from the Lilly Foundation.)
- Scholarship support for undergraduate women who excel in the sciences, mathematics, and computer science. (\$197,000 from the Clare Boothe Luce Program of the Henry Luce Foundation.)
- The addition of a second Japanese-language instructor through the support of the Japan Foundation.
- Enhancements to residential life programming and increased compliance with ADA mandates, in part, through the building of the Carlson International Center and the Campus Center.

It is the college's belief that this record of grant support is an important indicator of the college's ability to attract financial support.

Summary:

The problem with finances identified in 1993 has not been "solved"; but the past decade has shown that the college has been able to maintain and improve even in a national and local context which has been extraordinarily challenging. We have a good understanding of the basic problems facing us and institutions like ours: an increasing need to fund financial aid through local resources, the difficulty of controlling costs such as health care, our vulnerability to economic trends and political decisions, and issues with respect to fund raising and building the endowment. None of these issues is solved easily, and as a community, we are growing in our awareness that in addition to concerted efforts to increase the college's financial resources, hard decisions lie ahead with respect to focusing the scope of what we try to accomplish. We will be looking to the incoming president for effective leadership and accomplishment in this critical area.

INSTITUTIONAL DATA

There is a definite need for institutional data gathering and packaging in a systematic fashion whereby data can be available for monitoring programmatic growth, stimulating public relations, enhancing grant writing, and assessing achievement of established outcomes. (1993 Report, p. 33)

Funded by a grant from the Teagle Foundation, Gustavus Adolphus College established a position of a Director of Institutional Research and hired Dr. David Menk to fill that position beginning in Fall 2000, a position now reporting to the Vice President for Administration.¹



The Director of Institutional Research has worked with existing data collection efforts and begun to align and augment them in ways that allow the college to compare what it knows of itself to what is known about other institutions through HEDS, HERI, MPCC, ELCA, etc.

Beyond the establishment of the institutional research position, the college has made significant progress with respect to some of the specific concerns in the 1993 report. One effort in this regard was the inception of a Gustavus Factbook in 1996, a booklet of basic information about the college intended to ensure that a consistent set of data was disseminated by all offices of the college.

The college also made a great leap forward in data collection and organization in 1996 when it began to migrate its data from a system designed in-house to a Datatel system that integrates budget, admissions, academic, and development records. The Datatel system offers a wide variety of advantages—many of which the community is still learning as training becomes more widespread and the web interface offers more of the community access to the databases.

In the Institutional Advancement offices, a new position, Associate Vice President for Marketing and Public Relations, was added in December 2000, in order to better organize and coordinate the efforts of positions involved with disseminating information about Gustavus to various constituencies: Fine Arts Programs, Sports Information, Web Publications, New Services, Special Events, and Publications. This position became vacant at the end of 2002 and its future is still under consideration.

Within the system of faculty governance, the Program Assessment and Development Committee was established in 1997. Charged with two tasks—to assist departments and programs with the development and implementation of assessment plans and strategies, and to assist and advise departments and programs on issues related to department or program reviews—the committee has central responsibility for coordinating and overseeing the assessment plans developed and administered by the several departments. This committee has worked with faculty and administration to inform the community about the kinds of data helpful for documenting student learning and the ways that that data can be organized and used in planning processes.

Summary:

We have made demonstrable progress in this area: adding staff, making better use of technology, and reorganizing administrative structures. There is still room for growth. It is not always clear which office is responsible for keeping which information, and some basic information (basic counts and demographics of staff, for instance) seem not to be kept at all. It is also true that more information is collected than is used. In completing this self-study, we came to believe that much could be gained by ensuring that the results of department reviews, assessment activities, enrollment patterns, annual reports, etc., make their way to appropriate committees and offices. Conversations between the Associate Dean, the Vice President for Administration, the Assistant Vice President for Corporate and Foundation Relations, and the Director of Institutional Research have begun to address this need.

FACULTY EVALUATION

The present system whereby faculty are evaluated needs substantial improvement. The new system should include both summative and formative aspects, with procedures for evaluating faculty throughout the pre-tenure probationary period as well as for the post-tenure years. These processes should be handled by independent standing committees to avoid conflict of interest. (1993 Report, p. 33)

1. The Vice President for Corporate and Foundation Relations served as Coordinator of Institutional Research in 1998–1999.

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In 1994–5, the Dean of the Faculty announced work on this concern as a priority for that office. The faculty senate established an *ad hoc* committee on faculty evaluation, which put together a plan for a three-year pilot project on post-tenure assessment. This plan provided for exercises in faculty self-assessment, discussion with a peer group, and the creation of a report to be reviewed with the dean.

In a memorable faculty meeting (May 18, 1995), this plan was extensively and passionately debated. In a 62-39 vote, faculty rejected this plan and made clear that the will of a substantial majority of the faculty was not to institute post-tenure review. No serious attempt to revisit the question has occurred since then.

In the wake of that decision, plans for improving the system of faculty evaluation have focused on a) regularizing, formalizing, and improving the already-existing system of reviews and decisions administered in departments and through the Personnel Committee; and b) formalizing the processes by which the college recognizes, rewards, and encourages faculty development through the opportunities initiated and funded by the Faculty Development Committee.

Faculty have amended the procedures for review, tenure, and promotion on numerous occasions in the past ten years, refining criteria for tenure and promotion, regularizing materials collected and procedures used by the Personnel Committee, clarifying expectations for faculty participation in committee work, etc. A full description of these criteria and procedures is found in the Faculty Manual and the Faculty Handbook.

Currently, faculty are evaluated in the following ways:

Direct Evaluation:

Direct evaluation of faculty performance is done annually through the year of tenure. The following is the schedule of direct performance evaluation for most faculty.

First Year: Review conducted by department followed by a meeting with the Dean of the Faculty.

Second Year: Review conducted by department followed by a meeting with the Dean of the Faculty.

Third Year: Review conducted by the Personnel Committee, including a report from an outside evaluator, classroom visits, solicitation of letters, the administration of teaching evaluations in courses taught by the faculty member under review, and interviews with department colleagues. The Committee drafts a final evaluation letter, which is discussed with the candidate, revised (if needed), and sent to the dean.

Fourth Year: The faculty member meets with the department chair and the chair of the third-year review committee to discuss the faculty member's progress.

Fifth Year: Review conducted by department, followed by a meeting with the Dean of the Faculty, if warranted.

Sixth Year: Tenure review conducted by the Personnel Committee, including classroom visits, solicitation of letters, the administration of teaching evaluations in courses taught by the faculty member under review, and interviews with department colleagues. The Personnel Committee sends its recommendation to the Dean of the Faculty, whose recommendation is forwarded to the President and ultimately the Board of Trustees for action. On the basis of the evidence collected as part of the tenure review, the Personnel Committee also makes a recommendation concerning promotion to Associate Professor, which is acted on by the dean.

Mid-Career: Promotion to Professor—a detailed review conducted by the Personnel Committee, including classroom visits, solicitation of letters, the administration of teaching



evaluations in courses taught by the faculty member under review, and interviews with department colleagues. The Personnel Committee sends its recommendation to the dean.

Indirect Evaluation:

Throughout their careers, faculty are evaluated indirectly through the faculty member's participation in faculty development efforts, departmental reviews, and participation in the general education program of the college. There is no set timetable for this indirect assessment, but it is unlikely that a faculty member, even after promotion to Professor, would go more than seven years (length of time between sabbatical eligibility) without focused evaluation. Some important forms of this assessment are listed below.

Proposals for Sabbatical Leave: Faculty Development Committee reviews proposals, in which faculty make the case for the professional and personal importance of the proposed project and describe its relationship to the plans of the college and department. The Committee sends a recommendation to the Dean of the Faculty. At the conclusion of the leave the faculty member submits a report to the dean.

Annual Faculty Activity Report: Each year faculty are asked to submit a report of their professional activities to the dean. Beginning in 2002–2003, the dean requested that faculty submit their professional plans for the coming year in an effort to encourage individual faculty to review and evaluate their own plans.

Annual Offering of Internal Grants: The college offers grants for faculty professional development. Both the Presidential Faculty/Student Collaboration grants and the Research, Scholarship, and Creativity grants are subject to peer review by the Faculty Development Committee. The committee is asked to assess the proposal for the likelihood of completion, etc. While faculty are not mandated to participate in the grant process, many do so on a regular basis.

Participation in General Education

First Term Seminar: Faculty who choose to participate in an FTS must attend a workshop, submit a specific FTS and writing proposal for the course, and use a standard Student Evaluation of Teaching, which is reviewed by the dean's office and external program evaluators.

Writing Program: Faculty who choose to participate in the writing program must submit a course proposal for approval. Teaching objectives and methods are scrutinized by the Curriculum Committee.

Area Courses: Faculty who choose to have their course meet an area requirement must submit a course proposal for approval. Teaching objectives and methods are scrutinized by the Curriculum Committee.

College Departmental Reviews: Every 8–10 years, outside evaluators are brought to campus at the request of the dean to evaluate each academic department. While the focus of the review is the academic program, reviewers have used these as an opportunity to address specific issues involving individual faculty members. This may happen in the preparation of the departmental self-study, through the collection of materials, discussion among colleagues, the comments of evaluators, or in collecting data from students.

Departmental Assessment Plans: Beginning in Fall 1998, all academic departments were mandated to have a departmental assessment plan in place and to be collecting data. Most departmental plans have components that collect data from current students and alumni. Neither group is shy about sharing their thoughts on individual faculty performance.

Off-Campus Accreditation: Some departments and programs are accredited by outside agencies. These include Chemistry, Music, Nursing, Health and Exercise Science, Athletic

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Training, and Education. In recent years, these accreditation visits have been timed to take the place of college departmental reviews. In some cases, this is not possible. Once again, while the accreditation review focuses on the departmental program, the performance of individual faculty is a sometimes raised as an issue.

Departmental Advisory Committees: At least two departments have formed advisory committees of alumni. Other departments have been encouraged to do so. A departmental advisory committee provides the dean with direct access to alumni who are able to share their concerns regarding faculty performance.

Peer Review/Public Review: In most fields, peer review boards assess the academic performance of faculty members when articles, books, and the like are submitted for publication and proposals for grants are submitted. In performance disciplines, there are juried shows and competitions. Some faculty submit their creative work to professional critics through public performances. Many faculty also participate as guest speakers for area associations and churches. Feedback on their performance almost always finds its way back to the dean's office.

Grade Appeal Process/Student Complaint Process: The grade appeal process and an "open door" policy for student complaints on the part of the associate dean allow students to register their concerns about the performance of faculty. In both cases, students are referred to the department chairs and then to the associate dean for help in resolving problems. Performance issues are forwarded to the Dean of the Faculty for follow-up.

Meetings with the Dean of the Faculty: The previous Dean of the Faculty had made it a point to meet regularly with faculty who did not participate in the direct or indirect assessment efforts of the institution, including all faculty at the rank of Associate Professor who were "past due" for promotion to Professor. Faculty who have not recently been active in their scholarship have been encouraged to submit RSC grant proposals. The Dean also meets with faculty when a pattern of student complaints has emerged.

Summary:

The current constellation of efforts to evaluate faculty performance is split between pre-tenure and post-tenure contexts. The pre-tenure phase, in general, has the confidence of the faculty and the Personnel Committee has established well-defined processes and guidelines for evaluating faculty according to the broad but clear criteria outlined in faculty governance documents. Two areas of dissatisfaction are sometimes articulated. The first concerns the difficulty of perfectly implementing the processes and schedules agreed on. The second concerns what many consider to be excessive evaluation of untenured faculty. In an effort to reduce obtrusive reviewing, the faculty recently voted to curtail the the fourth-year review, which, because of AAUP notification requirements, often took place only a few months after the third-year review.

Post-tenure review is, of course, a notoriously controversial topic in academe, and the arguments for and against various versions of it have been articulated and debated in the appropriate faculty committees and meetings. The current evaluation of tenured faculty probably lacks the systemization and regularity implied in the concerns expressed in 1993. But it would be fair to say that faculty and the Dean of the Faculty are well-informed concerning what their students and colleagues think of their teaching and professional development. The current opportunities to observe, evaluate, and receive feedback on faculty performance give department chairs, associate deans, and the dean a reliable basis on which form an opinion of individual faculty members' strengths and weaknesses. Moreover, the Faculty Development Committee has acted aggressively to ensure that questions of professional effectiveness, especially in the classroom but also in other areas of professional expectation, are constantly present in day-to-day conversation and in the planning and negotiating of college decision-making. Opportunities and incentives abound for faculty to

review their own activities, to experiment with and improve their own performance, and to receive feedback and advice from colleagues.

A more open question is whether there are sufficient and appropriate means for department chairs and deans to respond to what they know about faculty performance. The lack of a merit pay system removes one obvious arena for rewarding performance and responding to those few faculty who seem unmotivated to respond to negative evaluation. The faculty could profit from a discussion of how and where these exceptional cases can be dealt with in a way that respects due process and academic freedom.

Though system and regularity are not the hallmarks of Gustavus' version of "post-tenure review," the evidence shows that the current informal system is working. Students express high levels of satisfaction with the instruction they receive. Reports written by outside reviewers of departments and programs consistently comment on the dedication of the faculty they review and their pedagogical effectiveness. Workshops to help faculty think about how to teach research skills or critical thinking are well attended. In short, the current system, while not ideal, is more than adequate for fostering a climate in which faculty seek feedback on their effectiveness, receive help and resources for improvement, and maintain a living professional career. "Deadwood" among the faculty is hardly ever raised as a significant obstacle to meeting our mission.

CHANGES AND SIGNIFICANT DEVELOPMENTS

THE TORNADO

The decade since the last accreditation visit is punctuated exactly at the midpoint by "The Tornado": a mile-wide F3 storm that extensively damaged the entire campus and the majority of the St. Peter community late in the afternoon of March 29, 1998. Fortunately, a number of circumstances mitigated the disaster—adequate warning of the storm's approach, the fact that the campus was on spring break and very sparsely occupied on a Sunday afternoon. But the efforts required by the college and its employees to repair and rebuild not only the campus but homes and the St. Peter community have had an impact on almost all that has occurred on campus since then.

In all, insured damage to college property amounted to about \$50,000,000. Uninsured damage to landscaping included the loss of approximately 2000 trees. All 59 buildings on campus were affected. With flexibility on the part of faculty, staff and students, classes resumed on April 21. Some academic space had been made usable by that time; other activities were held in FEMA trailers or in adapted space in other campus facilities. In order to accommodate the loss of facilities and to make up the eleven lost class days, the faculty adopted a revised daily schedule that had classes meet three times a week on either Monday, Wednesday, Friday or Tuesday, Thursday, Saturday, with the term extended through what would have been reading day and final examinations. Commencement was held on May 31, as scheduled. All areas of the college contributed extraordinary efforts to finish the year, but the efforts of Dining Services to feed the community with the loss of its kitchens and dining room, and of Residential Life to accommodate not only the students whose residence hall rooms had been destroyed but also those students whose off-campus residences were destroyed, deserve special mention. The demands on physical plant crews were, needless to say, incalculable and fulfilled with outstanding dedication.

In some ways, the college, being well-prepared for recovery with a sound emergency management plan, was remarkably undaunted by the disaster. Despite fears that current students would transfer and incoming students decide to matriculate elsewhere, the college

INTRODUCTION

Changes and Significant Developments

enrolled the largest first-year class in its history the next fall and enrollment increased to record highs. Wise planning with regards to insurance and a strong relationship with a major contractor meant that repairs and reconstruction could proceed in a timely manner and according to an already-existing facilities plan. When classes resumed in Fall 1998, all facilities were ready for near-normal use.

The physical plant, of course, felt the greatest brunt of the tornado's impact. In order to house students on campus, the college added 24 units to the existing College View apartment complex on Grace Street, built 16 units called Arbor View on Jefferson Avenue, and added Prairie View, a 60-bed unit behind the Fine Arts complex. Academic facilities were upgraded with new computers for faculty and students, 28 new Steinway pianos, 13 new multimedia systems for classrooms, new scientific equipment, and an addition to the Lind Interpretive Center housing the Environmental Studies program.

Outdoor and indoor athletic facilities were upgraded as part of the repairs, and work began earlier than planned on a new campus center, a 106,000 square foot project that doubled the size of dining facilities and provided more central and larger spaces for student organizations and student-centered offices, such as Admissions, the Dean of Students, the Diversity Center, and Residential Life.

These projects have taken up a great deal of attention, time, and energy, resulting in a campus whose physical plant is in remarkably good repair—their successful completion positions the campus to focus its current resources in other directions.

OTHER RECENT HISTORY

The tornado and its aftermath make a dramatic story and show the resolve and resourcefulness of the college in a particularly good light. But it is perhaps too easy to use the event as a lens through which to refract all of the college's recent history. There were, in fact, important and impressive changes and developments underway before March 1998. One of the most important of these was the completion of a \$7 million dollar renovation and expansion of Nobel Hall of Science in 1996. This renovation added 7,700 square feet of teaching, laboratory, and support space for biology and biochemistry, including a molecular biology research lab and two other botany labs. This project was one part of a capital campaign that was completed in May 1997. This campaign raised \$33.9 million in annual giving, endowment growth, and building renovation/information technology.

Likewise, the college has completed a number of projects since 1998 that are essentially unrelated to the tornado. Important among these are the following:

- The Carlson International Center, which provides a multicultural living atmosphere for students, serves as a hosting site for programs for the entire campus community that promote a climate of plurality, diversity, and tolerance, and houses the Office of International Education.
- A 9-lane, 400-meter all-weather track and inner 360 x 225-ft. grass intercollegiate soccer field, which is used for practice and competition by Gustavus' soccer and track and field teams. Academic classes and recreational activities also make use of the track.
- The Hillstrom Museum of Art, located in the lower level of the C. Charles Jackson Campus Center. The approximately 7,000 square foot space includes flexible exhibition space, a lecture room, two secured storage areas, and a preparatory room. The museum hosts exhibits that include works from the college's permanent collection and works borrowed for special exhibitions.

College leadership also underwent a series of changes during the past few years. A new Vice President for Institutional Advancement was appointed in January 2000. A new Vice President for Church Relations arrived in January 2002. In March 2000, Dean Elizabeth



Baer announced she would step down and take on a faculty position in the English Department. Professor David Fienen, who had served as associate dean and acting dean in recent years, filled the dean's position for the 2000–2001 academic year while the college searched for and recruited a permanent replacement. Dr. John Mosbo assumed those duties during Summer 2001. In January 2002, President Steuer informed the community that he would step down as president in June of that year. The Reverend Dennis Johnson, who had held a number of administrative posts at the college before retiring in 2000, was appointed interim president for the 2002–2003 academic year.

In summary, the decade has seen many physical changes in the campus that have enhanced both the academic program and residential life of the campus. Throughout sometimes dramatic and harrowing events, the academic mission and programs of the college have remained essentially stable, though individual programs have evolved in important ways. The size of the student body has increased slowly, though steadily. We know from experience that the college is stable, flexible, and capable of responding to both expected and unexpected challenges.

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MISSION AND GOALS

1

THE mission of the college has stayed consistent since the school's founding, though the formal statement of that mission has been revised a half a dozen or so times in the past hundred years as both college and external cultures have changed. Behind all the words, however, a few core commitments guide all the statements: a reverence for education as a great gift and privilege, a belief that faith and learning joined together are stronger than either by itself, dedication to contributing to the betterment of a community outside itself, and a desire to be well-regarded within the community of scholars and schools. This section of the self-study will examine the details of the college's expressed mission, the leadership for implementing that mission, and its mechanisms for communicating that mission to both internal and external audiences.

MISSION STATEMENT

Gustavus Adolphus College is a church-related, residential liberal arts college firmly rooted in its Swedish and Lutheran heritage.

The College offers students of high aspiration and promise a liberal arts education of recognized excellence provided by faculty who embody the highest standards of teaching and scholarship. The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.

The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. It seeks to promote the open exchange of ideas and the independent pursuit of learning.

The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. It is a community where a mature understanding of the Christian faith and lives of service are nurtured and students are encouraged to work toward a just and peaceful world.

The purpose of a Gustavus education is to help its students 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.

This mission statement emerged from a strategic planning process, described below, which took place from 1992 to 1994. That process also developed a set of corollary goals (or purposes) by which success in meeting the mission might be measured:

- *Providing a liberal arts education of recognized excellence that is both rigorous and innovative;*
- *An integration of moral development with intellectual growth;*
- *Developing a mature understanding of the Christian faith tradition;*
- *Encouraging respect for others and sensitivity to community;*
- *Developing a commitment to service and the skills of leadership;*
- *Developing an international perspective;*

MISSION AND GOALS

Mission Statement

- *Nurturing a commitment to work toward a just and peaceful world;*
- *Developing a capacity and passion for life-long learning;*
- *Encouraging independence of thought and cooperative scholarship;*
- *Developing mastery of a field of concentration in the context of an interdisciplinary and broad general education.*

Finally, the strategic planning process also identified a set of five values to which our processes and life together aspire:

- *Excellence — First among our shared values is a commitment to high quality, even to excellence, in all that we do. In the words of Eric Norelius, founder of the College, “Whatever we do, let us do it well.” Given our other values, it should be clear that this commitment to excellence is neither a code word for elitism nor a rejection of the best in Gustavus’ heritage. Indeed, our distinctive heritage demands nothing less than excellence.*
- *Community — Gustavus has always prized community and has been marked by a pervasive sense of concern for every member of the College community. Civility, mutual respect, cooperation, shared governance, and caring have long been hallmarks of the College. Freedom to express a broad range of ideas is central to our sense of community, and resolution of conflicts in the broader society has long been a fundamental concern for us.*
- *Justice — The Swedish and biblical heritage of Gustavus, its specifically Lutheran roots and bonds, have ensured that justice and fairness are primary institutional values. The College strives to be a just community in all of its actions and to educate its students for morally responsible lives. Relations within the College community are guided by high moral principles, and persons graduating from Gustavus are expected to understand the full moral implications of their actions. “Education for the common good” would well describe what we strive for, and integrity must be one of our defining characteristics.*
- *Service — The College highly values service as an objective of life and of education. We embrace the biblical notion that true leadership expresses itself in service to others, and affirm the classical ideal of a liberating education, an education that frees one to serve God and humanity to the best of one’s ability.*
- *Faith — The conviction that religious faith enriches and completes learning is the bedrock of community, ethics, and service, and compels one to excellence in a divinely ordered world informs our whole enterprise. Without expecting conformity to a specific religious tradition, we encourage an honest exploration of religious faith and seek to foster a mature understanding of Christian perspectives on life.*

The mission statement itself is widely disseminated, appearing in full in the college catalog, as part of the college web page, and in fund-raising publications. Appropriate parts of it are quoted frequently in admissions materials, grant proposals, and college planning documents. And certain phrases (“lives of leadership and service,” “mature understanding of the Christian faith,” “full potential as persons,” “interdisciplinary and international in perspective,” etc.) are almost *de rigueur* on many public occasions. Academic and administrative departments have been encouraged to link their own mission statements to the college mission statement, and department and program reviews make use of the document in contextualizing their operations.

The mission, goals, and values of the institution are topics of frequent discussion on campus, both formally and informally. Among the faculty, a mentoring program, begun in 1999 with the support of the Lilly Fellows Program and now continued under the auspices of the Center for Vocational Reflection, introduces newcomers to many of the seminal

questions and issues that shape and guide the distinctive nature of the college. The mission of the college was also the subject of an all-faculty in-service workshop in August 2001. A series of small group discussions asked faculty to identify the most important elements in the statement for the academic program, to articulate specific instances where the college's mission was or was not being met, and to evaluate the college's overall success in meeting its goals. Likewise, a recent series of presentations to the Board of Trustees on various aspects of college operations made use of the mission and goals statements as the primary orienting grid for understanding the myriad of details concerning academic program, student life, and the like. The criteria for tenure and promotion require faculty to prepare a personal statement, in part of which they describe how their teaching, research, and other professional activities give evidence of on-going sympathy with the mission of the college—a form of self-reflection that effectively reminds both those evaluating faculty and those being evaluated of how the mission of the college is lived out. More than a few faculty use the mission statement quite explicitly in their teaching, whether by addressing it in their syllabus and telling students how the course meets the mission or by critically reflecting on the importance of the mission.

The recent development of a Center for Vocational Reflection, funded by a grant from the Lilly Endowment, is a concrete and public expression of many aspects of the college's mission. Though it is still a very young part of the college, the Center has already begun to prove itself as an important help to faculty, students, and staff in discerning how the educational opportunities provided by the college shape form character and lead to lives of leadership and service.

The college's mission is communicated to external constituencies in a variety of other ways. Admissions materials, while not quoting the mission statement extensively, are clear in explaining to students the liberal arts, residential, and international goals of the college's education. Opportunities for community service abound. Scholarship programs, such as the Björling scholarships, Partners in Scholarship, etc., are designed to recruit students whose personal goals are consistent with the college's mission.

Likewise, the Office of Church Relations conducts a number of programs designed to communicate to congregations and representatives in the Gustavus Adolphus College Association of Congregations the educational mission of the college. A program of outreach to congregations sends faculty to congregations primarily to present programs but also to represent the college's mission to a key constituency. Student groups who provide services to congregations on and off campus, such as Gustavus Youth Outreach, also articulate the mission of the college.

Finally, a number of prominent public events, the Nobel Conference, Christmas in Christ Chapel, Mayday!, present programs consistent with the college's mission to large numbers of the general public. The printed materials for these events make specific reference to the college's mission and serve as key opportunities for educating those not part of the immediate community as to the goals and ends of the college's enterprises.

The mission and goals statements are also influential in planning and decision-making. When, for instance, a proposal to drop the Peace Studies major was debated and discussed in faculty committees and in the student newspaper, many wrestled with the question of whether dropping the major could be consistent with the mission statement's commitment to helping students work towards "a just and peaceful world." In another example of how the mission statement is implemented, the Dean of Students convened a group of staff and administrators to look at specific phrases from the mission statement and to brainstorm their significance for planning in the Student Services Division. Hiring decisions to prefer full-time, tenure-track faculty over part-time adjuncts arise from a commitment to the mission and values expressed in the statements, and have shaped the composition of the faculty.

MISSION AND GOALS

Organization, Oversight, Leadership

Likewise, budget decisions in recent years to channel money into the flexible benefits plan instead of into salaries reflect core institutional values.

As part of this self-study, vice presidents were asked to reflect on how well the college's mission is understood and carried out in their area. The responses indicated that there is considerable shared understanding of the college's mission and goals, though, of course, many interpretations of specific phrases and terms are debated. (What do we *really* mean by "interdisciplinary"? What is a "mature understanding" of Christian faith? How committed are we to being "a community of persons from diverse backgrounds"?) But the mutual understanding of mission and goals is strong enough that the college community does not wonder why we have a Classics Department even though classics majors are few, or whether we should start an MBA program to generate tuition income, or if distance-learning would be a good way to expand our programs. And when decisions or policies seem to work at cross purposes with those expressed in the mission and goals statements, those who object are quick to orient their criticism in the language and philosophy of the statements.

What was less clear from the responses gathered from the vice presidents was how the mission statement informed and influenced planning at the college. Part of this dissatisfaction seems to stem from some unclarity about the budget process in general, and some of it stems from a planning process that is seen as reactive rather than forward looking.

ORGANIZATION, OVERSIGHT, LEADERSHIP

Those charged with the leadership of the college have a deep understanding of and commitment to the college's mission. Mission-sensitive processes for identifying new leadership ensure that this is true both for those with a longstanding relation with the college and for those who have been in place for relatively brief lengths of time.

BOARD OF TRUSTEES

The fundamental responsibility for oversight of the mission and finances of the college resides in the Board of Trustees. The size of the Board is currently 34.

Three of these members are *ex officio*: A bishop from Region 3 of the Evangelical Lutheran Church of America (ELCA) (selected by the Board); the president of the college; and the president of the Gustavus Adolphus College Association of Congregations (GACAC).

The remaining members of the Board of Trustees are elected by GACAC, with the Board of Trustees serving as the nominating committee. Of these elected trustees, eight are pastors of congregations belonging to GACAC, ten are lay members of congregations belonging to GACAC, and 15–18 (the exact number to be determined by the Board) are nominated by the Board and elected by the Association without contest.

In addition to these members, the Executive Director of the Division for Education of the ELCA (or its designee) serves in an advisory capacity. Former members of the Board who have served the college with distinction may be designated by the Board as Emeritus Trustees, but these individuals do not have voting privileges and are not considered trustees for purposes of a quorum or any other legal considerations.

Trustees are elected for three-year terms, according to a schedule that assures that approximately 1/3 of trustees are new each year. Elected trustees are limited to three consecutive terms, but may be reelected after a period of absence from the Board.

Members of the Board of Trustees are leaders in the church, business, finance, law, medicine, and education. About two thirds of them are alumni of the college. Women comprise one third of the Board, and one member is an ethnic minority.

The Board of Trustees meets four times a year to monitor academic and administrative policies, to attend to matters of budget and finance, to transact official college business, and to promote the general welfare and success of the college. An Executive Committee of the Board, composed of the President of the College, the officers of the Board, and others, is empowered to transact business between regularly scheduled board meetings.

Recent years have seen a number of efforts to order the Board's business more efficiently, to clarify the role of board members and to provide them the background they need to fulfill this role, and to inculcate a higher expectation of leadership for the college's fund-raising initiatives. In the stock-taking that followed President Steuer's resignation in January 2002, the Board has begun the process of reviewing and clarifying the role of the executive committee, the processes by which the president's performance will be evaluated, and the means by which the committee's and the Board's actions can be better communicated to appropriate constituencies.

PRESIDENT'S OFFICE

For the decade since the most recent NCA accreditation visit, Dr. Axel Steuer served as the college's president. Dr. Steuer came to the office with a Ph.D. in Religious Studies and many years of experience as a faculty member and administrator in higher education. In his role as president, Dr. Steuer was responsible for ensuring that the college's mission is carried out in all facets of the college's enterprises. As the public voice of the college, he was responsible for communicating and securing a sympathetic response to the college's mission from internal and external constituencies, including prospective faculty, students, staff, potential donors, alumni, foundations and granting agencies, local, regional, and state governmental bodies, parents, etc. He also played a fundamental role in securing and improving the financial footing of the college and provided crucial leadership in the college's recovery from the tornado in 1998. Finally, the president is prescribed a role in the processes of granting tenure and promotion to faculty, a process that pays particular attention to protecting and promoting the mission of the college.

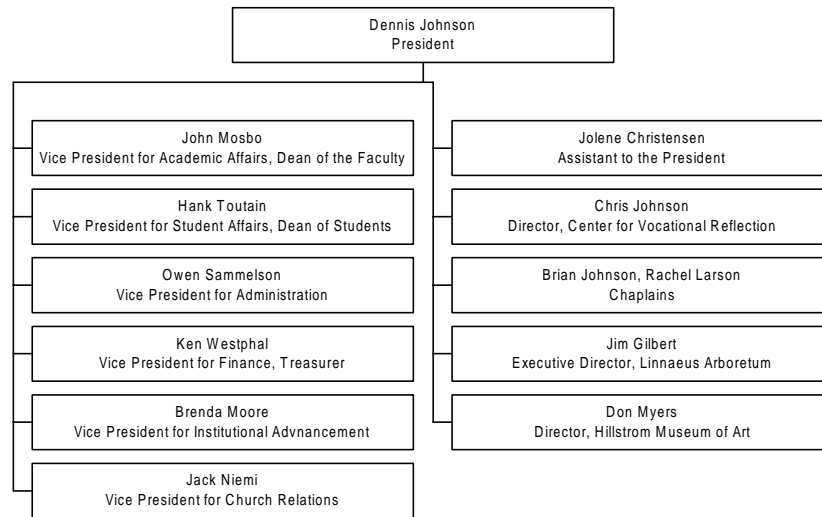
In January 2002, President Steuer announced that he would resign his office as of June 2002, after 11 years of service. The Board of Trustees subsequently appointed the Reverend Dennis Johnson as interim president. Rev. Johnson, a 1960 graduate of the college, has an M.Div. from the Lutheran School of Theology, and a S.T.M. from Andover-Newton Theological Institute. After a career of parish ministry and church-wide administration, Rev. Johnson served the college from 1985 to 2000 in a number of posts, including Vice President for Church Relations and two stints as Acting Vice President for Development. He returned to serve the college after retiring in 2000.

The Board of Trustees also initiated a process for identifying and hiring the next president of the college. A committee designed a search process involving a search committee of seven trustees, three faculty, two students, two administrators and a staff person. Academic Search Consultation Service (Washington, D.C.) was hired to assist the committee in its work. Beginning in Summer 2002, the Presidential Search Committee began to identify the traits and qualifications needed for leadership in the college's mission and to solicit community input to identifying needs and opportunities. The committee aims to complete its work before March 2003.

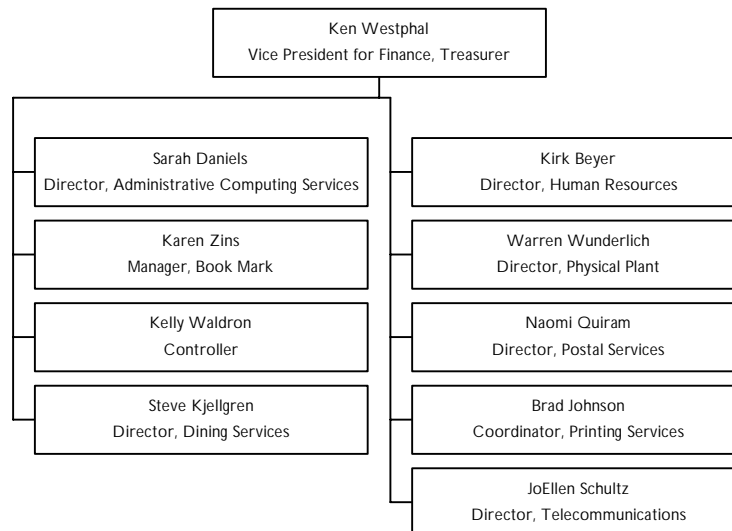
MISSION AND GOALS

Organization, Oversight, Leadership

The following chart illustrates the organization of the president's office.

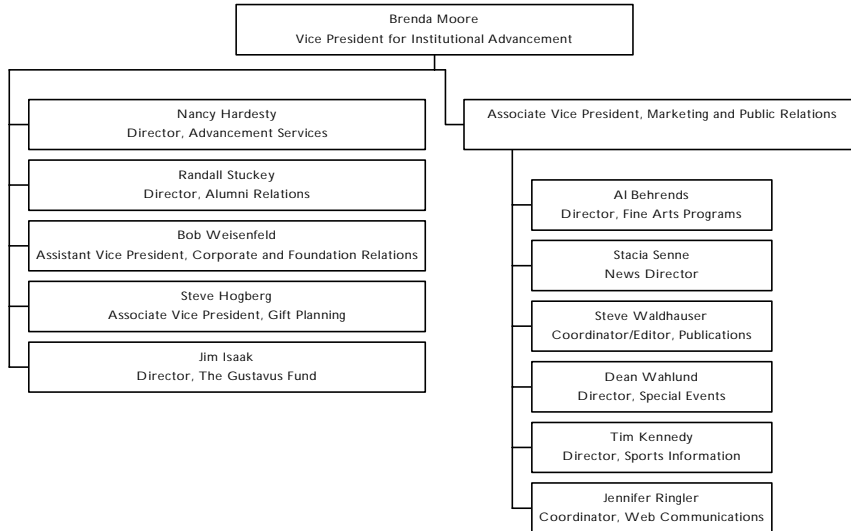
**FINANCE**

Vice President for Finance Kenneth Westphal has served the college in that office since 1988. In ensuring that the financial priorities and processes of the college are aligned with the mission, he consults widely with all areas of the campus and, among other duties, sits on the Administrative Council, the College Budget Committee, the Finance Committee of the Board of Trustees, and the Investment Committee of the Board. The following chart illustrates the organization of the Finance Office.



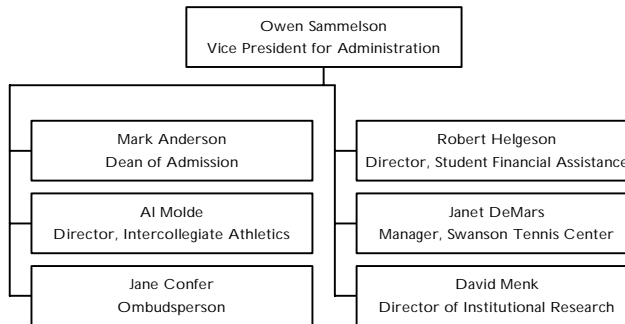
INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement Brenda Moore began her association with the college in 2000. She has 16 years of previous advancement experience with other Lutheran and educational institutions. She has been a past president of the Association of Lutheran Development Executives. The following chart illustrates the organization of the Office of Institutional Advancement.



ADMINISTRATION

Vice President for Administration Owen Sammelson has worked for the college since 1960 and served as Director of Admissions from 1967-1982. He has held his current position since 1982. A 1982 recipient of the Greater Gustavus Award, his longevity in the college’s administration is a great resource for institutional history, commitment to the college’s mission, and connections with outside constituencies, notably governmental bodies and peer institutions. The following chart illustrates the organization of the this office.



SUMMARY

The college’s mission is articulated formally in official documents and disseminated widely. The statement itself is expressed in broad language and serves to provide coherence to a wide range of activities, from the formulation and revision of curriculum, to planning for residence halls, to the staging of large public events such as the Nobel Conference or MAYDAY!. The mission figures prominently in discussions around the campus, and many

constituencies are involved in understanding, interpreting and implementing the college's mission. Processes for hiring, evaluating, tenuring, and promoting faculty have formal mechanisms for considering the college's mission. The college's leaders are all prominently committed to the college's mission and work to ensure that the operations under their management work to promote the college's ability to fulfill that mission.

