

ACADEMIC STRATEGIC PLAN



22 April 2010

Gustavus Adolphus College

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Approved by the faculty 30 April 2010

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Academic Strategic Plan

GUSTAVUS ADOLPHUS COLLEGE

This document sets forth a comprehensive strategic plan for the academic program of Gustavus Adolphus College. As such, it articulates the guiding principles used to frame its creation, the key College-wide objectives that must be met to support the academic program, and the initiatives, specific to the academic program, that are intended to propel the institution forward in its next 150 years. This plan utilized individual academic department and program strategic plans (see appendix B) as its foundation resulting in congruence between these plans and the Commission Gustavus 150 goals (gustavus.edu/commission150). Important characteristics of this plan include its enumeration of specific goals, rationale for and prioritization of these goals, setting of assessable implementation benchmarks and timelines, and, where possible and appropriate, the inclusion of more detailed implementation steps for achieving these goals. It is the intention of the faculty that this plan forms the basis of an institutional strategic plan that will be used to direct and drive advancement and planning efforts for years to come.

GUIDING PRINCIPLES

The assembly of this document was guided by two broad principles, the shared understanding of which served as the foundation for this strategic plan and the prioritization of the goals contained within. The first of these principles is that the objectives articulated in this plan should directly support the mission of the College. Goals should be mission-driven. The mission statement of the College (see appendix A) is a powerful articulation of the diverse ways in which the opportunities made available to Gustavus students contribute to the realization of their full potential. It embodies the best of our aspirations for them. Central to these opportunities are rich and rigorous academic experiences rooted in the liberal arts tradition. Thus, strategic priorities must support the mission of the College which is, at its core, to provide a liberal arts academic experience of the highest quality.

The second guiding principle used in drafting this document is the realization and acknowledgement that the people who devote their professional lives to Gustavus are primarily responsible for actualizing the mission of the College. Many employees of the institution feel a personal sense of dedication to it and its students. Indeed, many feel a strong vocational commitment to the College mission. People are the agents through whom the mission of the College is achieved and they must, therefore, be central to its strategic priorities and goals. While excellent facilities are required to deliver a high-quality modern liberal arts college education, such facilities are not an end in themselves. They serve to support the people whose daily work accomplishes the mission of the College. Thus, facility upgrades should be academic in focus and should not delay or divert attention or resources from the achievement of critical people-centered priorities.

PRIORITIES

As the rest of this academic strategic plan makes clear, the current level of unmet need at Gustavus is extensive. Some of the strategic goals outlined in this plan do not require additional financial resources but many do demand a capital investment. Objectives that require little or no new monies should be addressed

with prudent haste. The remaining goals, while being advanced in parallel fashion, should carry the clear sense of priorities of the Gustavus community as outlined in this document. These goals are based on, and incorporate, the guiding principles articulated above. As resources become available they should first be applied to address the priorities outlined in this document and in such a way as to resonate with these guiding principles.

At its January 2010 meeting, the Gustavus Board of Trustees took steps to address the long-standing infrastructure need for construction of a new academic building and the subsequent renovation of the Anderson Social Science building. While these projects clearly needed to be moved forward, equally pressing (and in some cases equally long-standing) human resource requirements remain and must be addressed. These are no less central to the future success and health of the institution, indeed perhaps more so. While a student may initially be drawn to attractive facilities and landscaping, it is the people who make up the Gustavus community who are primarily responsible for whether that student remains enrolled.

- It is therefore critical that the institution recruits and retains faculty, staff, and administrators of the highest caliber and that their morale and sense of personal commitment to the institution remain high. Central to the successful achievement of these objectives are employees who are reasonably and competitively compensated (including benefits). Gustavus has allowed its compensation and benefits to erode in recent years, resulting in a significant decline relative to peer institutions, as measured by appropriate external benchmarks. The negative implications of this decline will only continue to grow as this deficit remains or increases. Therefore, the number one strategic priority identified in this document is the institution's need to move aggressively toward establishing and maintaining competitive salaries and benefits for faculty and staff. To ignore these pressing human needs is to jeopardize the quality and future of the institution.

In addition to the top strategic goal identified above, other urgent priorities emerged during the planning process. These include:

- Enhancing support for student/faculty research, scholarship, and creativity in all its forms. These scholarly pursuits are critical to engaging students in their disciplines and instilling within them the confidence required for them to reach their full potential.
- The establishment of individual professional development accounts (PDAs). The continued professional development of the faculty is critical to the success of the college as a whole. Such professional growth engages faculty, makes them more vibrant in the classroom, and helps to raise the visibility of Gustavus on the national stage as faculty participate in national conferences, workshops, exhibitions, and panel discussions, among other dissemination venues.
- Upgrading the college's information infrastructure and support as well as providing improved access to digital research materials and enhancing and maintaining educational instrumentation in all its forms. Students and faculty in all disciplines increasingly utilize technology and modern instrumentation to enhance learning. Access to these vital educational tools must be assured and maintained.

