

Office of the Provost Goals for 2018-19

Goal 1: Cultivate learning and discovery in students

A. Facilitate/support work toward curricular innovation (aligns with Acts strategies 1.4, 2.1, 2.2)

- a. Facilitate progress toward the implementation of a new general education curriculum (i.e., the Challenge Curriculum and revised Three Crowns Curriculum) (Acts 2.1)
- b. Conduct feasibility planning, and/or development of new academic programs (e.g., undergraduate, Master's in Athletic Training), including consideration of Library and other institutional resource implications (Acts 2.1.5, 1.4)
- c. Conduct a January Term external review that gathers internal and external input to inform the future iteration of the program (Acts 2.1)
- d. Work with partners in Student Life to develop policies and make organizational recommendations regarding academic/credit bearing learning areas that interface with Student Life (e.g., internships, community-based service and learning) (Acts 2.1, 2.2)

B. Promote initiatives that enhance diversity, build cultural competencies, and develop global perspectives in our students (aligns with Acts strategies 1.1, 1.3, 2.1, and 2.1.4)

- a. Support feasibility, development, and/or budget incorporation of new programs (e.g., an academic summer bridge program, Asian Studies undergraduate program, pre-baccalaureate ELL program) (Acts 2.1, 1.1, 1.3)
- b. Support development of global competencies and assessment in Gustavus study away programs (Acts 2.1.4)
- c. Support faculty and course development that fulfills the proposed global citizenship requirement within the Challenge Curriculum and revised Three Crowns Curriculum (Acts 2.1.4)
- d. Support faculty development in areas of diversity, equity, and inclusion, including syllabus language, advising conversations, letters of reference, classroom pedagogies (Acts 1.1, 1.3, 2.1.4)

C. Lead college-wide efforts to make evidence-based decisions that enhance the Gustavus experience of our students and enforce a culture of evidence and continuous improvement (aligns with Acts strategies 1.1, 2.1, 2.2, 3.4)

- a. Implement year one plans for program/department SLO (Student Learning Outcomes) assessment, including closing the assessment loop (Acts 3.4)
- b. Create timelines and a plan for general education program assessment (Challenge Curriculum and Three Crowns Curriculum) (Acts 3.4)
- c. Develop and implement assessment strategies that determine the effectiveness of high impact practices that garner academic credit (e.g., internships, community-based service and learning courses, Gustavus study away programs, student research experiences, etc.) (Acts 2.1, 2.2, 3.4)
- d. Consider and implement productive mechanisms for gathering student input on curricular decisions (Acts 1.1)
- e. Lead work of College Assessment Committee in making College-wide data available, sharing with and amongst multiple stakeholders (Acts 3.4)
- f. Generate a draft of the interim report on assessment, in anticipation of the July 2020 HLC submission deadline (Acts 3.4)

D. Lead campus-wide efforts involving advising (aligns with Acts strategies 1.1, 1.3, 2.2, 3.4)

- a. Further the work of the CARE office and Advising working group identifying, presenting, and helping faculty utilize best student accommodations and advising practices (Acts 1.1, 1.3, 2.2)
- b. Support creation and endorsement of a Gustavus advising model and faculty expectations of advising (Acts 1.1, 1.3, 2.2)
- c. Adopt and incorporate student advising outcomes into the Faculty Handbook (Acts 1.1, 1.3, 2.2, 3.4)
- d. Support faculty development opportunities regarding student mental health, wellbeing, and pre-health advising (Acts 1.1, 1.3, 2.2)
- e. Further the integration of Starfish into the advising experience of our students and faculty (Acts 1.1, 1.3, 2.2, 3.4)