RESOURCES: ACADEMIC PROGRAM

THE essential resources for accomplishing the mission of the college are students, faculty, and curriculum. This chapter will describe those who learn and teach at Gustavus as well as the conception and structure of the education that they aim for. In a time when it is clear that some arenas in higher education are undergoing rapid and profound change, Gustavus Adolphus College seeks to retain the traditional strengths of residential, liberal arts education even as it embraces its future development. Students, faculty, and curriculum all reflect a changing world, and this section of the self-study will undertake also to evaluate those changes and their present consequences. What these changes might imply for the future will be addressed in Chapter 5.

STUDENTS

Gustavus Adolphus College enrolls talented students who are well-prepared to succeed at the college. There were 2,568 FTE students in Fall 2001, an increase of about 150 (11%) since 1993 and the most ever enrolled in the college. This total included 137 (5%) ethnic minority students, a percentage that has held fairly constant over the past decade. The ratio of women to men was 58:42, a slight shift from the 55:45 ratio of 1993, and a trend consistent with similar institutions. The vast majority of students are “traditional students”: unmarried 18–22-year-olds, studying full time.

CHARACTERISTICS OF INCOMING STUDENTS

The majority of the student population originates from Minnesota and neighboring states. In addition, Gustavus attracts a significant number of students from Alaska, Colorado, Illinois, Missouri, Oregon, and Washington, among the forty states represented by our student population. The percentage of students who come from more than 500 miles away has declined noticeably in the past decade: from 18% in 1993 to 8.9% in 2001. The college has consistently enrolled 35-50 international students each year, the majority of whom come from Europe and Asia.

Consistent with its origins, location, and mission, Gustavus continues to be a school that attracts students who strongly identify with the Christian faith. Approximately 55% of students in 2001 reported their religious affiliation as Lutheran, compared with 58% in 1993. An additional 15% of students reported a protestant denomination other than Lutheran (14% in 1993) and 19% identified themselves as Roman Catholic (16% in 1993). The college has noted a change in the religious affiliation reported by students. In 1993, 0.8% reported their affiliation as “non-Judeo-Christian”; 5% did so in 2001. The change, however, may reflect increasing uncertainty about religious categories rather than increasing diversity among our students.

Students who enroll at Gustavus have strong academic records. In the class that matriculated in Fall 2001, 89% had a grade average of B+ or above; 0.5% had an average of C+, and none had a lower average. This compares with students arriving in 1993, in which 79% of the incoming students had a B+ average or above, 16% B, and 0.2% C (none lower). This is a significant shift towards increased academic achievement, and presumably increased academic expectations.

Most of the changes we have seen in students over the past decade have tracked national trends among protestant, liberal arts colleges: students are less likely to regard themselves

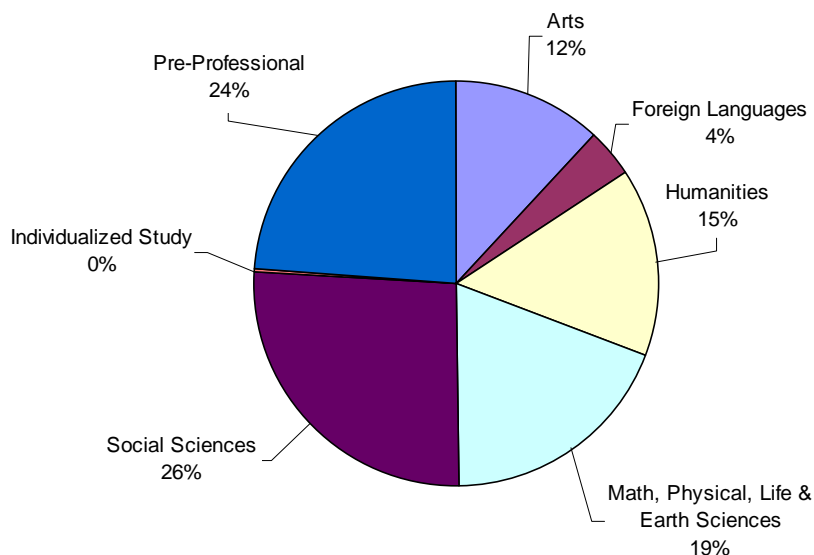
highly in competitiveness, popularity, public speaking, or self-confidence and are more likely to feel overwhelmed (particularly women). Some changes, however, seem to be more specific to students at Gustavus. In comparison to other similar schools, Gustavus students have seen a slightly greater decline in their reported emotional health and are less likely to rate their intellectual skills highly. Perhaps the most significant changes over the past decade have been in students' estimates of their understanding of others and in cooperativeness, areas in which we can track a greater decline than is reported at peer institutions.

Student aspirations for life after college are appropriate, and have remained steady over the past decade. The percentage of incoming students who arrive planning to pursue graduate studies beyond their bachelor's degree remains virtually unchanged from 1993, at approximately 85%. In 1993, students indicated that they desired careers in health care (physician, nurse, therapist, veterinarian), business, law, and education. These same careers are emphasized in 2001, but in addition, there is a significant increase in the number of students listing computer programmer/analyst, engineer, and scientific researcher as their probable career. Students' probable major choices reflect these career interests, with a heavy emphasis on biological sciences, physical sciences, various business/management majors, education, political science and psychology. In addition, English, music, and communication studies are popular prospective majors. For the most part, these anticipated majors seem to parallel the majors that people graduate with in these years (see below).

Incoming students have been active in their lives outside the classroom, reporting high levels of volunteer work, competence in playing a musical instrument, involvement in student clubs and reading for pleasure. One important initiative undertaken to ensure that the college attracts the brightest and most ambitious students is the Partners in Scholarship program, which offers a grant of \$9,000, and is directed toward students who plan to pursue graduate-level study and have great enthusiasm for academic research. In addition to the monetary award, students participate in a faculty mentorship program promoting academic research. Characteristics of Enrolled Students

Once at Gustavus, students choose to focus their study in majors in the following distribution, which has remained relatively constant over the past decade and reflects an appropriate ratio of liberal arts subjects and pre-professional subjects:

Distribution of Majors (2001)



Gustavus students achieve at a level that makes them quite competitive on a national level, earning the following awards since 1992:

- Four Fulbright Scholarships.
- Two Truman Scholars.
- Thirteen Barry M. Goldwater Scholarships.
- One British Marshall Scholarship.
- Fourteen National Science Foundation Graduate Research Fellowships, twenty-three honorable mentions.

Students are quite active on campus, with large percentages participating in musical ensembles, intramural and varsity sports, volunteer service activities, religious organizations, and campus clubs and interest organizations.

Students who enroll at Gustavus stay at Gustavus: retention rates are very high. The rates of retention at the second, third, and fourth years, and the graduation rates have all increased since 1993. Retention after the first year was at 89% in 2000, and it has been as high as 92% in 1999. The rates for returning third and fourth year students, and graduation after four years are 85%, 82%, and 79%, respectively, for the most recent cohort in each category. The Student Affairs Division strives to keep these numbers high by making personal connections with students. One such program, recently instituted, is the Boundary Waters Canoe Area Wilderness First Year Student Program, which had a 95% retention rate (compared with 89% for the class as a whole) for returning second-year students in 2001. This retention rate would have been 100% had not one student required a medical leave of absence.

STUDENTS AFTER GRADUATION

After they graduate, Gustavus students go on to careers and further education that are consistent with the college's mission. Based on post-graduation surveys (with response rates of 60-77%), in the first year after graduation, approximately 65% of respondents are employed, approximately 15% do volunteer work, and 25-30% continue their education (this is a dramatic difference from the entering expectation of 85%). A further breakdown of these figures from one year out show the following distributions:

Students who go to work immediately, as paid employees or in volunteer positions:

- 40–54% work in business.
- 23–36% work for non-profit organizations.
- 25–34% work in education.
- 3–12% work for the government.
- Fewer than 1% are self-employed.

Students who immediately continue their education:

The students who continue their education largely attend schools located in the Upper Midwest, with 19% of students attending schools in the West or South. The types of graduate programs attended by graduates in 2000 are distributed as follows:

- Health—25%
- Science/Math/Engineering—30%
- Law/Paralegal—14%

RESOURCES: ACADEMIC PROGRAM*Faculty*

- Education—12%
- Other (History, English, Sociology, Divinity, Architecture, Logic & Computation, Music, Japanese, Anthropology, Accounting)—19%

SUMMARY

The college is rich in both the quantity and quality of its students, who are well-prepared and talented, whose aspirations and life goals are consistent with the mission and programs of the college, who are able and eager to take advantage of the opportunities and resources offered here, and who go on to make appropriate use of the education they receive. The past decade has seen a decrease in the diversity of their geographical origins, which is a challenge to our being a truly national college, and we continue to be dissatisfied with the small presence of American minority students.

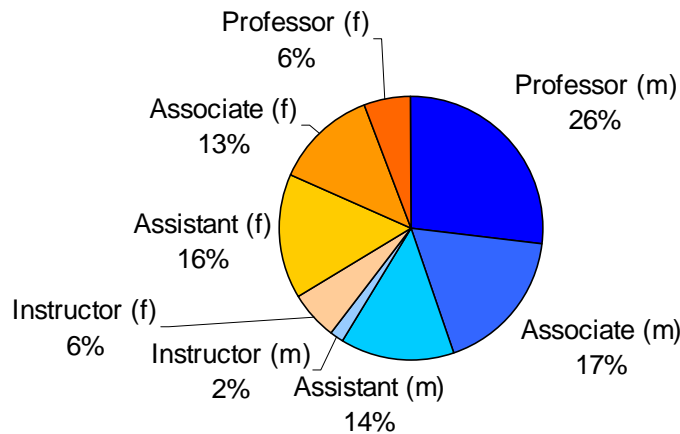
FACULTY

Students at Gustavus are taught by faculty who have impressive credentials, who are experienced in undergraduate instruction, and who believe in the mission of the college. In Fall 2001, 174 full-time and 53 part-time faculty taught at Gustavus. This represents an 8.75% increase in full-time faculty from Fall 1992, and a 7% decrease in part-time faculty.

In addition to its regular faculty, the college has sought and received two Fulbright Scholars-in-Residence grants. These have brought international scholars to campus—one from India and one from Ghana—for a year of teaching and work with faculty and have been invaluable to the college's efforts to internationalize the curriculum and encourage and international perspective in students.

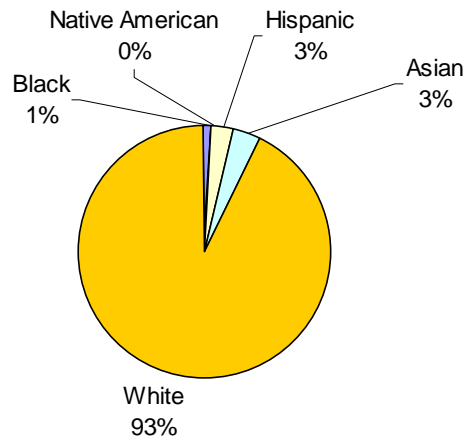
DEMOGRAPHICS

The demographics of full-time faculty can be discerned in the following charts, which support the conclusions at the end of this section.

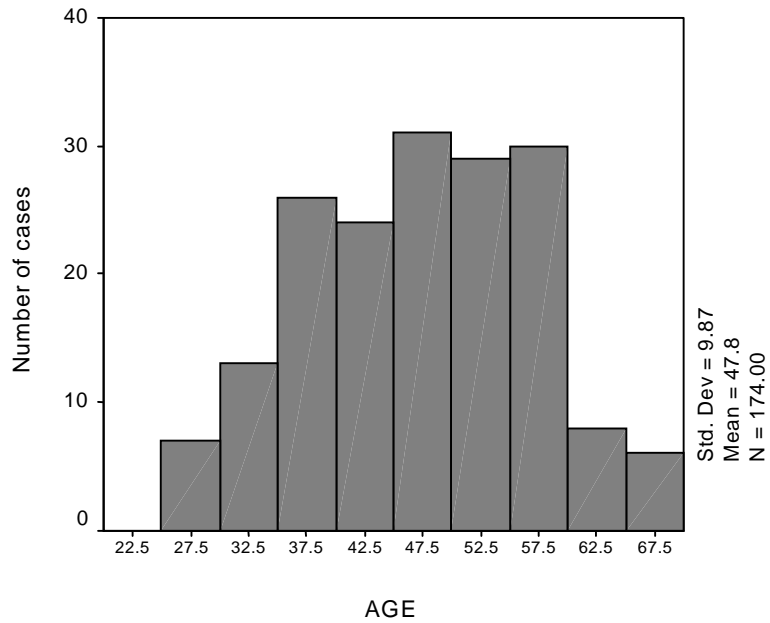
Faculty by Rank and Gender: 2001-2002



Faculty by Ethnicity: 2001-2002



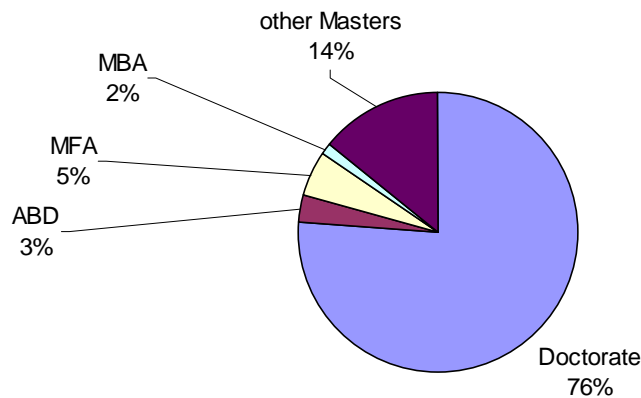
Faculty by Age: 2001-2002



More than half of the faculty have been hired since 1990.

QUALIFICATIONS

Of full-time, tenured or tenure-track faculty, 94% have terminal degrees. For the entire faculty, full- and part-time, this is the distribution of degrees:

Faculty Degrees: 2001-2002**PROFESSIONAL DEVELOPMENT**

Gustavus faculty continually keep themselves abreast of developments in content and pedagogy in their fields. At the college itself, they enjoy an extensive set of opportunities to develop their skills as teachers, to update and improve their courses, to expand the range of courses they teach, and to align their work with trends in higher education and the mission of the college.

In addition to off-campus professional resources, the faculty have access to many on-campus financial resources for professional development:

- *Research, Scholarship, and Creativity grants*: Grants up to \$1,500 fund materials, equipment, and travel. Stipends of \$500–\$700, based on rank, are also available.
- *Presidential Faculty/Student Collaboration grants*: Grants of up to \$7,500 support faculty/student research or creativity.
- *Sabbatical leaves*: Regular sabbatical programs, including January Term, semester and year-long leaves. These are funded at full salary for half-year leaves and 2/3 salary for full-year leaves.
- *Travel funds*: The faculty travel fund supports faculty attendance at professional conferences. \$500 per fiscal year is available to eligible faculty each year. Up to \$500 may be carried over in any single year. A faculty member presenting a paper or chairing a session may be eligible for up to an additional \$400.
- *Departmental mini-grants*: Departments can apply for funds to support initiatives to enable a department to work as a group to enhance course offerings, hone teaching methods, cultivate student learning, and, as appropriate, facilitate department members' research and creativity pursuits towards improving student learning.
- *Individual mini-grants*: These funds offer a means to build upon initial learning that occurs in summer workshops (or other formats), allowing faculty members to develop and tailor newly acquired ideas to meet their own course needs.

- *January-term travel and UMAIE course development grants:* assistance in developing international travel courses for January.
- *Curriculum II course development grants:* Faculty preparing to teach in Curriculum II for the first time can receive a grant of \$1,200 to spend a month of the summer developing the course to meet the CII guidelines.

The Faculty Development Committee especially, but other areas of campus as well, sponsors a wide variety of workshops and discussions that aid faculty in innovation and growth. Prominent among them are:

- *Summer Teaching and Learning Workshops:* Summer workshops for faculty offer the opportunity for a small group of faculty members to engage in focused reflection and praxis. Workshops have focused on topics such as incorporating student research into courses, strategies for helping students develop critical thinking, and active learning. A workshop on teaching multiculturally is planned for Summer 2003. Similar to these workshops, a series of summer workshops orients and trains faculty who are new to the First Term Seminar program in the goals of the program and effective strategies for accomplishing them.
- *Lilly Workshops on Vocation:* The Center for Vocational Reflection offers summer workshops designed to help faculty understand their own role and development within the college's mission.
- *Teacher/s Talk(ing):* A discussion series for faculty interested in teaching and learning issues. Past topics have included improving advising for graduate and undergraduate national and international awards; improving academic advising by new faculty; how to handle controversial issues in class discussions; how to enhance student learning in large classes; and grading and assessment techniques for classes.
- *Mentoring Program:* New faculty are introduced to many of the questions and issues that shape the distinctive nature of the college and receive support for their development as teacher-scholars. A Lilly Fellows mentoring program has offered a specific set of events and activities focused on new tenure and tenure-track faculty. New and established faculty members can take advantage of the Mentor-on-Request program, which makes available a corp of trained faculty members who agree to be on-call to help colleagues solve pedagogy problems, up-grade their skills, and/or provide helpful feedback on their work at the college.
- *Technology Bridge:* A corp of faculty with successful experience in using technology in their teaching and research provide support to faculty interested in increasing the use and effectiveness of information technology in the classroom.
- *Shop Talk:* A series of informal lectures on Friday afternoons in which faculty make brief presentations of their current scholarly or creative work, followed by questions and discussion.

SUMMARY

Gustavus Adolphus College enjoys the benefits of a faculty that is overwhelmingly full-time, highly credentialed, and strongly committed to undergraduate education. The faculty are actively interested in, and make use of, many opportunities to improve as teacher/scholars, and the college has committed substantial resources to facilitate this development. Faculty are appropriately spread over ranks and age groups. The past decade has seen a dramatic rise in the presence of women faculty (21% of full-time faculty in 1992, 40% in 2001).

American minorities, however, continue to be weakly represented among the faculty, though small gains have been made of the past decade (5% of full-time faculty in 1992, 7.4% in

2001). Several changes that were intended to and have contributed to an increase in faculty diversity are: 1) the regularized sabbatical leave program, which provides an opportunity to hire temporary faculty of more diverse backgrounds on one or two-year contracts; 2) the incorporation of a diversity representative on tenure track search committees, to ensure that qualified minority faculty are not being excluded from serious consideration; and 3) the voluntary early retirement program, which provides opportunities to hire new faculty, with an intent to increase faculty diversity. In addition, over a period of three years, the Joyce Foundation funded three minority faculty members as one-year pre-doctoral fellows with a modest teaching assignment.

Growth in the number of faculty has not kept up with growth in the student body, and the student/faculty ratio has increased from 12.6 in 1992–1993 to 13.2 in 2001–2002. While the current ratio is certainly acceptable, the upward drift is one piece of a larger pattern of resource allocation that complicates progress towards the college's aspirations.

With strong commitment from the College Budget Committee, we have made good progress towards improving faculty compensation, so that we are reasonably competitive (in terms of salary and benefits) with similar baccalaureate institutions. (We are at 96% of our goal of AAUP-1 level salaries.) The faculty has voted for equitable pay, establishing a step system that is based on years of service rather than merit pay. This inclusive system has enabled the entire faculty to benefit from our progress towards an AAUP-1 level of compensation, although it precludes using bonuses or larger salary increases to reward particularly outstanding faculty. The step system appears to be more consistent with the *de facto* institutional values, which emphasize equality over elitism.

We have a comprehensive plan for faculty development that will support, stimulate, and inspire our faculty at all stages of their careers. The plan was formulated with faculty input at several points during the process, and a recent reviewer lauded the program for being both comprehensive and strategic in its goals. A grant from the Bush Foundation has helped the college begin to implement the plan, and plans are underway for a three-year extension of that grant.

The six-course teaching assignment (or equivalent) remains the single most important unrealized goal that would improve our ability to recruit and retain top faculty. We have not yet developed a plan by which this goal could be implemented.

Financial constraints affect our ability to make simultaneous progress on the AAUP-1 salary level goal, the faculty development goals outlined in the comprehensive faculty development plan, and our ability to reach a six-course teaching assignment. Among all of these goals, the primary focus for the last five years has been to increase faculty salaries. Although five million dollars of the current capital campaign is dedicated to faculty development, only a small portion of this goal has been raised thus far.

CURRICULUM

To earn a BA from Gustavus, students must fulfill the following requirements:

- Completion of 35 courses,¹ including at least three January Term courses and a maximum of one course in designated health and exercise science activities.
- Two years (18 courses minimum) of residency, including the senior year. The senior year may be the last two semesters preceding the conferring of the degree or at least nine of

1. The term "course" at Gustavus, in addition to its conventional meaning, is the official standard unit of instruction, equivalent to four semester hours.

the last 12 courses taken toward the degree. Exceptions to the senior year residency are made for students enrolled in study abroad programs sponsored by the college and in cooperative programs with other institutions leading to a BA and professional degree. At least three courses of the 18 must be taken outside of the major department.

- An approved major.
- A Quality Point Ratio of 2.000 or higher on a four-point scale.
- Completion of the core requirements of a general education program.

The college's mission statement sets the following goal for curriculum:

The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.

Though nowhere enshrined as official college policy, it is customary to talk about the curriculum in three components: general education, the major, and electives. The relationship between these components is the subject of some discussion, and their ideal relative sizes a source of difference of opinion. In general, however, whenever one component becomes unusually large or small, there is pressure to maintain a healthy balance, consistent with the college's stated mission.

This section will describe and evaluate the general education component of the curriculum. Consideration of specific majors will be found in the next section.

GENERAL EDUCATION

The mission of general education is expressed in a statement adopted by the faculty:

General Education at Gustavus Adolphus College is one expression of our commitment to helping students develop their potential as persons, establish habits of life-long learning, and cultivate capacities for reasoned and responsible citizenship. In our tradition as a church-related liberal arts college, students study a spectrum of disciplines broad enough to develop their whole persons: body, mind, and spirit.

In General Education courses, students will acquire knowledge and demonstrate understanding of the artistic, linguistic, religious, philosophical, and scientific heritage of western and non-western cultures, and explore issues that challenge American society and the world. General Education encourages artistic creation and performance, personal health fitness, quantitative and analytical reasoning, writing and speaking

Faculty members designed the current general education program approximately twenty years ago. Although there have been numerous modifications over the years, the basic structure has remained the same. Students may choose between two sets of general education requirements, one distributive, the other integrated, known as Curriculum I and Curriculum II.

CURRICULUM I

The structure of Curriculum I ensures that each student receives a broadly based liberal arts education. Students must take the following courses distributed across the following "areas":

- *The Arts*: Two courses, one of which focuses on appreciation, the other on participation.
- *Religion*: One course, substantially in the Christian tradition.
- *Meaning and Value, Historical Process, Language and Literature*: Four courses.

- *Quantitative and Empirical Reasoning*: Two courses, at least one of which includes a laboratory component.
- *Human Behavior and Social Institutions*: two courses, in two different departments.
- *Personal Fitness and Lifetime Sports*: one course.
- *Foreign Cultures*: two courses, at least one of which focuses on a non-western culture.
- *Writing*: three courses.

Along with these courses, each student must enroll in a *First Term Seminar*.

A somewhat arcane set of rules, which can be found in the college catalog, governs which requirements can be satisfied simultaneously and the number of requirements that can be satisfied in any individual department. Except for the First Term Seminar, which must be taken in the first semester of residency, these requirements can be met in any order, at any stage of a student's college career.

Courses are approved to fulfill one or more of the general education requirements by application. The purpose, philosophy, and intended outcomes of each area are spelled out with considerable detail in the Faculty Handbook, and any application for area approval must show how the course meets these criteria. The Curriculum Committee reviews these applications and approves, rejects, or requests further revision of the application. One deliberate consequence of this procedure is that approval for general education credit is not determined by department affiliation. In other words, a course need not come from the Art, Theatre and Dance, or Music Departments in order to meet the criteria established for arts participation or arts appreciation requirements.

Other unusual features of Curriculum I are the arts and religion requirements. In the area of fine arts, the faculty agrees that while it is important for a student to gain appreciation of one of the fine arts, they must do more. In order to enhance appreciation for the creative process students must engage in that process. Therefore, students must complete one course in arts appreciation and one in arts participation. The religion requirement is a direct expression of the college's mission statement. The faculty agrees that a "mature understanding of the Christian faith" can be developed, in part, through a course devoted, substantially, to the study of the Christian tradition. Other courses may discuss Christianity and students may explore other faiths through world religions courses. This requirement expresses an affirmation of the identity, heritage, and mission of the college.

At the time of the last North Central Association visit, the college had just initiated its First Term Seminar Program. Each First Term Seminar satisfies one of the Curriculum I general education areas and teaches first-year students the skills of acquiring, interpreting, communicating, and evaluating knowledge. Three of the program's goals help students to develop the skills necessary to academic and civil life and encourage students to be active in their own education: improved critical thinking, writing, and speaking. Two additional program goals—practice in considering questions of values and improved first-year advising—help students find coherence among potentially chaotic sets of curricular choices.

CURRICULUM II

The second option for general education enrolls up to 10% of an incoming class beginning with students' first semester. Curriculum II is an integrated studies approach to general education. Focusing on the relationship between the individual and the community, courses in Curriculum II examine the development of the western intellectual and cultural tradition, and explore values issues raised in different fields and by contemporary life. While concentrating on the Western tradition, Curriculum II also explores similarities and differences between that tradition and other cultures.

In contrast to Curriculum I, students in Curriculum II move as a cohort through a deliberately sequenced series of courses:

- First Year—fall semester: Historical Perspective I; The Biblical Tradition.
- First Year—spring semester: Historical Perspective II; The Individual and Morality.
- Second Year—fall semester: The Individual and Society.
- Second Year—spring semester: The Literary Experience; Fine Arts.
- Third Year—fall or spring semesters: The Natural World.
- Fourth Year—fall or spring semesters: Senior Seminar.

In addition to the above, students must complete one course approved in Curriculum I for Quantitative Reasoning, one course approved for Personal Fitness and Lifetime Sports, and courses in a language through the intermediate level.

Curriculum II is endowed by a grant from the National Endowment for the Humanities and is able to offer students enrolled in the program opportunities to attend a number of enrichment events. These have included visits to Twin Cities art galleries and museums; performances at the Guthrie Theatre; retreats held at various retreat centers in the state and at a Benedictine monastery in South Dakota; concerts by the Minnesota Orchestra, St. Paul Chamber Orchestra, and Minnesota Opera, etc.

SUMMARY

General education is an important and valued component of a Gustavus education and clearly linked to the college's mission statement. Considerable resources are invested in offering and monitoring a comprehensive and meaningful array of general education options, including two distinct general education tracks. The goals of general education are spelled out in mission statements and in specific criteria for each of the requirements. Gustavus' high 4-year graduation rate is effective testimony that the general education courses needed to graduate are adequately available to students. That being said, however, there are some "tight" spots in the course availability, the most oft-cited being courses that satisfy the Curriculum I Arts Participation requirement. Students also report some frustration when closed courses force them to wait until their second (or later) year to enroll in a course satisfying the Curriculum I Religion requirement.

PROGRAMS OF STUDY

A student's general education is supplemented by specialized study in a major. The college offers 52 majors, 12 of which also have "honors" versions. Majors vary in length from 7 courses (Religion) to 18 courses (Biochemistry and Molecular Biology), though the vast majority of students take a major no longer than 11 or 12 courses. Primary responsibility for proposing the requirements for majors lies with departments and the groups of faculty associated with interdisciplinary programs. These proposals are vetted by the Curriculum Committee, which recommends approval or rejection by the full faculty.

The following descriptions of the programs and majors offered by various departments are intended to give enough information to show how these programs are related to the college's overall mission, to give a sense of their rigor and coherence, and to outline in broad strokes some recent history showing how they arrange their effectiveness. Fuller information can be found in the college catalog.

DEPARTMENTS AND PROGRAMS

ART AND ART HISTORY

The department provides intellectual and experiential engagement with studio art and art history. It works to unite critical thinking and critical feeling as part of the process of developing ethical sensibility and clarifying and articulating values. In its programs, the department leads students to develop visual literacy, to understand the history and traditions of the visual arts, to engage with contemporary issues in artistic practice and discourse, and to value the creative imagination. As part of a liberal arts education, programs in this department aim to develop identity and ethical sensibility through the visual arts; to affirm internationalism, multiculturalism, and diversity; and to encourage life-long participation in the arts.

The most recent outside review of the department was completed in Fall 1995. At that time reviewers praised the professional activity of the faculty as artists and scholars, the capstone experiences for seniors, and the facilities. They encouraged the department to formalize and improve their planning and assessment processes.

Since that review, the department has accomplished a great deal in developing its program and facilities. In 2000 the department decided to expand its curriculum into the field of “New Media” and obtained funding from the Andrew W. Mellon Foundation to integrate digital imagery throughout the department’s curriculum. In 2001 the department hired a faculty member to teach a new course in Computer Graphics (ART-250) and otherwise enhance departmental offerings. In September 2000 the college dedicated the Hillstrom Museum of Art, which replaced the Schaeffer Art Gallery, as part of the new campus center. In addition to upgrading the climate control and the security of the previous gallery, the new museum allows for a higher quality of exhibits and benefits from donations to its permanent collection from donor Rev. Richard Hillstrom.

In addition to these new facilities and programs, the department makes use of a wide variety of facilities for studio art, including ceramics and metal casting studios, a dark room, etc.

Faculty assess student work, such as class projects, critical writing, oral presentations, and exams, as part of formal course instruction. The department looks at and evaluates portfolios of student work as part of admission to the studio arts program and as part of the senior seminar. Student work is also evaluated as part of the student exhibitions and gallery programs. The department monitors student participation in study abroad programs, internships, and participation in professional conferences. The department devotes a half-day retreat each year for the purposes of reflecting on and interpreting this information and setting department goals.

BIOLOGY

The Biology Department seeks to promote understanding and appreciation of the natural world through the study of the diversity of living organisms and their adaptation to the environment, the molecular and cellular complexity of living organisms, and the evolutionary and ecological relationships of living organisms. The department seeks to prepare students for graduate and professional school, to prepare students for employment, and to furnish a focus for a liberal arts education.

The biology department houses extensive laboratory facilities for teaching and research, including separate laboratories for molecular biology, cell biology, immunology, animal behavior, human anatomy, aquarial biology, invertebrate biology, freshwater biology, plant research and ecology. Facilities are available for electronmicroscopy and fluorescence microscopy. These facilities are supported by stockrooms and staff.

The department established its current assessment plan in 1999. This plan looks at student scores on the ETS Major Field exam in Biology and on a locally developed Biology Skills Assessment survey. In addition, the department looks at scores on the MCAT and monitors such data as applications and acceptances to graduate and professional schools, internships, and student/faculty research. The department meets biennially to review the data that has been collected and to discuss appropriate curricular and pedagogical responses. In analyzing the results of the ETS exam, the department compares its students results with both national results and with a group of 15 comparison schools.

The department underwent review in the Spring 2001. Reviewers praised the strength of the major and the breadth of departmental offerings, the diverse and extensive facilities, and the department's commitment to teaching students and doing research with them. The reviewers commented on the challenges of meeting both an extensive departmental curriculum and other curricular commitments and on some uncertainty about the college's expectations with respect to research and publishing. They recommended strengthening the genetics component of the major, reconfiguring the introductory sequence, clarifying the status of the neurobiology program, and reducing the number of courses offered. Since then, the college has increased its commitment to neurobiology through an addition to the Psychology department.

CHEMISTRY

The mission of the Chemistry Department is to promote understanding and appreciation of the natural world through the study of chemistry. The department helps students attain their full potential as scientists and teaches them to use the tools of science wisely and humanely. Students learn analytical, biological, inorganic, organic, and physical chemistry in sufficient depth to pursue further study, or careers, in chemistry. The department also aims to introduce liberal arts students in diverse majors to the methods of scientific inquiry and to provide appropriate basic knowledge for students pursuing degrees in biology, nursing, health fitness, athletic training, and natural science teaching.

The department provides students a variety of research experiences, both during the academic year and during the summer. On average, seven students per summer and fifteen per academic year take advantage of these opportunities. In part as a result these research experiences, graduates have gone on to highly regarded graduate and professional programs at places such as the California Institute of Technology, Duke University, MIT, etc. The department has received financial support for faculty/student research from Pew Charitable Trusts, The Camille and Henry Dreyfus Foundation, the Petroleum Research Fund, the Research Corporation, and the like.

Staffing in the department has been augmented by the hiring of a tenure-track environmental chemist with a joint appointment in Environmental Studies, and a search is underway for a second biochemist. These additions, combined with a decline in enrollments to more manageable levels since the middle of the 1990s, have allowed the department to improve its curriculum with a required biochemistry course and to devote more attention to its research program.

The department's laboratory facilities were renovated and upgraded with the improvements to Nobel Hall and provide suitable space for the department's curricular and research needs. In recent years the department has procured a high-field NMR spectrometer, a teaching FTIR instrument, a research-grade FTIR, new teaching spectrophotometers for general chemistry and the biochemistry program, and a GC/MS instrument. Laboratory space for teaching and research includes labs for general chemistry, organic chemistry, analytical chemistry, biochemistry, and physical chemistry, along with the stockrooms and staff time needed to make use of these facilities.

The department assesses student learning both by means of exams in individual courses, a yearly satisfaction survey of graduating seniors, and the results of a national standardized test of subject mastery, required of all graduating majors. Students completing the ACS major take the GRE subject test in chemistry (and are required to score in at least the 40th percentile); the achievement of other chemistry majors is monitored by means of the MCAT and other exams. Every five years, the department surveys graduates in conjunction with the review it conducts to maintain American Chemical Society accreditation. The department keeps extensive records on other measures of student success: student applications and acceptances to graduate school, internships, research presentations, national awards, etc. In evaluating what it learns from these sources, the department has held conversations leading to changes in general chemistry, such as reducing the amount of overlap with high school chemistry and changing the emphasis given to various topics. These efforts have also led to planning on how to implement the new ACS guidelines for introducing students to biochemistry and to discussions about how to best serve the varying needs of students in the introductory courses.

When departmental reviewers reported on the program in 1999, they found a program that was committed to high quality teaching but which could profit from an additional faculty position in inorganic or bioinorganic chemistry. They made suggestions for creating a two-track introductory sequence for majors and non-majors, and noted that any increase of faculty or research activity would require strategic changes in how research and laboratory space was allocated.

CLASSICS

The Classics Department introduces students to the languages, culture, art, and history of the ancient Greco-Roman world, offering courses and concentrations for students wanting to pursue classics as a liberal arts subject as well as for those intending to apply to graduate school in classics or related fields. The department makes substantial contributions to Curriculum II and the First Term Seminars.

Enrollment patterns in classics have remained healthy over the past decade, as has the number of majors, a fact notable in an institution lacking a language requirement. The faculty are productive, with publications, conference papers, journal referee assignments, research in Italy, and a Fulbright Fellowship to Japan. But because of the untimely death of one faculty member and the early retirements of two others, by the year 2003 the department will have undergone a 75% turnover in faculty in three years. Having had remarkable success in hiring classicists of high potential, the department is looking forward with enthusiasm to a major review of its program in 2003–2004.

The department has long used computer-assisted instruction for language learning, but in recent years the workload of its senior faculty have precluded staying “ahead of the curve.” Now, with the hiring of well-trained junior colleagues, the department is moving forward with web-based programs. The department’s slide collections are being digitized and a pioneering multi-media database for instruction is being created.

In addition to in-course assessment of exams, papers, and exercises, the department requires each classics major to write a senior thesis, which is evaluated by all members of the department. These papers, and the ramifications for departmental offerings and assignments, are discussed at an annual department meeting. The department also shares exemplary and struggling student work on course-embedded assignments at department meetings. In addition to these formal measures, the department assesses students’ achievement by monitoring enrollments, graduate school acceptances, and communication with colleagues who encounter classics graduates in study-abroad experiences and graduate school.

The department underwent review in 1994, at which time the reviewers praised the department's teaching and its rapport with students. As a result of suggestions made by the reviewers and on the basis of the subsequent on-going assessment, the department revised the courses offered in the department and their scheduling and instituted an Honors Classics Major.

The strength of the Classics Department has long been the energy with which its faculty has devoted itself to excellent teaching (4 teaching awards), scholarship (four books, dozens of articles and conference papers), and involvement in the academic community, both on campus and internationally. Its current challenge lies in the transition to younger faculty.

COMMUNICATION STUDIES

Students and faculty in Communication Studies mutually explore the creation, transmission, reception, and understanding of messages in order to appreciate more fully human communication in all its forms. Courses emphasize both practice and theory and expose students to a variety of research methods. Students expand the boundaries of the classroom through research and presentations, field work, independent study, internships, intercollegiate forensic competition, study abroad, and community service.

Changing its name to Communication Studies, the department significantly revised its curriculum in 1996 and 1998. These revisions reflected a growing emphasis on research and theory and organized and systematized the primary strains of the department's disciplinary focal points.

Evolution of the curriculum coincided with significant increases of students and majors and with a complete turnover in faculty which began in 1989. Though the interim required extensive use of visiting and adjunct faculty, the department's staffing is now secure, with four tenured faculty, one in a tenure track position, and four faculty in term positions covering leaves, etc.

The department has modest facilities for instructing students in audio, video, and web production. In lieu of attempting to make sustained financial investment in such equipment, the department strives to place interested students in internships that offer introductory instruction in production. At the same time, the department joined in cooperative purchase of digital video cameras and related equipment with the Art/Art History department. In addition to the computers and monitors which support instruction, the department enhanced one of its classrooms by installing an overhead LCD projector and instructional console for multiple computers, video, and DVD equipment.

