Provost's Office Goals 2021-22

The mission of the Office of the Provost is to advance excellence in teaching and learning at Gustavus. Our vision is one of successfully:

- Partnering with faculty and staff to help them achieve excellence in teaching, research/scholarship/creativity, and service.

- Supporting students through a curricular and co-curricular experience that prepares them for lives of leadership and service.

- Promoting educational practices that are innovative, inclusive, interdisciplinary, global and true to our College mission and values.

The 2021-22 goals of the Provost Office center upon support of faculty, staff, and students as we continue to wrestle with the uncertainty of the COVID-19 pandemic, while focusing on opportunities which have emerged, with emphasis upon education and efforts toward the fostering of a more just and inclusive academic community.

I. Faculty Support

a. Communicate clearly, effectively, and regularly with faculty regarding current events that impact our collective work (e.g., COVID, racial justice, changes to process/procedures, new resources).

- Continue to develop and utilize the All-Faculty Resource Moodle site, in collaboration with faculty committees and others, to support readily accessible teaching and learning and College-wide resources for faculty.

b. Encourage work and education within committees, by academic departments and by individual faculty on racial justice, equity, and inclusion, in partnership with the Vice President for Equity and Inclusion, Kendall Center Faculty Associate for Diversity, Equity, and Inclusion, and campus leaders.

c. Incorporate into the FY23 budget progress toward the 50th percentile AAUP goal for faculty compensation, with particular attention toward Associate and full Professors.

d. Support faculty and staff in building capacity in anti-bias and anti-racist education and development of inclusive pedagogy to benefit all students equitably.

e. Explore strategies and develop sustainable processes for regular sharing of relevant academic data with departments and programs.

f. Continue to refine faculty search processes with an eye toward equity, inclusion, support of search committee members, and support of the newly-hired faculty.

g. Support the Faculty Senate and faculty in consideration of possible changes to faculty status and rank definitions.

h. Provide new opportunities for department chair/program director professional development as leaders, managers, and builders of inclusive and equitable departmental cultures.

i.   Gather information and compile data on faculty workload to present to the Department Chairs and Program Directors Committee (DCPDC) and Faculty Senate in the next few years.

j.   Explore and clarify support for hiring and retention of international faculty and scholars.

k.   Work closely with the new Kendall Center Director and Faculty Associates in the consideration of programming and opportunities to support the needs of today's faculty, including development of a more robust faculty community.

II. Student Support

a.   Support faculty and staff efforts to build capacity to train tutors and teaching assistants in inclusive teaching, anti-bias and anti-racist efforts.

b.   Facilitate faculty development, in collaboration with the Kendall Center and Academic Support Center, toward best practices in online/hybrid instruction, inclusive student access and advising.

c.   Support enhancement of processes related to Academic Warnings, Probations and Sanctions Board, in collaboration with the Registrar, Academic Support Center, and faculty.

d.   Collaborate with Library, Gustavus Technology Services, and Academic Support Center on accessibility, accommodation, affordability, and compliance, including COVID-related and remote access requests, open access/OER, and streaming services.

e.   Continue to work with students pursuing or interested in the 9th semester free tuition program, including relevant collaborations with Gustavus Technology Services, Financial Aid, and the Registrar's Office.

III. Curricular Innovation

a.   Continue to support the Challenge Curriculum and Three Crowns Curriculum in: new course development, direct embedded assessment in courses, Challenge Capstone pilot offerings, assessment of distributive general education offerings and availability, connecting WRITL faculty with library faculty, recommendations of staffing models to support general education, appointment of an inaugural Challenge Seminar Director, and offering faculty development in advising.

b.   Support continued discussion, consideration, and possible development of sustainability courses, a track, and/or requirement within the Challenge Curriculum, in collaboration with faculty.

c.   Continue to annually offer curricular innovation grants to departments, programs, and faculty.

d.   Facilitate interdisciplinary program exploration of different models for program governance and create opportunities for program director development and connection.

e.   Support and encourage faculty and departments to incorporate the annual Nobel Conference theme into their courses in a meaningful and impactful way.

IV. Academic Honesty, Ethics, and Research, Scholarship, and Creativity

a. Advance research and information gathering about academic honesty (carried out by Honor Board faculty) toward informing possible changes to policies and procedures.

b. Support Honor Board faculty and student members in presenting ideas for revision of policy to faculty and students through proper governance channels.

c. Convene a Research, Scholarship, and Creativity (RSC) Advisory Council and develop a strategic plan for RSC at Gustavus that includes consideration of faculty time.

d. Enhance compliance and support for ethics and safety in RSC through continued support of the review boards for human and animal research (IRB, IACUC), and work with the new Chemical Hygiene and Lab Safety Officer to develop protocols and procedures.

e. Implement data-driven process changes to make student research opportunities at Gustavus more equitable and inclusive.

VI. Academic Program Development and Accreditation

a. Work with faculty leaders and other stakeholders to identify opportunities, create financial models, and advance development of new or expanded academic programs (undergrad and grad).

b. Prepare for the Spring 2023 accreditation visit of an HLC peer review team, including working closely with Dr. Sarah Ruble, the HLC Quality Assurance writing team, the Board of Trustees, and the campus community to develop a strong Quality Assurance argument draft by Summer 2022.

c. Prepare for the on-campus visit of a Peer Review Team associated with the substantive change application for the Master's in Athletic Training program.

d. Collaborate with department chairs and program directors to ensure sufficient and high-quality set of January Term course offerings; support new faculty who will teach in January Term.

VII. Divisional and College-Wide Initiatives

a. Work within the new Student Success Team on college-wide and individual initiatives to support student retention.

b. Contribute data to Association for the Advancement of Sustainability (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) survey and review the report (once received), with an eye toward follow-up actions in Academic Affairs.

c. Collaborate with Gustavus Technology Services and the Registrar to provide faculty and student support for advising, registration, and grading using the new MyGustavus Colleague Self-Service interface.

d. Strengthen the partnership between Career Development and Academic Affairs through collaborative work on academic internship policies and procedures, entrepreneurship programming, and fostering communications between Career staff and faculty/academic departments/programs.

e. Support equity and inclusion efforts across the college, through collaborative work with the new college-wide division under the leadership of the Vice President for Equity and Inclusion, and continued strong partnerships with the Academic Support Center and Center for International and Cultural Education.

f. Assist in the re-envisioning and implementation of new approaches in the Registrar's office, including enhanced use of technology and changes in process to allow for greater efficiency, response times, and student-centered approaches to the work.

g. Collaborate with and assist Marketing and Communication and Gustavus Technology Services on the launch and continued development of the academic components of the new college website.

h. Support the Arboretum staff in the development and implementation of high-quality educational programming for on-campus and off-campus constituencies.

i. Collaborate with GTS and the ATC to develop a strategic plan for technology hardware and software acquisition, support, use, training, replacement, and allocation that is financially sustainable and responsible (for implementation in 2022-23).