

APPENDIX B1 24

Question One 24
Our department/program has the following goals: (May already be stated in your strategic plan, but new goals may have emerged as well)

Question Two..... 43
What are the most important specific academic initiatives that will help your department reach its goals?

Question Three 68
To accomplish the initiatives stated above and to continue the delivery of your academic program provide a ranked list of college-wide needs (please provide cost estimates where known)

Question Four 82
To accomplish the initiatives stated above and to continue the delivery of your academic program provide a ranked list of departmental needs (please provide cost estimates where known).

Question Five 95
Other

APPENDIX B1

Executive summaries of academic strategic plans arranged by question

Question One

Our department/program has the following goals: (May already be stated in your strategic plan, but new goals may have emerged as well).

ADVISING CENTER

Part I. Immediate Goals, a Focus for 2009-10 without Need for More Personnel or Financial Support

Advising

1. Faculty Advisor Development
 - a. Coordinate advising and registration information on WebAdvisor
 - b. Develop advisor/mentoring program with the Kendall Center
 - c. Offer regularized sessions – Case Studies, assessment, learn from shared experiences
 - d. Create an evaluation and award system for outstanding advisors.
2. Academic Support
3. Tutoring Models
 - a. Assess on-campus models as a directive
 - b. Explore models at similar institutions
 - c. Explore use of technology
4. Collaboration with other offices around students with complex/severe issues.
5. Disability Services
6. Prepare upfront materials for prospective students and new students with paid deposits.
 - a. Transition issues from high school to college – different expectations
 - b. Value of teaching self-advocacy, handling independence and personal responsibility
 - c. Expectations of the College, expectations of the families
 - d. Parent letter to those of new students - before fall term begins
7. Communication/Professional Development/Assessment
 - a. Organize gatherings of faculty to discuss experiences with the Disability Services Office, and students with disabilities.

- b. Follow up with faculty who have received letters of accommodation after a term to see how it went, ways to be helpful.
- c. Database of retention and completion to graduation – who does it go well for?
- d. Bring in experts for faculty about disability issues and accommodations, pedagogy and boundaries of expectations – keeping the integrity of the course.

Part II. Long-Range Goals Which Respond to the Following Projections

- A. Changing Demographics – Increasing numbers of refugees, immigrants, veterans and students with disabilities, some of which represent complex issues.
- B. Changing Expectations of Faculty and staff– Because of changing demographics and technological advances facing a changing classroom environment.

Efforts Shared by All Three Services

- 1. Professional development for Advising Center staff responding to the above, including ongoing learning about ever-changing technological ways of helping faculty and students.
- 2. Regular assessment of our services.
- 3. Involvement with faculty and staff development – initiating, organizing, facilitating
- 4. Collaboration with a number of campus resources, ie. the Kendall Center, but also with the Counseling Center, Health Service, Dean of Students, Residential Life, Writing Center, Diversity Center, and Career Center, etc. Look at new partners, like the Education Department and the Community Service Center.

Academic Support

- 1. Development and Training for Changing Demographics– in collaboration with other campus resources.
 - a. Audiences
 - i. Faculty
 - ii. Staff
 - iii. Students
 - iv. Tutors
 - b. Content - Cultural sensitivities including ELL issues, disabilities and accommodations, complex issues – in the classroom, residence hall, etc. (Money for experts, for additional staff to make this happen.)
 - c. Development of website and use of WebAdvisor for ever-present informing/training.

- d. Research new software.
- 2. Summer Prep in the Cities for Identified New Students (Money for staff to organize this, faculty, materials, other experts, space, stipend for students?)
 - a. Means
 - i. In person
 - ii. Online – virtual classroom, videos
 - b. Jump Start, Confidence-Building, Readiness – dealing with
- 3. cultural differences to expect on campus, relationships with students, professors,
- 4. writing skills
- 5. Retention Effort – (Money for staff assistance.)
 - a. Work backwards from identified reasons for students leaving, especially those who leave on their own after first semester on academic probation. Research reasons – look at alert system. Faculty awareness early.
- 6. Designated tutor/academic support in the Diversity Center. (Money for staff assistance.)