- Increasing support for global, multicultural, and interdisciplinary curricular initiatives. Education today is very different than it was just a few decades ago and the 21st century will be characterized by the further erosion of cultural and disciplinary boundaries. Gustavus needs to recognize and support initiatives that address this reality.

The items listed above represent just some of the many strategic goals that, if successfully accomplished, will greatly strengthen Gustavus Adolphus College and enable a vibrant future. While the objectives above are the clear priorities of the academic division of the college, the whole of this document articulates many additional and pressing needs. These itemized strategic goals fall into five broad categories: (A) student-centered initiatives; (B) compensation and benefits; (C) professional development; (D) information technology and infrastructure; (E) facilities. In each category, the relevance and importance of accomplishing those objectives is described and timelines and benchmarks are identified. In all cases, accomplishing the particular strategic goal will serve to strengthen the college as a whole.

A. STUDENT-CENTERED INITIATIVES

Through collaborative scholarship and other educational experiences, students and faculty accomplish the mission-central goals of developing a capacity and passion for life-long learning, a mastery of a field of concentration in the context of an interdisciplinary and broad education, and a propensity for independence of thought.

The Gustavus mission statement explicitly identifies a number of institutional goals that we collectively pursue. All of these mission-driven goals are included in the following academic program initiatives.

A.1. Student and Student/Faculty Research, Scholarship, and Creativity | Goal One

To ensure that our students engage in original and authentic research, scholarship, and/or creative pursuits, shared with the Gustavus community and beyond, by establishing and sustaining financial resources to support these endeavors.

Rationale

As students and faculty work collaboratively on scholarly projects of significant rigor, they form productive mentoring relationships and develop a capacity and passion for lifelong learning. Opportunities for independent scholarship enhance students' understanding, independence, and sophistication. As students share their work both within the Gustavus community and beyond, we create a more vibrant intellectual culture among all members of the campus community.

Timeline and Benchmarks

YEAR ONE

- The Dean of Academic Programs and the Kendall Center Faculty Associate for Undergraduate Research will coordinate the assessment of the effectiveness of current undergraduate scholarly programs at Gustavus and will clarify the role of and goals for the Kendall Center in supporting this work.
- The Dean of Academic Programs and the Kendall Center Faculty Associate for Undergraduate Research will work together to establish criteria for distributing college funds to students traveling to conferences to present their work and will track applications for this funding.

ONE TO THREE YEARS

- A substantial fund will be created to help underwrite student and student/faculty scholarly projects that take place during the academic year.
- The amount of money for student summer stipends will be increased in order to provide competitive, ten-week student summer stipends for scholarly pursuit for at least 25 students.
- The amount of money budgeted for student travel to present their scholarship will be increased to adequately fund up to an additional 50 students per year attending national conferences.

- The Fellowships Office, working together with the Louis Stokes Alliances for Minority Partnership (LSAMP) coordinator, the Career Center, and department chairs will, where appropriate, establish mentoring programs for students applying to post-graduate fellowships and off-campus summer research experiences such as NSF-REU.

THREE TO FIVE YEARS

- Departments will engage students in high-order, integrated thinking skills within their majors/minors as a means of developing fundamental research skills earlier in their curricula. These initiatives should strive to have the presentation of a tangible scholarly outcome as a primary product.
- Faculty in related departments will explore and implement ways to coordinate curricula to enable students to use fundamental skills that extend across disciplinary lines.

A.2. Global and Multicultural Curriculum and Learning Environments | Goal Two

To develop a full-spectrum, academic program preparing students to understand a global, multicultural, diverse world by increasing financial support for the Office of Diversity Development and Multicultural Programs, by fully supporting the Center for International and Cultural Education (CICE), and by supporting global curricular and faculty development initiatives.

Rationale

Developing a global and multicultural learning experience requires commitment to the development of both human and organizational resources in order to nurture a commitment to work toward a just and peaceful world, to encourage a respect for others, to develop a commitment to service, to develop leadership skills, and to develop an international perspective.

Examples of human resources that need support include: funds for increasing the diversity of the student body and faculty, support for needy students to study off-campus, investment in recruitment of and support for a critical mass of international, U.S.-born underrepresented, and immigrant students and faculty to ensure a rich, dynamic learning environment. Additionally, it is critical that funds be dedicated to support the needs of these diverse learners.