The department uses multiple means in assessment. Evaluated student work takes many forms: oral work (including speeches, debates, group presentations, individual research presentation); written work (including papers, logs, journals, case studies, and portfolios); and the results of examinations. Faculty use both the college Student Evaluation of Teaching forms and individually crafted qualitative evaluation instruments. Seniors in the major complete qualitative survey forms that call for reflection upon the major, the college, and their experiences. Retreats for juniors and seniors to reflect upon vocational and other questions began in 2000-1. These retreats invite majors to offer input into the department's curriculum and culture. Department faculty also hold their own summer retreat, during which they discuss topics related to student performance and need, curriculum, future directions, and related matters.

As the result of an extensive self-study and external review in 1997-1998, outside reviewers praised the department's committed and dedicated faculty, its revised curriculum, and its contribution to the college mission and governance. The reviewers identified work overload and student demand as potential areas of concern. The department continues to work with the Dean of the Faculty, the registrar, and others to think creatively about the interrelated

questions of how to manage the major count, the directions of growth in the discipline, and future faculty appointments.

The department's strengths also generate its most significant challenges. Faculty offer intellectually challenging, innovative courses and explore potential avenues for interdisciplinary courses and other learning experiences. They actively support and lead study-abroad courses. These and other strengths lead to yearly increases in majors and advisees. It is a challenge to address these enrollment pressures in ways that allow faculty to offer students individual attention and advice, to engage in research and scholarship, and to serve the campus and local community.

ECONOMICS AND MANAGEMENT

The Department of Economics and Management provides students with a liberal arts-based education in economics, management, and accounting. Students develop skills in critical thinking, problem solving, effective communication, compiling and analyzing data, and working effectively within groups. The department offers majors in economics, management, international management, and accounting. Students are prepared for graduate studies in accounting, economics, management, policy studies, and law.

The department has long graduated the largest number of majors at the college—120 in 2002—though in the mid 1990s the proportion of students majoring in the department declined briefly. Since then, enrollments have risen, along with the accompanying pressure for courses and on advising loads. The past decade has seen an improvement in the department's staffing. At the time of the previous NCA visit, the department had no women on its faculty; it now has two tenure-track women. There is also a better mix by discipline. The curriculum has been improved with the addition of a capstone course in strategic management and elective courses in human resource management and international management.

In 1997 a gift of \$100,000 allowed for the establishment of an Investment Club. Students in this club manage a portfolio, meeting weekly with four faculty from the department to research stocks and make decisions. Each year 5% of the fund's value is drawn off to fund a scholarship. The department has found that this opportunity for managing "real money" has been an asset for recruiting students and provides students an excellent learning opportunity.

In addition to in-course assessment of student work (exams, written work, projects), the department studies its curriculum and surveys current students and alumni. The department also informally monitors pass rates on exams for the CPA, CMA, and various actuarial and licensing examinations. The information is supplemented by information concerning post-baccalaureate employment and admissions to graduate and professional schools. The information collected in these enterprises is discussed at department meetings and with the department's advisory council, a group of 10–15 members who have demonstrated achievement in business, government, and not-for-profit enterprises.

Recruitment and retention of high-quality faculty are among the department's biggest challenges. Market salaries for all sub-disciplines have moved far ahead of the college's salary scale, and, combined with the college's emphasis on teaching, make it difficult to attract Ph.D.s with strong academic credentials. Although the faculty manual allows the MBA to count as a terminal degree for faculty teaching accounting and management, the department is concerned about having too high a percentage of its faculty without the Ph.D.

The other significant challenge and concern for the department is high and growing enrollments in its upper-level courses, a situation that limits the ability to develop new courses or to establish significant student-faculty interactions in those courses.

The department underwent external review in Spring 2001. Reviewers were impressed with the students and the solid programs of the department. They offered advice on keeping a

strong link between the professional education offered by the department and the liberal arts mission of the college.

EDUCATION

The Education Department prepares preservice educators who implement “principled practice”—reflective, student-centered, democratic, and authentic teaching and learning. The department follows standards set by the National Council for the Accreditation of Teacher Education and the Minnesota Board of Teaching. In addition, the department contributes to the existing and developing teaching expertise of the campus. Students who wish to complete teacher education programs at Gustavus apply for admission as part of their coursework. Seventeen students are admitted to each of the elementary and secondary education tracks each semester. The department has formed partnerships with school districts in St. Peter, Chaska, Eden Prairie, Bloomington, and Shakopee, and, to a lesser extent, Minneapolis, St. Paul, Minnetonka, Hopkins, Owatonna, and Prior Lake.

From 1997–2000 rules for Minnesota teacher licensure underwent a significant series of changes, moving from a course-based architecture to a standards-based architecture. The scope of content and license also changed so that all licences now include middle school. All teaching programs were reviewed and revised and approved by the state in 2000–2001. The department has received grants to improve science instruction for elementary education majors, and to work with partner school districts in preparing teachers for change and evaluating planning systems and structures. The department aims to make it possible for students to take required courses and student teaching in three countries other than the United States. In 2001 the department began a partnership with schools in Santa Barbara, Costa Rica, with students beginning residency there in June 2002. A similar program will begin in Australia in 2004.

Starting in 1998, the Education program began capped, selective admission. Standards are quite high and are multi-faceted. These include minimum GPAs of 2.75 (the average in the most recent admission class was 3.6), an evaluated experience in the schools, writing samples, interviews, recommendations from faculty and major departments, etc. Students must maintain high performance in order to remain in the program

The Education Department assumed responsibility for the program management of teacher workshops in Summer 2002. The department plans to refine and expand these offerings as well as academic camps for both highly successful and currently underserved populations of children and youth.

The Education Department works programmatically with school districts and community partners to improve. A Teacher Education Advisory Council meets a few times a year to listen to various constituencies. Members of the council include teachers (including alumni), students, faculty, parents, community partners, faculty and administrators from graduate institutions, etc. The department has also written and co-written many successful grant applications to engage communities, schools, and the program faculty and students around the issues of diversity, service learning, civic engagement, technology, and applied and engaged learning.

The department has an extensive curriculum materials laboratory of the latest instructional materials, children’s and adolescent literature, software, and instructional equipment. The most recent additions include complete materials from several math programs provided by school partners, over \$25,000 of children’s literature from a corporate partner/donor, and purchases of several thousands of dollars of additional materials and equipment.

The department has had its own computer lab/classroom for many years. Technology is used in all courses for various learning and communication purposes. Prior to graduation, students are expected to teach using technology, create assistive technology for students

with disabilities, and be proficient at many aspects of communication, course management, and information collection and management.

The department assesses its effectiveness in a number of ways. In addition to in-course examinations, projects, and exercises, the department uses data from the following sources: an annual survey of graduates; follow-up surveys at one, five, and ten years out of the program; a multicultural education/teaching survey of seniors; an annual analysis of test scores, GPAs, and honors; semesterly reviews of admitted students; student teacher projects; portfolio reviews; evaluations of cooperating teachers; and analyses of student self-assessments at program admission, admission to student teaching, and program completion.

The department also assesses both candidates' teaching and program effectiveness in terms of their impact on K-12 student learning. Each student teacher is required to design a system of collecting assessments of student work that allows an analysis of the impact of their teaching on student learning. Systems include both "curriculum-based assessment" procedures and "work-sampling" methodology. Students present the data separately and within portfolios.

The department meets twice monthly to discuss the program as well as developments in the field in order to plan. The department also meets two other times in the month to manage department business. Student representatives serve as voting members on all department groups and committees.

The Education program is viewed as a model both in the state and nationally. Courses are largely team-taught and blocked, and they include supervised experiences in schools across the program. Students receive intensive feedback and mentoring through assessment, monitoring, and advising. School districts view our students as principled, thoughtful, and reflective. Placement rates are very high in highly competitive districts. They range from 85-90% over the past eight years, with approximately 85% of graduates teaching within the Twin Cities suburban and urban area. Licensure exam pass rates were 100% in 2000-2001 and 99% in 2001-2002.

An NCATE review, held in 2000 in conjunction with Minnesota Board of Teaching approval, found that the department's faculty, curriculum, and program management worked very well. The review called attention to needs in facilities and cultural/racial diversity, including a lack of instruction in Minnesota American Indian culture and ESL.

ENGLISH

The English Department equips students to read both classic and contemporary works of literature, to write for a variety of audiences and in a variety of genres, and to place the activities of reading and writing in cultural, historical, and theoretical contexts. The department also shares a Communication Arts/Literature Teaching major with the Department of Communication Studies. A member of the department heads the college's writing program and administers the writing center.

The department has taken a leading, but not dominating, role in FTS. Enrollments in English courses have risen proportionately with the increase in student body over the past decade. The department initiated a writer-in-residence program to allow a long-time faculty member to work one-on-one with highly motivated students, to coordinate a reading series of visiting writers, and to give coherence and visibility to writing activities within the department curriculum. That position, however, has disappeared in recent rounds of budget trimming.

The department meets yearly to assess work done by students and to discuss the implications of its conclusions. A subcommittee of the department reads all of the senior seminar papers from the previous year and scores them against a rubric based on the department's statement concerning student outcomes. It reports its findings to the department, with examples where appropriate. Each year, the subcommittee also scores a

selection of student papers against the department's stated objectives in one of its variety of courses (surveys, period courses, writing courses, etc.) and reports these findings to the department as well. At its annual retreat, the department discusses the acceptability of student work, the sources of strengths and weaknesses in that work, and ways in which courses could be changed to improve student work.

The department was reviewed in 1999. The reviewers commented on the collegiality of the department and the basic soundness of its programs. It urged the department to develop more coursework opportunities in English from non-British and non-American corners of the world and to reconsider its commitment to the standard British and American surveys of literature. The department has worked to expand its offerings of colonial and post-colonial literatures.

Strengths of the department include a diverse and committed faculty who value both scholarship and creative work, a balanced curriculum that is supported by faculty from diverse sub-fields, and facilities that support teaching and learning. Maintaining the range and balance of curricular commitments has proven challenging, and the department anticipates reducing its curricular commitment to linguistics in order to concentrate resources on writing and literature as the department's main mission.

GEOGRAPHY

The Geography Department engages students in the quest for an integrated understanding of the earth as the home of humanity. Physical geography courses study physical phenomenon at the earth's surface: climate, landforms, hydrology, and biomes, while human geography courses explore cultural diversity with an emphasis on spatial patterns and human-environment interactions. Courses in the department introduce students to the regional method of inquiry, develop students' analytical skills, and provide a foundation in the history and methodological development of the discipline.

Enrollments in geography courses have increased significantly since 1996, and the number of majors over the past decade has fluctuated between 7 and 20 per year, the trend over the past four or five years showing a strong increase. The department has shown strong participation in the college's efforts to establish the Environmental Studies program as a regular and increasingly popular major. The department also plays an important role in providing courses for social science education majors and earth science education majors. Another initiative in recent years has been the development of laboratory facilities and popular courses in geographic information science (GIS).

The department houses a map library with approximately 100,000 maps, a GIS laboratory with a full range of raster and vector GIS software, a digital geospatial data server, a climatology laboratory, a weather station, student research space, and other equipment for teaching and research.

The department meets annually to consider the evidence for student learning that it gathers from a variety of sources. Faculty advisors review portfolios (containing research papers, presentations, and other artifacts) of senior students and report their findings to the department. Senior seminar instructors report to the department their evaluation of seniors' foundational knowledge and analytical skills. Faculty advisors report to the department their assessment of independent studies and research presentations at regional meetings. The department reports the results of its deliberations to the Dean of the Faculty.

The department underwent external review in Spring 1996. The reviewers noted the high level of commitment of the faculty and the strong contributions the department makes to general education and praised the department's record in student internships. They recommended that specific attention be paid to a number of issues arising from a retirement in 1998. These issues have been addressed through recent hiring decisions and the

expansion of GIS laboratory facilities and coursework. A new tenure-track position added to the geography department starting in Fall 2003 will further strengthen the department's capabilities in environmental geography and GIS.

GEOLOGY

The Department of Geology studies the history of the earth and the development of life. Coursework provides students with problem-solving and field skills, a general knowledge of geology, and skills in laboratory analysis and technical presentation and writing. The department incorporates extensive field work into its curriculum and involves all majors in a senior research requirement. The major prepares students for further study in graduate school or for careers in earth or environmental science.

In response to a review in 1991, department extensively revised its major. The number of cognate courses was reduced and a senior research project was introduced. Enrollments over the past decade have remained steady, varying from 288 to 355 students a year; the number of majors graduated in a year has also remained basically steady, varying from two to nine in any given year.

The department makes use of a sediment lab, a thin section room, a petrology lab, a map library, a collection of 10,000 specimens of rocks, minerals, and fossils, and a small geology museum. In addition to an array of computing equipment, the department owns an X-ray diffractometer.

In addition to exams, presentations, and papers as part of course work, the department evaluates senior theses, and the presentation of these theses, to determine how well students have mastered the department's objectives. The department also surveys senior students annually, and graduates every three years, to learn how effective the major has been in post-baccalaureate life. The department meets annually to discuss the data and to plan changes.

The department review conducted in 1998 affirmed the department's curriculum and praised especially the field work and the senior project. The reviewers had suggestions for recruiting more majors and for acquiring a wider variety of laboratory equipment.

HEALTH AND EXERCISE SCIENCE

The department of Health and Exercise Science serves the liberal arts mission of the college and contributes to each student's education by fostering intellect, moral reasoning, spiritual health, and aesthetic, physical, emotional, and social development. Coursework helps students manage stress, work effectively with peers, assess life-style behaviors, set appropriate health goals, and appreciate the joy of movement and activity. Within the majors offered by the department, students study history, theoretical foundations, research, and practice. Students also learn to think critically about ethical and moral issues associated with the discipline. Students in each major discuss, work in groups, analyze case studies, use technology, write, and make formal presentation of the results of their work. The department's curriculum leads students to a knowledge of the discipline and its research foundation and encourages students to form a sound philosophical understanding of the discipline. Students learn to apply knowledge and skills to client needs and interests, to prepare for graduate study, and to recognize that learning is a life-long process.

The department offers four majors, each of which has clearly articulated goals:

The athletic training major prepares professionals for careers in sports medicine as athletic trainers certified by the National Athletic Trainers' Association Board of Certification. In addition to developing skills for identifying, evaluating and treating illness and injury in athletes, students develop and defend a personal and professional philosophy of athletic training. They learn to communicate knowledge and ideas effectively and to apply critical thinking skills to contemporary issues in athletic training and sports medicine.

The physical education major prepares students for careers teaching in public schools, in recreation, or for graduate study. In addition to specialized knowledge relevant to the field, students are expected to understand the historical, philosophical, sociological, and psychological factors associated with physical activities, sports, and athletics. Students develop a professional philosophy of physical education, learn to communicate effectively, and analyze current issues in education.

The health fitness major develops students' potential as scholars, citizens, and leaders in the profession and in society. Students learn to understand and apply the basic principles of exercise science and health promotion as part of their preparation for the ACSM Health Instructors Certification Exam. They also learn to critically review current topics in the field of exercise science and health promotion and to apply research methods to an original research project. Students develop a philosophy of health and fitness which they express in written and oral communications. The curriculum encourages students to think critically about a diverse spectrum of health and fitness issues, especially those that challenge personal beliefs and values.

The health education major prepares students for careers in K-12 teaching. Students learn the fundamentals of child development, the history of health education, philosophical and ethical foundations for health education, and how to conduct and review research in the discipline. Students are prepared to develop appropriate plans for teaching and learning, to read and evaluate sources of health-related information, to develop and defend a personal and professional philosophy of health that is based on research, and to analyze controversial issues within the field.

The majors are well-enrolled: each year about 8–11 students graduate with an athletic training major, about 8 with a physical education major and a health education major, and 13-15 with a health fitness major.

Faculty-student research figures prominently in the department's work. Each year about 18–19 students work with faculty on 10–11 research projects. The projects are presented at the National Conference for Undergraduate Research, the Northland Chapter of the American College of Sports Medicine, and at other national conferences sponsored by the American Association of Health, Physical Education, Recreation, and Dance.

The department has also expanded its technology instruction program, so that students develop on-line portfolios of their work and acquire outstanding technology skills.

The department is staffed with seven FTE tenured or tenure-track faculty. Additional instruction is provided by two FTE staffed by coaches, athletic trainers, and others with non-faculty contracts.

The department makes use of Lund Center, the Swanson Tennis Center, the Don Roberts Hockey Arena, the Sponberg Gymnastics Studio, the Lund Dance Facility, and many outdoor facilities. The department operates a human performance laboratory that provides an opportunity for students both to have their own fitness evaluated and to learn how to do such evaluations. The laboratory houses blood pressure monitoring equipment, an EKG machine, Monarch Ergometers, a strength platform, goniometers, body composition calipers, a flexibility box, lactate analyzer, and equipment for motor learning labs. The equipment is used for both teaching and research. In Spring 2002, the department received an NSF grant of approximately \$20,000 (matched by an equivalent cost-sharing contribution from the college) to further develop the human performance laboratory.

The department conducts separate assessments for each of its four majors and for its general education classes. These assessments look at student evaluations, clinical assessments, course evaluations, senior interviews, observation of student teachers, interviews with recent graduates, and the results of general education assessment for Area F. The information

gathered as a part of these efforts is reviewed by groups of faculty within the department—both at regular meetings and at yearly planning sessions. For education and athletic training programs, assessment is also tied to accreditation by the appropriate professional organization.

The department underwent external review in 2000. The outside reviewers had high praise for the dedication and commitment of the faculty, the concept of its major and general education curriculum, the coherence of the majors with liberal learning, and the facilities. The general education component of the department's work was identified as one of the best general education programs in the country. As a result of this review, the department is exploring changes in facilities to improve learning and research opportunities, looking into some facilities enhancements, making some minor changes to the health fitness major, and clarifying the roles and expectations of the non-faculty instructors in the department.

HISTORY

Students in the History Department develop the capacity to think historically—to understand change and continuity, to appreciate the importance of historical context, to know how to read and interpret primary and secondary sources, to know how to use historical evidence, and to understand methodology and historiography.

The department offers courses in United States, European, Latin American, and Asian history, with strong sub-specialties in military/diplomatic, gender, and social history. The department's courses serve the major and general education requirements and also fulfill requirements for majors in elementary education, social studies teaching, international management, Scandinavian studies, Latin-American studies, Japanese studies, and women's studies. Members of the department also contribute to the course offerings of Curriculum II. Since the previous self-study, the department has added a tenure-track position in Latin American history and a part-time, non-tenure track position in Asian history. These new positions have allowed the department to broaden significantly its course offerings and to contribute more fully to the college's interdisciplinary programs.

Majors are prepared for graduate work in history, including public history, and for careers in law, government, public service, and business. The department offers majors a two-semester honors sequence that results in a significant research paper based on primary and secondary sources. Admission to the honors program is by application and 4–7 students per year pursue this option.

Over the past decade, the department has worked to define its relationship with general education, which it strongly supports, while strengthening its major. It instituted changes in the major in 1997–1998 that included a common course in historiography and featured seminars at level III.

The department developed an assessment plan in 1997 that details four department outcomes linked to the history methods course. Each year, students submit written evaluations of the course and its level of success in promoting departmental outcomes. Students also complete individual learning and self-assessment forms that department faculty review annually in order to assess, adjust and revise the methods course. Additional assessment is carried out through history major audit forms that detail the number of history students who study abroad, take a foreign language, and participate in the honor's program. A separate survey of graduating seniors is also conducted. Every two years, department members review their course syllabi, readings, test questions, and writing assignments with reference to departmental mission and outcomes. Information gathered from these assessments is studied and discussed by department faculty, and shared with outside reviewers and other college offices and departments, such as International Education and the Modern Foreign Languages Department.

The department was reviewed Fall 1999. The outside reviewers praised the commitment of the faculty and its contributions to the college's mission, general education, and interdisciplinary programs. They noted the difficulties of maintaining a comprehensive curriculum with a small department and an expanding geographical scope. The department's strengths lie in offering a variety of courses with a relatively small number of faculty, in working closely with students both in and outside the classroom, and the high quality of honors majors, many of whom present their work at the National Conference on Undergraduate Research and other venues. Challenges are found in the lack of significant course offerings in crucial parts of the world, such as Africa and the Middle East. The department also struggles with meeting its obligations to the college's many programs and initiatives: general education, writing, First Term Seminar, etc. The department currently offers only one course designed specifically for history majors.

MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers education in the concepts, structures and techniques of mathematics, statistics, and computer science. The curriculum emphasizes the aesthetic and theoretical aspects of the field as well as the applied. Graduates go on to further study in graduate school or find jobs in secondary school teaching, government, or industry. Students also have opportunities to participate in student-faculty research, problem-solving groups, seminar programs, and student chapters of professional societies. The department offers honors versions of both the math major and the computer science major. It is a member of the American Mathematical Society, the Mathematical Association of America, and the Association for Women in Mathematics.

The department has recently revised its computer science major beginning in Fall 2003. Enrollments in the department increased about 18% over the past decade, in which the number of majors has fluctuated from 17 to 40. The largest source of this variance has been in the computer science major, while math majors have been relatively steady. At the same time, the department's role in providing general education courses and courses supporting other majors has grown.

The department last year received a grant of \$392,000 through the National Science Foundation to fund scholarships and support activities designed to attract and retain majors. These activities support increased contact between current students, alumni, and employers in the region.

The department runs a tutoring program during evenings, Sunday through Thursday. These tutoring sessions are staffed by math majors paid as part of a work-study package and supervised by faculty. The department also runs a weekly seminar for students and faculty, usually featuring a speaker from off-campus.

The department has a large computer lab that is well equipped with both UNIX and Windows platforms. A regular replacement program ensures that the department's computers are up-to-date. A technical support person maintains the computers in labs and in faculty offices.

To assess student learning, the department supplements in-course exercises and examinations with a yearly exit survey and a survey of recent graduates. The department conducts regular self-studies of selected areas of the curriculum, looking at student work, results of departmental surveys, and recommendations of professional societies of mathematicians and computer scientists.

The department conducted its most recent self-study and external review in Fall 1994. At that time, outside reviewers praised the department's dedication to work with students and each other, its curriculum, its facilities, and its balance between preparing students for graduate school and other career lines. These reviewers suggested that the department

increase its commitment to statistics and attend to staffing/workload issues with the computer science curriculum and equipment.

The Mathematics and Computer Science faculty have a wide range of expertises and training that represents graduate programs from across the nation. Students benefit from the many communities of professional contact, and the different points of view, that this diversity occasions. A strong record of student/faculty research projects attests to the department's dedication to its students. Faculty are professionally active, publishing textbooks and research articles in refereed journals. In general, the department is a vibrant, welcoming, and stimulating place.

The department does, however, feel the need for an additional computer scientist. The need to cover sabbatical leaves has occasionally meant that computer science courses have been staffed by faculty whose primary training was in mathematics rather than computer science. Given the increasing number of students enrolled in computer science courses, the department is in the process of adding a faculty member in this area.

MODERN FOREIGN LANGUAGES

The Department of Modern Foreign Languages develops students' understanding of culture and civilization through training in listening comprehension, speaking, reading and writing in a variety of target languages. Students learn the cultures that use these languages: the arts, literature, history, and linguistic, societal, and political processes. The department is staffed to provide instruction in French, German, Japanese, Russian, and Spanish.

Since 1993, the enrollments have declined in all languages except Spanish, which has seen a steady increase. The same trend is seen nationally. The number of majors has remained constant, varying between 19 and 30 per year. The past decade has seen considerable hiring of new faculty and an orientation of the curriculum to embrace a broader concept of what it means to study language/literature/culture. The addition of the Culpeper Center increased the use of technology in language instruction. Since 1995 the department has also made use of native language assistants. These assistants help with language tables, conduct conversation groups, coordinate language club activities, and assist faculty in the classroom.

The Culpeper Multimedia Language Learning Center contains a tutoring area, 22 computer workstations with appropriate software for language learning, an additional computer, a multi-standard DVD player and a VCR capable of large-screen projection. In addition, a faculty development station includes a computer, a multi-standard VCR, and various equipment for multimedia and courseware development.

Each section of the department conducts its own assessment of student learning. In addition to in-course assessment in the form of tests, presentations, papers, etc., students may be required to have faculty members outside their courses review and sign-off on their work (French); complete a senior thesis (Japanese); pass a competency exam (Russian); or pass an oral proficiency interview (Spanish). The department is beginning to address the relationship between assessment and planning and held a retreat in Fall 2002 to discuss the possibilities. A particular challenge is to find a way to assess the "culture" component of the individual majors.

The department underwent review in 2000. The reviewers praised the commitment of the faculty and its collegiality and its curriculum. They noted problems with the conception of the German section and with staffing a Japanese program with only one professor. Department strengths can be seen in its offering five majors across a number of language areas and cultures, its broad range of faculty expertise and diversity, and its offering of traditional "language/literature" programs alongside interdisciplinary "area studies" programs. The related challenges are to ensure programmatic innovation and distinctiveness for language courses while strengthening departmental unity and administrative consistency.

Following the review, the Japan Foundation awarded the college a grant to support a second full-time Japanese language instructor, who began in Fall 2002.

MUSIC

The Music Department provides students with a rigorous and innovative education in music through coursework in music theory, music history, and conducting; individual voice or instrument lessons; participation in small and large instrumental and vocal ensembles; and performances. In these curricular activities, students learn to select, analyze, prepare, and perform a wide spectrum of music repertoire. The department helps to sustain the vigorous cultural life of the college through student and faculty performances in Christ Chapel and Björling Recital Hall. Many of the department's ensembles also offer public appearances off campus in local, national, and international venues; in addition to the educational benefits of the performance experience itself (e.g., intense preparation and study of the concert music, the performance of a highly polished repertoire in a variety of acoustical environments, etc.), these opportunities also serve to internationalize the study of music, to expose students to the history and culture of the places visited, and/or to enhance relations with the college's various constituencies. The department values the contributions and participation of non-majors as well as majors. Students and faculty from this department participate in several of the major public events of the college, e.g., the annual Nobel Conference and Christmas in Christ Chapel services. The department is an accredited member of the National Association of Schools of Music.

During the past decade, the department has actively sought to improve the quality of student learning, technical skills, and artistry. For example, the department instituted the Jussi Björling Music Scholarship program in the 1995–1996 Academic Year in order to attract more experienced and mature musicians. Students enrolled in individual voice or instrument lessons may participate in a sequential series of performance opportunities (the “performance pyramid”) that culminate with permission to present a solo recital. In order to enhance performance opportunities for its most experienced performers, the department instituted the concerto/aria contest in addition to its long-established Honors Day Senior Recital. The applied voice area has initiated a voice lab program in which students choose from learning modules such as diction, vocal literature, vocal pedagogy, techniques for singing actors, etc. A full-time faculty position with significant teaching responsibilities in the area of jazz has been created in the past decade; however, it is not yet tenure track.

Following the tornado of 1998, the department upgraded its music laboratory to state-of-the-art technology and added a SmartMusic Accompaniment System. The department has intentionally worked to increase the number of its majors and has succeeded in raising that number from 54 in 1993 to an average of 60 in 1999–2001. Two large works—The Easter Symphony composed by David Holsinger and The Nobel Symphony composed by Gustavus graduate Steve Heitzeg—have been commissioned recently; both premières were extraordinarily well-received.

The department has also encouraged students to achieve at a higher level in scholarship. Music majors regularly are accepted to present music history research reports and independent study projects at the National Conference on Undergraduate Research.

The department makes use of a wide variety of excellent facilities: Björling Recital Hall (475 seats); 26 practice rooms; 2 organ practice rooms; a 13-station state-of-the-art music lab equipped with Mac G4 computers and a Roland VS-1680 multi-track hard disc recording system; various storage facilities; music libraries with listening stations; et al. Following the tornado of 1998, the department replaced its piano inventory with an all Steinway program. A student lounge provides a place for students to study, communicate, and congregate.

The department uses examinations, performances, exercises, etc., in coursework, ensembles, and lessons to assess student learning. In addition, all sophomore students undergo a sophomore review in which a panel of faculty members interviews students about their academic and musical progress as well as career plans. Students compete in a number of venues (Collegiate Composition Competition, Minnesota Music Educators Association, various vocal and instrumental contests, auditions for Honors Day recitals, a concerto/aria competition, and solo opportunities with ensembles) that provide the department with additional opportunities to assess and respond to student achievement. The department also monitors acceptances of its students into graduate programs and offers of employment to its education majors. Alumni are surveyed at both five and ten year intervals after graduation. The department reviews the concerto/aria competition and the honors recital annually. The applied study program is monitored each semester in studio classes, Monday Night Recitals, performance assessments, and end-of-semester auditions. Two faculty retreats each year and weekly department meetings provide the forum for discussing student achievement and planning appropriate curricular and programmatic responses.

An external review of the program, held in conjunction with the re-accreditation visit from the National Association of Schools of Music in the spring, 2002, noted the following strengths in the program: a clearly defined, widely supported mission; a variety of programs and ensembles that provide opportunities for all students; a dedicated faculty and staff who celebrate the liberal arts focus of the institution and provide quality leadership; significant scholarship support for majors and non-majors; and an exceptionally active commitment to performance. Near and long-term goals for the department include developing strategies and programs to strengthen the music major, address staffing needs, and resolve space issues that arise from increased student enrollments. With regard to the latter, the college, department, and community would benefit from a large concert hall, a choral rehearsal room, more storage facilities, additional office and practice space, and other physical plant additions.

NURSING

The Gustavus Nursing Department comprises one half of the Minnesota Intercollegiate Nursing Consortium (MINC), a partnership with Saint Olaf College that shares resources in order to offer a liberal arts BA in nursing. The curriculum of the program is based on the Neuman Systems Model of Nursing and aims to furnish students with a broad, liberal arts education that develops students as persons, citizens, and members of health care teams. Students complete general education courses and background courses during their first two years, and then complete their professional courses during their final two years. The department is accredited by the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE).

The department maintains 24 clinical site contracts on an annual basis, including Methodist Hospital (St. Louis Park, MN) for maternity clinicals. Other recently established partnerships involve Home Care Agencies, Park Nicollet Hospital, and midwives clinics at St. Louis Park and Shakopee. Faculty have integrated transcultural nursing theory and international service learning into the curriculum.

The department has adequate budget, faculty, lab space, clinical lab equipment and library resources to accommodate 40 students. The recent acquisition of portable computing and projection equipment has facilitated classroom internet access and instructional capabilities.

The Gustavus Nursing program has a well-defined assessment plan and reports updated data to the college annually. In addition to regular external assessment by accrediting bodies and the State Board of Nursing, the department uses several internal assessment measures. Program outcomes are articulated consistently in each of the four levels of instruction and are used as evaluative measures. The Minnesota Board of Nursing Abilities Handbook was

designed to promote consistent evaluation of psychomotor and interpersonal communication skills and is used to assess each student. The Pre-NCLEX Assessment Test is administered to seniors in February. Test results are reviewed with students to assist individuals in appropriate preparation for the state board examination, which can be taken upon successful program completion. MINC faculty participate in a one-week workshop each spring to review curriculum, evaluate the previous semester(s), and to plan revisions based on the reported data and current issues and trends in nursing and society.

The department underwent accreditation review by CCNE and NLNAC in 1998. Reviewers cited strengths in the program's administration and faculty commitment. The location of facilities on the third floor of a building without handicapped access was a concern. The reviewers suggested that the program find a way to accommodate registered nurses obtaining BA degrees.

Overall, the consortial arrangement requires creative scheduling because academic calendars differ. On the other hand, the pooling of faculty resources strengthens the programs. The program is staffed so as to allow students individual and personal instruction, though budget constraints and a shortage of nursing faculty limit opportunities for the program to grow. An additional challenge to the program is the competition for access to excellent clinical sites. While the staffing level of the department requires most faculty time be devoted to the nursing program itself, the program's liberal arts commitment can be seen in the general education courses it can offer: courses such as January-term courses in parenting and intimate partner violence, as well as an FTS.

PHILOSOPHY

The Philosophy Department offers a comprehensive understanding of the major philosophical traditions, ideas, and arguments that have influenced the development of western society along with the skills for analyzing them critically. Students learn about individual philosophers and their ideas as well as the problems that philosophers have found interesting and the skills necessary for conceptual analysis. In all work, students are encouraged to develop "Socratic humility"—an attitude that the one thing they know is that they do not know, and that in their pursuit of knowledge and truth, they ought to develop a critical attitude and sensitivity to the views of others.

The department understands itself as central to the liberal arts and expresses that commitment through generous contributions to various interdisciplinary programs on campus, such as Environmental Studies, Peace Studies, Women's Studies, and Curriculum II. Rather than emphasizing the special needs of philosophy majors, the department aims to introduce a large number of students to philosophical thought.

An external review of the department in 1994 elicited praise for the department's dedication. In response to questions raised by the department and others, the reviewers made recommendations for increasing the coherence of the major and regularizing course offerings. In 1994–1995, responding to the reviewers' recommendations, the department changed the requirements for a philosophy major, increasing the total number of required courses and slightly modifying the individual requirements. It also removed from the catalog 6–7 courses that were not staffed regularly, while adding a course in accelerated logic. The department has graduated between 7 and 14 majors a year since 1993, and enrollment in courses taught by philosophy faculty has ranged between 573 and 719 students a year.

Student learning is assessed through examinations, exercises, and papers written in classes, and the department considers student participation in class discussion and their contributions to a department electronic forum as additional evidence of learning. The departmental assessment plan calls on faculty to write up end-of-term performance assessments for each philosophy major in their courses and distribute these to the student,

his/her advisor, and the department chair. When warranted, the advisor or chair may convene a meeting to confer with the student about his/her performance.

PHYSICS

The Physics Department prepares students to become physical scientists, engineers, and professionals in many other fields, including medicine, law, and architecture. While a significant part of its curriculum is devoted to serving its majors and minors, it also offers supporting course work for students in other majors, as well as distinct courses for general education in both Curriculum I and II. In all of these courses, the faculty introduce students to the substance and excitement of understanding the physical universe, along with the philosophical, historical and cultural implications of that enterprise.

The department graduates an unusually large number of majors, an average of 13 per year for the past decade. In the most recent year (2001) for which American Institute of Physics degree figures are available, Gustavus ranked second among Minnesota institutions, and tied for sixth nationally among liberal arts colleges.

Conducting student-faculty research on campus and facilitating student summer research experiences in national programs are important priorities of the department. Students who choose to complete an honors major in physics must earn at least one course credit for research on campus and complete and defend a senior thesis. The department maintains an active Society of Physics Students chapter, which sponsors frequent student talks, outside lecturers, athletic competitions, and social activities.

The department is staffed by five tenured full-time faculty, all of whom hold the Ph.D. in physics, and one M.S. adjunct laboratory instructor (.4 FTE) shared with Chemistry. A department administrative assistant is shared 40% with Mathematics and Computer Science. Our electronics and computer technician serves all the science departments at the 40% level, with the remainder assigned to Information Technology.

The department maintains a network of approximately 50 computer workstations. The department houses a modern observatory, and maintains a schedule of public viewing. In addition to four introductory physics laboratory rooms, the department maintains labs and equipment for upper-level courses in optics, electronics, nuclear physics, and modern physics. Research labs, which are also used for student course projects, are maintained for condensed matter physics, applied physics, optics, acoustics, and surface physics. A machine shop and the electronics shop support the needs of the many laboratories. In addition, a long-time feature of the department is a group of three student offices, which currently house 24 students who assist the department with labs, homework grading, tutoring, computer programming, and in research.

The physics faculty have continued to receive equipment and research grants from the National Science Foundation, Research Corporation, Petroleum Research Foundation, and other organizations. The largest instrumentation award was a \$102,000 NSF-MRI grant in 1997, supplemented by college cost-sharing of about \$44,000, which brought together the four newer faculty in new research areas of optical and acoustical scattering. Five new research laboratories were constructed in the basement of Olin Hall, and summer research, with both external and internal funding, has allowed one to three students to be supported each summer.

The department assesses its graduates and itself in a number of ways. A senior survey is conducted each year, with the results compiled and available to interested parties. Nearly all seniors take the Graduate Record Examination in physics, and their scores are maintained in a confidential database within the department. Records are kept of offers of graduate fellowships, and teaching and research assistantships, as well as graduate placement.

The department underwent external review in 1998. At that time, reviewers praised the department's curriculum, excellent students, facilities, and faculty. They made recommendations concerning minor changes to the curriculum, maintaining "fresh blood" in a tenured department, and forming appropriate planning processes. All of these recommendations have been acted upon, and continue to receive collective and collegial attention.

The department faces a number of constraints, born of success and resource limitations. Principal among these is need for a physics paraprofessional to manage the department's computer network and several million-dollar teaching and research infrastructure. The current staffing configuration leaves the department unable to staff all regular courses and sections. Finally, there is the challenge of keeping active and funded research opportunities for students and faculty, in a department where the majority of faculty have forged new research interests.

POLITICAL SCIENCE

The Department of Political Science leads students to understand political processes and institutions and acquaints them with the issues and problems that political systems attempt to manage. Students learn analysis, research, and evaluation in order to become more informed citizens and to develop thoughtful, personal views. Students graduate to careers in law, government service, journalism, teaching, politics, and public administration, as well as to further study in the discipline. The department has a strong record in placing students into top political science graduate programs and law schools, in large part because the extensive research work faculty do their students.

Enrollments in political science classes have remained constant since 1993, as has the number of majors. Some relief for a very high student/faculty ratio in the department has been forthcoming in the hiring of additional staff, but the advising load for faculty, all of whom direct senior theses, has been a strain.