Advising Program

- A. Faculty Advisor/Mentor Development Program – in addition to FTS training, ongoing, regularly offered by means of timely sessions, an advisor mentor program – overarching the specific response to changing demographics, etc. (Money for staff assistance.)
- B. Coordinate advising and registration emails and information on WebAdvisor for faculty and students.
- C. Targeted gatherings of faculty according to those with students with disabilities, other issues that affect the classroom. (Money for experts.)
- D. Targeted conversations with students about their academic experiences for use in the Advising Center, Admission, etc. (If including video records, money for learning how or for hiring someone.)
- E. Continued representation in wider campus concerns (culture, civil behavior, retention) - participating and initiating.

Disability Services

- A. Staff assistance so the Coordinator has time for the next layer of services beyond the bare essentials. (Money)
- B. Development opportunities: Experts from outside to meet with faculty and Residential Life, Advising Center staff, Counseling Center staff, Admission, etc. as students with new disabilities arrive. Summer workshops. Opportunities during the year. (Money)

- C. Adaptive equipment (Money)
- D. Individual tutors (Money)
- E. Continue to develop materials for prospective students and new users of the services. PowerPoints. Website.

Develop a database of students with disabilities – retention, success, graduation, etc. Coping skills.

ART AND ART HISTORY

1. To promote active learning through the direct experience of art.
2. To promote aesthetic originality, critical inquiry, analytic thinking, problem-solving, interdisciplinary perspectives and persuasive writing.
3. To promote a broad and inclusive understanding of art and its global, interfaith, ecumenical, and ethical dimensions.
4. To utilize new, emergent and innovative technologies in order to expand the role of art practices and discourse in public spheres.
5. To build community through multiple means including exhibition, presentation, service learning and collaboration.
6. To promote the understanding the art and artifacts of earlier times and other cultures, to promote sensitivity to cultural patrimony and to the ethics of collecting, studying and displaying art across cultures.
7. To increase effective pedagogies of the faculty, to expand the professional expertise of the faculty and to extend the departmental participation in curricular initiatives and interdisciplinary programs.
8. To introduce art and art history majors to the professional standards of their disciplines in preparation for future careers.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

- Foster BMB students' capacities in and awareness of their leadership skills and vocation
- Enhance the communication skills and science information literacy of BMB students
- Enhance student independence and sophistication as experimental scientists
- Develop and enhance resources to support research in BMB fields
- Empower BMB Program's ability to direct its development
- Promote the support and professional development of Program faculty as whole persons and as teacher/scholars

BIOLOGY

- Ensure that all majors graduate with rich research experiences.
- Provide opportunities where students learn about and participate in cutting-edge science.
- Ensure and promote interdisciplinary avenues of teaching and research related to biology.
- Continue to provide opportunities for all students to become interested in, learn more about and be successful in biology.
- Foster opportunities for students to experience how biology is relevant to the world and to exhibit good citizenship and stewardship.
- Cultivate productive relationships between faculty, alumni, and current students that facilitate professional leadership skills and development for all.
- Ensure that all faculty members are supported as whole persons engaged in a vibrant, sustainable life as teacher/scholars.

CENTER FOR INTERNATIONAL AND CULTURAL EDUCATION

- Serve as a campus leader and resource for ensuring our graduates are equipped to interact effectively and proactively across racial, ethnic, cultural, linguistic, and national borders.
- Guarantee excellence and expertise in all the work undertaken by the Center.
- Establish a substantial endowment to extend and support the mission of the office.
- Form the core of Gustavus cultural/global commitments through expanded physical space at the heart of campus.
- Establish a critical mass of international, U.S.-born underrepresented, and immigrant students and faculty to ensure a rich, dynamic environment marked by intercultural diversity.
- Provide only the highest quality short- and long-term academic and cross-cultural off-campus study programs through a mixed portfolio of Gustavus-sponsored and provider off-campus programs.
- Ensure maximum student participation in off-campus study.
- Utilize technology to identify, track, assess, and implement cultural/global initiatives.
- Collaborate in comprehensive faculty and staff development for cultural/global competence.
- Emphasize lifelong cultural/global learning and reinforce connections with our graduates and other friends of the College.
- Work integratively with other interdisciplinary Centers of Synergy on campus in order to enrich existing programs and identify new collaborative initiatives.