Goal 2: Support faculty in a culture of excellence and innovation

A. Advance progress on employee status, compensation and benefits (aligns with Acts strategies 3.1, 3.3, 3.4)

- a. Develop and incorporate year two of the five-year faculty compensation model into the FY20 budget (Acts 3.1, 3.3)
- b. Support work of the Employee Compensation Committee and Faculty Compensation Committee (Acts 3.3)
- c. Develop an action plan for adoption and implementation of standard compensation philosophies and practices (Acts 3.1, 3.3, 3.4)
- d. Support the work of Human Resources on the college-wide compensation analysis (Acts 3.3, 3.4)
- e. Make recommendations regarding part-time and visiting faculty compensation, including consideration of internal and external benchmarks (Acts 3.3)
- f. Examine faculty status designations and make recommendations for implementation in 2019-20 (Acts 3.3, 3.4)

B. Advance research, scholarship, and creativity (aligns with Acts strategy 2.1.2)

- a. Support the work of the Grants offices, the Kendall Center's Faculty Associate for Research, Scholarship, and Creativity (RSC) and Director of Undergraduate Research, Scholarship, and Creativity (Acts 2.1.2)
- b. Request and prioritize proposals for enhancing faculty/student research support (for incorporation into the FY21 budget) (Acts 2.1.2)
- c. Consider incorporation of a one-course reassignment for pre-tenure faculty following the third year review (Acts 2.1.2)
- d. Assess the Library and technology resources to support faculty/student RSC (Acts 2.1.2)
- e. Evaluate and make recommendations regarding the distribution and level of current support for student conference travel funds (Acts 2.1.2)

C. Identify and address challenges in academic facilities, technology, and resources (aligns with Acts strategy 2.6)

- a. Support the Nobel Hall add/renovation project, including planning for necessary modifications in offices, classes, and course schedules in 2019-20 (Acts 2.6)
- b. Support feasibility work on the Lund Center project (Acts 2.6)

- c. Participate in prioritizing recommendations from the facilities condition assessment that relate to the academic program (Acts 2.6)
- d. Review space utilization data to make evidence-based decisions about campus computer labs, academic building lock times and classroom/lab access (for 2019-20 implementation) (Acts 2.6)

D. Strengthen the mechanisms by which we collect and use evidence to make decisions regarding planning, budgeting, staffing, and resource allocation (aligns with Acts strategies 1.1, 1.3, 2.1.5, 3.1, 3.2, 3.3)

- a. Make evidence-based (qualitative and quantitative) decisions on new tenure lines and during the course planning/staffing request process (Acts 2.1.5, 3.1, 3.3)
- b. Strengthen and assess tenure-track search process, with an eye toward breadth and quality of the applicant pool and equivalent consideration of all candidate finalists (Acts 1.1, 1.3)
- c. Support departments in a zero-based budgeting strategy and use of assessment data to inform resource decisions/allocation (Acts 3.2)

E. Support and lead efforts to examine appropriate balance among teaching, scholarship, and service, and faculty engagement (aligns with Acts strategies 1.1, 3.3, 3.4)

- a. Develop and propose options for a new faculty workload structure in consonance with the new general education program (Acts 3.3, 1.1)
- b. Act on results from the Gallup survey (Acts 3.3, 3.4)
- c. Consider possible mechanisms for faculty dual appointments and faculty appointments to interdisciplinary programs (Acts 3.3, 3.4)

F. Support a culture of mentoring and development (aligns with Acts strategies 1.1, 2.5, 3.3, 3.4)

- a. Collaborate with the Faculty Senate toward implementation of a formative post-tenure review process (Acts 2.5, 3.3, 3.4)
- b. Provide opportunities for HUG/other faculty cohort groups to regularly gather (Acts 1.1, 3.3, 3.4)
- c. Support review of best practices in faculty mentoring and develop a program that is responsive to that initiative (Acts 1.1, 3.3, 3.4)
- d. Create and implement an orientation for January and spring semester faculty (Acts 3.3, 3.4)
- e. Provide regular development opportunities for department chairs and program directors (Acts 1.1, 3.3, 3.4)
- f. Identify ways the College can support (5 + years) long-term non-tenure-track faculty, including developmental leadership opportunities (Acts 1.1, 3.3, 3.4)

G. Collaboratively develop and staff a more long-term Provost Office structure (aligns with Acts strategies 3.2, 3.3, and 3.4)

H. Define and/or implement processes for program review and new program development (aligns with Acts strategies 1.4, 2.1.5, 3.2)