In addition to examinations, exercises, and papers written in specific courses, the department looks at capstone theses. The department informally discusses the match between courses and requirements and the objectives and mission of the department. Department members share feedback from students concerning course content, student interests, and future plans. Records are maintained concerning enrollments, student research projects, and graduate/professional school placement.

The department underwent external review in 1998 and was praised for its liberal arts orientation and its evident commitment to teaching and supporting students. The reviewers made suggestions concerning the shape of the major curriculum and for strategizing the specializations and emphases of new hires. The department has implemented many of these suggestions, hiring so as to expand offerings in international politics and political theory.

PSYCHOLOGY

The Psychology Department shows students the value of using scientific approaches to understand behavior. Its activities introduce students to theoretical approaches to the behavior of humans and other organisms, the empirical evidence associated with these approaches, and the methods used to test claims about behavior.

Enrollments over the past decade, which are among the highest per faculty member in the college, have remained relatively steady. The number of graduating majors has varied from 44 to 75 per year. The department increased its number of full-time faculty from six in 1993 to nine in 2002. In 1997 the department received a grant of \$40,000 from the National Science Foundation, matched with \$47,000 of college funds, to furnish a multimedia classroom equipped with computers and a projection system. The department's office space

was renovated in 1997 in order to add new research space, to add two new offices, and to improve the use of technology in teaching.

The department's programs have use of the multimedia classroom noted above, a secretary/assistant who organizes labs for general psychology and four multi-purpose research laboratories, one of which is set up for animals.

In-course examinations provide the primary evidence for student learning. Faculty summarize in writing the content of their courses every five years. Seniors take a standardized examination administered by the ETS and the results are compared to national norms. The effectiveness of the laboratory program is assessed as part of the NSF grant furnishing those labs. Finally, the department tracks student success in research presentations and completion of graduate degrees and surveys alumni every five years. The department meets in the spring to review and discuss the information that has been collected.

The department conducted a self-study and external review in 1996. The external reviewers praised the department's achievement and dedication to teaching undergraduates and called attention to urgent needs to match facilities, staffing, and curriculum to student demand. In response, the department has revised its major, increasing the number of courses from eight to ten, revised its honors track, and worked to secure increased faculty and other resources.

The members of the department are committed to providing a program in psychology that will meet the needs of the student interested in receiving a general liberal arts education as well as the specific needs of those students who will seek graduate study in the discipline. Student/faculty research is encouraged for all majors and is required for those who enter the honors program in psychology. The challenge for the department has been to provide what is an individualized program to the large numbers of students who major in psychology.

RELIGION

The Religion Department aims to help all students to a better understanding of religion as a basic aspect of human experience. Courses involve a variety of perspectives and methods, drawing from arts and languages, social sciences, literature, history, and philosophy. The curriculum reflects the college's affiliation with the Evangelical Lutheran Church in America, specifically, and western and Christian culture, generally, though significant opportunities exist for students to explore world religious cultures and traditions. The department prepares students for graduate study in religion and for further professional training in seminaries, law schools, or other programs.

Enrollments in courses taught by religion faculty have ranged from 850 to 1078 since 1993 and are currently at 1993 levels. The number of graduating majors has ranged from 3–12 in that period. The department has seen a dramatic turnover in staff, with only one faculty member teaching in 1993 still teaching at the college. A central achievement of the past decade was the establishment of the Drell and Adeline Bernhardson Distinguished Professor of religion in 1999, an endowed chair that has given form to one of the college's expressions of its Lutheran identity and has brought to campus a nationally well-regarded senior teacher-scholar.

In addition to looking at examinations and papers in specific courses, the department assesses student learning through surveys completed by students in the senior seminar, surveys completed by graduates on a ten-year basis, and a survey of students completing the Area B requirement in the general education program. All majors complete a thesis as a part of their senior seminar, and the director of the seminar provides a written report to the department analyzing students' abilities to think and discuss critical issues in the field of Religion as well as their ability to conduct independent research. Every three years the department holds a special meeting to consider changes suggested by this data.

The department conducted a self-study and external review in 1995–6. The outside reviewers commended the department’s mission and philosophy and the quality of the faculty’s teaching and research. They encouraged the department to take assessment seriously, to find ways to reach students earlier in their academic program, and to address issues concerning resources and space.

SCANDINAVIAN STUDIES

The Department of Scandinavian Studies helps students learn about the Scandinavian countries’ cultural contributions, their place in history, and their varied roles in today’s world. In addition to language instruction, the department offers courses taught in English intended for both majors and general education, courses covering Nordic literature, history, and culture. The department offers a curriculum based on a commitment to language study as an essential component of cultural understanding and a liberal arts education. The department sponsors many activities and events, notably the Out of Scandinavia writer-in-residence and events at “Swedish House,” a distinct unit of the Carlson International Center.

The number of Scandinavian studies majors has remained stable since 1993, varying between two and five graduates a year. Enrollments in department courses have varied between 106 and 218 per year, with a distinct increase in recent years (the average for 1998–2001 was 192). The 1998 tornado destroyed the Swedish House, which was reincarnated as part of a new International Center. The Out of Scandinavia Program has brought to campus Max von Sydow, Linn Ullman, Lars Löfgren and other outstanding figures in Nordic literary culture.

The department has direct exchanges with three institutions of higher learning in Sweden and good contacts with universities and colleges in the other Nordic countries. The three Swedish institutions offer distinctly different programs: Uppsala University offers a full range of courses; Växjö is particularly good for students in economics and the social sciences; Mora Folk School is excellent for cultural immersion and experiential education.

The department maintains an office for student assistants. The department supplements the main library’s Nordic holdings with its own subscriptions to many Nordic journals, extensive slide collections, records, tapes, and CDs of Nordic music, as well a collection of videos and equipment for viewing them. The department has access to Nordic TV programming through SCOLA.

The department assesses student achievement by means of examinations and written work done in courses, and the department holds a colloquium every spring in which senior students present their work to the full department, other students in the program, and interested visitors. At these colloquia, students present a variety of kinds of work, including papers written on-campus or abroad, independent research projects, excerpts of journals analyzing cross-cultural interactions, and summaries of educational accomplishments. A great deal of thought goes into making these presentations a significant indicator of achievement. Majors meet with Scandinavian studies faculty in the fall of the senior year to discuss strategies for their spring presentations. In February a second meeting is held, at which time seniors are expected to have their plans in place. During spring semester, the presenters have regular discussions about their progress with their faculty advisor. The department discusses these presentations at a meeting and takes their effectiveness into consideration in its planning.

The department underwent external review in 1996. At that time, outside reviewers commended the department’s flexible curriculum and the Out of Scandinavia writer-in-residence program. They suggested ways to increase the department’s visibility and enrollments and to incorporate Nordic students into the department’s activities.

The program has many strengths, notably staff stability and continuity, breadth of curriculum, enough curricular flexibility to incorporate courses about recent changes in Scandinavia, excellent contacts with Scandinavianists in this country and in the Nordic area, excellent contacts with people of different walks of life in the Nordic countries, and a conviction on the part of staff members that they are an integral part of the college.

The persons who have been primarily responsible for building and maintaining the program have been working together for a long time (each has been employed by the college for over twenty-five years). They will attain retirement age within the next decade. The challenge for the college will be to replace them with professional Scandinavianists who are willing to work as stewards of a unique program, as innovators of that program, and as fully integrated members of the college community.

SOCIOLOGY AND ANTHROPOLOGY

The Sociology/Anthropology Department offers a program of instruction to students interested in the broad impact of cultural forms and processes upon individual personal development and experience. The major includes grounding in theoretical perspectives and research skills appropriate to probing the backstage of institutional life where secrets, strategies, and practices are more typically unavailable for public inspection. Students in sociology classes examine practices that make up the world of their everyday world, including their common sense and political realities. Students in anthropology courses find these same practices behind radically different worlds among people of distant cultures. The sociology/anthropology major prepares students for informed and judicious careers in the human services—including law, criminal justice, social work, church work, teaching, social activism, politics, and business—and prepares them as well for graduate study in either discipline.

Over the past decade, the department has worked to address staffing issues and issues regarding the relationship between the department's commitment to anthropology and to sociology. One result of these efforts was a restructuring of the department's major so as to remove anthropology requirements in 1999. Enrollments in the department have varied between 820 and 934 per year since 1993, and the number of majors has generally been stable at between 14–18 per year.

The department contributes heavily to general education and has emerged as the major sponsor of the criminal justice major. This major enrolls students in courses in sociology/anthropology, psychology, history and political science in order to provide a liberal arts approach to the field. Students graduate prepared for either graduate work or for careers in law, law enforcement, administration, para-legal work, etc. The major is administered by a member of the Sociology and Anthropology Department.

The department monitors student success in learning through in-course examinations, written work, and exercises. The department also takes into account conversations with students, their impressions of students enrolled in their courses, the kinds of letters of recommendation they are asked to write, and communication with alumni of the department concerning their post-graduation activities and successes. This information is discussed informally among the faculty in the department who individually decide on any appropriate responses.

The department underwent external review in 2000. The external review approved of the commitment to teaching and research in the department, and noted especially the liberal arts orientation of the criminal justice major. They recommended that the department not completely relinquish its attempts to offer anthropology in its curriculum and noted the need for more faculty.

THEATRE AND DANCE

The Department of Theatre and Dance offers a broad education for future theatre and dance artists and educators, an education that includes skills in acting, design, directing, and dance. Students learn the history, theory, and literature of their disciplines and work to develop their own identities as artists. The department also provides artistic experiences for the college and local communities, performing a diverse, challenging, and entertaining series of plays and dance concerts each year. The department inaugurated a dance major in 2001.

The department consistently creates high-quality productions that involve majors and non-majors as actors, technicians, and designers in four major theatre shows and one major dance concert each year. Student-directed one-act plays and student-choreographed dance concerts provide additional learning opportunities for students. Guest artists from the Twin Cities and elsewhere frequently work with students in dance, design, and acting. The department actively supports international education through programs in Ireland and England. More than a few alumni have built careers in theatre, television, and film.

The department maintains useful facilities for rehearsal and performance. These include Anderson Theatre (270 seats), the Black Box Theatre, Kresge dance studio, and various shops, dressing rooms, etc. Growing enrollments, however, put considerable pressure on available studio/rehearsal and classroom space, which is shared between theatre and dance endeavors. Office space is inadequate, with part-time faculty sharing a converted coat closet as a place to meet students and prepare classes.

In addition to examinations, papers, and in-class evaluation, the department takes into account public review and feedback about performances, senior projects, and portfolios assembled by majors. All junior majors review their progress with the entire department and articulate plans for a senior year. At the end of the senior year, majors meet again with department faculty to discuss their achievements and review their portfolios. An annual retreat allows students and faculty a chance to articulate and assess how well students are progressing in discovering a professional identity. The department also periodically surveys alumni to learn how well the curriculum has served their after-Gustavus professional needs. The department meets each summer for a retreat to review and discuss the data it has gathered, and to plan appropriate responses.

The department underwent review in 1998. External reviewers praised the department's service to both majors and non-majors and its conception of theater and dance within a liberal arts curriculum. They noted a need for more stability of staffing within the design and dance portions of the department's offerings and a need to offer intermediate-level courses on a more regular basis.

The major challenge facing the department at this point is a complex of resource issues. In addition to pressure on facilities noted above, uncertain funding makes it difficult to sustain the department's relationships with the best of its professional part-time staff. The department also finds it difficult to sustain excellent production values with limited professional staff and diminishing ability to use student employees.

INTERDISCIPLINARY PROGRAMS

In keeping with our commitment to providing students with an education that is "interdisciplinary and international in perspective," Gustavus Adolphus College offers seven interdisciplinary majors or minors. Students may pursue an interest in Biochemistry and Molecular Biology, Criminal Justice, Environmental Studies, Japanese Studies, Latin American, Latino, and Caribbean Studies, Peace Studies, Russian Language and Area Studies, and/or Women's Studies. In addition, the college has co-sponsored two study abroad programs that take an interdisciplinary approach. The "Community Development in India" program is coordinated with Concordia College, Moorhead. St. Olaf College

cosponsored the “Term in Germany” program. Finally, individual courses are offered on an occasional basis that address questions that go beyond the boundaries of traditional disciplines.

The **Environmental Studies, Women’s Studies, and Criminal Justice** programs are perhaps the most fully developed of the interdisciplinary majors/minors. All are well-enrolled, sponsor considerable campus programming outside the classroom, and are thriving as academic programs. The Environmental Studies and Women’s Studies programs have directors with release time who coordinate both the academic and the extracurricular aspects of the programs, a program office, and introductory and capstone courses. Women’s Studies has a full-time tenure-track faculty member appointed specifically to the program; the Environmental Studies program shares a joint appointment with the Chemistry Department. The Criminal Justice program has a director who is supported by an advisory committee of faculty from departments offering courses counting toward the major. In addition, a committed contingent of faculty participate in all three programs, and the courses students use to complete the major requirements are taught on a regular and predictable basis. The Environmental Studies program is the recent recipient of a \$194,000 grant from the Rockefeller Brothers Fund which the college matched with \$55,000 of its own funds. With this funding the program participants have developed the introductory and capstone courses, a “Great Books” seminar and speaker series, scholarships for the Superior Studies and summer internship programs, and faculty/student summer research projects. In addition, the funding will be used to improve program assessment.

The **Biochemistry and Molecular Biology Program** was initiated in 1992, and was dominated by a single faculty member who recently left the college. The program is currently undergoing a major transformation with new faculty and new planning by the Biology and Chemistry Departments, which jointly administer the program.

The **Latin American, Latino, and Caribbean Studies (LALAC)** program consists of courses that are offered in the Art, Modern Foreign Language, History, Political Science, and Sociology/Anthropology Departments. The LALACS program appoints two faculty contact people each year. The program is viable but would likely benefit from greater support from the college—it is currently supported by ad hoc funds from the dean’s office rather than a regular budget. Program stability should grow as more of the faculty committed to the program are tenured.

The development of the **Russian Language and Area Studies** program suffers from small enrollments and minimal faculty staffing. The program consists of a core of language study supplemented by courses from other departments. The program has been kept viable by the near-heroic efforts of committed faculty members, but its status has not seemed secure.

While sharing some of these same difficulties, the situation for **Japanese Studies** is improving. The proportion of Japanese language students who major or minor in Japanese Studies is high and the number of courses offered toward the major is increasing. With the recent addition of a second faculty member, the language program is adequately staffed. The most urgent current need is for the consistent presence of a Japanese/Asian historian to insure the availability of Japanese culture courses.

The **Peace Studies** program was established in 1973 and seeks to promote a concern for peace and justice both in and out of the classroom. The program is administered by a director of Peace Studies who has release time to work on the program and the income from an endowment from the Mardag Foundation of St. Paul, Minnesota (about \$14,000 annually). With the exception of the Introduction to Peace Studies course, all courses are offered in the various academic departments, including History, Philosophy, Political Science, Psychology, Religion, Sociology/Anthropology, and English. In Spring 2001, the Peace Studies major, which had been offered since 1997, was eliminated in light of the

college's inability to name a director for the program and to find resources for offering essential courses such as conflict resolution. The minor, which was established in 1994, was retained. Currently, the course specifically taught as a separate Peace Studies course continues to be offered and the special events and activities sponsored by the program—the annual lectures honoring Martin Luther King, Jr. and Raoul Wallenberg, the coordination of Model United Nations program, and granting of Peace Studies scholarships to students—continue to be held. Responsibility for the MAYDAY! conference, once administered through the Peace Studies program, has recently moved to the Sponberg Chair in Ethics. A faculty member in the Political Science Department was named Director in 2002–2003 and the program is in the process of reviewing its curriculum *vis-à-vis* model programs at other institutions.

Overall, the interdisciplinary programs demonstrate that faculty members and students are innovators who are committed to identifying the connections among a wide variety of disciplines in order to address the complex questions presented by contemporary society. The importance of these programs to the curricular future of the college is underscored by the increasing level of faculty and student interest in these program. However, the overall array of interdisciplinary programs lacks coherence. Individual programs have come about as a result of faculty and student interest but there is not a consistent institutional infrastructure in place to support the programs and ensure their continued viability. The relationship of these programs to each other, their relationship to the department-based organization of the academic program, and their relationship to the duties of the Director of Interdisciplinary Studies all need to be better defined. Recently, the Dean of the Faculty began meeting with the directors as a group to begin clarifying these relationships and support needs.

INTERNATIONAL EDUCATION

The college's mission statement expresses a commitment to an international perspective within the curriculum. The international dimension is essential to quality education, to building scholarly standing, to augmenting service to society, and to developing a critical awareness of the common problems facing the world. The Office of International Education coordinates a wide array of services in order to provide the campus community with an international perspective.

Study Abroad

A prominent feature of the international program is the study abroad experience. In recent years, Gustavus has ranked among the top ten baccalaureate institutions in the number of students it sends abroad. Approximately 140 students enroll in semester or academic year study abroad programs each year. We have established exchange programs in Scotland, Australia, Sweden and Japan. In addition, the college maintains consortial memberships or relationships with numerous organizations which expand the opportunities students have to study abroad throughout the world. The college has also co-sponsored two programs:

Community Development in India is a program offered jointly by Gustavus Adolphus College and Concordia College, Moorhead, Minnesota, each fall. It is coordinated through the combined efforts of Visthar, a non-governmental organization in India, and the two colleges. The semester in India covers a 15-week period and connects theory and practice by alternating classroom work with on-site visits. Throughout the semester, periods of experience alternate with periods of reflection on the experience. The program has four main components: (1) an introduction to the heritage of India, Gandhian development models and the connections between development and women's issues; (2) observations of typical Indian ecosystems and strategies ecologists have adopted to preserve these systems; (3) encounters with a variety of cultures and religions, along with close work with non-government organizations to study women's issues, rural literacy, and health care; and (4) an

independent research project in which each student explores specific ideas and issues. Students can satisfy general education requirements through this program.

A second program, *Term in Germany*, which placed students in a small town in Germany to study German culture, was offered jointly with St. Olaf College, though the withdrawal of St. Olaf from the program in 2002 has at least temporarily ended the program. A faculty member accompanied the students to serve as an on-site supervisor as well as an instructor for one of the five courses students complete. Students took an intensive German course, a course on German theologians, a history of modernism, a course on German music, literature, and theater, and a course on Germany and the emerging new Europe. As with the program in India, students received general education credit for these courses.

For both the co-sponsored programs, academic credit is granted by the college and grades earned become part of the student's GPA. Academic credit earned in all other semester/year study abroad programs are treated as transfer credits from the host institution.

A significant number of students who study abroad do so during the January Term. For each of the past five January Terms, approximately 300 students have enrolled in travel courses sponsored by the college, the Upper Midwest Association for Intercultural Education (UMAIE), or the Higher Education Consortium for Urban Affairs (HECUA). These courses span the curriculum in focus and the globe in destination.

Student participation in study abroad has increased each year in recent history. For the class of 2002, 52% of the class had studied abroad for a semester, year, or January Term; 21% had studied abroad for a semester or a year, and 11% had studied abroad on more than one program.

Gustavus provides advising, orientation and support for all Gustavus faculty and students who study abroad. This advising includes informational sessions, help with the application process, support while abroad, support for the return to Gustavus, and verification of the credit transfer process.

International Students

The college currently hosts 40–60 international students per year. These students come from twenty-three countries, including India, Sweden, Germany, Japan, Ghana, Nigeria, Kenya, and France. The Office of International Education organizes a four-day orientation session for international students, which precedes the orientation session attended by all new students. Returning international students and US students with a strong interest in international issues act as hosts for the new international student, providing tours and organizing social events for the evenings. Staff in the International Education Office and other campus offices assist students with necessary paperwork, registration for courses, and discussions of US higher education and the college's liberal arts mission. International students gain valuable information about study skills during this time. Throughout their time here, students are provided with access to academic, personal, and immigration counseling.

Each international student is invited to participate in the International Friendship Family program. This program pairs the international student with a local family who provides friendship and practical assistance. The International Friendship Family group organizes events such as potluck dinners, picnics, and social outings. The Office of International Education offers logistical support for these efforts, which often include family and holiday celebrations, sporting events, shopping trips, and visits to local historical sites.

International Center

The Crossroads International House, established in Fall 1996, reflects the college's commitment to provide a global perspective to students on campus. The 70 students who live at Crossroads are from all over the United States and the world. Residents share an

interest in languages, world cultures, and contemporary global issues. The Crossroads International House (Johnson Hall) was destroyed in the 1998 tornado, and a new, state-of-the-art building to house the program was dedicated as the Carlson International Center/Barbro Osher Svenska Huset. The International Center houses three programs. An *international residence hall* houses US students who have demonstrated an interest in international issues, teaching assistants for the Modern Foreign Languages Department, and selected international students. Students must apply for residence. The *Swedish House* accommodates between six and ten students who have either studied in Sweden or are from Sweden. The third component of the facility is the *Office of International Education*. Members of the International Center community help to coordinate the various international activities on campus by working with student organizations such as the International Cultures Club, Asian Cultures Club, Pan-Afrikan Student Organization, and the clubs sponsored by the various sections of the Department of Modern Foreign Languages. These also design new programs with an international or intercultural orientation. The residents of the center create a living/learning environment where students live together, where lectures and events are hosted, and where other students are welcome to linger and explore their interests in multicultural and international issues.

International and Experiential Education Committee

The international education program receives support and direction from the International and Experiential Education Committee. Comprised of five faculty members, two students, and nine administrators who serve in an *ex officio* capacity, the committee operates under the following directive:

1. To discuss and recommend experiential education course offerings, policies, and program development, following consultation with other faculty committees where appropriate.
2. To review and make recommendations in support of the mission of the Office of International Education, including evaluating existing study-abroad programs offered by Gustavus and other institutions; studying the feasibility of and initiating new international programs for the college; promoting international education among students and faculty; advising and assisting the recruitment, admission, and support of international students; and establishing procedures for selecting exchange professors; and making recommendations to the administration.

Directions for the Future

Currently, four significant issues face the International Education program. Over the past three years, responsibility for recruiting, admitting, and advising international students has been shared by the Office of International Education and the Admissions Office. The relation between an international admission coordinator who works in the Admissions Office and an international student services coordinator (international student advisor) who works in the Office of International Education should be better defined. Second, as both the international and experiential education programs grow, it may be that the charge for the IEEC becomes too broad. Third, the cost of the international program is a concern in the context of the college's fiscal challenges. Finally, the program faces challenges in encouraging faculty to develop courses in non-western geographic locations.

CONTINUING EDUCATION

Currently, the college is working on three separate continuing education programs. The first is the Community Audit Program. Community members need only contact the Dean of the Faculty's office in order to sign up to audit a course. A nominal registration fee is collected. Each year, fewer than ten people participate in this program.

The Academic Outreach Program Summer Courses are coordinated through the Education Department and provide several courses/workshops aimed at persons interested in primary

and secondary education. The courses can be taken for college credit, and topics include literacy, discipline, mentoring, and music technology.

Finally, a wide variety of academic summer camps designed for middle school and senior high students were offered for several years and put on hiatus for Summer 2002. Currently, this aspect of continuing education is under review. The programs lacked a coherent focus or distinctive identity and were a financial drain. Several administrative offices are working together to develop a strong summer program that serves the mission of the college.

LIBRARY

At the end of AY 2001–2002, Folke Bernadotte Library housed approximately 282,000 books, 2,000 subscriptions to periodicals (with electronic access available to another 21,000), 24,000 microforms, 16,000 audio-visual items. The library is also a selective depository library of United States Federal Government publications, holding about 280,000 print and microform documents. The library subscribes to a variety of electronic indexes and online databases that are accessible via the campus network, the web, or stand-alone cd-roms that are only available from library workstations. Musical scores and recordings are housed separately in the Lund Music Library, located in Schaefer Fine Arts building.

The library is staffed with six professional librarians holding faculty status, supported by eight support staff/paraprofessionals. The library building contains generous areas for bibliographic instruction, individual study, and group work by students. Numerous public computers for the catalog and for internet access are distributed throughout the building and copy machines are conveniently located for patrons. The library offers InterLibrary Loan services and makes extensive use of MINITEX, a network of Minnesota and regional libraries that has worked out enhanced sharing of resources.

The library is highly committed to student learning and undertakes a strong, proactive program of working with students and faculty to enhance not only the use of library resources, but also the development of intellectual and critical skills. The instructional program is tied to the curriculum, offering over 100 course-specific instructional sessions each year for First Term Seminars and other courses, as well as orientation for new faculty and other programs. Reference assistance from Library faculty is offered daily, including evenings and weekends, providing individual help with specific informational questions and research strategies. A grant from the Institute of Museum and Library Services allowed the library to offer summer workshops for faculty from across the disciplines so they can revise or develop courses that integrate developmental research experiences into the curriculum. The workshops give faculty a chance to embed research instruction into the curriculum and offer opportunities to explore ways to effectively teach research skills in a changing information environment.

The library has developed an assessment plan that both surveys senior students with respect to what they have and have not learned about research and using the library and also looks at papers written by students to assess how able they are to locate, evaluate, and incorporate information into their own work.

The library makes extensive use of developing instructional technologies. A computer classroom, housing 21 terminals along with projection capabilities, is used extensively for bibliographic instruction, as is a smaller classroom with 10 terminals. The library maintains a well-designed web site that provides access to college collections, interfaces to a wide variety of databases, links to other libraries and information sites, and electronic copies of handouts used for specific courses and general library use. The A-V collection is making the

transition from VHS to DVD formats. And increasingly, access to serials is being handled through electronic means.

In recent years, the library has benefitted from a strategy to secure funding as part of other departments' grant initiatives. For instance, of the \$194,000 that was secured for the Environmental Studies program through the Rockefeller Brothers Fund, \$34,500 was designated to strengthen the library's environmental studies collection.

In its planning, the library has been guided by a strategic plan formulated in 1998. Many of the goals set out in that plan have been attained, and the library is currently beginning anew the planning process. Following the 1993 NCA reaccreditation, the college made deliberate efforts to raise funding for the library.¹ In more recent years, the library has shared the flat-funding of other academic departments, and this limitation of resources will certainly form the context for addressing upcoming challenges and goals. Among these challenges will be figuring out an effective way to provide the sciences access to journals and other primary literatures in their fields.

TECHNOLOGY IN THE ACADEMIC PROGRAM

The educational mission of the college is supported by a wide array of services designed to support and enhance the use of technology in instruction, research, creative projects, and the administration of the academic program. As is the case nationally, expectations and requirements for individual and curricular use of technology have grown considerably over the past decade, offering both new possibilities and increased challenges in funding and training. The college is fully networked, with computers plentifully available in faculty offices, in laboratories, in residence halls, and in an increasing number of classrooms. An effort has been made in recent years to increase the number of classrooms which are fully multi-media capable, both with built-in systems and with transportable hardware. While the college has no aspirations to provide its curriculum through distance learning and technology, the college does aim to be up-to-speed in making wise use of technology to enhance the face-to-face education that is its mission. At Gustavus, the following departments are the main providers of infrastructure and services related to technology and learning, though certain academic departments maintain facilities and services directly related to their own programs.

DEPARTMENT OF INFORMATION TECHNOLOGY

The Department of Information Technology supports and maintains all college-owned desktop hardware, software, and peripherals. It also designs and supports the campus network (including student-owned ethernet connectivity), maintains the college's connection to the internet, and administers and supports the Gustavus World Wide Web presence. The department's educational mission includes a broad range of workshops, tutorials, and other training initiatives for faculty, students, and staff. This effort is supported by a Campus Computing Helpline, a phone-based support service staffed by two full-time professionals and a cadre of about two dozen trained students. The department aids faculty use of technology in teaching by developing and implementing software and utilities that facilitate campus access to web-based materials.

1. Library funding is augmented by the help of the Gustavus Library Associates, a volunteer association whose mission is to raise money for the library collections. The GLA holds a biannual fundraising gala to raise money for a library endowment. In 2002 this event raised \$185,534 .

ADMINISTRATIVE COMPUTING

Administrative Computing supports the academic program of the college through its maintenance of the Datatel, Inc., software, an integrated system for higher education that provides faculty, students, administrators and staff access to enrollment information, student academic records, and other information essential to the academic and administrative programs. Students and faculty have access to Datatel information through Web Advisor, a software interface that gives students and their advisees accurate and up-to-date information concerning course availability, enrollments, grades, and progress toward degree and major requirements. Students are able to check their academic records, register, and add and drop courses on-line.

MEDIA SERVICES

The Department of Media Services has as its mission the support, development, and delivery of educational services and technologies to the Gustavus academic community. The department provides equipment and training for faculty as they develop and integrate technology into their classroom teaching, particularly in conjunction with the growing number of multimedia classrooms available on campus. The department offers production expertise for faculty and students as they develop presentations for their courses. The department also circulates and maintains a pool of AV equipment for instructional use. The department regularly evaluates AV equipment use and needs.

The college has increased its use of technology in academic life over the past decade, particularly in the provision of hardware and networking. Faculty, students and staff routinely use technology to communicate as part of instruction and advising. To a lesser, but still significant, extent, technology has begun to permeate the classroom and curriculum as well. For example, the Department of Art and Art History has added coursework in new media and the Education Department has added coursework in educational technology. Other faculty and departments are discovering and implementing ways to use technology in classroom activities and in documenting student learning.

A technology fee of \$180 per year per student helps support the infrastructure and support necessary to keep residence halls networked and computer labs operating for student use.

External reviews of the Information Technology Department in 2001 and of the college's entire use of technology in 2002 found that three-fourths of respondents to a Gustavus Technology Survey were satisfied with the support they receive. The reviews also highlighted a number of challenges that the college faces with respect to technology and the academic program. Many of these are resource issues. With an IT budget below the 25th percentile for its peer group, the college accomplishes a great deal with minimal resources, as evidenced by making the national list of most "wired" campuses. Typical symptoms of the problem are the lack of a replacement cycle for individual and network hardware (a problem especially acute as the masses of computing equipment replaced after the tornado of 1998 reach the end of their useful life), the shortage of internet bandwidth (most liberal arts colleges have twice Gustavus' capacity), low salaries for staff, and difficulties providing off-campus access to campus computing resources. Another issue raised by the reviews is the complexity of the current organization of computing and technology services, which duplicate effort and hinder planning and effective communication. The reviews, which have just recently been completed, offer a solid base for the college to confront funding and planning decisions in this fast-changing arena of academic life. The college has responded by creating a Technology Directors Group, reporting to the Administrative Council, that is addressing the topics of the structure and scope of technology advisory committees, hardware purchasing and allocation processes, and the elimination of duplication.

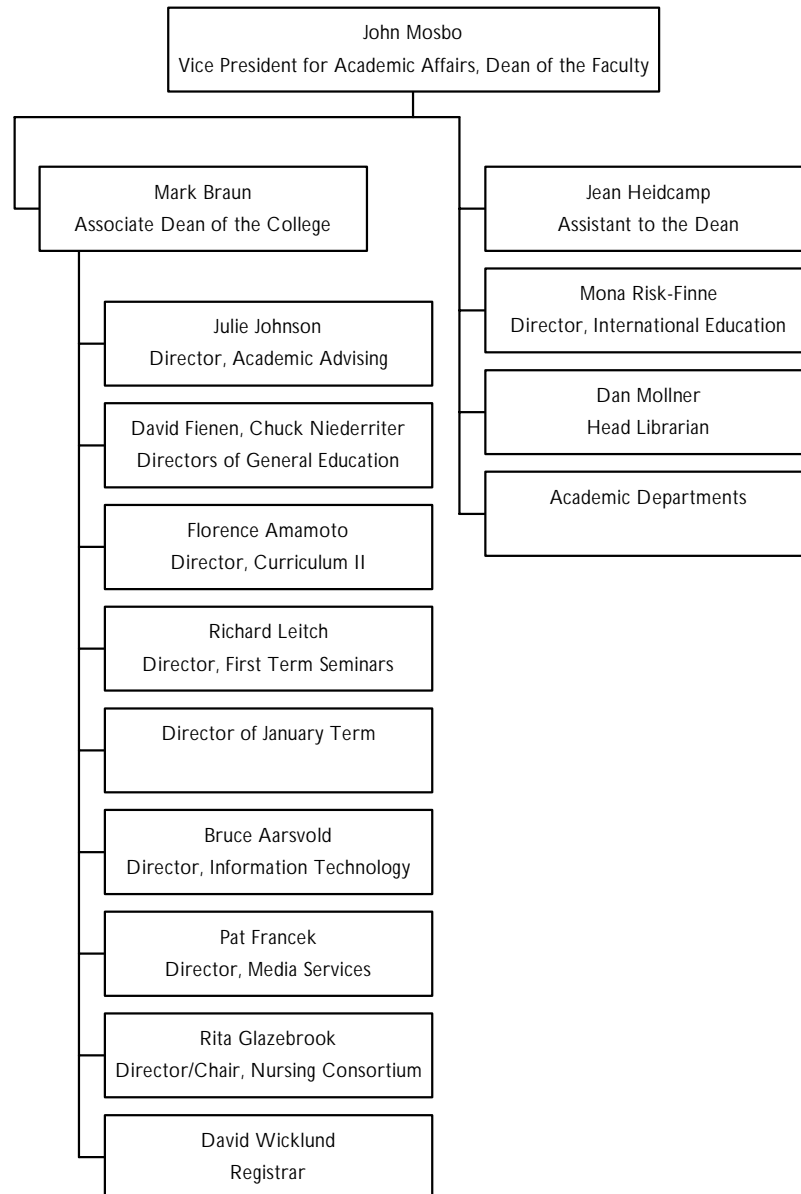
ADMINISTRATION

DEAN'S OFFICE

As the chief academic officer, the Vice President for Academic Affairs and Dean of the Faculty is responsible for seeing that the academic programs of the college are carried out in accordance with the policies set by the faculty, provides leadership for the maintenance and improvement of those programs, advocates for college policies and resource allocations that support the maintenance and improvement of those programs, and represents the college's academic interests to a variety of external constituencies. To carry out these responsibilities, the dean sits on the Administrative Council, the College Budget Committee, and a host of faculty and college committees. The dean also chairs meetings of department chairs and of the faculty. The current Dean of the Faculty came to the college in Summer 2001 and brought with him a wealth of experience as an academic administrator and faculty member at a variety of institutions.

The configuration of staff in the dean's office has been fluid over the past decade as the office has responded to changing needs and priorities. Currently, the dean is assisted by a full-time associate dean, who is a tenured member of the faculty beginning his second three-year term in this position. The dean and associate dean are assisted by three other full-time staff: an assistant to the dean, an administrative assistant, and an administrative secretary. A Dean's Council provides advice to the dean and helps with the coordination of the many areas and offices that report to the dean.

The following chart illustrates the the organization of this office:



Responsibility for the curriculum is lodged with the faculty, which has organized itself into several committees to oversee the work of planning, implementing, reviewing and revising the college's academic programs.

CURRICULUM COMMITTEE

The Curriculum Committee is responsible for recommending to the faculty policies and programs that affect the college in general and for reviewing and recommending departmental, interdepartmental, and interdisciplinary programs and policies. The committee also reviews and approves new and revised semester and January Term courses, general education area courses, writing-intensive courses, and First Term Seminars. In making its recommendations the Curriculum Committee interprets and applies the criteria for general education approval. At the same time, it keeps in mind the general mission and

circumstances of the college and works to coordinate the decisions and planning of the various departments as they bring proposals through the approval processes.

In 1996, the faculty committee structure underwent significant revision. The current charge for the Curriculum Committee was established at that time and the result has been a highly centralized process for addressing curricular issues. Curriculum Committee membership includes one faculty representative from each of the five divisions, two at-large faculty members, three student representatives, one *ex officio* member with voting rights, and the Dean of the Faculty. In addition the following non-voting *ex officio* members serve on the committee: the Registrar and Associate Registrar, the College Librarian, the Director of Curriculum II, the Director of International Education, the Director of the Writing Program, the Director of First Term Seminars, the Director of January Term, and the Director of General Education (the last three positions have in recent years been held by the Associate Dean of the College, himself a member of the faculty, but are being redistributed to faculty).

The Curriculum Committee embodies the ideal of faculty governance at Gustavus. Colleagues from across the campus work together to support curricular innovation while simultaneously safeguarding the mission of the college as it is expressed in the overall curriculum. The function of the committee has evolved in the past few years as it seeks to meet the demands of the institution. For instance, the Curriculum Committee organized two opening faculty retreats on curricular issues discussed above. In addition, in response to the current comprehensive curriculum review, the Curriculum Committee has established a subcommittee for the 2002–03 academic year that will deal with course proposals. This will allow the larger committee to address the recommendations made by the Comprehensive Curriculum Review Task Force. When that process is complete, the committee will reexamine the need for such a subcommittee.

ACADEMIC OPERATIONS COMMITTEE

Composed of five faculty members, two students and a handful of administrators, this committee reviews and recommends procedures for registration, scheduling classes, advising of students, making up calendars and catalogs, and other academic operations; policies concerning the Library, Media Services, Information Technology, and other institutional resources; policies regarding grading, recognition for academic achievement (including honorary scholastic societies, Dean's List and President's List, Honors Day, Latin honors, and commencement), academic probation, and eligibility for extracurricular activities; policies and procedures regarding admissions and financial aid; and approving candidates for graduation.

It also assists the faculty, divisions, and departments in research regarding academic practices and programs; conducts faculty in-service programs; reviews and recommends to the Dean of the Faculty and Director of Information Technology requests for computer hardware by faculty and departments; collects and distributes information regarding innovative practices at other institutions; initiates proposals appropriate to the college's academic renewal; and conducts appropriate continuing self-study of academic policies and programs.

A subcommittee of AOC, the Instructional Infrastructure Advisory Committee focuses primarily on making sure that the advantages of instructional technology are usefully exploited in the college's academic operations.