Examples of organizational resources requiring support include endowments for: extending and supporting the mission of the CICE and the Office of Diversity and Multicultural Programs, comprehensive faculty and staff development for cultural/global competence, appreciation of diversity and global issues, the Global Insight program (providing support and resources for the coordination and effective implementation of the program), faculty travel, pilot projects, conferences, and release time for projects related to global/cultural initiatives, and expanding curricular offerings and programs related to Asia and Africa.

Timeline and Benchmarks

YEAR ONE

- Continue support for increasing the diversity of the student body. Develop a financial aid model that ensures access for a diverse student population. This financial aid model should contain sufficient

flexibility in response to tuition increases, over four years, to allow students who are supported by it to complete their college education at Gustavus.

- Increase support for the recruitment of a diverse faculty, staff, and administrators.
- Allow academic departments to bring more than two tenure-track job candidates to campus if the additional candidate would increase campus diversity.
- An ad hoc committee of faculty will produce an action plan for the support of ELL students.

ONE TO THREE YEARS

- Provide sufficient funds to underwrite the Building Bridges Program and to fund an annual convocation on Martin Luther King, Jr. Day.
- Establish a clear philosophy, goals, and financial models for student participation in education abroad. Specifically, establish financial support for needy students to study off-campus.
- Increase curricular commitment to enhanced opportunities for students to gain global perspective. Specific emphasis on opportunities related to Africa and Asia.
- Establish a substantial endowment to extend and support the mission of the CICE.
- Attract a critical mass of international, U.S.-born underrepresented, and immigrant students and faculty to ensure a rich, dynamic environment marked by intercultural diversity.
- Strengthen the Global Insight program by providing support and financial resources for the coordination and broader implementation of the program.
- Enrich curricular and co-curricular offerings to ensure there are ample opportunities at multiple points for students to develop the expected cultural/global outcomes.

FIVE YEARS AND BEYOND

- Draft comprehensive faculty and staff development plans for cultural/global competence.
- Hire an admission officer whose sole responsibility is the recruitment of international students with a budget enabling regular international travel.
- Expand curricular offerings and programs related to Asia and Africa.

A.3. Interdisciplinary Liberal Arts Curriculum | Goal Three

Promote, develop and support interdisciplinary programs as well as interdisciplinary approaches to teaching and scholarship by establishing and sustaining financial resources and by encouraging faculty, departments, and committees to incorporate an interdisciplinary view in their work

Rationale

The excellence of Gustavus's academic program is rooted in the liberal arts tradition and has the goal of developing mastery of a field of concentration within a general framework that is both interdisciplinary and international in perspective. Currently, seven interdisciplinary programs support majors or minors; we must ensure that we meet their needs and encourage faculty and departments to add interdisciplinary perspectives to existing courses and programs.

Timeline and Benchmarks

YEAR ONE

- Review the needs of current interdisciplinary programs for funding and staff, review the ways that they interact with related departments in hiring faculty and scheduling courses, and develop a three-year plan to support their needs.
- Conduct a 2-3 day faculty workshop during January focusing on interdisciplinary approaches to teaching and research.

ONE TO THREE YEARS

- Begin implementing the interdisciplinary support plan listed above.
- Support the development and delivery of at least five interdisciplinary, team-taught courses by funding a minimum of three new mini-grants to be coordinated by the Kendall Center.
- Establish a fund for an interdisciplinary visiting scholars program that allows interdisciplinary programs to bring a speaker to campus for one week to visit with classes, give a public lecture, and meet with students and faculty.

THREE TO FIVE YEARS

- Work with the curriculum and general education review committees to investigate the feasibility of including an interdisciplinary requirement in the curriculum.

A.4. Engaging Beyond the Campus | Goal Four

Engage beyond the campus by enhancing opportunities and increasing financial support for students and faculty to engage in internships, fellowships, study-abroad (see Goal Two), outreach, summer programming, and community-based learning experiences.

Rationale

Engaging students and faculty in experiences that extend beyond the campus and the traditional academic calendar is an important dimension of an excellent academic program. Opportunities to fully develop students' leadership skills, commitment to service, and sensitivity to communities and individuals in the world are best developed by supporting release time and positions to develop and maintain short-term domestic and international experiences, service learning experiences, community internships and off-campus partnerships, alumni networks, and expanded exhibition and research opportunities for students. Additional

opportunities in need of support include the development of relationships with alumni, businesses, and organizations to increase and expand internship and career opportunities for our students.

To provide increased opportunities for students to compete for prestigious fellowship programs, it is critical that we continue institutional support for the Office of Fellowships, endow funding for community-based fellowships for students and faculty, and pursue grants, residencies and fellowships that fund professional development for faculty, guest artists, production and facility needs.