- a. Lead and support academic departments and programs in implementing the new review process and gather feedback about its effectiveness (Acts 3.2, 2.1.5)
- b. Collaborate with the Faculty Senate and Curriculum Committee to develop processes for the proposal and approval of new undergraduate programs (Acts 2.1.5)

- c. Collaborate within the Shared Governance Committee to develop an agreed upon governance structure for new programs, currently undefined within our governing documents (i.e., graduate programs) (Acts 2.1.5, 1.4)

I. Support teaching and curricular innovation (aligns with Acts strategy 2.1)

- a. Support curricular endeavors and faculty development in teaching innovations that reflect college priorities and the strategic plan (Acts 2.1)
- b. Support departments in assessment of departmental student learning outcomes and resulting actions (Acts 2.1)
- c. Support innovations in departmental/program curricula that are generated in the new program review process (Acts 2.1)

J. Conduct effective practices in hiring/recruitment (aligns with Acts strategies 3.3 and 3.4)

- a. Conduct successful tenure-track faculty searches that result in the hiring of five faculty of the highest caliber (Acts 3.3, 3.4)
- b. Conduct successful searches to staff and fulfill the vision of a more long-term Provost Office structure (Acts 3.3, 3.4)

Goal 3: Foster an inclusive community in which all employees thrive and contribute to the direction of the College

A. Actively collaborate across divisions to create and maintain an inclusive and equitable campus, aligns with Acts strategies 1.1 and 1.3)

- a. Lead efforts to include chosen first name, personal pronouns in the day to day experience of our community (Acts 1.1, 1.3)
- b. Evaluate tenure-track search processes and collection of evidence to determine whether effective, and make recommendations to the community on effective inclusive search practices (Acts 1.1)
- c. Develop a strategic student retention plan in collaboration with colleagues across the college, including our domestic and international students from historically underrepresented groups (Acts 1.1, 1.3)
- d. Support employee development/training for inclusive practices (Acts 1.1, 1.3)
- e. Collaborate with faculty to consider effectiveness of student evaluations of teaching (Acts 1.1, 1.3)
- f. Collaborate and lead efforts toward approval of revised anti-harassment and anti-discrimination College policies (Acts 1.1, 1.3)

B. Actively collaborate across divisions on strategic initiatives, aligns with Acts strategies 1.1, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4)

- a. Lead and participate in the search process that results in a successful CFO hire (Acts 3.3, 3.4)
- b. Collaborate with Advancement to secure one new endowed faculty position, in support of current faculty (Acts 3.3, 3.4, 3.6)
- c. Collaborate with Student Life to support our students, using educational approaches to assist students during challenging academic and non-academic situations (Acts 1.1, 1.3)
- d. Collaborate with Student Life to develop and revise academic policies that interface with Student Life offices (e.g., Career Development, Community-based service and learning) (Acts 2.1, 2.2, 2.4)

- e. Support Admission/Enrollment management by identifying faculty to assist with prospective student events and providing information about new and innovative academic initiatives at the College (Acts 1.1, 1.3, 3.1)
- f. Support Marketing and Communication by providing possible academic story ideas/topics that may be of interest to the external audiences (Acts 3.6)
- g. Lead work of College Assessment Committee in making College-wide data available, sharing with and amongst multiple stakeholders (Acts 3.2)
- h. Collaborate with the Office of Institutional Research on its ten-year review, with an eye toward current and future needs (Acts 3.2, 3.4)

C. Model effective communication across the college (aligns with Acts strategies 1.1, 1.3, 3.2, 3.6)

- a. Lead efforts to broadly communicate recommendations from the Travel Safety Committee (Acts 1.1)
- b. Lead work of College Assessment Committee in making College-wide data available, sharing with and amongst multiple stakeholders (Acts 1.1, 3.2)
- c. Support reflection of diversity and inclusion within website narratives (Acts 1.1, 1.3, 3.6)
- d. Use proactive communication strategies to inform the community of academic affairs decisions that impact the entire community (Acts 1.1, 3.6)