PROGRAM ASSESSMENT AND DEVELOPMENT COMMITTEE

The committee (three faculty, two students, and various *ex officio* administrators) assists departments and programs with the development and implementation of assessment plans and strategies and advises departments and programs on issues related to department or program reviews.

ACADEMIC PETITIONS COMMITTEE

A committee of two faculty members appointed by the Academic Affairs Coordinating Council, the associate dean, and the registrar reviews requests for exceptions to academic policies such as college-wide graduation requirements and changes in registration beyond established deadlines. It reports its actions to the Dean of the Faculty and the Dean of Students. In 2001–2002 the committee reviewed 216 petitions, about 90% of which were approved. The committee also reviewed 27 program change petitions during that year, 60% of which were approved.

ACADEMIC PROBATIONS COMMITTEE

The Academic Probations Committee meets at the end of each semester to review students' academic progress and to ascertain that minimum standards outlined in the college catalog are being met. Three faculty members, appointed by the Academic Affairs Coordinating Council, are assisted by a large number of *ex officio* administrators, including the Associate Dean of the College, the Dean of Students, the Registrar and Associate Registrar, the Advising and Counseling Center Directors, the College Chaplains, the Dean of Admission, and the Associate Dean for Multicultural Programs. Though the committee is large, input from a wide variety of sources ensures that decisions concerning academic probation are made with great care and with full background information. Academic probation status is noted permanently on college transcripts. In 2001–2002, 90 students were newly placed on academic probation. Thirty-six students on probation were allowed, for a variety of reasons, to continue for an additional semester at the college. The committee suspended thirty-one students on academic probation. Eight of these students appealed their suspension, and four of the appeals were granted. In addition, nine students who had previously left the college while on probation were readmitted on probation. Finally, 63 students who had been placed on probation were removed from probationary status by virtue of successfully completing the requirements of their probation, as stipulated by the committee.

ACADEMIC AFFAIRS COORDINATING COUNCIL

In order to ensure a more effective coordination of the work of committees working on academic issues, the faculty established the Academic Affairs Coordinating Council. Comprised of the chairs of the Curriculum Committee, Academic Operations Committee, International and Experiential Education Committee, Program Assessment and Development Committee and a representative from the department chairs, the committee oversees and coordinates academic program initiatives, collects and distributes information regarding innovative practices at other institutions, initiates proposals appropriate to the College's academic renewal, conducts appropriate continuing self-study of academic policies and programs, and recommends such policies and programs to the faculty as it deems in the college's interest.

Two other faculty committees have responsibilities that bear on the resources and organization of college resources for the academic program:

FACULTY DEVELOPMENT COMMITTEE

The Faculty Development Committee encourages professional development in the faculty by promoting and planning opportunities for growth throughout each stage of a faculty member's career. The committee's activities support research, scholarship, and creativity; the development and broadening of scholarly and pedagogical competencies; and the publication, propagation, and exhibition of concrete results. The committee does so within the context of the college's comprehensive faculty development plan, developed in 1999, and in coordination with the faculty development coordinators, one of whom is the chair of the Faculty Development Committee, who have overall responsibility for the priorities of the plan.

Among its duties, the committee also advises the dean on establishing priorities regarding faculty requests for leaves of absence and other opportunities for faculty development. It evaluates faculty applications for sabbatical leaves and grants from the Research, Scholarship, and Creativity Fund, and advises the dean concerning which should be funded.

Each year the committee reviews the relationship between goals for faculty development and the budget, and makes recommendations to the administration for funding of current line item budget figures for sabbatical leaves and for the Research, Scholarship, and Creativity Fund.

PERSONNEL COMMITTEE

The Personnel Committee aids the academic program of the college by means of its work in evaluating faculty in third-year reviews, tenure, and promotion. In each of these evaluations of faculty performance, it solicits, gathers, and evaluates evidence for faculty excellence in teaching and the appropriateness and effectiveness of faculty activities to carrying out the mission of the college. Third-year reviews and the committee's recommendations for tenure and promotion are an important component of ensuring that the college is staffed with excellent and effective faculty.

ACADEMIC ADVISING

The Advising Center supports the faculty-based academic advising program by providing first-year academic advising information to advisors, the comprehensive Faculty Advisor Handbook, periodic training throughout the year (First Term Seminar training, new faculty workshops, summer registration, etc), orientation of new faculty, study skill and academic planning outreach programs for classes, residence halls, athletic teams, and the Tuesday Scholars academic support series. Faculty submit academic alerts to the Advising Center so that staff can offer students academic support or make adjustments before it is too late.

The Advising Center also offers academic planning/advising, academic support, and disability services through hundreds of individual student appointments per semester, referrals to departmental tutors, and meetings with faculty of students with special needs. The Advising Center not only serves as a conduit to other services on and off campus but also works with other services (especially the Counseling Center) around the case management of students of concern.

Services that support the mission of the college begin with numerous sessions for parents and prospective students during Admission visit days or individual meetings with prospective students during a regular campus visit, setting academic expectations for the four years of college and beyond.

The Director of Academic Advising organizes and runs an extensive program of advising in conjunction with summer registration for new domestic and international students. To prepare for and effectively offer advice to students beginning their college education, the director provides written materials for students and the faculty who assist them with selecting their first college courses. Over the four years that follow that initial registration, the office helps students monitor their progress toward graduation, lay out experiences that would supplement classroom, lab, and recital hall commitments, and find ways to adjust to demands presented by unusual and unpredictable circumstances.

The director and the academic counselor monitor students on academic probation, those returning from academic suspension and medical leaves, students with documented disabilities receiving accommodations, and students whose unusual circumstances or individual needs identify them as "at risk." The director handles the readmission of all students who have been away, except for those who have transferred back to Gustavus. The director also fills the gaps for advisees whose advisors are on sabbatical, have retired or

Summary

resigned, and is the advisor for international students here for only one year or without a declared major.

The Advising Center is part of the campus community, visible at student programs, conferences, recitals, lectures, etc. Staff participate in the book selection committee for the first-year reading program, are part of the chapel program, and work as time permits for furthering campus awareness of disability issues.

With the hiring of an Associate Dean for Multicultural Programs in Fall 2002, the Advising Center looks forward to shared efforts to support academic mentorship programs among students of color and closer monitoring of minority students with difficulties.

REGISTRAR'S OFFICE

The Registrar's Office is responsible for maintaining students' academic records, assembling and coordinating course schedules, scheduling academic space, registering students for classes, advising and assisting students with college academic requirements, and preparing reports for both internal and external audiences. The office is staffed by a registrar, an associate registrar, and three full-time support staff. The office is represented in an *ex officio* capacity on virtually all faculty academic committees and plays an important role in coordinating the details of implementing faculty decisions, the needs of students, external academic and licensing standards, and the practical limitations of time and space.

CONCLUSION

The college more than meets its responsibilities in offering and administering an appropriate liberal arts curriculum. The college's academic programs are vital and evolving in healthy directions. Courses and programs of study are proposed, approved, implemented, reviewed, and revised in an orderly and public process.

The working of the dean's office and the faculty committee structure was evaluated as part of a communications audit conducted in 2002 by senior students in the Communication Studies Department. That study found that faculty generally regarded the college's academic organization as satisfactory. Faculty expressed less satisfaction with the ways in which the system of committees was used, noting the difficulty of holding deliberations and discussions that everyone found collegial, inclusive, and useful. Faculty observed that, aside from the standard course and program approvals, committee reports and recommendations were often disregarded or belittled. Recent experience with efforts to enact change suggests that the current organization for academic resources is better suited to maintaining current program strengths than to proposing and implementing improvements.

SUMMARY

Gustavus Adolphus College is currently well-situated with respect to having a suitable number of appropriately prepared and committed students whose reasons for enrolling are well-matched to the education provided. Ensuring that this continues to be the case, though, will no doubt be a high priority for the foreseeable future. The college also has sufficient appropriately credentialed and highly committed faculty to offer a rigorous and diverse curriculum, one maintaining a healthy balance between general education and specialized study. The library is more than adequate for the needs of undergraduate education and pursues a mission that reinforces the educational goals of the college. All of these resources are organized and coordinated so as to maximize their usefulness to students. A number of monitoring efforts assure that when students have difficulties understanding expectations or accessing academic resources, help is available and effective. The college's high retention



and graduation rates are testimonies to the adequacy of the resources and the effectiveness of their organization.

RESOURCES: STUDENT AFFAIRS, SUPPORT, PHYSICAL PLANT

3

The academic mission of the college is supported by a wide range of programs, activities, services, resources, and facilities, all of which are intended to enhance student learning, to offer the assistance and resources that students need to succeed, and to oversee the elements of the college's mission that extend beyond classroom learning.

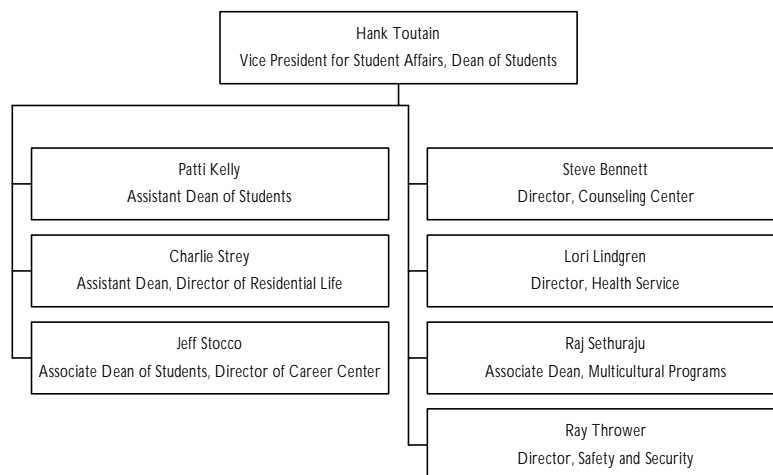
This section of the self-study will describe these resources, their activities, and their effectiveness.

STUDENT AFFAIRS

DEAN OF STUDENTS

The Dean of Students, in the context of the college's mission, facilitates the intellectual, emotional, social, spiritual, physical, and vocational growth of Gustavus students. In addition to providing personal counseling, advice, and support for students, and serving as a student advocate with other college constituencies, the dean exercises oversight and leadership within the Student Affairs Division and provides the president with advice, counsel, and support in all matters pertinent to student affairs. The dean interviews students who wish to withdraw or take a leave of absence from the college, serves as a liaison with local and state authorities, and regularly meets with student senate officers and other campus student leaders.

The organization of the Dean of Student's Office is described in the following chart:



The Dean of Students regularly studies the needs of the student and college communities and acts as a spokesperson for students and student needs before the Administrative Council, the faculty, and the entire college and local communities. Until the recent reorganization of the Board of Trustees, he also served as a regular member of the Student

Affairs Committee of the Board of Trustees, and is an *ex officio* member of numerous committees.

Since 1993, there has been significant development within the Student Affairs Division with respect to staffing and to the intentionality of programming and mission. The details of the various initiatives can be found in the following brief accounts of various programs and departments reporting to the Dean of Students.

RESIDENTIAL LIFE

The mission statement of the college affirms its residential nature, and the residential life program seeks to make sure that the residential facilities in which students sleep, interact, and study are communities conducive to learning and appropriate to students' development of values and responsibilities.

The campus offers students a variety of living options: a traditional double room on a long hall or in a small section; a single room; a two-room suite for two, four, or six occupants; sections of six singles, paired rooms sharing a bath, or housing in one of the campus houses or apartments. Facilities are appropriate for the great majority of students, but married students or students with children will not find it easy to meet their needs within campus housing. As the student body has grown, the halls are filled to nearly 100% of capacity (2,059 beds) and 80% of students live on campus. The framework plan for future development of college facilities aims to make it possible to bring the percentage of students living on campus up to 90%. Junior and senior students may apply to live off campus and are granted permission to do so by the Director of Residential life.

In addition to the choices students have with respect to facilities, students can choose among several programming options as well. Several residence halls have "substance free" areas for students seeking to live apart from alcohol and tobacco use. Students may apply to participate in living/learning environments such as Crossroads, an international/intercultural residence hall. Students can also compete with proposals to create and implement programming in one of the college "theme houses."

The residential life staff consists of a director, two assistant directors, two area coordinators, a secretary, eleven residence hall head residents, and 54 collegiate fellows (CFs). The residential life staff manage all aspects of housing, including maintenance; recruits and trains all residence hall personnel; and is responsible for hall programming.

Head residents are assigned in all of the residence halls and apartment buildings. The staff are part-time head residents, but almost all are employed in other areas of the college and are thus available on campus throughout the day and night.

In 2000–2001 the residential life program successfully responded to dissatisfaction with staffing arrangements by reorganizing the administration of residence halls. Area coordinators were assigned to work with student staff and head residents, while the duties of the head residents were reworked to allow CFs to assume more leadership.

Assisting the head residents are the junior and senior CFs. These students are selected for their proven leadership skills, their desire to serve as social and administrative liaisons for a floor of students, and for their interest in working as academic advisors for students. The residential life program trains CFs in academic advising, first aid, roommate mediation, alcohol education, social assertiveness and confrontation, sexuality and gender sensitivity, and social programming.

The residential life program has worked hard to maintain the availability of housing for a student body that has increased more than 10% since 1993. The tornado of 1998 destroyed Johnson Hall, the College View four-plex, and a number of college-owned houses in which students were living. Campus reconstruction included adding on to College View

Apartments, the construction of Prairie View hall, and the purchase and repair of two apartment buildings (Arbor View). In Fall 2000, the Carlson International Center and the attached Osher Svenska Huset were dedicated, adding to space available for student residential needs. Plans have been developed that will allow the college to provide on-campus housing for approximately 90% of the student body. These include the construction of a suite-type residence hall, the renovation or reconstruction of Wahlstrom Hall, and finally, the construction of a second suite-style residence hall.

In recent years, accommodating student expectations for room selection has been a challenge. Residential Life has responded by making the process more understandable to students, providing students more control of the process, accelerating the schedule of room assignments and coordinating that process more closely with the process for allowing students to live off campus.

STUDENT ACTIVITIES

The opening of the C. Charles Jackson Campus Center in Fall 1999 offered a new environment for the Student Activities Office to assist students in their personal growth through co-curricular involvement. Students learn that leadership is a process based on relationships with others and that it is focused on people coming together to benefit the common good. The Student Activities Office works to get students involved and to help them acquire skills and values that create a solid base for their life-long roles of leadership and service.

Office staff consists of a director, assistant director, and administrative assistant. This staff is responsible for overseeing 100 student organizations, the Campus Activities Board, Family Weekend, Greek life, new student orientation, an information/ticket center, transportation services, and Campus Center and Student Union management. This latter responsibility includes scheduling meeting rooms, managing the Student Organization Office Suite, Game Alley, and “the Dive.” The office is assisted by about 50 student employees who work the information center, provide setup and technical services for campus events, and work on building security.

Recent initiatives have included the establishment in Fall 2000 of a common reading experience for incoming students. A committee of faculty, administrators, and students selects a book (Gail Tsukiyama’s *The Samurai’s Garden*, in 2000; Chaim Potok’s *The Chosen* in 2001, Julia Butterfly Hill’s, *The Legacy of Luna*, in 2002) that all incoming first-year students read. During orientation, students discuss the book in groups led by Gustie Greeters and faculty and staff. The experience culminates with a large public lecture by the author of the book (if available) or by a noted scholar of the author’s work.

Beginning in Fall 2000, selected students began their orientation with a wilderness experience in the Boundary Waters Canoe Area. The trips, led by staff and faculty, gave students a chance to begin forming relationships while working, playing, eating, and engaging in common endeavors. The success of this initiative led to the implementation of a pre-orientation experience in Paris for high-achieving students, and an urban diversity and service experience in the Twin Cities.

Student organizations operating with college recognition are required to comply with a set of standards that emphasize responsibility to the members of the groups and to the larger community. The Student Activities Office offers these groups help with securing funding and leadership development.

The Student Activities Office is also responsible for monitoring and encouraging positive participation in Greek Letter Organizations (GLOs). After a period of non-recognition, the college began accepting applications for college recognition from GLOs in the early 1990s. In addition to agreeing to comply with college standards for recognition of student groups,

the GLOs agreed to substantial structural changes in the system by which students were selected and initiated, most notably the delay of this process from spring of the first year to fall of the second. By 1998, 14 fraternities and sororities had been recognized, representing about 18% of the student body—a figure that has declined slightly since then. While violations of college expectations still occur with these groups, the college has, by and large, not seen a return of the behaviors that led the college to withdraw their recognition in the mid-1980s. In recent years, GLOs have sponsored hundreds of fund-raisers, community service projects, educational activities, and social events. A committee was established in 2001–2002 to review the purposes and activities of these groups.

All student media, formerly lodged in the student activities area, are now for the most part officially in the hands of relevant departments and the Faculty Committee on Student Life. These include the student newspaper, *The Gustavian Weekly*, which is currently advised by a member of the Residential Life staff; the Yearbook, which is advised by Alumni Affairs; *Firethorne*, the arts magazine, which is advised by a member of the English Department; and KGSM Radio, advised by the Communication Studies Department.

Student volunteerism on campus has grown tremendously in the past decade, achieving more formal status on campus as part of an official program of student community service. Since 1993, the Division of Student Affairs has recognized leadership and service with the Paul Magnuson awards. These awards are directed to students who have made outstanding contributions in leadership and service efforts in the campus community. In 2002, for example, the award recognized student work in initiating and organizing a visit from two brothers from the religious community at Taizé, France, which involved over 100 Minnesota youth and more than 50 Gustavus students in a retreat and worship; a program that involved 275 students in wellness and service activities; a project that solicited local and national figures for clay sculptures that raised \$1,600 at auction for the Minnesota AIDS project; and the “Clothesline Project,” which organized speakers and events to raise awareness about domestic violence and sexual assault and to raise \$6,000 for a local women’s shelter.

Gustavus students make good use of the activities scheduled by this office. In 2001–2002, attendance figures for all events exceeded 25,000.

CAREER DEVELOPMENT

The Career Center, located in the Johnson Student Union, offers a wide variety of services and programs designed to help students make connections between their academic program and their career aspirations. Students receive advice on choosing majors, finding internships, applying to graduate and professional schools, and obtaining employment.

The center is directed by an associate dean of students, who oversees two full-time and one part-time professional, and two full-time administrative assistants. The center makes use of a suite of offices and a resource area containing reference materials and multimedia technology, and meeting and reading areas.

The center provides the following services:

Career Counseling.

The director of the Career Center assists students in identifying and clarifying educational and career goals through individual counseling, interest testing, and career workshops. The office maintains a career resource center—a collection of 400 books, magazines, videotapes and publications that are useful to the student seeking help in choosing a major, confirming career interests, seeking a job, or searching for a graduate school. A separate part-time advisor offers assistance to students exploring interests in the health sciences and admission to medical or medically related graduate programs.

Internships.

Each year as many as 250 students register for credit-bearing internships or career explorations that offer exposure to the extensive range of work possibilities open to liberal arts students, test interests and abilities, and apply academic learning to a work environment. Students are placed with governmental agencies, businesses, churches, and medical facilities, and are supervised by on-site professionals. A faculty member provides on-campus academic oversight of the internship or career exploration. Among recent innovations, the center has begun to sponsor an internship fair that connects students to local organizations. These local contacts supplement participation in the Minnesota Private College Internship Fair. In 2001–2002, the Internship program began allowing students to use up to \$1,800 of work-study aid for academic internships on campus.

Career Management.

The Career Center helps students write resumes and letters, prepare for interviews, participate in on-campus recruiting, and develop and implement job search strategies. Beginning in 2000–2001 Gustavus became one of the first colleges in the state to implement “eRecruiting,” a web-based information management system that allows on-line interaction between the Career Center, students, alumni, and employers.

In a typical year, the center enables student contacts with over 400 employers at campus and off-campus visits and job fairs. In the most recent year, 24 employers interviewed students on campus, 10 employers made campus presentations, and 31 had information tables.

The Career Center monitors the immediate post-graduation activities of graduates and reports annually on employment, continuing education, and other activities of recent graduates.

ALCOHOL AND DRUG EDUCATION

The Office of Alcohol/Drug Education, in conjunction with the Peer Assistants, provides individual counseling, speakers, and special workshops on a variety of lifestyle concerns, including alcohol/drug use, sexuality, and other student health and safety issues. In addition to providing information and education on alcohol/drugs and other health issues, the Alcohol/Drug Education Coordinator conducts assessments and refers students to on- and off-campus resources. The office is staffed by a ¾-time coordinator and a ¾-time administrative secretary.

The office administers the ACES program, which diverts first-time violators of college alcohol policies into peer-education sessions and regularized contact and conversation with faculty and staff mentors. In 2001–2002, this program served 117 students with 46 mentors.

This office also sponsors a group of sixteen peer educators, called Peer Assistants, who work to identify student needs, coordinate ideas and suggestions, and assemble informational programs that serve the Gustavus community in connection with alcohol/drug issues and other life-style concerns. Peer Assistants work with campus organizations and faculty both in and outside the classroom. The program maintains a Peer Assistance Center in the Campus Center, where they provide education, referrals, and literature. Over the course of a typical semester, the Peer Assistants make about 15 class presentations, 15–20 residence hall workshops, 6 ACES presentations, work with orientation activities for first-year students, sponsor information tables and theme nights in the cafeteria, bring speakers to campus, and sponsor and fund the Athletes in Action and Greeks Giving Back programs. For the past several years, the Peer Assistants program received an “Outstanding Affiliate Award” for a chapter at a college with an enrollment under 7,500 at the National Peer Education Conference.

The office has been concerned in recent years with the increasing severity of student alcohol abuse, a trend reflected nationwide. In 2000–2001, more than a dozen students were seen either at the local hospital or at the regional detox center for excessive alcohol consumption. The college monitors Gustavus student alcohol use through a bi-annual administration of the CORE Survey. In recent years students have reported lower overall consumption of alcohol, but increased binge drinking. A task force was established in 2001 to address this concern, and outreach efforts to reduce inappropriate and dangerous use were significantly increased.

HEALTH SERVICES

The Student Health Service provides care and/or referrals for medical injuries and illnesses, and promotes health and wellness through health maintenance, health education, public health initiatives, and collaboration with other professionals to maximize the lifelong health and learning of students. Specific services available include illness evaluation and treatment/referral, follow-up and monitoring of chronic health problems, prescription for medications, physical examination, gynecological examination, tests and referrals for sexually transmitted diseases, contraception counseling and prescriptions, laboratory testing, immunizations, and counseling in nutrition, diet and weight control. The Health Service collaborates with other departments at the college in areas such as family relations, stress management, anxiety, depression, substance abuse, and collaborates with other health care specialists as needed. Visits to the Health Service are provided free of charge, though there are minimal fees for laboratory tests, immunizations, physical exams, and procedures.

Following the Health Service's relocation to the Jackson Campus Center, student use of the service rose 50%, to about 5,000 visits annually, necessitating an increase of staff, which was accomplished through the establishment of a student health fee. Currently, the Health Service is staffed by two nurse practitioners, a registered nurse, and a licensed practical nurse. These are assisted by a medical secretary and a registered dietician. Care of the students is supplemented by close working relationships with physicians at the St. Peter Clinic–Mayo Health System and the St. Peter Community Hospital. Health Service hours are 8:00 am to 4:30 pm, Monday through Friday. Emergency services outside these hours is available through Urgent Care or the emergency room at the St. Peter Community Hospital. Students' satisfaction with these various services is monitored by means of an electronic post-visit survey.

The Health Service has been paying close attention to the new Health Insurance Portability and Accountability Act (HIPAA) regulations. Prior to enrollment each student is required to complete a pre-entrance history form, demonstrate proof of a current physical, and sign papers concerning their rights to private information. The college is also developing policies and procedures to ensure compliance with federal privacy and security mandates with respect to personal health information. The college expects to meet the mandated compliance deadline of October 2003.

All Gustavus students are expected to carry health insurance. The college provides \$5,000 of accident coverage for each full-time student, which is in force only during the nine-month academic year. Other supplemental coverage is also available. Students not covered through their family insurance can enroll in a health care plan offered through the college but administered by a private company. Students not enrolled in this plan must provide proof of other coverage. Students who compete in intercollegiate athletics must verify their health insurance with the athletic trainers before practicing or competing.

COUNSELING CENTER

The Counseling Center works with Gustavus students to enhance their personal development and academic achievement. The Counseling Center provides a variety of confidential services to aid students with personal, relational, social, or academic difficulties that they cannot fully resolve on their own. These services include:

- Individual counseling for issues relating to relationships, identity, sexuality, depression, victimization, body image, or chemical abuse.
- Group counseling focused on developing healthy relationships, anxiety, coping with grief, surviving sexual assault, gay/lesbian concerns, and growing up in an alcoholic home.
- Consultation—while maintaining confidentiality, counselors are available to consult with students, faculty, administrators, parents, and others regarding student concerns.
- Programs and Workshops—the center offers a variety of prevention workshops on wellness and responds to requests for workshops on specific topics.
- Referrals—students are referred to other campus offices for some concerns and to off-campus professionals and agencies for services not available at the college.

The Counseling Center is housed in the Johnson Student Union and staffed by three full-time professional psychologists with expertise in working with traditional-aged college students, assisted by a 3/8-time administrative assistant. The Counseling Center is open daily from 8:00 am to 4:45 pm.

Increased student demands and expectations for counseling attention have led to an increase in staff in the center over the past decade. A recent implementation of a \$100 annual student fee recently allowed the center to increase counseling staff from 2.25 FTE to 3.0 FTE and administrative staff from 1.0 to 1.375 FTE for 2002–2003. In the most recent year, 226 students used 1226 counseling sessions. The clientele for the center is about 80% female and 97% caucasian. The most frequent student problems involved depression, anxiety, and family and romantic relationships. Counseling Center staff note they face challenges in the increasing severity of needs for counseling and limitations in local, off-campus resources for handling emergency and crisis circumstances.

In recent years, the center has achieved its goal of reducing wait lists and offering more preventative mental health services. The center plans to resume administering a client satisfaction survey, to develop professional relationships with mental health service providers in the Twin Cities, and to provide outreach to a wider diversity of students.

JUDICIAL AFFAIRS

The Judicial Affairs program adjudicates alleged violations of the Student Conduct Code. While ultimate authority for the student judicial system is vested in the Board of Trustees, the Board has delegated that authority to college administrators and committees. The Assistant Dean of Students trains judicial board members, arranges hearings and appeals, tracks compliance with judicial sanctions, and is available to provide advice about the judicial system to students.

To assure that members make fair and educationally based judgments, students who sit on judicial boards receive special training. The students, assistant directors, assistant deans, faculty members, and academic administrators who participate in the college's student judicial system approach their responsibilities emphasizing educational rather than solely punitive sanctions.

Expectations for students are spelled out in statements of student rights, responsibilities, and judicial procedures. These documents are based on expectations developed in the 1960s and frequently revised and updated since. Revisions have sought to ensure fairness, address complaints, and streamline effectiveness—all while passing muster with college attorneys.

Allegations that students have violated the rules are directed through four procedural channels:

- Students who acknowledge responsibility for a first-time violation of college alcohol policies may be invited to participate in a three-hour peer-facilitated educational workshop (ACES) that examines campus climate, individual decisions, and risk-reduction techniques.
- Cases involving common infractions, such as excessive noise, certain health or safety dangers, residence hall rules, traffic and parking rules, etc., are handled in a system of citations. Sanctions, consisting of a published set of formal warnings and/or set fines, are handled without hearings. Under most circumstances, citations are accompanied by a conversation with a college official.
- Students acknowledging a violation of responsibilities may have a conference with a designated administrator to arrive at a mutually agreeable outcome for the alleged violation. If this occurs, the administrator summarizes the conversation and sanction in writing for the student's judicial file.
- Allegations not resolved in the procedures outlined above are presented as formal complaints in the Dean of Students' office. The Dean of Students may then refer the matter to the Judicial Coordinator for a hearing before a judicial board composed of a faculty member, an associate or assistant dean of students, and a student drawn from a trained pool.

College judicial procedures are outlined in detail in the *Gustavus Guide*.

Some challenges facing the judicial process include resource limitations. College employees serving as chairs of judicial boards are not remunerated for doing so; staff limitations in the Student Affairs area also occasionally create conflicts of interest and potential bias problems for judicial authorities.

DISABLED STUDENT ADVISOR

The Dean of Students and a staff member of the Advising Center trained in disability issues provide consultations, referral, and direct assistance to students with disabilities. They also serve as personal contacts and advocates for students who may have problems or complaints. Students requesting accommodations for their disability must document the disability in writing with the Advising Center. Appropriate accommodations are made on an individual basis and are based on a clear need for such accommodations. Reasonable modifications to classrooms and auxiliary aids are provided as appropriate.

Accessibility of campus buildings has been an on-going concern and continues to be addressed as circumstances allow. The Carlson Administration Building, for instance, containing the registrar's office and the financial aid office, was inaccessible until the addition of an elevator to the building in Summer 2001. The Schaeffer Fine Arts building was improved with an elevator in Summer 2000, and the building of the C. Charles Jackson Campus Center solved a great many accessibility issues for the many key departments and services using those buildings. Among academic buildings, Old Main continues to be inaccessible, though plans for the building's renovation (perhaps in Summer 2003) include handicap accessibility.

COMMUNITY SERVICE

The Community Service Center serves as an active link between Gustavus students and service opportunities in St. Peter and the surrounding communities. The center focuses on fostering student leadership in its programs; reflecting with students on the connections between service, values, and civic responsibility; and linking classroom knowledge with service experience, where applicable. The center provides a focal point and resources for encouraging students to strengthen their involvement as citizens working toward just and peaceful communities.

The Community Service Center is staffed by a Director of Community Service Programs, a program coordinator, and, with the help of a Minnesota Campus Compact/Minnesota Literacy Foundation grant in 2001–2002, a VISTA literacy coordinator. The center sponsors a number of formal programs, such as Study Buddies Tutoring, Junior Great Books, Foreign Language Exploration Program, St. Francis Society Pound Pals, Elders, Big Partner/Little Partner, and after-school clubs. Through these programs, Gustavus students learn to work with pre-schoolers, refugees and immigrants, the elderly, and animals. In all, student volunteers provided over 28,000 hours of community service through this office in 2001–2002. The programs have received numerous state-wide Minnesota Student Service Association and Governor’s STAR awards.

The Community Service Center also serves as a resource for student organizations with a service emphasis, such as Alpha Phi Omega, Amnesty International, Habitat for Humanity, Gustavus Youth Outreach, etc.

The Community Service Center works with faculty and supports courses that incorporate service-learning components. An advisory council of faculty and administrators facilitates this blending of academic and co-curricular concerns.

DEPARTMENT OF SAFETY AND SECURITY

The Department of Safety and Security works to provide the safest environment possible in which education can be pursued. The department is on duty 24 hours each day and is in constant radio communication with the St. Peter Police Department. Uniformed officers are responsible for the security of residence halls, academic and administrative buildings, and the grounds. The department enforces parking and traffic regulations, responds to safety and health concerns, and supervises student assistants in both residence halls and academic buildings. The department also undertakes crime prevention and education efforts. All full-time officers have completed a 48-hour first-responder certification program and are trained in interview techniques, report writing, victim concerns, and security procedures. The college maintains security phones at the entrances to all residence halls and at key locations across the campus. The department employs seven full-time officers and is overseen by the Director of Safety and Security, with the help of a part-time administrative assistant.

This office maintains records on campus crime and publishes the figures annually as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act. It is the policy of Gustavus Adolphus College to report all Part I crimes and most Part II crimes (as defined by the FBI Uniform Crime Reporting system), as well as known violators of state and federal laws, to appropriate law enforcement authorities.

The Department of Safety and Security stays abreast of changing regulations concerning workplace safety and provides training in environmental health and safety. Environmental health and safety issues are handled through a consortial arrangement with St. Olaf and Carleton Colleges, and Shattuck–St. Mary’s School. This consortium was established on a cost-sharing basis among the participating schools based on a percentage of the projected time spent on each campus. Employees have been trained in employee right-to-know, bloodborne pathogens, confined space entry, lock-out/tag-out, hazard communications, ergonomics, driver’s safety, fire safety, indoor air quality, campus safety, asbestos abatement, etc. In another program of safety enhancement, the college implemented a new policy in 2001–2002 of requiring drivers of college vans to complete a training session on van driving and winter driving.

MULTICULTURAL PROGRAMS

The Office of Diversity Development and Multicultural Programs fosters a campus community in which multicultural diversity is respected and celebrated. The office aims to support and develop appropriate programs that further the college’s mission to be “a

community of persons from diverse backgrounds” and that prepare all students for work and service in a world of increasing diversity. The office collaborates with the broader community to develop, organize, and implement diversity initiatives. An important role of the office is to contribute to college-wide efforts to increase the presence of minority students, faculty, and staff.

In 1993–1994, the President’s Office restructured the Office of Multicultural Programs to emphasize an enhanced role for diversity in the life of the college. At this time, the title of the position changed from Director of Multicultural Programs to Special Assistant to the President for Diversity and the office changed names to Diversity Development and Multicultural Programs. The opening of the Jackson Campus center provided attractive and publicly prominent space for a Diversity Center. This center contributes significantly to admissions initiatives, MAYDAY! Conference, Building Bridges Conference, etc., and, in the past, has worked to coordinate campus efforts with groups such as the Minnesota Minority Educational Partnership. The Diversity Center also supports and sponsors events such as Kwanzaa celebrations, Ramadan dinners, performances by musicians and dancers, lectures, and the like.

The office supports the academic mission of the college by training diversity representatives for faculty searches, making presentations to faculty groups, and participating in mentoring activities for new faculty. Programs directed toward students include mentoring programs, E Pluribus Gustavus (a discussion session as part of new student orientation), training for residential life and human resources staff, and individual advising and counseling. A number of student groups are linked to this office: Asian Cultures Club, Pan African Student Organization, Queers and Allies, Womyn’s Center, etc.

In 2002, under a new Associate Dean for Multicultural Programs, now reporting to the Vice President for Student Affairs, the office undertook initiatives to improve relations with the campus community, to reach out to faculty and to the wider community, to offer cultural and educational programs, and to strengthen ties with community service and international education initiatives. Specific efforts have included work with Admissions, classroom visits, meetings with faculty, consultation with the associate dean on the diversity representative program, and developing events such as “Chat and Chew,” a program that has faculty members hosting students in their homes for dinner.

FINE ARTS AND CULTURAL PROGRAMS

The Office of Fine Arts, in cooperation with the Departments of Art/Art History, Music, and Theatre/Dance, develops, promotes and manages performances and exhibitions in the arts on the Gustavus campus. Its mission is to promote the college through the work of its talented students and faculty and to introduce world-class artists to the Gustavus community. In a typical year, the office sponsors hundreds of concerts, student recitals, faculty recitals, theater events, and dance concerts, including performances as part of the Gustavus Artist Series, the Minnesota Valley Sommarfest, etc. The office is also responsible for scheduling and coordinating tours for college musical ensembles, such as the Gustavus Band, Orchestra, and Choir, etc. The office is staffed by a full-time director, a part-time administrative secretary, and a part-time orchestra tour coordinator.

The college also hosts an extensive calendar of other cultural events during the year. Two of these, the Nobel Conference and Mayday!, are huge events, bringing thousands of visitors to campus for lectures, workshops, and other activities. The Nobel Conference brings cutting-edge science issues to the attention of an audience of students and interested adults and engages the internationally recognized panelists and the audience in a discussion of the moral and societal impact of these issues. Fifty-eight Nobel laureates have served as

speakers since the conference began. The annual Mayday! Peace Conference brings a keynote speaker and panelists to campus for workshops in a day-long consideration of a topic important to local, regional, or world peace.

CHAPEL AND RELIGIOUS LIFE

The Office of the Chaplains conducts a comprehensive ministry to the entire ecumenical and inter-faith campus community. Serving students, faculty, administration/staff, as well as alumni, guests, and families, the office articulates the faith and traditions of the Lutheran confessions and catholic Christianity in the context of a pluralistic, secular society.

The chapel program offers daily worship from 10:00 to 10:20 am, a time reserved in the daily college schedule so that all who wish may attend. Many do attend, and the homilies presented there form an important arena of campus conversation. Though the college chaplains preach occasionally, most homilies are presented by faculty, administrators, staff, students and campus visitors who, representing a wide variety of perspectives and concerns, reflect, analyze, and exhort on matters of international, national, local, and personal importance. Differing from conversations over lunch, in committees, or in the classroom, the conversations in Christ Chapel frequently blend personal, institutional, intellectual, and faith-based perspectives in ways that both express and explore the college's mission and which foster connectedness and trust among the college community.

The chapel program also offers a Sunday morning eucharist and a Sunday evening service of meditation based on the practices of the Taizé community in France. Other special services—such as blessings for seniors or services of healing—are offered from time to time. The chapel program sees helping students learn about the liturgical and artistic traditions of the church as a part of its mission and undertakes a number of education efforts to help students encounter, understand, and participate in meaningful worship. Students who serve as ushers, lectors, communion assistants, prayer leaders, and cantors, receive training that not only allows them to serve a particular function, but to understand the history and theology behind the practices they perform. A group of especially committed students forms the chapel apprentice group, an advisory body that takes on special projects.

In its life of public worship, the chapel program works closely with the Department of Music and, to a lesser extent, the Department of Theatre and Dance. Each year the chapel is the locus of “Christmas in Christ Chapel,” a worship/music event that involves several hundred students and brings thousands of visitors to a weekend of performances that feature art, dance, and music.