Timeline and Benchmarks

Subgoal One | Outreach

YEAR ONE

- Increase outreach efforts to the local, regional, and campus communities.
- Investigate the possibility of offering continuing educational credit courses for area teachers and other professionals.
- The Director of the Nobel Conference will develop, and begin implementing, a plan to increase the visibility of and outreach efforts associated with this signature college event.

ONE TO THREE YEARS

- Create a full-time position for an ELL and Multilingual Academic Support Office which, in addition to tutoring and faculty development components, would include community and/or parental outreach components. Enable the ELL specialist to connect with the parents of immigrant students, or local teachers.
- Establish Gustavus as an educational, cultural, and artistic resource for campus, city and state-wide communities.
- Work with local School Districts and others in the area to establish a more regular and robust program of outreach.

THREE TO FIVE YEARS

- Develop outreach programs to offer lifelong learning opportunities for alumni and friends of the College.
- Expand outreach efforts, including music ensemble tours, run-out performances, Laboratory School, and vocal and instrumental clinics and festivals.

Subgoal Two | Summer Opportunities

YEAR ONE

- Increase support of student/faculty research through summer stipends (see A.1).

ONE TO THREE YEARS

- Establish support necessary to initiate summer and weekend programs for teachers, high school students, alumni and friends of Gustavus.
- Establish support for faculty to work in the summer to plan and develop interdisciplinary curricula, grant writing, and other activities enhancing student-learning opportunities (see C.2).
- Develop and support academic outreach activities for high school students.

Subgoal Three | Community-based learning

YEAR ONE

- Support faculty and students involved with community based learning (i.e. travel, materials for course activities, and community partner reciprocity).

ONE TO THREE YEARS

- Increase support for faculty professional development, activities, and recognition for community-based service-learning and research.
- Increase support and recognition for undergraduate research in community-based learning.
- Increase support for faculty professional development, including restoring opportunities for faculty to travel and learn together (e.g. Service Learning and Social Justice Travel Seminars to Namibia, Cuba).

THREE TO FIVE YEARS

- Endow a chair to support the work of faculty engaged in community-based learning and scholarship.

B. COMPENSATION AND BENEFITS

Gustavus's academic quality and reputation for excellence depend most directly on those people who foster its mission to “embody the highest standards of teaching and scholarship” and who provide a “a liberal arts education of recognized excellence.” Students are intellectually stimulated, academically challenged, and meaningfully engaged in the mission of the College when they interact with faculty and staff who are engaged in that same mission. Faculty and staff give generously of themselves to students as teachers, but also as mentors and advisors.

The College recognizes and values its dependence on faculty and staff who are committed to excellence and who are vitally engaged in their teaching, advising, scholarship, and citizenship. Cultivating and retaining faculty and staff requires benefits and compensation competitive with peer institutions and recruiting markets.

B.1. Competitive Salaries for Faculty | Goal One

The College will offer faculty salaries competitive with peer institutions.

Rationale

Recruiting and retaining mission-driven faculty requires that the salaries and benefits offered by the College are commensurate with the talent, expertise, and ability of the faculty and with those offered by institutions seeking to recruit and retain faculty of similar caliber.

Timeline and Benchmarks

Increase Gustavus faculty salaries to the level at which the average salary for each rank is at or above the 80th percentile of AAUP baccalaureate IIB institutions.

YEAR ONE

- Adjust the current salary system to be a “true” step system while being sensitive to internal equity issues and identifying an agreed-upon external benchmark for the new salary system.

ONE TO THREE YEARS

- Average faculty salaries for each rank are at or above 75% of AAUP baccalaureate IIB institutions.

THREE TO FIVE YEARS

- Average faculty salaries for each rank are at or above 80% of AAUP baccalaureate IIB institutions.

B.2. Competitive Salaries for Staff, Administrators, and Visiting Faculty | Goal Two

The College will offer staff, administrator, and visiting faculty salaries competitive with regional peers.

Rationale

Administrators, staff, and visiting faculty perform essential functions for the accomplishment of the College's mission. Recruiting and retaining staff and administrators who have the skills, experience, and commitment requires that their salaries be competitive with those at similar institutions while fairly compensating visiting

faculty (whether employed on a per-course or full-time basis) is an imperative dictated by the core values of the college.

Timeline and Benchmarks

YEAR ONE

- Establish appropriate agreed upon regional comparison groups for staff, administrators, and visiting faculty.
- Staff, administrator, and visiting faculty salaries are at or above 75% of the average salary in the appropriate comparison group.

ONE TO THREE YEARS

- Staff, administrator, and visiting faculty salaries are at or above 85% of the average salary in the appropriate comparison group.

