

Office of the Provost Goals for 2019-20

28 August 2019

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 the new general education curriculum (Acts 2.1)
- b. Support development and approval of new academic programs in collaboration with faculty, including consideration of Library and other institutional resource implications (Acts 2.1.5, 1.4)
- c. Work with partners in Student Life to develop policies and make organizational recommendations regarding learning areas that interface with Student Life (e.g., internships, non-classroom high impact learning experiences, wellbeing, community-based learning) (Acts 2.1, 2.2)
- d. Broaden participation and support mechanisms for students engaged in research, scholarship, and creative endeavors (Acts 2.1.2, 2.1.1)
- e. Develop and pilot student learning outcomes and assessments for interdisciplinary experiences and courses (Acts 2.1.3, 2.1.4)
- f. Create and support the work of the Challenge Seminar working group, as they develop pilot courses to launch in the Fall 2020 (Acts 2.1.2, 2.1.3).
- g. Support faculty across the College in developing, proposing, and seeking resources for Sustainability Across the Curriculum initiatives, including designation and SLOs for proposed additional General Education Graduation Requirement (Acts 2.1.3, 2.1.5, 3.7).

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. Facilitate progress toward implementation of global affairs components of the new general education curriculum (Acts 2.1, 1.1, 1.3)
- b. Support assessment of global competencies in Gustavus study away programs (Acts 2.1.4)
- c. Support faculty development in student-facing areas of diversity, equity, and inclusion, including syllabus language, advising conversations, letters of reference, classroom pedagogies, including participation in DEI (diversity, equity, and inclusion) training for all employees (Acts 1.1, 1.3, 2.1.4)
- d. Collect and analyze evidence that monitors progress with DEI, including indirect and direct measures (Acts 1.1, 1.3, 2.1.4)
- e. Explore opportunities to address disability/ability ranges and collaborate with disability advocates as part of diversity and inclusion initiatives (Acts 1.1, 2.1.1, 2.1.4, 2.1.6).

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 two plans for program/department SLO (student learning outcomes) assessment, including closing the assessment loop, developing/demonstrating authentic embedded direct assessments, and mapping them to appropriate program and course SLOs (Acts 2.1.5, 3.4).
- b. Support pilot assessments of new general education components (Acts 3.4)
- c. Develop and implement assessment strategies that determine the effectiveness of student research experiences (Acts 2.1, 2.2, 3.4)
- d. Lead College Assessment Committee in making College-wide data available, sharing with and amongst multiple stakeholders (Acts 3.4)
- e. Generate and share broadly a draft of the interim report on assessment, in anticipation of the 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. Facilitate faculty development in student advising practice in collaboration with the Kendall Center, faculty leaders, and Academic Support Center, including general advising practice and situational advising (e.g., pre-health advising, study away advising) (Acts 1.1, 1.3, 2.2)
- b. Support revisiting of the Gustavus advising model and faculty expectations of advising, in collaboration with faculty leaders (Acts 1.1, 1.3, 2.2)
- c. Support faculty development opportunities regarding student mental health and wellbeing (Acts 1.1, 1.3, 2.2)
- d. Further the integration of Starfish into the advising experience of our students and faculty (Acts 1.1, 1.3, 2.2, 3.4)
- e. Support work toward the recommendations of the vocation and purposeful living task force (Acts 2.4, 2.1)
- f. Support collaboration of Career Development staff and faculty to work toward a more seamless experience for our students regarding career/internship advising (Acts 2.2).

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 three of the five-year faculty compensation model into the FY21 budget (Acts 3.1, 3.3)
- b. Support the creation, adoption, and implementation of standard compensation philosophies and practices across the college (Acts 3.1, 3.3, 3.4)
- c. Examine faculty status designations in collaboration with the Faculty Senate and make recommendations for implementation in 2020-21 (Acts 3.3, 3.4)

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

- a. Support the integration of work of the Director of Undergraduate Research, Scholarship, Creativity, and First-Year Research Experience (FYRE) Director, including possible streamlining of internal grant opportunities, evaluation of resource priorities (Acts 2.1.2)
- b. Evaluate new mechanisms to enhance faculty/student research support (for incorporation into the FY21 budget), broaden participation into historically under-represented disciplines, including student travel fund usage and faculty development opportunities (Acts 2.1.2)
- c. Broadly increase the visibility of research, scholarship, and creative work on the Gustavus campus
- d. Incorporate a one-course reassignment for pre-tenure faculty following the third-year review (Acts 2.1.2)
- e. Advance learning opportunities regarding ethics in research, scholarship, creativity (RSC) work, including Institutional Review Board (IRB) processes and training for faculty, staff, and students.
- f. Assess the Library and technology resources to support faculty/student RSC (Acts 2.1.2)