The chapel program works closely with the Dean of Students' Office and the Counseling Center to coordinate its care for students, not only in crisis situations but in an effort to promote thoughtful reflection on questions of meaning, vocation, and peace/justice issues. Chaplains help strengthen the connections between faith and learning by serving on committees, by serving as ACES mentors, by participating in the training of CFs, Peer Assistants, and the like, and by taking advantage of opportunities to team teach.

In addition to the “official” programs offered by the chapel, there are a host of other student-led organizations that offer a wide variety of possibilities for students to explore and express religious and spiritual ideas and experiences. An open, ecumenical commitment characterizes the religious life of the campus, and the chapel program works hard to encourage respectful dialogue between persons of different traditions, denominations, and religions. The college has no doctrinal or other religious requirements for students, faculty or staff; the chapel program embraces this non-coercive attitude.

The chapel program is staffed by two full-time chaplains, one woman, one man, both of whom are ordained clergy in the Evangelical Lutheran Church of America. Two faculty positions in the Music Department have chapel duties as formal parts of their positions: an organist/cantor and an assistant organist/choir director. A full-time administrative assistant, part-time sexton, and a part-time pastoral associate round out the staff.

ATHLETICS

INTERCOLLEGIATE ATHLETICS

The college's participation in intercollegiate athletics embraces the philosophy of NCAA Division III athletics, offering full-time, committed students the opportunity to enjoy the benefits of individual and team sports competition while at the same time supporting them in their academic endeavors. Through their participation in sports, students learn leadership, persistence, fair play, and community building. The college offers students opportunities to participate in 25 varsity sports, 13 women's and 12 men's. Under the guidance of strong coaches committed to the college's vision of athletics and their players' educational goals, the college fields strong teams across the spectrum of sports, as witnessed by the college's 10th place standing in the 2002 Sear's Director's Cup standings for Division III schools. Varsity athletics are supported by an impressive and well-maintained set of athletic facilities, most of which are shared with the Department of Health and Exercise Science and are open to use by the entire campus community. Including the facilities of Lund Center, the college maintains practice and competition space for baseball, basketball, football, gymnastics, hockey, soccer, softball, swimming and diving, tennis, track and field, and volleyball.

INTRAMURAL AND RECREATION PROGRAM

The goal of the intramural and recreational sports program is to offer a wide variety of recreational and team sports options to as large a number of students as possible. More than 900 students on campus participate in at least one of the over 35 intramural activities offered each year. Most students participate in more than one of these activities. The most popular sport is broomball, but basketball, softball, volleyball, etc., are offered as well. Coed sports are popular, and the program offers co-ed softball and volleyball. In addition, there are 10 recognized club sports that compete against other college clubs: danceline, men's rugby, women's rugby, men's volleyball, men's lacrosse, alpine skiing, martial arts, men's ultimate frisbee, women's ultimate frisbee, and the cycling club.

The intramural program provides equipment for recreational use by students, including rental skis, snowshoes, and camping equipment.

DINING SERVICE

The Dining Service provides a wide range of meals and eating options to students and the wider Gustavus community. In addition to maintaining a regular schedule for student meals, the Dining Services also caters many special events for both on- and off-campus constituencies. The kitchens and dining rooms were destroyed in the 1998 tornado, and Dining Services operated out of minimal facilities for the rest of 1998 and all of 1998–1999. When the new facilities, which had long been needed even before the tornado, opened in the new Jackson Campus Center in 1999, many changes in services and operations were made. In particular, the total space was increased significantly, the attractiveness and atmosphere of the dining room were greatly improved, the variety of foods served greatly increased, and

the hours of operation greatly expanded. The success of these improvements was immediately felt in student satisfaction measured on a senior exit survey.

The Marketplace and Evelyn Young Dining Room are open 7 am–11 pm Monday–Saturday, and 9 am–11 pm on Sunday. All students living in the traditional residence halls are enrolled in a meal plan in which they “bank” a certain amount of money in a declining balance account, and which they then spend down over the course of a semester. The variety of foods served in the Marketplace is wide, and aims to serve the a wide range of student preferences. Vegetarian selections are always available, and nutritional information concerning the food served is prominently posted.

Dining Services also runs a coffee shop in the Jackson Campus Center, a service popular with the Gustavus community. New facilities make it possible to offer meeting space and meal catering to a variety of on-campus meetings and groups, and to groups from the community, such as Kiwanis and Lions Club, and these services are in high demand.

The Dining Service is a natural place to educate students concerning recycling, waste, and nutrition, and a collaboration between Dining Services and the Student Senate Food and Health Committee keeps these topics present, but not intrusive, in the Marketplace and Dining Room. Dining Service is also a large employer of student help, and a number of students receive training in management skills and practice in supervisory roles. In one cheering example of curricular infusion, a student project from a January-term course resulted in a “Minnesota Banquet Meal” option for special events.

PHYSICAL PLANT

The physical plant of the college has been studied in-depth by a steering committee charged with formulating a Comprehensive Framework plan for campus development. The most recent revision of that plan was completed in January 2002, and approved by the Board of Trustees.

ACADEMIC

The following chart summarizes information about the principle facilities for academic uses:

Building	Use	Special Facilities
<u>Schaeffer Fine Arts Center</u> 6 classrooms 195 seats 39 faculty offices	Art/Art History, Music, Communication Studies, Theatre & Dance	Two lecture halls, Björling Recital Hall, Kresge Dance Studio, Anderson Theatre, Black Box Studio, music library, art studios, computer lab.
<u>Olin Hall</u> 9 classrooms 279 seats 20 faculty offices	Physics, Mathematics & Computer Science	Lecture hall, computer labs, physics labs.
<u>Nobel Hall</u> 10 classrooms 365 seats 28 faculty offices	Biology, Chemistry, Biochemistry, Geography, Geology	Large lecture hall, science laboratories, greenhouse.

Physical Plant

Building	Use	Special Facilities
<u>Confer/Vickner Hall</u> 20 classrooms 644 seats 37 faculty offices	English, Modern Foreign Languages, Scandinavian Studies, Women's Studies	Computer labs, Writing Center, Culpeper Language Center, graphic arts computer classroom, Phi Beta Kappa Room.
<u>Anderson Social Science Center</u> 14 classrooms 530 seats 35 faculty offices	Economics & Management, History, Psychology, Sociology & Anthropology	Computer labs, Psychology labs.
<u>Old Main</u> 7 classrooms 213 seats 3 faculty offices	Classics, Education, Nursing, Philosophy, Political Science, Religion	Education library/lab; Nursing Lab.
<u>Lund Center</u> 4 classrooms 180 seats 7 faculty offices	Health & Exercise Science	Human performance laboratory, athletic training facilities, Natatorium, various exercise facilities.
<u>Lind Interpretive Center</u> 1 classroom 16 seats 2 faculty offices	Environmental Studies	Multi-purpose meeting room.

The most heavily used of these buildings are Nobel Hall, Anderson Social Science Center, and Confer/Vickner Hall. With the exception of Old Main and Anderson Social Science Center, the buildings are in good condition. Anderson and Old Main have serious deficiencies with respect to condition, ADA-compliance, and suitability to use. An extensive renovation of Old Main was planned for Summer 2002, but has been postponed and awaits funding. The needs of departments residing in Anderson have been surveyed and a preliminary set of desiderata created, but no blueprints or timeline for replacing that building have been established.

Other needs for academic space arise from the crowding that is the inevitable consequence of trying to make a campus designed for 2,200–2,300 students work for 2,500–2,600 students. In particular, facilities for the fine arts have been outgrown. A preliminary survey of needs has been undertaken, but no definite plans to address these needs are underway. Some departments have outgrown their office facilities, with the disagreeable result that occasionally a faculty member needs to be assigned office space in a building apart from the rest of his or her department. Other such inconveniences could be listed, but none seriously interferes with the ability to accomplish the college's mission even if they generate legitimate grumbling.

In general, however, the instructional and academic office space is well-maintained, attractive, and appropriate to use. Media Services has worked hard to establish media/technology classrooms across campus, and as of Fall 2002, at least one, and generally several, of the rooms in each academic building were equipped with projection systems, internet connections, and the software to make these useful to classroom instruction.

RESIDENTIAL

Students are housed in nine residence halls and a collection of nine houses and apartment buildings on campus and in the immediate neighborhood. The residence halls are among the newest and oldest buildings on campus and among them include a wide variety of kinds and quality of housing. Accommodations include, for instance, singles in Wahlstrom, standard

doubles along a corridor in Sohre, apartments in College View, and stand-alone houses along Seventh Street. The college can currently house 2,080 students and has as a goal housing 90% of students on-campus. Plans to accomplish this include an additional residence hall, the replacement or renovation of Wahlstrom Hall, and the ultimate replacement of the Prairie View residence hall, which was only intended as a post-tornado solution to the shortage of student housing. Another situation that complicates the housing situation is the presence of some administrative offices (e.g., Safety and Security, Human Resources) in residence hall buildings. Student housing in individual houses provides an alternative to residence hall lifestyle for senior students, but at the expense of losing these students as role models to other students. Moreover, the maintenance of the houses is not cost effective. A significant percentage of student housing space falls below the standards the college aims for: Wahlstrom is in poor condition, and North, Link, and Sorensen Halls have significant quality-of-life issues. Prairie View is a temporary structure that will need to be replaced.

The Almen-Vickner Guesthouse provides overnight and short-term lodging for guests of the campus in a home-like and convenient location. Many departments and programs make use of this facility to house guest speakers, job candidates, etc.

STUDENT LIFE

Five buildings bear primary use for non-academic student use: Christ Chapel, Lund Center, Swanson Tennis Center, Johnson Student Union, and Jackson Campus Center. These buildings are conveniently located for students residing on the north end of campus, but are less convenient for those on the south. The addition of the Jackson Campus Center increased space available for student organizations and this space has been heavily used since the center opened. The upgraded dining facilities are deservedly popular with students and, along with their extended hours of operation, serve as an important locus for student interaction. In general, many unmet needs for student space were alleviated with the opening of the center. The athletic facilities of Lund Center are extensive and heavily used. The upgrades to track and soccer facilities have provided important boosts to those programs.

PUBLIC/PERFORMANCE

The college hosts numerous guests at several venues on campus. Lund Center accommodates both athletic contests and the annual Nobel Conference. Hollingsworth Stadium, Swanson Tennis Center, and the many playing fields around the college's perimeter also provide space for athletic contests. The Arboretum serves a number of instructional, recreational, landscaping and engineering uses. Anderson Theatre, Björling Concert Hall, and Christ Chapel are the sites for many concerts, recitals, and performances. Various public lectures and events are also held in the Lind Interpretive Center, Jackson Campus Center, and Johnson Student Union. That some buildings have multiple uses provides for a level of efficiency, but sometimes results in campus initiatives working at cross purposes. In particular, the use of Christ Chapel as both a concert hall and a worship space necessitates complicated planning and inconvenient set-up schedules. The Music Department has indicated that it places a high priority on a new concert space with more seating than the recital hall and acoustics better-suited to the wide variety of ensembles currently prospering in that department.

ADMINISTRATIVE

Carlson Administration Building is the chief administrative building, housing the President's Office, the Office of Institutional Advancement, the Dean of the Faculty's Office, the Registrar's Office, Financial Aid, Public Relations, Finance Office, Administrative Computing, Institutional Research, and Alumni Relations. The building underwent an extensive renovation during Summer 2001 that addressed ADA concerns and

Staff

the attractiveness and usefulness of some spaces. Other important administrative spaces include Physical Plant and Safety & Security in Norelius Hall; Human Resources in Uhler Hall; Admissions and Dean of Students' offices in the Campus Center; the Counseling Center, Career Center, and Center for Vocational Reflection in the Johnson Student Union; and Fine Arts Administration in Schaefer Fine Arts Center. The Office of Church Relations is headquartered in the Retreat Center.

SUPPORT SERVICES

Those who support the various academic, student, public, and administrative uses of college facilities have use of various shops located north of the Swanson Tennis Center, food preparation facilities in the campus center, etc. An additional shops building is currently under construction to replace space previously used in the stadium. These are all adequate to current use and almost all have been renovated or replaced since 1998.

SUMMARY

Campus facilities are certainly entirely adequate for current needs, though our current "full" enrollment heightens campus awareness of the gap between newer facilities that are excellently suited to present use and those that through either size or condition are marginal. The post-tornado rebuilding addressed a number of maintenance issues and accelerated projects such as the campus center. Renovations to Old Main are ready to begin as soon as funding is settled. The campus framework plan, while not setting out sequence or timing, assumes the renovation/replacement of Wahlstrom Hall and Anderson Social Science Center and anticipates the expansion of fine arts facilities and there is general community agreement on these as the most pressing needs of the physical plant.

STAFF

The college devotes considerable staff resources to plan, implement, support and administer the full range of the college's programs. They are dedicated, resourceful, and bring appropriate training/credentials to their positions. The number of these has grown significantly in the past eight years. A breakdown of the numbers and assignments of full-time/part-time non-faculty employees is as follows:

	Total (Full-time/Part- time)	Executive, Administrative, & Managerial	Other Professional/ Support	Technical & Paraprofessional	Clerical & Secretarial	Skilled Crafts	Service/ Maintenance
1995	303/68	26/0	76/22	18/2	57/13	23/0	103/31
2001	368/42	39/2	96/18	9/0	69/7	21/0	134/15

Gustavus Adolphus College monitors competitiveness in total compensation (hourly wage or salary and benefits) by participating in and purchasing professionally prepared surveys. Gustavus uses annual surveys for faculty salaries published by the American Association for University Professors (AAUP) as well as the National Faculty Salary Survey by discipline for private colleges published by the college and University Professional Association for Human Resources (CUPA-HR). For administrative and professional salaries, Gustavus uses the Administrative Compensation Survey and Mid-level Manager Survey from CUPA-HR as well as surveys published by the Bureau of Labor Reports (BLR), the Minnesota Private College Council, and the Minnesota Employer's Association. Hourly wages are compared to

information published by the Minnesota State Department of Labor, BLR, and the Minnesota Employer's Association. The competitiveness of Gustavus benefits is determined by surveys published by the AAUP, the Minnesota Private College Council, and the BLR.

Gustavus generally finds that it is competitive for support staff pay. However, administrative pay is less competitive, and this situation can make it difficult to either recruit new or retain current administrative employees. In comparison to the CUPA data, Gustavus ranks below the median. Higher paid administrative employees are generally further away from the mean than lower paid professional staff.

The last decade has constituted a period in which procedures and policies with respect to Gustavus employees have been regularized. The formation of the Human Resources Department, with a full-time director, has been instrumental in accomplishing these changes. Processes have been instituted by which changes can be made in a fair and reasoned fashion, with input from staff members as well as administrators. For example, the recent revisions to the process of job reclassification were developed over an eight-month period, during which ideas were sought from the Staff Personnel Committee in addition to the Ombudsperson and administrators. Three cycles of reclassification have taken place, and feedback from staff suggests that they believe it is a fair process. Not only does this new process regularize reclassification and create parity among different jobs that require similar levels of expertise, but the process is also perceived of being equitable.

The benefits that seem to be most important to employees are health insurance, retirement contribution, flex plan dollars, and tuition for dependents. All eligible staff members at Gustavus have equal access to these benefits. The high quality benefits, generally competitive salaries, and implementation of fair processes have contributed to the institution's remarkably dedicated and loyal staff. Evidence of this is the recent vote by the dining service staff to de-certify their union.

SUMMARY

The college carries out its educational mission with the help of a rich array of supporting resources. The activities of the Student Affairs Division model the "infusion" of co- and extra-curricular activities into the academic life of the campus and are administered by dedicated and highly professional staff, knowledgeable about and committed to the college's mission. The campus physical plant is excellently maintained; instructional spaces are for the most part appropriate and well-suited to their uses; student services are highly professional and attentive to the mission of the college; technology is being used appropriately and with increasing efficiency across the campus. Nevertheless, some specific bricks and mortar needs are becoming increasingly obvious at a time when the resources for building them are not.

ACCOMPLISHMENT OF PURPOSES

THE college has a long and admirable record of accomplishing its purposes. To document this success and to plan for improvement, it collects, monitors, and evaluates a wide range of information concerning its success in carrying out its mission. This section of the self-study will describe the processes by which this activity is carried out, the data that are gathered, and the ways in which this information is used in institutional planning. Special attention will be paid to the processes that monitor student learning and how well those processes correspond to the criteria outlined by the North Central Association in its “Assessment of Student Academic Achievement: Levels of Implementation (March 2002 update).”

GENERAL CONSIDERATIONS

Without being facile, we know that we are accomplishing our purposes because students continue to matriculate, graduate, and go on to the kinds of lives, careers, and further education that we hold out as the goal of a liberal arts education. A survey of Gustavus graduates from 1958–1993 conducted by Hardwick-Day in 2000 confirms that the college has long enjoyed the success documented in studies of more recent graduates. The Hardwick-Day survey found that 40% of graduates worked in private sector business, 27% worked in education, 12% in not-for-profit enterprises, 11% in government, and 6% were self-employed. These graduates reported very large benefits from their experience at Gustavus. When asked how well prepared they felt for life after college in comparison to graduates from other institutions, 95% indicated that they felt better or equally well-prepared in comparison to graduates of other institutions. In particular, they valued acquiring the ability to learn new skills, to appreciate the fine arts, and to solve problems and make effective decisions.

With respect to the goals articulated in the mission statement one might offer the following evidence of student achievement to show our success in fulfilling the mission:

Providing a liberal arts education of recognized excellence that is both rigorous and innovative. In the past 10 years Gustavus students have won 7 Fulbright Fellowships, 1 Marshall Scholarship, 15 Goldwater Scholarships, 14 National Science Foundation Graduate Research Fellowships, etc. Gustavus students have gone on to graduate schools, medical and professional schools at University of California at Berkeley, Harvard, Yale, the University of Minnesota, University of Texas, Princeton, Rockefeller University, University of Wisconsin, Cal Tech, UCLA, Carnegie Mellon University, etc. Those programs of the college that require accreditation from professional organizations receive that accreditation without difficulty.

Integrating moral development with intellectual growth: Students are active in many campus organizations that emphasize moral values of justice, equality, benevolence, etc. These include national organizations such as Amnesty International and Habitat for Humanity as well as locally-born groups such as the Juggling Socialists, Gusties Against Poverty, and annual homelessness sleepouts. In listening to student homilies in chapel, reading student op-ed pieces in the student newspaper, and in discussions at the Investment Club meetings, one can hear students wrestling with moral questions and beginning to apply the lessons from their formal education to the ambiguous and important moral dilemmas that they face

in life. The Student Senate was the motivating force behind a proposal for an Honor Code that was debated and adopted on campus in Fall 2002.

Developing a mature understanding of the Christian faith tradition: While the one-course requirement in the Christian Tradition is a minimal curricular investment in this educational goal, many out-of-class activities help students grow in their understanding of the Christian tradition. In an active, thoughtful and well-attended chapel program, hundreds of students participate in the forms and content of that tradition. Speakers at chapel services are mainly, but by no means exclusively, speaking from the Christian tradition, and student hear perspectives from Jewish, Buddhist, Muslim, and other non-Christian perspectives. The questions that arise from this intersection of the college's established Lutheran identity and other traditions generate thoughtful discussion about what it means to be Christian and how that tradition relates to other traditions. A multitude of student organizations allow students to explore and express a variety of faith commitments, and the interactions between these groups generates dialogue in which students move beyond naive or simplistic expressions of their commitments.

Encouraging respect for others and sensitivity to community: Life in a residential college provides many opportunities and challenges to the work of respecting others and being sensitive to community. One can see students' commitments to these goals in the work of groups such as Queers and Allies, Building Bridges, Pan-Afrikan Student Union, and other groups operating under the sponsorship of the Office of Multicultural Programs. A roster of visiting speakers shows that both faculty and students sponsor speakers whose messages help build understanding and tolerance in the midst of conflict.

Developing a commitment to service and the skills of leadership: The tens of thousands of hours logged by students in projects under the aegis of the Community Service Center testify to the spirit of service that Gustavus students embrace. The college sees very high numbers of graduates go on to work in the Peace Corps, Lutheran Volunteer Corps, Americorps, and other non-profit or service organizations.

Developing an international perspective: Half of Gustavus students study abroad for at least a January Term. Students returning from the semester in India have written and staged for public performance accounts of how their view of the world was changed by that experience. Students from courses that have travelled over January Term have presented summaries of the experiences and the ideas that have affected them as part of chapel services. Crossroads International Center sponsors speakers and events that involve students in meeting and interacting with others from around the world.

Nurturing a commitment to work for a just and peaceful world: Those activities listed above that show moral development, student commitment to service and respect for others in many cases also demonstrate student commitment to working for justice and peace. In addition, courses offered in the Peace Studies program are fully enrolled and social groups such as fraternities and sororities sponsor campus events raising awareness about topics such as domestic violence.

Developing a capacity and passion for life-long learning: A lack of specific indicators of life-long learning makes it difficult to establish the precise nature and scope of our success with this goal. A proposed survey of alumni offers an opportunity to specify goals and measures for this aspect of our mission. In the mean time, we know that alumni data show that about one-third of Gustavus graduates go on to earn a graduate degree of some sort. The large numbers of alumni who return for events such as the Nobel Conference are another indicator that our graduates continue to care about the life of the mind and its role in society long after they have attained their degree.

Encouraging independence of thought and cooperative scholarship: The college has a high rate of students who deliver papers at the annual NCUR conference. In the past five years, a



large number of students from a variety of departments have delivered the results of their independent or group research at this conference. Students also conduct research with faculty members and work in research groups doing work in laboratories, fieldwork, etc. A number of departments and programs require their students to submit a substantial piece of original research as a capstone requirement of their major.

Developing mastery of a field of concentration in the context of an interdisciplinary and broad general education: all students—even those in preprofessional programs—complete a general education program which includes work spread over a number of fields and departments; all students also complete a major designed to lead them to mastery in their field. Employers have recognized the breadth and rigor of a Gustavus education and recent graduates have gained employment with Deloitte & Touche, Microsoft, Lutheran Brotherhood, Price Waterhouse Coopers, the Weismann Art Museum, the Mayo Clinic, Medtronic, National Institutes of Health, Cargill, Reliant Energy, Marshall Fields, Whitney Morse, IBM, Accenture, Best Buy, US Bancorp, MetLife, American Express, Wells Fargo Bank, a host of school districts in Minnesota and elsewhere, the Alaska Department of Fish and Game, Westgroup, etc.

PROFESSIONAL PROGRAMS AND LICENSURE

In addition to the qualitative evidence listed above that the college is achieving its mission, several of the academic programs prepare students for careers in which there are professional examinations that verify the achievement of students. This evidence supports the conclusion that the college is accomplishing its goals.

Education: Since the state of Minnesota established required subject mastery tests for those seeking licensure, Gustavus students taking those tests have scored exceedingly well. Licensure exam pass rates were 100% in 2000-2001, 99% in 2001-2002.

Nursing: Students in the MINC Nursing program have pass rates for the NCLEX examination which consistently track state and national results. In 2002, that pass rate for MINC students was 88%.

CPA: In the five years ending May 2002, the pass rate for Gustavus graduates sitting for the CPA exam averaged 30%. No comparison figures for other institutions have been compiled.

ASSESSMENT OF STUDENT LEARNING

HISTORY AND GENERAL DESCRIPTION

The comments made by the 1993 review team regarding assessment at Gustavus indicated that we could do a better job of documenting our accomplishments and strengths as an institution. Over the past decade, the college has made progress in its commitment to assessment of student learning and in implementing a credible and useful program of assessment. As with most institutions, efforts to establish assessment initiatives meet with a mixture of resistance and support. At Gustavus, this struggle engages a “culture of modesty,” in which drawing attention to one’s accomplishments can seem immodest, as well as the perception that we engage in assessment for the sole purpose of appeasing outside reviewers. Nevertheless, as an institution with a primary mission of teaching, we foster as well a “culture of curiosity” about student learning, and this culture motivates our assessment efforts. Additional motivation comes from demands for assessment attached to

grant awards, such as the recent Bush Foundation grant for enhancing teaching and learning, NSF grants for curriculum, etc.

The mission statement of the college provides a clear indication of the high value placed on student learning. Specifically, the mission statement describes the context in which student learning takes place when it explains that the “curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.” The specific ends of student learning are described as “the development of values,” “the open exchange of ideas and the independent pursuit of knowledge,” and “a capacity and passion for lifelong learning.”

According to our mission statement, the purposes of student learning and the particular context in which student learning takes place are intended to develop in students respect for persons of diverse backgrounds, a desire to work toward a “just and peaceful world,” and a commitment to leading “lives of leadership and service in society.” Each academic department’s assessment plan and ten-year review is required to address the connections between the departmental mission and the college mission. Each department assessment plan provides very specific indicators of student learning for that discipline or program.

Since 1993 the college has made significant progress in developing, implementing, and evaluating assessment plans for each academic department and program and those programs that support the academic mission of the college. President Axel Steuer appointed the college’s first assessment committee in 1993. This group of faculty members and administrators worked to develop an assessment philosophy as well as assessment procedures. The group expanded in 1996 to include more faculty members and their task was to create two documents: a workbook that included a variety of possible assessment tools and a second workbook that included all relevant documentation of assessment activities at the college. This group also conducted workshops for departments in order to help them establish assessment procedures. Funding for the workshops came from a grant awarded by Lutheran Brotherhood and administered by the Associate Dean of the College. In this phase of the process, the committee encouraged each department to establish assessment plans and procedures. A lack of shared perception that departments were required to develop such plans and procedures, however, meant that not all departments completed assessment plans at that time.

In 1996, Mike Miller (Professor of Education) was appointed Associate Dean of the Faculty for Assessment and Program Development. He served in this capacity for four years. He was given a one course release per year and a travel budget of \$1,000. In order to keep people informed about the assessment process and focused on the goal of creating a climate of assessment, he met on a regular basis with the Dean’s Council, department chairs, and the Administrative Council.

In June 1998, workshops were held for department assessment planning. Departments submitted draft assessment plans by September 30, 1998. In 1999, funding for assessment activities was made available to all departments. Departments applied for the funding and used it to purchase field-specific tests, to conduct surveys, and to hold retreats. Currently, the college has a \$10,000 budget line for assessment activities. In addition, each department may seek \$250 for assessment-related activities. Departments that have separate accreditation processes (Education, Nursing, Music, for example) already have established budget lines for assessment.

Assessment plans are now in place for each academic department. Those plans are on record in the Dean of the Faculty’s office and in the records kept by the Program Assessment and Development Committee (PADC). Assessment plans were to be implemented by each academic department as of the 1999–2000 academic year. Department chairs submitted the first set of assessment reports in Spring 2000. Prior to that time, a majority of departments

conducted assessments annually, but were not required to submit reports. Within the context of these enhanced assessment activities, the regular cycle of department external evaluation has continued.

Discussion at a recent meeting/workshop for department chairs, sponsored by thePADC, suggests that most departments are just beginning to see what type of information various assessment techniques produce. Departments are responding by revising data-gathering practices and discussing how assessment findings might influence teaching and learning objectives. In addition, departments continue to experiment to find the best process for discussing assessment and assessment results within their department. Those academic departments that seek external accreditation beyond the Higher Learning Commission have the most well-developed and fully implemented plans.

A review of department assessment plans indicates that there are many common features in the techniques departments use to assess student learning. Most departments rely on measures embedded in courses. These include formal writing assignments, projects, exams, presentations, capstone courses, portfolios, music recitals, and senior theses. Other typical measures include graduate school entrance exam scores, job and graduate school placement, and surveys of alumni, senior majors, employers, graduate schools, and advisory board reviews. Perhaps the most important common feature is the use of faculty discussion. Using both formal and informal structures, faculty members in all academic departments are engaged in frequent, focused discussion of student learning. Topics include individual course content, content across courses, efficacy of the major, the quality and nature of student work, and the clarity of goals and methods. It is clear that student learning continues to be a top priority for faculty and that the process of developing, implementing, and reporting on assessment activities provides faculty with a structure for talking about how to improve student learning. As we experience more widespread implementation of assessment plans we are identifying the strengths and weaknesses of those plans and their ability to get to the “core of measuring student-learning outcomes.”

There is widespread, though not unanimous, agreement about the necessity of assessment and as the assessment plans are implemented and assessment results reviewed, there is increasingly widespread agreement about the value of assessment. One theme that emerges from faculty conversations on the topic is the tension between documenting what we already do versus feeling that we must invent new (and perhaps irrelevant) methods for assessing student learning. As assessment plans are implemented and as discussions among faculty in individual departments about the assessment results continues, people are taking the opportunity to refine their plans and to recognize which methods that they have always used are valuable and which new approaches need to be adopted in order to improve instruction and thus student learning.

The current program for assessing student learning lacks explicit feedback mechanisms for influencing college-wide budget decisions, though this drawback may not be as serious as it at first seems. Absent further growth in enrollment, budgetary issues within academic affairs are unlikely to reach the College Budget Committee. Instead, reallocations will occur within and between academic departments. Individual departments already have the opportunity to reallocate funds within department budgets, since the budget lines are in practice fungible. This sort of reallocation of resources in response to needs identified in assessment processes is done informally and without elaborate documentation. Reallocation of budget funds between departments is in the province of the Dean of the Faculty, who receives assessment results from the departments. While there is not a record of these redistributions being based on measures of student learning, curricular changes proposed on such a basis could be accomplished through this means.

PROGRAM ASSESSMENT AND DEVELOPMENT COMMITTEE

Responsibility for monitoring and advancing assessment of student learning rests with the Program Assessment and Development Committee. This committee was established in 1998 and consists of three faculty members elected by the faculty for staggered three-year terms, two students selected by the Student Senate, and three *ex officio* members: the Dean of the Faculty, the Associate Dean of the College, and the Director of Institutional Research. The duties of this committee consist of advising and assisting departments and programs with the development and implementation of assessment plans and strategies and the department and program reviews. The committee has actively shepherded departments through the process of developing assessment plans by holding workshops, nagging about deadlines, sponsoring visiting speakers, holding discussions with students, holding workshops for department chairs, etc. The committee has also taken a leading role in evaluating the college's progress toward a useful and credible program of assessing student learning.

ASSESSING MAJORS

As described above, each department has established its own plan for articulating the outcomes and measures of students' success. The accounts of individual academic programs given in Chapter 3 outline briefly the evidence and processes that each department uses to assess student learning and improve instruction. A binder containing these assessment plans and the reports generated under them is available in the document room.

ASSESSING GENERAL EDUCATION

In addition to assessments of student learning undertaken by individual departments, the college also monitors the effectiveness of its other academic initiatives. Each of the two general education tracks has its own assessment process. Assessment for Curriculum I is carried out under the aegis of the Director of General Education. This program assessment considers evidence from three sources: (1) surveys of students as they complete courses that fulfill general education requirements, (2) focus group interviews with students as they complete general education requirements, and (3) focus group discussions with faculty who teach courses fulfilling general education requirements. The Curriculum Committee of the Faculty is charged with analyzing and interpreting the information generated in these three processes, and is also responsible for initiating appropriate proposals for improving the general education program. The Director of General Education makes an annual report to the faculty on this assessment process.

Each year, half of the areas defined under general education are subjected to assessment review. The Director of General Education administers a survey each semester asking students to respond to prompts correlated to the goals for the general education area outlined in the Faculty Handbook (section 2.2.1.2). Students who are completing the general education requirement in a specific area are then invited to meet in a focus group with faculty in order to discuss the goals of the general education area and how well students have met these goals. Finally, the results of the survey and summaries of the focus groups with students are presented to a group of faculty for analysis and discussion, the results of which are passed on to the Curriculum Committee.

This program of assessing general education began in Fall 2000 and has since generated a series of reports, available in the document room, that demonstrate that students are by and large satisfied that they are learning in general education courses what faculty set out for them to learn. Discussions with faculty confirm that students' perceptions in this respect are for the most part well-founded. While the process is reassuring with respect to our overall successes, it is perhaps less successful in providing information that would be useful for improving general education. Since any given general education requirement can be fulfilled by a number of courses, a method for translating some of the concerns which might be raised by the assessment process into specific changes is difficult to define. Predictably,

the recommendations for improvement that have emerged have to do with articulating more clearly to students the goals for general education courses and highlighting more deliberately for them the ways in which specific assignments and exercises are related to these goals.

In conducting the first round of these general education assessment exercises, some flaws in the process have become apparent. While participation in the surveys of students has been respectable (about 20-30%), participation in focus groups of students and faculty has been low, so that the information generated has perhaps only barely risen above the level of anecdote. In order to address this difficulty, the Director of General Education made strategic use of the Academic Affairs Committee of the Student Senate. This had the effect of establishing a core group of students well-versed in the aims and strategies of assessment. The deliberate de-linking of this general education assessment effort from specific courses and instructors has made the process of using assessment results in curricular planning more difficult. Finally, the current process provides no direct assessment of general education learning but relies entirely on indirect measures. This imbalance has led to difficulties in interpreting the data generated by the process. Aware of these limitations, the Program Assessment and Development Committee has placed designing new and more effective general education assessment tools on its agenda for 2002–2003.

The assessment plan for Curriculum II was revised three years ago to more closely coordinate with the program's goals. Each spring, at the annual meeting to review and plan for Curriculum II, faculty teaching the capstone Senior Seminar course present their assessment of what the senior seminar papers and students' participation in class reveal about their achievement of the program's goals. The Curriculum II program director also reads the seminar papers. In addition to the assessment of senior seminar papers, student achievement is monitored through written evaluation forms administered to first-year, sophomore, and senior students. Results of these assessment activities are used to make program changes, such as the revision in 2001–2002 of the Curriculum II Health/Fitness requirement.

ASSESSING THE FIRST TERM SEMINAR

Assessment has been an integral component of the FTS program since its inception. Course evaluations are conducted for each section of the course and faculty teaching in the program are asked to complete an evaluation of their own course and of the program each fall semester. Faculty members are also asked to provide written evaluations of the summer workshop. During the period of grant funding an outside consultant was brought to campus in 1993 and 1997 to evaluate the program. In addition, during the recent cycle of general education assessment, the Dean of the Faculty's office conducted a separate assessment procedure for the program. These documents all tend to point to the same strengths and areas of concern.

Overall, faculty and student evaluations consistently indicate that the FTS program is very effective in addressing the five major themes. The advising component is identified by all constituents as the strongest aspect of the program. From a faculty perspective, advising through the FTS is significantly more effective than previous systems. Faculty members feel that they are able to spend more time on advising and that they can offer better guidance to individual students because they have come to know their strengths and weaknesses.

The oral communication component is the weakest element in the program. Students typically identify it as the component that receives the least amount of attention in the seminar, and faculty often say that it as the component with which they feel least comfortable. These student and faculty evaluations parallel comments at institutions with "oral communication across the curriculum" programs. In examining the written evaluations, the outside consultant noted that this component is not weak in all sections of

the program. Instead, the evaluations indicate that effectiveness is highly uneven. It may be the best component of one section and not addressed at all in another section, as would be expected when faculty in the FTS program have varying degrees of knowledge and experience related to the skills and content involved in oral communication.

There are structural concerns regarding the FTS program. First, there have been several discussions among faculty members about the general education area requirement each section of FTS must meet. The concern is that too many different goals are embedded in the FTS and that it is very difficult to address each one well. The Curriculum Committee approved a proposal to remove the general education designation. However, that proposal has not been brought to the entire faculty. A second area of concern is class scheduling and selection. The outside consultant predicted in 1994 that at some point we would face students who were frustrated at not being able to take their first choice seminar, who had not bothered to read the course descriptions prior to registration, and who chose seminars on the basis of how well a particular section fits into their overall schedule. Faculty members encounter all three of these situations at the June registration sessions for incoming students. In addition, the first problem is exacerbated by the increasing difficulty the college has in freeing faculty members to teach in the program. One symptom of this situation is the fact that when the program began only tenured and tenure-track faculty could teach in it. That was a reasonable rule because the advising component necessitates an ongoing, rather than a one semester, relationship between the professor and the students in the course. However, enrollment pressures have resulted in several term-appointment faculty members being asked to teach the seminar and we now sometimes ask faculty members in their first semester at the college to participate in the program. A second symptom of the problem is that we have raised the enrollment cap on the course from 16 to 18 and, as a result, risk diluting the “seminar” atmosphere. A third structural problem is leadership. The outside consultant consistently praised the original leadership model of a faculty member serving as director of the program and working with a committee of faculty. In recent years, the Curriculum Committee has served the committee function and the director of FTS serves as an *ex officio* member of that committee. Their primary role, with regard to FTS, is course approval. In 2001, the directorship temporarily moved to the dean’s office. In Fall 2002, the Dean of the Faculty appointed a faculty director who displays great enthusiasm and who has begun initiatives to revise course evaluation and to establish a website of FTS resources.

TASK FORCE FOR CURRICULUM REVIEW

In Fall 2001, President Steuer, with the support of the Board of Trustees, called for a comprehensive review of the curriculum and charged the Dean of the Faculty with organizing a faculty task force to direct this process. The task force that carried out this charge incorporated a number of assessment results into its deliberations and the recommendations that emerged from the task force grew out of a good deal of data that was available about student learning. The task force initiated surveys of students at all stages of their Gustavus experiences, faculty, and department chairs. They made use of already existing data on enrollment and other information kept by the registrar’s office and other administrative units. And they considered the results of studies initiated by the Faculty Senate, the Curriculum Committee, a senior exit survey, as well as information gathered from Gustavus students as part of larger extramural surveys, such as CIRP and NSSE. This data on student learning was examined within the context of the outcomes specified in the college’s mission statement, general education programs at a variety of peer institutions, contemporary perspectives on the goals of a liberal arts education, and the needs such an education will be expected to fulfill in the future.