THREE TO FIVE YEARS

- Staff, administrator, and visiting faculty salaries are at or above 95% of the average salary in the appropriate comparison group.

B.3. Competitive Benefits for All Employees | Goal Three

Adjust the employee portion of the premium for medical insurance (individual and family) to the average level paid by employees of Minnesota private colleges.

Rationale

The failure to provide competitively-priced medical insurance constitutes a major obstacle to recruiting and retaining faculty and staff, particularly those who would like to provide coverage for their families. The absence of meaningful health coverage also contravenes Gustavus's goal of being a workplace friendly to families and a college that "respects and affirms the dignity of all people."

Timeline and Benchmarks

ONE YEAR

- Determine how much above the average of our agreed upon peer group (e.g. Minnesota private colleges) our current employee contribution to medical insurance is and develop a five year plan that would move Gustavus to at least the average of this comparison group.

ONE TO THREE YEARS

- Begin to implement this plan and achieve progress equal to at least 50% of the goal.

THREE TO FIVE YEARS

- The employee portion of the premium for medical insurance (individual and family) is no more than the average paid by employees of Minnesota private colleges.

C. PROFESSIONAL DEVELOPMENT

Faculty and student-centered staff are primarily responsible for implementing the fundamental mission of the College. It is critical to that mission that these individuals have the opportunity to thrive and grow professionally throughout their careers. Gustavus Adolphus College embraces the liberal arts model of the ideal teacher-scholar. This paradigm is one in which faculty model an engaged mind that lives out the promise of life-long learning. This ethos creates a culture within which research, creativity, and scholarship infuse and inform the classroom. This ideal is critical to 21st century education and must be supported for it to take root and thrive. This support comes in the form of financial and temporal resources, as well as through interaction with colleagues.

C.1. Professional Development Accounts | Goal One

To increase financial support for the full spectrum of professional development activities by establishing individual professional development accounts (PDAs) in the initial amount of \$2,000 annually for all regular-appointment faculty and key staff. (The value of this account should be reviewed and adjusted periodically to account for inflation.)

Rationale

Professional development takes many forms varying widely across disciplines and from one career stage to another. Examples of professional development activities requiring support include funds to attend academic conferences, workshops, or performances, to travel to remote sites for research, to acquire books, supplies, or equipment, to support professional membership fees, journal subscriptions, and publication costs. Faculty must have the flexibility to pursue individualized professional goals and outcomes. It is also vital that they have access to a consistent and reliable source of development funds from year-to-year so that a long-term plan for professional growth may be developed and implemented. The professional development of individuals is critical to the success of the college as a whole. Such professional growth engages faculty, makes them more vibrant in the classroom, and helps to raise the visibility of Gustavus on the national stage as faculty participate in national conferences, workshops, exhibitions, and panel discussions.

Timeline and Benchmarks

A \$2,000 annual PDA for some 200 faculty and key student-centered staff comes to an annual expenditure of \$400,000. These individual development accounts should be drawn from endowed funds which will require a dedicated endowment of approximately \$9 million.

YEAR ONE

- Determine which members of the college community are eligible for a professional development account and develop a more refined estimate of the actual cost of implementing a fully-funded PDA.
- Review current travel policies.

ONE TO THREE YEARS

- Raise one-half of the required endowment and establish a \$1,000 PDA at this time.

THREE TO FIVE YEARS

- Raise the remaining endowment and implement a fully-funded PDA.

C.2. Peer-to-Peer Professional Development Support | Goal Two

Establish an effective program of peer-to-peer professional development support for teaching and scholarly activities by providing sufficient additional funds to the Kendall Center for Engaged Learning to enable it to offer regular workshops for course and grant development as well as enhanced teacher training.

Rationale

Some professional development must be done individually, but in many cases individuals can benefit from cohesive and sustained peer-to-peer professional support. Such support is vital for early through later career stages and lends itself to increased faculty productivity and a shared sense of purpose and community. The Kendall Center for Engaged Learning is the natural conduit to coordinate such support by establishing January interim term or summer workshops. For example, workshops focused on course or grant development would produce detailed course proposals or grant application drafts. Alternatively, teacher training workshops could be conducted on everything from incorporating technology into the classroom, to using modern pedagogical techniques, to training to support students with disabilities or ELL students, to cross-disciplinary curricular or scholarly initiatives.

Timeline and Benchmarks

The increased funds that should be secured for the Kendall Center to support this initiative amount to approximately \$45,000 per year. These monies would provide for summer support and workshop materials and should be drawn from a \$1 million dollar dedicated endowment.

YEAR ONE

- The Faculty Development Committee should work with the Kendall Center to design a full range of workshops and peer-to-peer initiatives to be implemented.

ONE TO THREE YEARS

- Raise the \$1 million dollar endowment necessary to fully fund this initiative.