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

- a. Continue to support the Nobel Hall renovation (Acts 2.6)
- b. Support feasibility planning and work on the Lund Center project (Acts 2.6)
- c. Review space utilization data to make evidence-based decisions about campus computer labs, academic building lock times and classroom/lab access (for 2020-21 implementation) (Acts 2.6)
- d. Support Gustavus Technology Services in the development and implementation of appropriate campus-wide technology security and accessibility standards (Acts 2.1.1, 2.1.4, 2.6)
- e. Support Gustavus Technology Services in the development and implementation of a sustainable model for technology hardware and software replacement (Acts 2.1.2, 2.1.3).

- f. Support the campus in identifying and implementing a sustainable structure for laboratory/chemical safety (Acts 2.6)
- g. Create a sustainable plan for equipment/instrumentation repair and replacement, in collaboration with faculty, the Finance Office, and Advancement (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 visiting positions and during the course planning/staffing request process (Acts 2.1.5, 3.1, 3.3)
- b. 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 sustainable 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. Conduct campus climate survey with regard to academic rigor and research and scholarly work for faculty and students (Acts 2.1.2, 3.4)
- d. Work collaboratively to make faculty work more visible, inclusive, and effective by connecting ongoing curriculum development/assessment to opportunities for faculty research, scholarship, and grants (Acts 2.1.3, 3.1, 3.2, 3.6).

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

- a. Conduct an initial assessment of the post-tenure review process (Acts 2.5, 3.3, 3.4)
- b. Provide opportunities for HUG (Historically Underrepresented Groups)/other faculty cohort groups/departments/programs to regularly gather with the Provost and Deans (Acts 1.1, 3.3, 3.4)
- c. Support the Kendall Center in the development of an enhanced multi-year faculty mentoring program (Acts 1.1, 3.3, 3.4)
- d. Provide regular development opportunities for department chairs and program directors (Acts 1.1, 3.3, 3.4)

G. Support work of the Office of the Provost (aligns with Acts strategies 3.2, 3.3, and 3.4)

- a. Provide multiple opportunities for Deans to interact and learn from department chairs, program directors, and other campus leaders (Acts 3.4)
- b. Gather feedback from department chairs to provide annual assessment of Provost's Office support and quality of work (Acts 3.3)
- c. Support work and development of Provost's Office staff toward office goals (Acts 3.2)

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. 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 further develop processes for the proposal and approval of new undergraduate programs in response to 2018-19 feedback (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 faculty in curricular innovation through innovative grant and other processes (Acts 2.1)
- c. Support innovations in departmental/program curricula that are generated in the new program review process (Acts 2.1)
- d. Pilot (or support) an advisory/executive committee model for all interdisciplinary programs to support their administration, development, and growth (Acts 2.1)

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

- a. Conduct successful tenure-track faculty searches that result in the hiring of six faculty of the highest caliber (Acts 3.3, 3.4)
- b. Assess the tenure-track search process for inclusion and equity (Acts 3.3, 3.4)
- c. Determine permanent leadership structure of the Center for International and Cultural Education (CICE), following recommendations and feedback gained during this interim year (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. Evaluate tenure-track search processes and make recommendations to Human Resources on effective inclusive search practices across the College (Acts 1.1)
- b. 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)
- c. Support employee development/training for inclusive practices in collaboration with the President's Council for Diversity, Equity, and Inclusion (Acts 1.1, 1.3)
- d. Collaborate with faculty to consider effectiveness of student evaluations of teaching (Acts 1.1, 1.3)
- e. Collaborate with Human Resources 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. Collaborate with Advancement to secure one new endowed faculty position, in support of current faculty (Acts 3.3, 3.4, 3.6)
- b. 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)
- c. 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)
- d. Support Marketing and Communication by providing possible academic story ideas/topics that may be of interest to the external audiences (Acts 3.6)
- e. Collaborate with appropriate non-faculty and external constituents to address wellbeing/disability/ability ranges as part of DEI/Wellbeing component of new General Education Graduation Requirements (Acts 1.1, 2.1.1, 2.1.4, 2.1.6).