On the basis of this review of student learning, the task force identified three specific strengths of the Gustavus curriculum. First, they noted that the current curriculum is flexible enough to serve a wide and useful variety of purposes, including preparation for graduate

ACCOMPLISHMENT OF PURPOSES

Levels of Assessment Implementation

and professional school and professional licensure. The flexibility also encourages greater self-knowledge, pursuit of knowledge for its own sake, and participation in volunteer endeavors. Flexibility is also evident in the variety of kinds of courses students take: regular semester, January Term, internships, study abroad, etc. Second, the current curriculum allows for and encourages students to obtain strong majors. The task force found the majors to be well tended-to, evolving in healthy ways, and diligent in recognizing themselves as part of a liberal arts college. Finally, the task force observed that the current curriculum allows faculty and departments a variety of forums for improving their effectiveness by innovating in the pedagogy and the courses they offer.

While acknowledging that both students and faculty members express satisfaction with the current general education program, the task force articulated three arguments for change. First, substantially fewer of our seniors report having to work hard to meet their instructors' standards and expectations than do seniors at other schools. Survey evidence indicates that in a variety of ways, our curriculum does not challenge students, particularly at the senior level, as much as it ought to. The current general education program reinforces this problem in two ways. First, a significant number of courses that meet area requirements are Level I courses. Therefore, when students take one or more of those requirements during the senior year, and many do, they are very likely to enroll in Level I courses. Second, we restrict students from counting more than two courses from the same department toward any one area requirement. Again, the result is that students take more Level I courses to fulfill general education requirements. The second argument for change comes from evidence indicating that our seniors report substantially less encouragement to have contact with students from different backgrounds and substantially fewer conversations with someone of a different race or ethnicity. While the current curriculum includes a requirement for a course in foreign cultures and non-western cultures, the task force concluded that this requirement is insufficient. Finally, the task force members found that the curriculum does not sufficiently encourage students to see their education as integrated and connected. Many factors contribute to this problem, including Curriculum I's cafeteria approach to general education, an emphasis on strong majors at the expense of other curricular goals, an emphasis on traditional disciplinary boundaries, and the practice of not allowing courses to fulfill more than one general education requirement.

Since the report of the task force was delivered to the faculty, the Curriculum Committee has held public meetings to discuss the report, considered alternatives raised in a number of quarters, and formed a subcommittee to develop a specific proposal for faculty approval, perhaps as early as Spring 2003.

LEVELS OF ASSESSMENT IMPLEMENTATION

As a measure for evaluating the effectiveness of the college's assessment of student learning, we provide the following self-assessment of how the procedures outlined above correspond with the standards outlined by the North Central Association in its "Assessment of Student Academic Achievement: Levels of Implementation (March 2002, update)."

Patterns	Level of Implementation	Evidence/Rationale
Institutional Culture		

ACCOMPLISHMENT OF PURPOSES

Levels of Assessment Implementation

Patterns	Level of Implementation	Evidence/Rationale
Collective / Shared Values	2+	We have a growing understanding of the purposes and processes of assessment of student learning. All academic programs have developed assessment plans that are thoughtfully tied to both institutional and departmental mission and goals and that are increasingly being referenced in discussions about program change. A program of assessing general education has been designed and implemented but needs revision in order to generate results useful for improving general education. The number of faculty who are skeptical about any assessment beyond in-course assessment is diminished. More and more faculty are prone to discuss programmatic issues beyond in-class assessment with enthusiasm. The track record of institutional decisions directly tied to assessment results is weak.
Mission	3-	The college's mission and goals statements clearly place student learning at the forefront of our purposes. Every academic program has developed a mission statement and has articulated its goals in relation to the college's mission. The assessment plans formulated by departments and general education are clearly tied to the programs' and college's missions. While student learning is clearly the heart of the college's mission statements, specific language about assessing outcomes is not present in most mission or goals statements.
Shared Responsibility		
Faculty	2	Efforts to develop and implement assessment plans have been almost entirely in the hands of faculty. The Program Assessment and Development Committee is increasingly active and helpful in monitoring and promoting assessment efforts. Faculty are also increasingly conversant with the terminology and methods of assessment. Assessment efforts are weighted more heavily toward indirect than direct measures of student learning, and some faculty are openly skeptical of the value of assessing student learning outside of in-course measures. On the other hand, significant efforts in faculty collaboration on identifying effective and useful assessment activities have been sponsored by the PADC and the number of faculty speaking publicly in support of assessment seems to be increasing.
Administration / Board	2	Administrative officers have supported but not championed assessment efforts. Their communications indicate a good understanding of the purposes and methods of assessment. The VP for Academic Affairs is responsible for assessment efforts and maintains appropriate records documenting assessment plans, their implementation, and the results of assessment efforts. The VP for Academic Affairs has also made resources available to enhance assessment efforts. Some, but not all, department chairs work to ensure that programs carry out the assessment plans that they have developed.
Students	2	While most students are not active participants in the discussion of assessment as a movement within higher education, they are well informed concerning the college's expectations for their learning. Both admissions and advising processes lay out the goals for student learning. Students are represented on the Program Assessment and Development Committee. Many academic programs have designed intentional occasions for students to reflect on their own progress and to communicate to themselves and others their successes and failures. A significant number of academic programs have devised specific means for discussing with students how programs can be improved. The general education assessment plan has structured in student participation.
Institutional Support		
Resources	2	The \$10,000 budget for assessment activities is significant, but not lavish. No request for support for assessment activities, however, has gone unfunded. The new Director of Institutional Research is available to help academic units with assessment efforts. Recent external grants awards for department and program initiatives have included funds for assessment activities.

ACCOMPLISHMENT OF PURPOSES

Levels of Assessment Implementation

Patterns	Level of Implementation	Evidence/Rationale
Structures	1+	The college has a Program Assessment and Development Committee that works with faculty and departments to implement and improve their assessment plans. The Program Assessment and Development Committee has established a uniform calendar for requesting assessment data from departments. A section on Program Assessment has been added to the Handbook for Department Chairs. No existing entity, however, has “leverage” for enforcing department assessment plans or creating a sense of urgency that moves assessment closer to the top of department chairs’ “to do” lists. While the Curriculum Committee prompts for assessment techniques as part of its course approval process, no standards for evaluating this part of a course approval application have been articulated or implemented.
Efficacy of Assessment		
	1	Implementation of department assessment plans is very uneven, and participation in general education assessment has been minimal. Data are being collected, but the results of assessment efforts are not widely disseminated and it is difficult to produce examples of specific changes to academic programs that can be traced directly to assessment efforts. Faculty are increasingly interested in discussing assessment strategies, however, and despite problems with assessment as a specific activity, the culture of the college is deeply committed to student learning and the college regularly celebrates demonstrated student learning, performance and achievement.

EVALUATION OF THE COLLEGE’S ASSESSMENT OF STUDENT LEARNING

In May 2002, the Program Assessment and Development Committee met to take stock of the state of the college’s assessment efforts. The committee noted strengths in the current status. All departments have developed assessment plans, most have implemented them, and some have begun to make changes based on the results. The committee was pleased with the autonomy that departments had to develop their own assessment strategies and to propose measures that fit their disciplinary ways of knowing and their unique curricular goals. The committee also felt that formal and informal discussion held through the year suggested a fair level of buy-in among faculty that assessing student learning is basic to faculty work.

The committee also noted problems with the current status. Some departments, even after repeated requests, have not reported back on their assessment efforts. (The committee felt that the overwhelming factor in this was not skepticism about the value of assessment but simply a matter of fitting new assessment efforts into the usual workload and calendar of a department’s work.) The committee also noted that in many cases there was a significant lack of consistency between the measures described in a department’s plan and the assessments they have actually carried out. The committee concluded that while the spirit of assessment is in place, the mechanisms need work.

In response to this evaluation of assessment strengths and weaknesses, the PADDC considered whether the college needed to resume its past practice of appointing someone to act as “assessment specialist.” The committee concluded that this was not a useful approach to confronting the current problems. They noted far more buy-in to assessment among faculty than in 1995–1998, and identified the current difficulties as mainly logistical: how to carry through on good intentions.

The Committee laid out a plan for 2002–2003 to address some logistical obstacles to improving the college’s assessment activities:

ACCOMPLISHMENT OF PURPOSES

Other Records of Accomplishments

Helping department chairs manage assessment activities: The PADC worked to have a section on assessment added to the Department Chairs Handbook to serve as a practical checklist for chairs to manage their assessment activities.

Bringing academic programs on board: Though degree-granting programs were expected to draft and implement assessment plans by this point, this has not happened. The PADC plans to meet with program directors to get regular assessment built into programs. General education programs (Curriculum I and II) are already making progress. This effort is frustrated to some degree by the lack of uniformity in the structure of programs not based in single departments and the uneven support for directors, etc.

Providing faculty support for assessment through cross-programming: In reviewing assessment plans and reports, the PADC noted that several departments used similar measures and experienced similar difficulties with implementation. The PADC proposes to identify areas of common interest (e.g., using portfolios for assessing student learning) and to host workshops for those departments that may be interested.

OTHER RECORDS OF ACCOMPLISHMENTS

In addition to the program of assessing student learning outlined in the previous section, the college uses a number of instruments to monitor its effectiveness. These allow the college to compare various student cohorts at the college over time and to compare Gustavus students with students at a variety of other institutions. This section will outline these instruments and summarize what their results tell us.

GUSTAVUS ADOLPHUS COLLEGE DEGREE CANDIDATE SURVEY (GOVER SURVEY)

This set of 97 questions is given to students in the spring of their junior year when they apply for graduation. The college has information covering 1995 to 2002. In addition to background information, the survey collects student responses to prompts concerning their satisfaction with their total Gustavus experience, with courses and instructors in general education, with courses and instructors in majors, with participation in various co- and extra-curricular opportunities, ratings of advising and registration, satisfaction with various areas of student services, the campus environment, and perceived benefits of the Gustavus education.

In providing a self-evaluation of the benefits of their education, graduates in 2000 indicated their greatest accomplishments were achieving a broad general education, understanding self, thinking analytically and logically, and acquiring knowledge and skills that would be useful in their careers. They reported the least benefit in developing an international perspective, understanding science and technology, learning to function as a team member, gaining leadership skills, gaining awareness of different cultures, and speaking clearly and effectively.

THE SENIOR SURVEY (HEDS)

This survey asks students about their future plans, skills and knowledge acquired in college, various college experiences, and satisfaction with various aspects of instruction and college life. The college has three years of data and comparison data from five cohort schools.

Responses to this survey in 2001 indicate that students report their college experience improved their skills and ability most in the following areas: (1) ability to work independently, (2) self-understanding, (3) the acquisition of in-depth knowledge in a field, and (4) ability to work under pressure. In areas that are more conventionally academic, they reported the greatest gains in (1) writing effectively, (2) thinking analytically and logically,

and (3) communicating orally. Conversely, they reported that their college experience had the least impact on: (1) their ability to read or speak a foreign language, (2) their ability to evaluate the role of science and technology in society, (3) their ability to understand the processes of science, and (4) their ability to relate to different races, ethnicities, etc.

In terms of the values that guided their career considerations, students reported that the most important considerations for them were: (1) interesting daily work, (2) the quality of clients and colleagues, (3) intellectual challenge, and (4) the prospect of a stable and secure future. They reported that the factors that least affected their career aspirations were: (1) the social status attached to a job, (2) limited working hours, (3) potential for high income, and (4) the chance to work for social change.

STUDENT INFORMATION FORM (CIRP)

This survey is administered to incoming students during orientation and provides a snapshot describing students at the beginning of their Gustavus experience. The survey covers academic accomplishments and goals, future plans, description of personal traits, study and life habits, and values in education. The college has data beginning in 1975 and can compare Gustavus results with students from a wide variety of other institutions.

This survey tells us that students' motivations for college when they enter are primarily to "learn more about things," to "get a better job," and to "gain general education." The most important considerations affecting their decision to attend Gustavus were "good academic reputation," a belief that "graduates get good jobs," the size of the college, and the financial aid package offered.

COLLEGE STUDENT REPORT (NSSE)

The survey asks students about their college experiences, the amounts and type of work assigned, the mental skills expected, various college activities, personal growth and opinions about the school. This survey was administered to students in 1999–2000 to first-year and senior students. We have comparison data with a variety of other institutions.

In 2000, Gustavus Seniors reported the highest levels of accomplishment in (1) acquiring a broad general education, (2) thinking critically and analytically, (3) spending significant time on academic work, and (4) learning on their own. They reported their education affected them least in (1) voting, (2) coping with non-academic responsibilities, (3) having contact with people of different races and ethnicities.

In comparison with seniors at the Baccalaureate I schools surveyed, Gustavus seniors were more likely to report that their education improved (1) their ability to contribute to the welfare of their community, (2) their self-understanding, (3) ability to use information technology, and (4) their broad general education. They were less likely to report that their education improved (1) their understanding of different races and ethnicities, (2) their ability to speak clearly and effectively, (3) their interactions with other races and ethnicities, and (4) their ability to write clearly and effectively.

YOUR FIRST COLLEGE YEAR (YFCY)

Students are asked to respond to questions concerning their activities, the teaching and evaluation methods they encountered in their coursework, their satisfaction with facilities and services, their feelings, self-evaluation of a slate of traits and abilities, their life goals, and their perception of how they have changed over their first year in college. This survey was first administered at the college in 2002 and will eventually provide useful data for the impact and effectiveness of the first-year experience.

COLLEGE STUDENT SURVEY

A survey administered to randomly selected sophomores and juniors, covering a set of topics similar to the Student Information Form and the YFCY survey, the survey was first administered in 2002.

Full results of all these surveys are available in the document room.

SUMMARY

All of the measures of student achievement indicate that the college is accomplishing its goals. Students report overwhelmingly that they have accomplished the goals set out in our college and departmental mission statements. Even the lowest levels of achievement reported indicate that about half the students report learning “a lot” or “very much” in the areas covered by the Gover survey. The survey results are corroborated by faculty experience in the classroom and in the success students achieve in their life after Gustavus. The satisfaction rates reported by students match those from the most elite of the cohort groups with which we compare them.

However, while it is relatively easy to document that Gustavus students are achieving at an acceptable level, one comparable to similar schools, our current measures and processes do not easily allow us to identify strategies for improving student learning. Departmental assessment plans have generated some specific data on majors that have led to curricular changes here and there, but the data for general education are so general and indirect as to be open to many interpretations. In general, one can identify priorities for curricular reexamination based on the relative levels of student reports of success and satisfaction. But the reasons students report lower achievement and satisfaction in any given area are not revealed by the present instruments, nor is the validity of students’ self-reporting.

Beyond the question of the adequacy of the data generated by assessment in its many forms, the dissemination of assessment results has been very limited. The results of department plans are reported to the Dean of the Faculty and reviewed by the Program Assessment and Development Committee, but are not otherwise disseminated. The results of general education assessment are shared with the Curriculum Committee, but not disseminated for wider faculty review. The data generated by the Gover Survey and other surveys is not shared in any systematic way. As a result, faculty conversations about curriculum are founded mostly on anecdote and personal experience. There are many limitations to the data we have collected about student achievement, but there will be little impetus to improve the measures we use until the data we have has been discussed widely.

Probably the most promising model that is emerging for how assessing student learning can help the college improve is found in the task force recommending changes on curriculum (described above). This process, and the Curriculum Committee initiatives growing out of it, tried to make use of as much of this data as possible in formulating the priorities for curricular planning. As proposals for change progress, the college will have opportunities to establish both how resource questions can be addressed with assessment results and how assessment processes themselves can be more deliberately and usefully incorporated into curriculum design.

CONTINUITY AND IMPROVEMENT

5

USTAVUS Adolphus College has consistently carried out its mission and improved its academic and other programs for many decades. It has been able to do this because it has maintained a clear sense of its mission and because those who work here bring commitment, expertise, and good will to their various tasks. The strength of the idea of the college, and the people who embody that idea, are our best guarantee that the college will continue to improve in ways that are consistent with our past. The most significant challenges that we face are enrollments and finances. The college devotes considerable energy to facing these challenges. This chapter will lay out the evidence that the college is adequately informed about its needs, that it understands clearly the opportunities and challenges that it faces, and that it has effective planning processes in place.

LEADERSHIP

As has already been noted, the college enjoys continuity in leadership which make it relatively easy to operate effectively in a time of presidential transition. We expect a new president to assume duties during Summer 2003. In the meantime, Interim President Johnson brings considerable experience with the college to his time of service and enjoys the support of the college community. For its part, the college community continues to exercise the leadership and articulation of mission that has never resided exclusively or primarily in high-profile administrative offices.

The search for a new president began in Spring 2002, when a search committee of fifteen trustees, faculty, administrators, students and staff was constituted by the Board. The Board also engaged Academic Search Consultation Service to assist in the work of identifying and recruiting candidates for the position. The committee has consulted widely with the college community to solicit ideas and desires for the next era of presidential leadership. They identified strengths and challenges to the institution, set out the key questions a new president will need to address, and developed a profile of desired presidential characteristics. These have been summarized in a document to be used in the search process. As with the current presidential search, the recent search for a Vice President for Academic Affairs and Dean of the Faculty was based on a deliberate assessment of the college's purposes and mission, its present needs, and its plans for future improvement.

Even as the college plans for a new president, its leadership team includes a healthy mix of newer and senior people on the board and at the vice-presidential level. At the extremes, the Vice President for Church Relations began in January 2002; the Vice President for Administration began working for the college in 1960; other Vice Presidents have served the college for intermediate lengths of time. A normal projection of retirements and turnover in these positions points to an orderly transfer of mission through the projected changes.

The Board of Trustees has taken a conscientious interest in its own effectiveness. Through a program of education and self-assessment it has worked to clarify its roles in setting policy and governance. Currently, it is attending to its roles in fund-raising work and to improving its public communication.

RESOURCES

STUDENTS:

The college understands that any efforts to continue and improve its operations require an enrollment of students adequate to sustain the tuition-driven budget. A number of efforts to ensure adequate enrollments have succeeded in maintaining the number of students enrolled at the college.

Student Recruitment:

The college has worked hard over the past decade to increase its applicant pool. The success of these efforts can be seen in the following numbers¹:

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Applications received	1709	1828	1801	1883	1889	1895	1993	2085	2163	2201
Applications accepted	1385	1439	1484	1523	1562	1556	1565	1596	1637	1697
Applicants enrolled	634	604	638	639	634	698	659	680	670	662
% accepted	81	79	82	81	83	82	79	77	76	83
% accepted enrolled	46	42	43	42	41	45	42	42	41	39

The recruitment of highly qualified students is the prime objective of the admission office. The office has a master plan that includes a 24-month calendar for the recruitment of each new class, beginning with mailings to high school sophomores. An increasing number of students visit campus each year; considerable attention is given to a variety of special visit days during the year and to visits during the summer. High school visits are made in about a dozen states and national college fairs are attended in another dozen states. An extensive phone campaign is a major part of the recruitment process. Applications for admission have increased by 27% over the last ten years. Entering class sizes averaged 626 in the first half of the last decade and 666 in the last five years.

Maintaining these enrollments has posed challenges for financial aid. Gustavus faces increased competition for prospective students each year as colleges strive to maintain enrollments and selectivity. The price differences between private and public institutions have always influenced students' decisions, particularly with the flagship universities in Minnesota, Wisconsin, Iowa, Nebraska and Colorado. Since federal and state grants have either decreased or remained flat, the use of institutional dollars for financial aid has increased. The vigorous growth of the nation's economy relieved some of the pressure in most of the nineties. The current economic situation has strained the resources of the financial aid program. An increasing number of students and their families expect to receive a "discount" in terms of a merit scholarship. At Gustavus, as at every college, considerable attention has been directed at "discount rates," "net revenue," "leveraging," and "selective packaging" as significant parts of an enrollment management plan.

Gustavus offers a thoughtful array of merit scholarships in order to compete with other schools. The first merit scholarships, the Partners in Scholarship program, began in 1983. This merit scholarship was offered to about 35 of the very best new students, many of them

1. The 1993-2001 figures are from the fact book, the 2002 figures from the Office of Institutional Research.

National Merit Finalists, each year. It also provided an opportunity to participate in a faculty mentor program for undergraduate research. The program continues to this day (although the stipend has increased) with most of the recipients entering graduate or professional school after graduation from Gustavus.

Other merit scholarships were offered in the nineties. Those added included a Presidential Scholarship for National Merit Finalists (often given as part of a package with the Partners in Scholars), Trustee scholarships based on grade point average and test scores, alumni scholarship for children of alumni, the Norelius Service Award, the Jussi Björling Music Scholarship, the Evelyn Anderson Theatre and Dance Awards (audition required for the last two) and the State Scholar Award. Adjustments in the merit scholarship program are made each year.

Merit scholarships can be offered to any deserving candidate, but are considered need-based if the student has a financial need equal to or greater than the scholarship. Twenty-five percent of all institutional scholarship dollars are now awarded as merit scholarships to students not having a recognized financial need.

In light of all of this, Gustavus has increased enrollment deliberately in response to budget pressures, maintained selectivity, and, in recent years, controlled the discount rate, which has held steady for the past four years after increasing almost 1% a year in the early nineties.

Mention must also be made of the continued efforts to recruit students from diverse backgrounds, whether they be from refugee families, first generation college students, students of color or students from geographic areas with lower rates of college attendance. The admission office has prepared special literature (for example, a brochure in Hmong), planned special nights for special populations or special areas, used alumni specialists, identified and promoted contact with specific populations, and used attractive need-based financial aid packages. Our goal has been to increase the percentage of students of color by one percent each year. Increases in these numbers have been steady, but have not met the goal. We are revising our strategies for the coming year by returning our attention to churches and community agencies as sources of prospective students.

Student Retention

Retention efforts begin in the admissions process as the admission staff speak with prospective students about their four years at Gustavus and about their plans after graduation. Specific administrative offices are integral in assisting students with their plans. These offices include, but are not limited to, admissions, student financial assistance, student accounts, advising and counseling, residential life and the career center. Of course, academic satisfaction is the prime reason for retention and our faculty get high marks from students for quality of teaching and availability.

We use an exit review system that provides for a direct conversation with a member of the Dean of Students' staff to every exiting student. These interviews help us to gain a more in-depth look at students' reasons for transferring. Among the most common reasons are desire for a more professional or vocational program, desire for an urban location, desire for a more diverse student body, academic difficulties at Gustavus, financial difficulties, and personal reasons, such as becoming a parent, moving to another part of the country or having medical concerns.

Recent years have seen an increasingly regional student body—if these trends continue, our aspirations to be a “national” liberal arts college may need to be reconsidered.

FACULTY

The students we enroll need adequate numbers of qualified faculty, sympathetic to the mission of the college, to assist their learning. Chapter 2 addressed the measures which are

in place to ensure that faculty understand and implement the college's mission. The college also monitors its ability to recruit and retain appropriate faculty. The distribution of faculty in age and rank shows that the college can expect considerable stability in that resource in the coming decade. An early retirement plan has been in place and projected eligibility for that program confirms other data that show that faculty will be retiring at a steady and comfortable pace. Faculty who leave the college before retirement tend to do so for a number of discernible reasons: family issues, opportunities at more prestigious institutions (typically with lower teaching loads), issues raised in third-year reviews, etc. Our recent history suggests that turnover in faculty bears watching but is not a significant source of concern.

Our ability to hire highly qualified faculty is good. We are reasonably successful in competing for first and second-choice faculty except in highly competitive fields. For the latter, location and teaching load are the primary issues. These prospective faculty also tend to receive offers from east and west-coast institutions that they find more appealing. Those who find the midwest appealing tend to look for the lowest teaching load. In more modestly competitive areas, our reputation and the interactions candidates have with students and faculty on campus seem to serve us very well. Those in this category who choose not to accept offers typically have some other draw—proximity to family, an offer from an alma mater—that leads them to accept employment elsewhere. Issues concerning spouses or partners sometimes factor in to candidates' decisions. Salary is very seldom an issue, though it arises when a candidate is currently employed by an east- or west-coast school. Even with substantially lower costs of living here, candidates seem to find it very hard to take a salary cut. Reducing the teaching load—more than raising salaries—remains the most important aspect of recruiting and retaining faculty over which we have significant control.

PLANNING

STRATEGIC PLANNING

After the previous NCA accreditation visit, President Steuer convened a task force to work on strategic planning. The task force included the President, the Dean of the Faculty, the Vice Presidents for Finance and Development, the Dean of Students, five faculty members, two students, a staff member, and the Special Assistant to the President for Diversity. In October 1994 a document entitled "Focus on Excellence: Report of the Gustavus 2001 Strategic Planning Task Force" was circulated which included the mission, goals, and values statements introduced above. This document, along with several updates, has been the primary strategic planning document since that time.

A number of issues confronting the college were identified in the 1994 document.

- Increasingly unsympathetic public attitudes toward higher education.
- Increasing governmental regulation.
- An increasingly challenging environment for enrolling students.
- The marginalization of liberal arts education.
- A loss of respect for small institutions.
- A small endowment.
- A low funds expended/student ratio.
- A high level of dependence on tuition for revenues.

- A small applicant pool.
- Increasing need for college-funded financial aid.
- Need for updating infrastructure, polices, and facilities.
- Need for technology enhancement.

As a benchmark for judging the relative position of the college on these matters, the 1994 plan used two groups of comparison colleges. The first included six ELCA colleges with Phi Beta Kappa chapters. The second included 14 liberal arts colleges chosen on the basis of size, location, reputation, selectivity, endowment, and availability of comparison data. It was proposed that the college track the following statistics with respect to these comparison groups:

- Percentage of incoming first-year students from top 10% of high-school class.
- Percentage of National Merit finalists in first-year class.
- Size of applicant pool.
- Percentage of tuition and fee income used to discount for financial aid.
- Endowment growth.
- Percentage of faculty with terminal degree.
- Number of minority faculty and students.
- Retention and graduation rates.
- Voluntary financial support for institution.

The plan laid out 94 goals, slightly more than half of which had been met by 2001. It is not clear that any consistent benchmarking against the comparison schools was ever carried out.

Although the 1994 document called for the strategic planning task force to meet “at least twice a year to assess progress toward meeting the college’s strategic objectives and to regularly update its strategic plan,” these activities took place sporadically. Three documents eventually supplemented the 1994 report. The first of these, titled “Focus on Excellence: Objectives for 1995–6,” listed 38 goals for that academic year. Another, titled “Focus on Excellence: Gustavus 2001 (Summer 1997)” offered an update on the 1994 plan. It included a brief resume of environmental changes, narrated the goals from the 1994 plan that had been met and considered some that had not, reaffirmed the mission, vision, and goals articulated in 1994, and laid out a set of 34 objectives “for the next several years,” which had been developed by the vice presidents.

A third document, “Building a Greater Gustavus: An Unprecedented Opportunity (Update of 1994 ‘Focus on Excellence’ Report) Gustavus Adolphus College 4-year Strategic Plan (FY2000-FY2003) Draft,” seems to have been written in Summer 2000. According to this document, the Board of Trustees requested that a new strategic planning process begin, which the administrative council then took up in Summer 1999. By then, separate initiatives had produced a College Framework Plan (including a College Housing Plan and a College Facilities Plan) and an Emergency Management Plan. The most recent planning document affirmed the mission, vision and values statements of the 1994 document and listed a set of 35 Strategic Priorities for FY2000–2003 and 122 Objectives for FY2000–2001. In contrast to previous documents, these priorities were assigned to specific vice presidents or campus groups.

In October 2000, the Board of Trustees convened a 22-member Strategic Review Task Force representing various campus constituencies with the goal of improving planning. The task force met a number of times but never issued a public report.

It is probably fair to say that the strategic planning process begun in 1992 has played itself out at this point and that the anticipated arrival of a new president in 2003 marks an important opportunity to reconceive strategic planning at the college. Certainly the present set of fiscal challenges provides considerable incentives for entertaining serious change. From the experience of the previous planning initiative, certain desiderata emerge for new strategic planning initiatives:

- A new strategic planning process should remain broadly based and consultative throughout its formulation, implementation, and assessment. Planning groups need to meet regularly and offer candid progress reports on a regular basis. Planning processes need to incorporate a deliberate, on-going mechanism for responding to the conclusions from assessment of college programs.
- The priorities and goals articulated in a plan should have broad support across the constituencies of the college, take into account the governance and work structures of the college, and be few enough in number to give practical guidance in making decisions. Goals should be specific and attainable.
- Planning documents should be developed into final form, publicly recognized, and prominently available.

OTHER PLANNING EFFORTS

This somewhat bleak assessment of the current state of a formal strategic plan for the college needs to be balanced by the evidence that a great deal of effective planning does go on at the college. The College Framework Plan, for instance, was reviewed and updated in 2001–2002 by a committee of board members, faculty, staff, administrators, and students working with the firm of Ellerbe Becket, Inc. The resulting plan gives a coherent and insightful account of the present facilities and grounds and their strengths and shortcomings *vis-à-vis* the 1994 Strategic Plan. It articulates clearly strategies and possibilities for further development of the campus so that future challenges and opportunities can be addressed from a foundation of accurate information and a thoughtful framework.

Likewise, a thoughtful case statement for the ongoing Building a Greater Gustavus campaign ties the goals of that campaign to goals identified in planning documents. It takes into consideration a detailed analysis of the current giving environment, is centered on mission-oriented objectives, and is led by a capable and committed Campaign Cabinet of alumni and friends of the college.

Nearly every office and program has a plan of some sort that it works from. Some processes, such as the library's strategic plan from 1998, are responses to specific reviews or assessment efforts and written up formally. Others, such as the Curriculum Review Task Force convened in 2001–2002, respond to intuitions about opportunities for improvement with systematic gathering of data and mission-driven questions. The Student Affairs Division, in particular, has an admirable set of plans and annual reports documenting the accomplishment of goals. Each of these separate efforts will be made more effective in the context of more credible institution-wide planning.

BUDGETING

BUDGET PLANNING: PARTICIPANTS AND TIMETABLE

The College Budget Committee is comprised of the president, all vice presidents, the controller, and two faculty members. This committee typically begins its work on the succeeding year's budget in September and finishes the majority of the work in early April.

This group drafts the budget, including the proposal for many items, including tuition, room and food fees; other fees; endowment spending percentage; salary pool increases; and changes in the benefit plans of the college. Tuition, room, and food increases are recommended to the Finance Committee of the Board of Trustees at the January Finance Committee meeting. The total budget is reviewed with the Finance Committee in early April and approved by the entire Board of Trustees in mid-April. In this process participants are able to—and do—articulate budget goals that are consonant with the mission of the college and to get them on the table for discussion.

RESPONSES TO CHANGING CONCERNS

As have many other institutions, the college faced an unusual set of challenges to the budget for FY2003. The story of how the college anticipated these challenges and responded to them gives a good picture of how budget planning works at Gustavus.

As he was putting together preliminary figures for the 2003 budget in Summer and Fall 2001, the Vice President for Finance noticed that the convergence of a projected decrease in enrollment (an unusually large class was set to graduate in 2002) and disappointing figures for gifts and endowment performance was likely to adversely impact revenues. At the same time, informal conversations with other institutions and consortia indicated that the college ought to expect large increases in property and medical insurance expenses. The economic and social uncertainty that followed the terrorist action of September 11th only heightened concern for the college's budget picture. Some preliminary conversations were held in Fall 2001 whether it would be prudent to adjust the FY2002 budget in order to anticipate the shortfalls predicted for the next year. In the end, the decision was made not to adjust the budget, but the president called a college-wide meeting to present the concerns to the community and to increase a wide-based understanding of the challenges that were clearly on the way.

As the final budget for FY2003 was being prepared in March 2002, figures for fall enrollments were lower than expected, and the budget was revised downward in order to meet demands for a balanced budget. About that time questions also arose about the reliability of figures for increases in expenses such as insurance rates and for revenues. Another college-wide meeting was held to inform all constituencies of the college concerning the status of the budget.

After the budget was approved at the April Board of Trustees meeting, the college learned in June that property and worker's compensation insurance rates would be increasing even more than expected. Later that summer, the state withdrew more than \$400,000 of expected work-study funds. For the first time in at least 15 years, the Budget Committee revised the budget in the midst of a fiscal year. Each vice president was asked to reduce his or her budget by 2.5–3.5% for the fiscal year. A chart of the resulting reductions is available in the document room. Again, in Fall 2002, a college-wide meeting to disseminate information on the budget was held to make sure that all members of the community were included in the flow of information about budgeting.

SUMMARY

The process for forming budgets at the college is a careful one that seeks to pay close and accurate attention to a complex set of factors, including enrollments, financial aid pressures, the activities of competing schools, changes in revenues and expenses, and the needs of the college's mission. Planning for budgets begins more than a year in advance and involves many opportunities to gather information, discuss figures and strategies, and to revise projections. The process is disciplined enough to have produced balanced budgets for the past 28 years, building in modest contingency funds for unexpected expenses. Although the outcomes show that budget processes have been effective, it may be that the process is not as widely understood across the college as it might be, and some quarters of the college

express frustration in not seeing a clearer connection between the stated goals of the college and the directions in which the budget develops. These frustrations would no doubt be eased somewhat by a climate that made it easier to generate additional revenues and one in which a more helpful strategic planning process figured more prominently.

FINANCE

Many of the issues and details surrounding the college's finances have been described and evaluated as part of the self-study's response to concerns from the 1993 reaccreditation in the Introduction. The information in this section should be interpreted in the context of that earlier discussion. Multi-year reports of college finances, broken down in greater detail, are available in the document room.

FINANCE COMMITTEE OF THE BOARD

The Finance Committee of the Board of Trustees meets at least four times a year to review and approve all finance-related policies of the college. This committee also meets with the auditors and reviews the annual audited financial statements of the college. The committee receives the recommendation for tuition, room, and food fees and reviews it carefully. At a subsequent meeting, the Finance Committee reviews the entire operating budget, and, as appropriate, the long-term budgets of the college.

ENDOWMENT STRATEGIES

The Investment Committee of the Board of Trustees meets at least four times a year to review the college's investments. The majority of the committee's time is spent reviewing and updating the endowment policy as well as reviewing the performance of the endowment. In addition, the committee reviews the return performance and policies of the college's deferred gift assets, along with short-term investments.

The Investment Committee has met frequently over the summer and Fall 2002 and has selected a new investment advisor, LCG Associates, Inc., to oversee the endowment fund. In addition, the Investment Committee selected new managers and made changes to the Endowment Fund Policy and asset allocation to improve performance.

CAPITAL CAMPAIGNS

The **Three Crowns Campaign** was completed in 1997, having raised the following amounts:

Three Crowns Campaign 1994-1997

	Goal	Actual
Annual Giving	\$9,000,000	\$6,873,546
Endowment	\$13,500,000	\$19,999,232
Building Renovation / Information Technology	\$10,000,000	\$7,039,110
Total	\$32,500,000	\$33,875,888

The silent phase of a "**Building a Greater Gustavus Campaign**" began in 1997, and the campaign went public in September 2002. The campaign aims to raise \$100,000,000. The case statement for this campaign outlines a set of goals that are clearly tied to the core of needs identified in strategic planning documents. Among them:

- Recruiting, retaining and graduating a talented and increasingly diverse student body.
- Recruiting and retaining the very best faculty and staff.

- Strengthening the academic program and enhancing student learning.
- Developing facilities that support the highest quality academic programs and enrich student life on a residential campus.
- Providing a secure financial base for the future by accelerating endowment growth and Gustavus Fund support.

The campaign has set the following fund-raising goals to provide a financial base to achieve these goals:

Campaign Initiative	Goal	Outright gifts Matching Gifts Pledges	Deferred Gifts (Face Value)	Total ^a	% of Goal Achieved
Gustavus Fund	17,500,000	18,302,709	0	18,490,210	106
Undesignated	9,750,000	7,718,140	0	7,718,140	79
Designated	5,250,000	6,147,282	187,501	6,634,783	121
Lilly Grant		1,963,425	0	1,963,425	
Campus Beautification	2,500,000	2,023,194	0	2,023,194	81
Gifts-in-kind		450,667	0	450,667	
Endowment	47,500,000	15,505,707	21,433,358	36,939,065	78
Scholarships	15,000,000	8,317,779	5,385,438	13,703,217	91
Academic Chairs	15,000,000	304,031	4,287,162	4,591,193	31
Student/Faculty Research	2,500,000	205,275	100,000	305,275	12
Christ Chapel	5,000,000	147,284	481,607	628,892	13
Technology and Equipment	4,000,000	621,604	157,074	778,678	19
Nobel Conference	1,000,000	10,000	0	10,000	1
Faculty Development	5,000,000	29,000	0	29,000	1
Other Restricted		977,437	716,519	1,694,956	
Unrestricted Endowment ^b		1,417,187	1,833,343	3,250,530	
Unrestricted Bequests		3,475,110	8,472,214	11,947,324	
Capital/Facilities	35,000,000	22,008,966	1,301,032	23,309,998	67
Campus Center	14,200,000	13,000,000	1,200,000	14,200,000	100
International Center/Swedish House	5,600,000	5,164,942	0	5,164,942	92

Campaign Initiative	Goal	Outright gifts Matching Gifts Pledges	Deferred Gifts (Face Value)	Total ^a	% of Goal Achieved
Track/Soccer Complex	1,900,000	1,897,609	0	1,897,609	100
Old Main Renovation	5,000,000	859,124	0	859,124	11
Residence Hall Solutions	8,300,000	0	0	0	0
Other Capital		1,087,291	101,032	1,188,323	
Total	100,000,000	55,817,381	22,734,390	77,739,273	79
Percentage of Total Committed to date		71%	29%		

a. figures as of Oct 31, 2002

b. Some donors are in the process of restricting these commitments and those of the next category to endowment campaign priorities (e.g. Academic Chairs, Faculty Development, etc.) The Board of Trustees may also assign unrestricted endowment gifts to specific endowment priorities.