C.3. Interdisciplinarity | Goal Three

Establish support for increased interdisciplinarity throughout the curriculum by providing funds to be used to afford real and effective opportunities for team teaching.

Rationale

One of the best ways to foster interdisciplinarity is through team teaching. Such course offerings require additional resources as two or more faculty may be collaborating on a single course instead of teaching separately. Students enrolled in team taught courses witness first-hand the creative interactions and unique exchange of ideas that arise naturally from the encounter of different disciplinary perspectives. Students should, however, be exposed not only to differing disciplinary perspectives but also to those from completely different paradigms or ways of knowing (i.e. team teaching across college divisions). Such experiences are

invaluable to students preparing to enter the 21st century and the College needs to greatly expand its ability to provide students with these opportunities.

Timeline and Benchmarks

The required initial investment necessary to increase interdisciplinary opportunities totals \$85,000 per year for course replacement expenses and \$15,000 for course supplies. Therefore, this interdisciplinarity initiative should be backed by a \$2 million dollar dedicated endowment.

YEAR ONE

- The Faculty Development Committee should develop a mechanism and selection criteria for the review of proposals seeking support for team taught courses.

ONE TO THREE YEARS

- Raise one-half of the required \$2 million endowment.

THREE TO FIVE YEARS

- Raise the remaining endowment and implement a fully funded interdisciplinary teaching program.

C.4. Faculty Sabbaticals | Goal Four

Establish more robust support for professional development sabbaticals by providing sufficient funds to enable the creation of semester-long pre-tenure sabbaticals and to increase the college's support of year-long post-tenure regularized sabbaticals to 75% of annual salary level.

Rationale

The two obstacles to sustaining professional development remain financial resources and time. Pre-tenure sabbaticals are critical to early career faculty establishing robust scholarly programs independent of their graduate school mentors. At a time in their career when new faculty expend much of their effort in developing a repertoire of courses, a semester-long pre-tenure sabbatical is vital to early scholarly success. Similarly, mid-career and later faculty can benefit substantially from the opportunity to have an extended period of time to develop more substantial scholarly projects. While the college currently offers post-tenure faculty the opportunity to take a year-long sabbatical, many of them cannot afford the one-third salary reduction that accompanies such a choice. Reducing the amount of salary reduction to one-fourth would enable more faculty to avail themselves of the opportunity to take a year-long professional development sabbatical.

Timeline and Benchmarks

A sabbatical-support endowment fund should be established in an amount sufficient to provide \$300,000 support for pre-tenure sabbaticals (10 per year at \$30,000) and \$95,000 per year for increased post-tenure sabbatical support. Taken together these require a dedicated endowment of \$8.8 million dollars.

ONE TO THREE YEARS

- Raise one-half of the required \$8.8 million dollar endowment.

THREE TO FIVE YEARS

- Raise the remaining endowment and implement a fully funded enhanced sabbatical program.

D. INFORMATION TECHNOLOGY AND INFRASTRUCTURE

Access to current and innovative technology and information delivery is requisite for academic excellence. The entire campus community – students, faculty, staff, and administration as well as alumni, Board of Trustees members, friends of Gustavus, and prospective students – depends upon the presence of an accessible, useful, and innovative information infrastructure. As students become increasingly technologically savvy, the campus infrastructure and instructional practices must keep pace with their expectations in order to both attract students and provide them the practical and critical tools for their lives beyond Gustavus. Furthermore, information access and evaluation is critical to student success in the classroom, in undergraduate research, scholarship, and creativity, and to their lives as engaged citizens.

D.1. Instructional Technology and Information Infrastructure | Goal One

Provide the necessary technology for an excellent 21st century education.

Rationale

In order to attract, retain, teach, and prepare students for lives in an increasingly technologically-driven world, and to attract and retain new faculty, Gustavus classrooms and labs must be outfitted with current technology and faculty must be trained to utilize it effectively. Every classroom and teaching laboratory on campus must contain the discipline-specific technology necessary for faculty to foster an outstanding learning experience. Portability, including faculty laptops, is critical to attracting new faculty and providing classroom and research flexibility. A robust and secure wireless network throughout campus coupled with a plan to implement forward-looking technologies such as fiber optic connectivity is integral to campus technology infrastructure. Finally, as technology rapidly changes, maintenance and regular replacement cycles are necessary.