ANNUAL GIVING, GRANTS, ETC.

The Building a Greater Gustavus campaign includes several on-going initiatives that seek to secure the college's financial means for carrying out its mission. A number of these, including the Alumni Fund, Parents Fund, Friends Fund, the Minnesota Private College Fund, and gifts from the ELCA, are included under the umbrella of the "Gustavus Fund." The recent history for these forms of giving has been discouraging. In the wake of the 1998 tornado, giving to these funds peaked in FY1999 at \$16.2 million. Since then, giving has declined each subsequent year, to \$8.4 million in FY2002. Giving directed toward endowment reflects this trend, falling from \$4 million in FY1998 to \$1.4 million in FY2002. Numbers of contributors have declined along with total monetary value of the gifts.

Though the peaks of giving we experienced immediately after the tornado were not, of course, sustainable, this is still a matter of great concern, and the college aims both to return to the historically high percentages of alumni who contribute to the college and to increase the size of gifts. One effort to improve in this area has been the creation of more deliberate efforts to recognize contributions, including the establishment of recognition societies named after figures prominent in the college's past success in raising gift revenues.

As outlined in the Introduction, the college has had notable successes in competing for grants from organizations such as the Lilly Endowment, Rockefeller Brothers Fund, and the Henry Luce, Japan, Andrew W. Mellon, Bush, and Culpeper Foundations. The Office of Corporate and Foundation Relations has also consistently secured funds from other national funders such as Arthur Vining Davis, General Mills, and the Kresge Foundation. The office also serves Gustavus faculty in securing funds for research, instrumentation, and curricular initiatives.

SUMMARY

The college monitors its financial condition assiduously and does not underestimate the challenges posed by deteriorating financial circumstances. A look at relevant financial measures shows that the college's finances are viable. Judged against one of its principal peer groups, Minnesota private colleges and universities, the college consistently stands comfortably in the middle the group of 17 institutions on most financial measures. These figures show that the college is relatively advantaged in its low level of debt. They show a relative disadvantage in terms of gifts and that the college has been impacted more than most of its peers by the recent downturn in financial markets and straightened economic times. The relatively low level of gifts is matched by a relatively low ratio of fundraising expenditures to contributions, a correlation that suggests that the college should increase resources devoted to fundraising.

CONCLUSION

The college can continue to serve its mission and improve its effectiveness. To do this it will need to continue to pay wise attention to its mission and to increase its effectiveness in securing financial resources. The present community of students, faculty, administrators, and staff understand and embody the mission of the college; effective means for perpetuating that commitment have been instituted in recruiting and enrolling students and in recruiting and retaining faculty, administrators, and staff. At the same time, however, it is clear that the college needs to make important decisions about how best to use limited financial resources to carry out the college's mission. The college is committed to improving its fundraising, including the completion of the current comprehensive campaign and there is reason to believe that the college can improve its revenue picture. These efforts will have to be matched with cuts, however. Interim President Johnson has convened a committee to plan for campus-wide discussions in Spring 2003 to consider which of the college's current endeavors are essential to our mission and which, though enjoying support, are beyond our circumstances. The prospects for the college's continuity and improvement will be defined, in large part, by the success of these and other similar discussions.

THE college's mission, emphasizing values of community and justice, demands that it conduct its affairs with integrity. The pressures that arise in competition with other institutions for students and in a financial context that demands a shrewd eye for opportunities to save money are countered by deeply held commitments to what is fair and right. The college strives to be honest in representing itself to others, to honor its commitments, and to treat everyone that it deals with with respect. Questions of fairness and justice are often complex and paradoxical: they invite conflict. This is as true at Gustavus as it is anywhere, and members of the community disagree over any number of specific decisions and policies. Nevertheless, concern for the common good and respect for individuals permeate the business of the college.

The college operates according to the principles of shared governance. Institution-wide policy and strategic decisions are made by the senior administration, typically with the advice and consultation of appropriate internal and external constituencies. The implementation of those decisions is carried out at all levels of the college. Formal processes and policies guide the relationships, responsibilities, and communication between students, faculty, and staff. These processes and policies are laid out in a set of manuals, and handbooks (described in the narrative below) which are regularly reviewed and updated. We follow these in letter and spirit to the best of our abilities, and the internal business of the college is characterized by good order, strong habits of consultation, and decisions which enjoy the support and confidence of the community.

Beyond the campus, the college enjoys relationships with a number of varied constituents, such as donors and friends of the college, trustees, local officials, national and local church bodies, parents, alumni, and others. Some of these relationships, such as that between the college and church, are spelled out in detailed governing documents. Others are informal and governed by the evolving expectations and needs on both sides. The college maintains and nurtures strong relations with state legislators as well as with the congressional delegation. Locally, the college has strong working relationships with Saint Peter city officials, and the college has key links to business leaders in the Mankato area, a large retail and business hub 10 miles from Saint Peter and the college. The college expends significant resources in designing and carrying out efforts to communicate with external constituencies, to secure their good will and support, to listen to their feedback on the college's activities, and to maintain long-term, constructive relationships with those whose lives and commitments intersect with the college's. A wide range of offices and officers, especially those connected to the Office of Institutional Advancement, monitor and tend to these relationships, though the president has ultimate responsibility for ensuring the integrity of the college's interactions with these external constituencies.

The following section of the self-study will describe in more detail these internal and external relationships as well as the means by which their integrity is monitored and fostered.

WITH STUDENTS

RECRUITING AND ADMISSIONS

Because retention is key to our success, the college's admissions processes and materials are keyed to help students have an accurate understanding of the opportunities that are available at the college and what will be expected of them. College admission materials make accurate representations with respect to facilities and programs, retention and graduation rates, class size, safety, etc. They are also carefully keyed to mission statements on church-relatedness, residential atmosphere, a liberal arts education of recognized excellence, quality of faculty, curriculum, diversity, and leadership and service. Admissions materials undergo detailed review for accuracy and honesty by admissions staff, the Dean of Admission, and the Vice President for Administration. In addition, staff meet with appropriate faculty and staff regarding substantive content within materials. Staff and faculty who communicate with prospective students are provided frequent in-service and staffing support. Prospective students are encouraged to visit campus and have many opportunities to speak with faculty, staff, and students, and to visit classes when they do visit in order to have as comprehensive an understanding of the college as possible.

It is the college's policy not to admit students who have no realistic chance to succeed. Even as the college has increased its student body to help meet budget demands, class rank and average scores on SAT and ACT have remained remarkably stable. A full range of services help admitted students succeed and maximize the value they obtain from a Gustavus education.

In those cases where a student chooses to withdraw from the college, the college uses an exit review system that provides every exiting student a direct conversation with a member of the Dean of Students' staff. These interviews provide an in-depth look at students' reasons for transferring. Among the most common reasons, as noted earlier, are a desire for a more professional or vocational program, a desire for an urban location, a desire for a more diverse student body, academic difficulties at Gustavus, financial difficulties, and personal reasons such as becoming a parent, moving to another part of the country, or medical reasons.

FINANCIAL AID

The Gustavus financial aid program uses resources from federal and state programs, private external organizations, and internal Gustavus sources. Gustavus is subject to regulations, reporting requirements, and compliance audits from the external sources. The primary sources of regulation are the United States Department of Education and the State of Minnesota's Higher Education Services Office. Gustavus has met and continues to meet the compliance standards as evidenced by "clean" audits and timely filings of federal reports, such as the Fiscal Operations and Application to Participate (FISAP). Further, Gustavus financial assistance operations (communications with prospective and enrolled students, service, and reporting) are monitored by the Vice President for Administration and the President.

The college uses financial aid to extend educational opportunity to students of limited means and to attract and recruit students of high ability. Over 70% of students are eligible for need-based financial assistance, as determined by the standard FAFSA application. The college allows students to keep 100% of all outside scholarships without reducing previously awarded Gustavus merit and/or need-based scholarship and/or grant assistance—to the extent that this policy is consistent with federal regulations. A student's financial aid awards are consistent from year to year, subject to changing circumstances, and students are not recruited under one set of financial aid criteria and retained under another.

In AY2000-2001, the typical financial aid package consisted of 67% grants and scholarships, 25.1% work study, and 7.9% loans. The average loan load carried by graduating students is \$17,400.

STUDENT SERVICES

Offices that provide student services monitor their practices for effectiveness and appropriateness on an ongoing basis. Certain departments—the Health Service, the Career Center, the Counseling Center, and the Office of Safety and Security, for instance—follow the statements of best practices formulated by professional organizations such as the American College Health Association, the American Psychologists Association, and the International Association of College Law Enforcement Agencies. In all cases, responsibility for monitoring the integrity of the relationship rests with the program director in each department or office.

GRIEVANCES

All students are provided with a written copy of Student Rights and Responsibilities. This document outlines expectations for student behavior and the processes by which allegations will be handled. Students have available to them as a part of these processes an appeals process by which administrative and judicial board decisions can be reviewed. Students wishing to appeal a grade have recourse to a grade appeals process if they are unable to resolve the disagreement through discussion with the faculty member and the relevant department chair.

WITH EMPLOYEES

RECRUITING AND HIRING

The college seeks to attract highly qualified pools of applicants who are sympathetic to the mission of the college for all its positions. Open positions are advertised nationally for faculty positions and nationally, regionally, or locally as appropriate for other positions. The college is alert for opportunities to improve the representation of diversity on campus and has held workshops to help the community succeed more often in this goal. Searches for faculty positions are assigned an official diversity representative to make sure that advertising and search strategies result in diverse pools of applicants.

EXPECTATIONS

The last decade has constituted a period in which procedures and policies with respect to Gustavus employees have been regularized. A veritable library of handbooks and manuals have clarified what at one time was communicated haphazardly and incompletely.

Expectations with respect to academic freedom and employment practices are set by the AAUP's 1940 Statement on Principles on Academic Freedom and Tenure (and associated additions and amendments). Other duties, rights, and responsibilities for faculty are spelled out in a Faculty Manual, which represents a contractual agreement between faculty and the college.

Other expectations with respect to duties, rights, and processes are spelled out in a Faculty Handbook, an Information Guide for Part-time Faculty, a set of Administrative Guidelines for Academic Department Chairs, a Support Staff Handbook, and a book of All-College Policies. The last of these contains policies for access to student records, AIDS issues, Serving Alcohol, Conflict of Interest, various Alcohol, Drug, and Drug-Free Workplace concerns, FERPA provisions, Family and Medical Leave information, Non-discrimination, Parental Leave, Sexual Assault, Sexual Harassment, smoking and weapons.

In recent years, the college has worked to improve the processes by which staff can have their positions reviewed and reclassified as appropriate. Processes have been instituted by which changes can be made in a fair and reasoned fashion, and that involve input from staff members as well as administrators. For example, the recent revisions to the process of reclassification were developed over an eight-month period, during which ideas were sought from the Staff Personnel Committee, in addition to the Ombudsperson and administrators. Three cycles of reclassification under the new system have taken place, and feedback from staff suggests that they believe it is a fair process. This new process regularized reclassification and created parity among different jobs that require similar levels of expertise and is generally perceived as being equitable.

GRIEVANCES

The college employs an ombudsperson to help employees resolve job-related disputes. For faculty, a system for appealing tenure, promotion, and other administrative decisions is spelled out in the Faculty Manual. Support staff who wish to appeal a decision regarding the classification of their position have recourse to an appeals process, which is outlined in the support staff manual.

RETIREES

An issue that has resulted in considerable recent discussion with respect to institutional integrity has concerned health-care insurance for retirees. A changing set of regulations, reporting requirements, and Board actions has not been reflected in college documents such as the Faculty Manual, and the resulting discrepancies have occasioned confusion, misunderstanding, and suspicions of bad faith. In Fall 2002, an initiative by the Faculty Senate to amend the Faculty Manual to bring it into alignment with current practices was withdrawn in light of serious concerns about the current practices. The Faculty Senate, in conjunction with the Vice President for Finance, is currently putting together a summary of past practices, current regulations, and other relevant information as part of an effort to inform all parties concerning the factual foundations of ongoing discussions on the issue.

WITH OTHER INSTITUTIONS

REGISTRAR'S OFFICE

The Office of the Registrar ensures that the college's academic records accurately represent student achievement to other schools, employers, and licensing agencies. The office is responsible for academic records, registration, graduation, and external verifications of enrollment, accreditation, and licensure. The office works closely with the other institutions and state agencies as well as with current and former students and with faculty. The office frequently coordinates plans with other administrative offices, such as the Dean of the Faculty, the Advising Center, the Career Center, Administrative Computing, Information Technology, and Admissions, on projects that derive from responsibilities to students and faculty.

Office policies are dictated by both external legal obligations and by internal faculty and administrative governance procedures. These policies are communicated to the community through the publications of the institution (academic catalog, faculty handbook, student handbook, etc.) and via email. Additionally, the automated electronic processes of the office have been carefully designed to comply with college policy. Any exceptions to internally controlled policies are authorized and documented by a standing committee of faculty and administrators.

Monitoring and reporting institutional compliance with external policies for student records is done by the registrar through memberships in state and national organizations. Compliance with internal policies is assured through *ex officio* membership on the principal academic committees (Academic Operations Committee, Curriculum Committee).

An issue that has been raised occasionally in the past and more pointedly during recent discussions of curricular change concerns the translation of the Gustavus “course” into semester hours and other units of academic credit. The trend for more than a decade has been for the Gustavus “course” to reflect, on average, fewer hours of “seat time,” leading some to question whether the current equation of four semester hours to one “course” is valid.

NURSING CONSORTIUM

The Minnesota Intercollegiate Nursing Consortium (MINC) is a partnership between Gustavus Adolphus College and Saint Olaf College established in 1990. The consortium is governed by a board of directors comprised of the Dean or Associate Deans, Directors of Finance, and Department of Nursing chairs from both colleges, along with the MINC director. The board meets biannually. The MINC administrative committee is comprised of the Nursing chairs and meets more frequently in order to manage both locations of the program equitably. The MINC faculty meet every other week and have a very collegial relationship. Meetings are structured; issues are discussed and generally resolved smoothly. Faculty have worked hard to develop policies that help maintain standards and strengthen the integrity of the program, which is accredited by the Collegiate Commission on Nursing Education and the National League of Nursing Accreditation Committee. The program is also approved by the Minnesota Board of Nursing.

The consortium contracts with several urban and rural institutions and agencies to facilitate the clinical component of nursing education, taken by junior and senior students. Agencies are notified during the summer that we would like to use them, the dates of clinicals and the number of students we seek to place. The contract is established or renewed with each agency as necessary. Once the actual semester begins, names of the students and faculty are provided to the site, along with evidence of immunization and CPR status and the results of criminal background checks. MINC and these outside agencies view each other as partners. Staff nurses provide evaluations of MINC students and in the spring of their senior year function as preceptors. MINC faculty work diligently to maintain solid, mutually satisfactory relationships with the clinical facilities, which have always welcomed students from the consortium.

MINNESOTA PRIVATE COLLEGE COUNCIL

Gustavus Adolphus College is a charter member of the seventeen-member Minnesota Private College Council, Fund, and Research Foundation (MPCC). This entity receives and shares information by means of the college’s president and the campus liaison (in our case, the Vice President for Administration), who monitor the honesty and integrity of these communications.

The common goal of the member institutions is to create policy and funding that allow any qualified Minnesota student the opportunity to attend a Minnesota private college or university. Member institutions are served through government relations and public policy development, research and analysis, fund-raising partnerships with corporations and foundations, cooperative marketing and communication, shared information, and grant acquisitions and administration.

Presidents of the member institutions meet regularly to discuss policy and provide direction to MPCC staff. The council also hosts at least annual meetings of admissions officers,

INTEGRITY*With Constituencies*

financial aid directors, academic deans, development officers, and communications and marketing personnel.

The research arm of the council collects data from member institutions in a number of areas. For example, admissions statistics are shared with admissions directors on a monthly basis. All member colleges respect the confidentiality of the shared information, which may be used only for internal discussion. This respect for other member institutions and for the confidentiality of the data has made the MPCC one of the most respected state college councils in the country.

Government relations is an important part of the council's activities. Each college has a legislative liaison who works closely with the MPCC staff on governmental issues.

OTHER HIGHER EDUCATION INSTITUTIONS, AGENCIES, AND CONSORTIA

The Director of Institutional Research has primary responsibility for ensuring that the information the college shares about itself is accurate and that the college treats information obtained from other institutions with integrity. Typical of this work is the director's oversight of the college's relationship with the Higher Education Data Sharing consortium (HEDS). HEDS data includes many government reports, such as IPEDS, some of which are public information. Other HEDS data includes admissions studies, financial aid statistics, college budget details, costs of both recruitment and fund-raising efforts, retention and graduation statistics, and faculty salaries and benefits. This information is treated with confidentiality and is used only for institutional decision making.

INTERCOLLEGIATE ATHLETICS

Gustavus is a member in good standing of the Minnesota Intercollegiate Athletic Conference (MIAC). Meetings of the MIAC are held several times a year and involve several different groups. The presidents of the member institutions meet with the executive director and are responsible for control of the conference. Major decisions affecting the conference are made at this level. The conference athletic directors and faculty representatives meet with the executive director three times per year and are responsible for the day-to-day operations of the conference. This group also passes on legislation affecting the various sports groups within the conference. The conference head coaches, trainers, and sports information directors meet twice a year to review and draft legislation for their sports, which then is forwarded to the conference athletic directors and faculty representatives.

There are procedures and policies for the operation of all sports within the conference. As a member of the MIAC and the NCAA, the college is responsible to uphold these policies and procedures. In the case of violations of policies and/or procedures, there is an official grievance procedure to follow. If it is a conference issue, then the MIAC Compliance Committee handles the resolution of the issue and recommends any penalty that may be forthcoming. If the violation is one of NCAA policy, then the issue is forwarded to the NCAA for resolution. The college is regarded as an honest and ethical member of the conference, which is one of the premiere NCAA Division III conferences.

WITH CONSTITUENCIES**DONORS**

The Vice President for Institutional Advancement has primary responsibility for ensuring that the policies and practices of the college and the office are implemented with integrity. Relationships with alumni, parents, friends, corporations, foundations, congregations, and



the community are monitored through bi-weekly meetings with a management team consisting of the Associate Vice President for Marketing and Public Relations; the Director of Alumni Relations; the Assistant Vice President for Corporate and Foundation Relations; the Director of the Gustavus Fund; the Associate Vice President of Gift Planning; and the Director of Advancement Services.

The office conducts its operations in conformance with the Management Reporting Standards of the Council for Advancement and Support of Education, the Internal Revenue Service codes for charitable contributions, the Donor Bill of Rights, the Code of Ethics of the Association of Fund-Raising Professionals, and the Code of Ethics of the Association of Lutheran Development Executives, and the various federal regulations that govern external grants from government agencies.

ALUMNI

The college attempts to maintain ongoing contact with its graduates, not only to develop their potential as donors to the college, but in order to monitor their success and to help them continue to enjoy the benefits of their education as fully as possible. For instance, alumni have full access to the services of the Career Center. An Alumni Association sponsors a number of initiatives to help the college financially and in other ways. Each year it awards the Greater Gustavus Award to honor those who have advanced the cause of the college. An Alumni Office plans events such as reunions, regional gatherings, Homecoming, etc. It maintains a database of contact and career information that other offices on campus consult in their various initiatives to document the successes that Gustavus graduates achieve. The office is staffed with a director, an associate director, an operations person, and a full-time support person.

PARENTS

A number of campus offices have regular interactions with parents. Parents who contact the registrar's office, for example, receive limited information about specific services rendered to a son or daughter. Communications regarding a son or daughter's educational record conform to federal legislation (FERPA).

COMMUNITY

Particularly in the aftermath of the tornado, both the city of Saint Peter and the college have had an enhanced understanding of their mutual interdependence. College officials work closely with city and county administrators and elected officials to ensure that college plans and community plans work as harmoniously as possible. The Dean of Students consults on an ongoing basis with the Saint Peter police and city administrator to stay apprised of issues regarding student behaviors off campus in the community.

Occasionally, the college becomes involved in local politics. Some recent examples have involved the college's interest in the location of proposed future roads and a protracted period of lobbying to oppose the location and permitting of the largest commercial dairy operation in the state (3000 cows, 30,000,000 gallons of effluent) just a few miles to the southwest of the campus. In these matters, the college certainly defends its own interests, but knows that it must continue to maintain effective working relations with the community.

Through its Community Service Center and other initiatives, the college provides substantial labor and service to the community: tutoring, inter-ethnic outreach, help to the elderly, etc. The Community Service Center interacts with a wide range of local agencies and organizations (local public and parochial schools, the Hoffman Learning Center, local nursing homes, a women's shelter in Mankato, the Saint Peter Food Shelf, Kid's Corner Daycare, etc.) as well as groups operating in the Twin Cities and around the state (Minnesota Campus Compact, Minnesota Literacy Council, Minneapolis Urban Servants

Program, etc.). A community service program coordinator works with the Community Service Director to monitor these relationships and to ensure their integrity.

The college has also made available a plot of agricultural land for a community garden, a space where the growing local community of Hispanic and Somali immigrants and long-time city residents interact in growing food.

A special kind of interaction with the community takes place when Gustavus students enter public schools as part of the college's teacher education programs. Students are present in partnering school districts at a number of points in their program at Gustavus, including course-related classroom visits and practica, required experiences with students with disabilities and with students from diverse cultures, as well as two required student teacher placements. The college formally engages with partnership school districts through a contract, renewed every three years, ensuring that expectations on all sides are clear. Feedback on students' activities in the schools is gathered from cooperating teachers, faculty supervisors, and the students and is evaluated by the chair of the Education Department, the placement coordinator, and department faculty to assure integrity. The program and partnership structures are also reviewed regularly by the Teacher Education Advisory Council, an oversight body of college, school, and community representatives.

STATE AND FEDERAL

Institutional Review Board: As required by federal regulations, the college has instituted an Institutional Review Board to make sure that research involving human subjects follows appropriate guidelines and protects the safety and interests of those on whom research is conducted.

Institutional Animal Care and Use Committee: The IACUC is responsible for setting policy, reviewing and approving research protocols, monitoring activities, advising applicants of the actions taken by the committee on proposals and reporting deviations from established policy to appropriate officials. The committee's work is supplemented by that of a Campus Animal Facilities Manager.

Federal Regulations Relating to Federal Grants Management: The Assistant Vice President for Corporate and Foundation Relations has responsibility, in part, for federal grantseeking and grant management activities of the college, including those related to faculty awards. In that capacity, he stays abreast of relevant federal regulations and ensures that the college's policies comply with all necessary rules and regulations relating to the oversight of grant funds. He also works with faculty recipients of grant funds and the college's controller, as appropriate, regarding proper stewardship of federal grant funds.

Financial Aid: As outlined in the previous chapter, the college is careful to abide by all applicable state and federal regulations concerning financial aid programs.

GACAC AND CONGREGATIONS

The formal link between Gustavus Adolphus College and the Evangelical Lutheran Church in America is located in The Gustavus Adolphus College Association of Congregations, a corporation formed in 1987 that is responsible for electing its Board of Trustees. Any congregation of the ELCA may become a member of this association, though the vast majority of congregations in the association are located in Minnesota. This network of 466 congregations is a valuable resource for the college and provides significant publicity, student interest, and support in terms of financial aid for students from member congregations. In return, congregations receive a number of benefits from the college:

- Access to the Retreat Center, a building on campus with room for up to 22 guests.

- Priority for speakers in the Partners in Education Program, a program that makes faculty and other campus experts available to congregations to lead adult education classes in congregational settings.
- The services of Gustavus Youth Outreach teams. GYO teams are groups of six to seven students who work with congregations to offer a variety of worship and education presentations, including participation in worship, planning a family night or a Sunday School program, or working with the congregation's youth program in a "lock-in" or retreat setting.
- Opportunities to make use of Gustavus' Music in Worship program. The college sends many choirs, ensembles, and soloists to perform in worship in congregations on Sunday morning or on special occasions.
- Gustavus Confirmation Retreat program. The college provides facilities to make retreats available to congregations in the ELCA at a low cost.

The college also hosts a number of annual meetings of synods and other large meetings of church-related groups, such as the Lutheran Summer Music Camps.

Two awards sponsored by the association are important affirmations of the college's mission. A Covenant Award is given to those who have played a significant role in strengthening the relationship between the church and the college. A Service Award recognizes members of the college community who have undertaken noteworthy projects to serve the community outside the college.

The relationship between the college and the Association of Congregations, which is governed by a constitution, by-laws, and a statement of mutual understanding, is monitored each year through the link of the annual GACAC convention. The association's Board of Trustees also meets regularly with the Office of Church Relations and the college's Board of Trustees. The integrity of the relationship between the college and the church is monitored through the Vice President of Church Relations and the President.

DIVERSITY

The college's mission statement states that we aspire "to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people." The college takes the challenge and the responsibility for this goal seriously and expresses its commitment to diversity in a range of programs and policies.

On the most basic level, the college has adopted a non-discrimination policy that states:

It is the policy of Gustavus Adolphus College to comply with all laws and regulations governing the provision of equal employment and equal educational opportunities. Therefore, decisions affecting the provision of educational services and decisions affecting employment opportunities will be made without regard to race, color, creed, religion, age, sex, sexual orientation, national origin, marital status, disability, veteran status, status with regard to public assistance or other categories protected by federal, state or local anti-discrimination laws.

Along the same lines, the college has adopted sexual assault and sexual harassment policies that make clear the college's commitment to provide a safe and accepting workplace for all.

More proactively, the college is working to increase the presence of racial, ethnic and other minorities on campus. These efforts are described in Chapter 5.

Diversity in the faculty is promoted by the inclusion of trained diversity representatives on search committees. These representatives work with hiring departments to increase the diversity represented in pools of applicants and to ensure that the processes of advertising positions, screening applicants, and selecting faculty are as open and fair to all applicants as possible. Hiring for staff and administrative positions is generally done on a “color-blind” basis, though Office of Admission has made some intentional hiring of qualified minorities and women among its ranks as an essential component of that office’s diversity initiatives.

The Office of Multicultural Programs provides programming that celebrates the accomplishments and traditions of African Americans, Asian Americans, Native Americans, Hispanic, and International Students. These are described in Chapter 3.

Other organizations that help educate the community about acceptance and understanding include the Pan-Afrikan Student Organization, the Asian Culture Club, the Gay, Lesbian, Bi-Sexual, Transgender Network, and the Womyn’s Center. All of these sponsor educational outreach events on campus and provide support for those who are likely to feel marginalized or rejected. Each spring, a student-led group organizes and hosts the Building Bridges Conference, a day-long multicultural conference that attracts students from other area campuses to consider a variety of issues and topics relating to diversity. A grant established the annual Ovanlig award, which recognizes a student who has made a significant impact on gay/lesbian/bisexual issues on campus.

In 1999, as part of an effort to find more effective means of increasing diversity on campus, the college joined with three other ELCA schools in the region (Saint Olaf College, Concordia College, and Luther College) in order to study diversity on the individual campuses and to discuss the diversity challenges facing small, rural, Lutheran, private liberal arts colleges. As part of this effort, which was funded by a grant from the Teagle Foundation, Gustavus conducted a survey of the campus climate *vis-à-vis* racial and ethnic diversity. This survey found that the majority of community members strongly supported efforts to enhance diversity and expected such efforts to be a part of the campus community. It found as well that there was a strong expectation that academic courses, course-related activities, and student workshops would significantly address diversity concerns. This support was uniform across students, faculty, staff, and administrators. With respect to the actual climate for minorities, the survey found that while most—though not all—on campus believed the climate to be friendly, respectful, concerned, and improving, there was still concern about whether the college was, in reality, as inclusive as it needs to be.

In order to gain more experience and to “jump start” new initiatives, the schools in the Teagle group participated in urban immersion experiences in New York City and Minneapolis/St. Paul. The New York experience worked with multi-ethnic congregations in Manhattan and Brooklyn. The Twin Cities experience focused on diversity, democracy, and higher education. Following those experiences, representatives from each of the colleges traveled to a set of workshops on each of the campuses. For example, Luther College hosted a program on “Diversity in Rural America,” which visited Postville, the subject of a well-known book on the unexpected challenges of religious and ethnic diversity in rural America.

The college continues to be aware of and to make progress on making the campus more accessible to persons with disabilities. A full-time staff member in the Advising Center is a designated advisor in ADA issues in an academic setting. Construction projects are conceived in ways that maximize their impact on making all campus buildings accessible. The Schaefer Fine Arts building and the Carlson Administration Building were recent recipients of elevators, for instance, and the urgency that all feel concerning renovating Old Main includes concern that that building become accessible as well. Nevertheless, a substantial portion of campus remains inconvenient for those who are not fully ambulatory, and the college will need to continue to devote resources to improve access.

Though the college has policies and practices in place that aim to create a working and learning environment that is fair and respectful to all, the college has had only limited success in its stated goal of increasing the presence of minority students, faculty, and staff. Some, in fact, have wondered whether the depiction of minorities in the college's promotional materials better represents our aspirations for diversity than our current reality. Conversations directed to improving our success on this goal highlight a variety of circumstances, issues and practices that hinder our progress in this area. The college community is very aware of the challenges presented by geography and history and can speak to how our rural, northern, and historically Swedish Lutheran identity complicates our diversity initiatives. But other matters, more under college control, play a role as well. For instance, information is not available comparing the programs of study, success at college, and post-graduation lives of minority students to those of majority students—a situation that makes it difficult to plan for improving the experience of minority students. No program for staff and administrative hires exists that is equivalent to the diversity representative program for hiring faculty. Considerable departmental autonomy in describing positions and setting mission and goals makes it difficult for the college to set and enforce specific targets and priorities for hiring minority faculty.

SUMMARY

The college conducts its business with integrity. This means that members of the community are conscious of the web of reciprocal responsibilities and rights that govern interactions with each other. The most important of these are written in policies, handbooks, and other documents that also lay out processes for addressing grievances. It also means that we strive to communicate accurately and clearly with each other, and to make decisions by means of processes that include relevant stakeholders and that increase community investment in outcomes. Key leaders monitor these processes and initiate changes when they seem not to serve the community's best interests. The current moment of transition makes it possible to ask new and difficult questions about ourselves and the way that we relate to each other and the community outside the college. Some emerging practices, such as the all-community meetings about the budget and the newly formed presidential "Community-Wide Conversations Task Force" are signs that the college intends to approach difficult decisions with processes that are as inclusive and open as possible. The presence of a newly hired Associate Dean for Multicultural Programs also makes it possible for us to begin to discuss a multitude of diversity issues on campus in new and more effective ways.

GUSTAVUS Adolphus College fully satisfies all the General Institutional Requirements and Criteria for Accreditation.

CRITERION 1

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Chapter 1 presented the college's mission statement and the goals that arise from it. The chapter discusses the means by which the mission is communicated to the public. The education offered at the college requires students to have completed their secondary education and the granting of the BA degree is appropriate for an institution of higher education.

CRITERION 2

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Chapters 2 and 3 described the considerable human, financial, and physical resources devoted to accomplishing the purposes described in Chapter 1. The college enrolls record numbers of able students. Faculty, staff, and administrators are highly qualified, appropriately credentialed, and effective in their work. The college's resources with respect to library, information technology, and equipment are rich and used effectively. The quality of facilities is excellent. The processes by which resources are organized are effective and responsive. Comparisons with other institutions remind us that, even as the college aspires to improve its resources, staffing, and procedures, we are already well equipped to offer students a high-quality education.

CRITERION 3

The institution is accomplishing its educational and other purposes.

Chapter 4 described the data that document our successes. The college has an enviable record in enrolling, retaining, and graduating students whose achievements in college and whose post-college lives demonstrate that the goals outlined in Chapter 1 are being met. The college collects ample evidence of student achievement, measured in a wide variety of ways. The college is becoming more astute and diligent in carrying out assessment efforts and is beginning the process of more formally taking into account the results of assessment efforts in institutional planning.

CRITERION 4

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Chapter 5 addressed the factors that predict the future viability and improvement of the college. On the basis of its past ability to continue and improve, the college's future looks secure. Clarity about mission and commitment on the part of students, faculty, administrators and staff is high. The various divisions of the college carry out thoughtful and effective planning, which, there is reason to believe, can be made even more effective by means of better campus-wide strategic planning. Though several factors have reduced the college's expectations for income in the most recent years, other indicators, such as the

strong support of funding agencies, debt load, and the excellent condition of most college facilities, remind us that the college is more financially secure than it was a decade ago.

CRITERION 5

The institution demonstrates integrity in its practices and relationships.

Chapter 6 laid out the case that the college conducts its business with integrity. It strives to maintain open communication with its various constituencies; to document its expectations, commitments, policies and processes; and to follow the “best practices” laid out by relevant professional associations. The college expects academic honesty from all members of the community. The college strives to be inclusive and has established processes to work toward increasing diversity.

REQUEST FOR CONTINUED ACCREDITATION

Gustavus Adolphus College requests that the Higher Learning Commission of the North Central Association of Colleges and Schools continue the college’s accreditation at the Bachelor’s degree-granting level and requests no changes in the college’s Statement of Affiliation.

GENERAL INSTITUTIONAL REQUIREMENTS

Documentation of the following representations will be available in the document room.

MISSION

1. The college has a mission statement, adopted in 1994, which is published in the college catalog and other public places.
2. The college grants the degree of Bachelor of Arts.

AUTHORIZATION

3. The college, which operates only in Minnesota, has legal authority to grant degrees. It operates under Articles of Incorporation which were filed with the Minnesota Secretary of State and with Nicollet County in 1874. These articles were revised in 1947 and 1986. The college is registered with the Minnesota Higher Education Services Office pursuant to Minnesota Statute 136A.61-136A.71.
4. The college is chartered as a 503(C) institution and is recognized by the Internal Revenue Service as having tax-exempt status.

GOVERNANCE

5. The Board of Trustees is legally responsible for the institution. The Board is authorized by the Articles of Incorporation to appoint the president and to govern all aspects of the institution. This power is exercised at regular meetings.
6. The Board of Trustees includes individuals who represent the public interest. The only employee and/or administrator of the college who is a member of the Board of Trustees is the President. Election procedures for the Board ensure that the board is free from undue influence from supporting bodies, employees, and governmental bodies. Board members represent a broad range of professions and efforts are made to ensure that the Board reflects the wider community in terms of gender, ethnicity, and other features. A conflict of interest policy governs board actions.
7. The executive officer, designated by the Board of Trustees to administer the institution is Interim President Dennis Johnson.
8. The Board of Trustees authorized the college to seek reaccreditation with the Higher Learning Commission of the North Central Association at its meeting of October 2002.

FACULTY

9. The college employs faculty with appropriate graduate degrees from accredited institutions. Seventy-six percent of faculty hold doctorates, three percent are ABD, and the rest hold appropriate masters degrees.
10. An overwhelming and increasing number of the faculty is full-time.
11. The faculty is charged with primary responsibility for the development and evaluation of the curriculum. It has established committees to recommend academic policies, to oversee their implementation, and to recommend curricular change. The faculty meets regularly to approve changes to degree and program requirements.

EDUCATION PROGRAM

12. The college confers degrees, most recently 609 Bachelor of Arts degrees in June 2002.

13. The college's degree programs are in operation and enroll students.

14. The college's degree programs are compatible with the college's mission to provide a liberal arts education of recognized excellence. All programs are post-secondary in nature, have a liberal arts focus, and are based on recognized fields of study.

15. The college's one degree, Bachelor of Arts, is appropriately named and its length (35 courses) and content (a general education program, a major, and electives) are consistent with bachelor degrees granted by similar institutions.

16. General education is a substantial, central, and honored component of all Gustavus degree programs. This general education is offered in two tracks, Curriculum I (a distributive approach) and Curriculum II (an integrated approach), both of which ensure that all students encounter a wide variety of disciplines and the modes of intellectual inquiry appropriate to them. The goals of general education are articulated in detail for students and faculty alike, and the evaluation and improvement of general education is attended to by faculty consistently and with commitment. A full description of general education, its goals, and its assessment are found in this self-study.

17. The college's admissions policies and practices are consistent with its mission.

18. The college provides all students with access to learning resources and support requisite for its degree programs, including library and information resources, advising services, laboratory and performance facilities, financial aid counseling, housing and dining services, etc. The college's high retention and graduation rates attest the access and quality of these services.

FINANCES

19. The college's accounts are audited annually by Virchow, Krause, & Company, LLP.

20. The college's financial documents show an appropriate allocation of resources to support the educational programs. Its ratio of educational expenses per FTE student places it in the top 1/3 of Minnesota private colleges and universities.

21. The college's financial practices, records, and reports show it to be fiscally viable. The college has operated in the black for 28 years. Its expendable financial resources to comprehensive debt ratio places it in the top quartile of Minnesota private colleges and universities. Its bond rating was raised from Baa1 to A3 by Moody's Investor's Service in 1998.

PUBLIC INFORMATION

22. The college's catalog and other official documents contain the mission statement and accurate descriptions of its programs and degree requirements, its admissions policies and practices, its academic policies and procedures, its charges and refund policies and the academic credentials of its faculty and administrators. The catalog is updated and revised yearly and is available through the college web pages as well as in print form. Non-academic policies and procedures directly affecting students, including behavioral expectations, student judicial processes, and grade appeal processes, are published in *The Gustavus Guide*.

23. The college accurately discloses its standing with the Higher Learning Commission of the North Central Association of Colleges and Schools.



24. The college makes available on request financial reports that accurately reflect the college's financial condition. These include IRS Form 990, the college budget, and the college's annual independent auditors' report.

BASIC INSTITUTIONAL DATA

A set of Basic Institutional Data forms follow.