Timeline and Benchmarks

YEAR ONE

- Beginning academic year 2010-11, charge the Instructional Infrastructure Advisory Committee (IIAC), including possible subcommittees, with oversight of the allocation process for all instructional technology.
- Identify department and classroom technology needs and create a five-year plan for outfitting each classroom and teaching space with necessary instructional technology.
- Create a plan for funding regularized maintenance and replacement cycle for technology infrastructure.
- Search for and hire a director of instructional technology.
- Develop short- and long-term plans for increasing bandwidth to meet the ever-increasing demand, and include bandwidth considerations (including a fiber optic option) in the discussions of the new academic building and the Anderson Social Science Center renovation.

ONE TO THREE YEARS

- Provide a portability option (access to laptops) and fund a regularized replacement cycle for computer equipment.
- The director of instructional technology along with departments and programs will assess departmental and program needs in staffing instructional technology specialists.

THREE TO FIVE YEARS

- Complete the outfitting of all teaching spaces with the necessary instructional technology as identified by faculty and begin to implement the regular replacement cycle, including software updates.
- Increase wireless access and bandwidth to support the entire campus and meet increasing demand.

D.2. Technology Support | Goal Two

Provide enhanced support for instructional technology, including personnel, training, and maintenance.

Rationale

Effective utilization of technology requires support, maintenance, and training from dedicated, professional personnel available to support every department's unique needs. Reliance on a less specialized support system is inadequate to meeting today's technology requirements. Technology support specialists for instructional technology generally, and for computer and specialized instrumentation labs specifically, may be shared among departments but need to be hired by, report to, and be accountable to the specific academic departments, as well as to the director of instructional technology. Prompt and effective specialized technological maintenance and support is essential for academic and professional excellence for departments, faculty, students, and staff.

Timeline and Benchmarks**YEAR ONE**

- Conduct a full evaluation of departmental staffing needs for instructional technology specialists.
- Create a Gustavus Technology Advisory Committee charged, among other tasks, with conducting a review of the current level of support for instructional technology on campus.

ONE TO THREE YEARS

- Hire, in consultation with the director of instructional technology, instructional technology specialists to work with and within departments and programs.

D.3. Library | Goal Three

Increase support for the library, including acquisitions, databases, and staff, to provide the resources necessary for students and faculty to achieve their full scholarly potential.

Rationale

To fulfill the College's mission, students and faculty must have access to the rapidly-changing information that impacts all areas of study. Oberlin data shows that the Gustavus library is underfunded and understaffed in comparison to peer institutions. Consequently, access to new materials and staff support is limited. Improved access to databases and library resources for students and faculty is an essential need for all departments and programs as well as for student, student/faculty, and faculty scholarship. Additionally, increasing library space would create new opportunities for students and faculty to interact with each other and with student services (e.g. tutoring, writing center, etc.).

Timeline and Benchmarks

YEAR ONE

- Develop a five-year plan to increase the library budget to levels consistent with libraries at comparable institutions (Oberlin data).

ONE TO THREE YEARS

- Hire an additional academic librarian to provide increased opportunities for student exposure to the library (through course instruction and reference hours) and better support for academic departments and programs.
- Provide additional funding for library software, archives, and for better access to database materials.
- Provide the technological infrastructure to support access to the library collections and databases.

THREE TO FIVE YEARS

- Library budgets, collections, and database access commensurate with institutions of our size and quality.
- Begin discussions on expanding the library.

FIVE YEARS AND BEYOND

- Expand the library to provide additional space for group and individual study, tutoring and other academic support services, and visual information systems within ten years.

D.4. Technology Policies | Goal Four

Develop and implement effective and transparent campus technology policies.

Rationale

Campus technology policies affecting students and faculty must be overseen by a faculty committee with student representation. The Gustavus Technology Services Advisory Committee is an appropriate clearinghouse to evaluate and recommend technology policies for the campus as a whole. Instructional technology policies must also be considered and approved by a faculty committee to ensure that student and faculty needs are met. The IIAC is the appropriate clearinghouse for such decisions. Instructional technology

specialists, including a director of instructional technology, are critical to these processes. Utilizing both committees, technology policy decisions will be transparent and reflect the needs of the academic program and the campus as a whole.

Timeline and Benchmarks

YEAR ONE

- The Gustavus Technology Services Advisory Committee will be established and charged with oversight of campus technology policies.
- IIAC will be charged with evaluation and approval of instructional technology policies.

E. FACILITIES AND INFRASTRUCTURE

The physical structure of Gustavus Adolphus College is both informed by and supportive of the college community. The physical plant encompasses residence halls, athletic venues, landscaping, administrative and academic settings. This academic strategic plan focuses on academic buildings and associated teaching spaces and the contents of those buildings and spaces. Key components of all plans involving facilities must address issues of safety, functionality, maintenance, and energy efficiency, as well as environmental considerations such as noise, temperature, and air exchange. Occupants and end users of all new or renovated buildings must participate in the planning process to ensure that the following goals are addressed.

E.1. Teaching Space Accessibility | Goal One

Provide adequate and appropriate teaching spaces accessible to all students and faculty.

Rationale

Teaching spaces are understood as the physical spaces in which learning occurs, from dance studios and rehearsal spaces to laboratories and traditional classrooms. Teaching spaces may also include sites such as the Linnaeus Arboretum, the Melva Lind Interpretive Center, and Big Hill Farm. Educational strategies have evolved over time and various classes have differing needs. Classroom layouts appropriate for a traditional lecture class may no longer serve today's pedagogical strategies. Classes involving a great deal of group interaction are more easily conducted in classrooms with tables and chairs than those populated by individual desks. In addition, teaching spaces for some classes require unique physical attributes. For example, dance or movement classes require a cushioning floor surface to prevent injury; art classes may require additional ventilation equipment to rid the environment of harmful fumes. Finally, in order to comply with Americans with Disabilities Act guidelines, teaching spaces need to be accessible to all students and faculty.

Timeline and Benchmarks

YEAR ONE

- Create an appropriate working group to identify the occupants of the renovated Anderson Social Science Center.
- Develop a plan to address existing safety concerns in the Schaefer Fine Arts Center as well as other campus venues.
- Establish working groups to identify teaching spaces in need of upgrades or renovation and draft a plan to address these issues.

ONE TO THREE YEARS

- Update the current campus framework plan in response to the college-wide strategic plan.
- Establish working groups to begin planning for the expansion of Nobel Hall and the fine arts complex.
- Begin to address teaching space and safety concerns identified in year one.

THREE TO FIVE YEARS

- Complete the necessary renovations to classroom space identified in year one.

E.2. Work Space | Goal Two

Adequate and appropriate working spaces are available for all faculty and student workers in each department.

Timeline and Benchmarks

Existing space for faculty offices, meeting rooms, and student worker space is at a premium. Currently some faculty members have offices under stairs or in utility closets. Because these spaces were not designed as office space, they have neither adequate space nor adequate ventilation, and lack appropriate access to electricity, telephone, or information technology. Some college equipment requires presently unavailable specialized control of ventilation, temperature, and humidity.

Timeline and Benchmarks

YEAR ONE

- Establish a working group to determine space needs for office space, storage, and student work space. Develop plans for appropriate space usage.

THREE TO FIVE YEARS

- Develop plans for the next academic construction project and begin to raise significant dollars in advance of its construction.

FIVE YEARS AND BEYOND

- Begin construction of the next academic project once sufficient dollars have been raised.

E.3. Equipment | Goal Three

Provide all faculty and students access to modern instructional equipment and secure sufficient funds to implement a regular equipment replacement and maintenance cycle.

Rationale

Many departments are in need of new or updated equipment to meet their educational goals. Educational equipment includes laptop computers for all faculty members who want them, appropriate and functioning equipment in all laboratories, and other equipment as identified by each department. It is critical that any planning include a replacement cycle for equipment so that it does not become significantly outdated before it is replaced.

Timeline and Benchmarks

YEAR ONE

- Each academic department assesses their equipment infrastructure and develops a prioritized list of their equipment and maintenance support needs.

ONE TO THREE YEARS

- The total needs identified, in year one, are incorporated as a separate financial goal in the upcoming Gustavus 150 fundraising campaign.
- The equipment needs identified in year one are beginning to be addressed.
- Plans are developed to create a rotating endowed fund to provide for major departmental equipment purchases. This fund should be sufficient to provide annual resources totaling at least \$150,000.
- Explore corporate or foundation support for the establishment of an equipment and maintenance fund (e.g. The Kresge Foundation, etc.).

THREE TO FIVE YEARS

- Establish a rotating endowed fund to provide for major departmental equipment purchases. This fund should be sufficient to provide annual resources totaling at least \$150,000.
- All outstanding equipment needs identified in year one have been met.
- Establish an equipment maintenance fund of sufficient size to cover anticipated needs.
- Hire support personnel required to maintain a modern equipment infrastructure.

FIVE YEARS AND BEYOND

- A periodic assessment of the college's equipment infrastructure shall be conducted.

E.4. Program-Specific Facilities | Goal Four

Provide adequate program-specific facilities.

Rationale

Some departments have unique facility needs to provide for the education of their students. These might include: off-campus meeting space or access to specialized facilities that provide unique learning opportunities. These unique requirements must be considered as the facilities master plan is developed in response to the strategic planning process.

Timeline and Benchmarks

YEAR ONE

- Identify unique department needs.
- Include these unique facility plans in the continued strategic planning process used to inform the development of an updated facilities master plan.

APPENDIX A

The Mission of Gustavus Adolphus College

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 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.