CHEMISTRY

- Goal One: To provide a curriculum in which all students gain an appropriate depth and breadth of knowledge (content competency), understanding, and comprehension of chemistry.
- Goal Two: To foster an appreciation of interdisciplinary approaches to problem solving.
- Goal Three: To foster the development of greater laboratory independence and experimental competence.
- Goal Four: To cohesively integrate the development of communication skills throughout the chemistry curriculum.
- Goal Five: To foster a department-wide culture of excellence, professional development, and healthy life/career balance.

CLASSICS

Please note that the department has chosen to build its goals around the mission, core values and strategic goals of the college (as articulated in the college's Strategic Plan of April 25, 2008).

- Goal 1: Engage students in education that fosters creativity, independent thinking, and leadership.
- Goal 2: Educate for lives of engaged citizenship and global understanding.
- Goal 3: Educate for life-long learning.
- Goal 4: Create a nationally recognized classics program that serves as a resource for the teaching and promotion of classics.
- Goal 5: Advocate liberal arts ideals and help shape a liberal arts framework for the twenty-first century.
- Goal 6: Support faculty in their pedagogical engagement.

COMMUNICATION STUDIES

- Expanded course and research opportunities for students
- Develop civic engagement, social justice, civil discourse, and leadership emphases to prepare students for engaged citizenship
- Enhance programming in media literacy and new technologies to prepare students to effectively and ethically create and critique communication
- Enhance strength in international and intercultural communication to prepare students for their lives beyond Gustavus and provide curricular support for a more diverse student body
- Position the department as a resource to support local communities and to provide opportunities for students
- Develop outreach programs to offer lifelong learning opportunities for alumni and friends of the College

COMMUNITY SERVICE CENTER

1. Enhance the rigor, standards, and efficiency by which the Community Service Center promotes, supports, and facilitates meaningful community service and service-learning among faculty, students, and community partners.
2. Grow the Center's present stewardship of campus/community collaborations that embody local characteristics and regional diversity into deeper, more reciprocal partnerships that strengthen mutual stakeholders in the learning process and the depth of engagement by which students' civic and academic learning may flourish.
3. Foster excellence in academic programs by more effectively supporting diverse faculty in service-learning theory, pedagogy, and practice that will enhance undergraduate research in areas of civic engagement and applied learning across the curriculum.
4. Deepen and enhance opportunities for leadership, engaged learning, and critical reflection within the Community Service Center through on-going service-learning partnerships with students who function as self-mentoring communities in theory, pedagogy and practice.

ECONOMICS AND MANAGEMENT

- Prepare Gustavus Adolphus College students for positions of leadership and service in economics, management, and accounting
- Train our students to use a variety of analytical methods to evaluate economic policy and make effective business decisions
- Enable students to understand what it means to be part of a global economy
- Develop students' skills in creative and critical thinking and problem solving, effective communication, and working effectively within groups
- Expose students to ethical issues germane to their disciplines
- Promote financial and economic literacy as service to the broader College community
- Offer students exceptional opportunities for internships, independent research, and service
- Enable students to understand connections between disciplines both within our department and with the liberal arts offerings of the College
- Encourage students to discover the pleasures of lifelong learning
- Foster diversity in the philosophical and pedagogical approaches of the Department of Economics and Management faculty
- Increase opportunities for student-faculty research

EDUCATION

Note: The following list is not prioritized

- Goal 1: Provide opportunities for all students to emerge as fully prepared beginning educators in their prospective fields, whether secondary or elementary licensure.
- Goal 2: Promote and sustain research of faculty and faculty with students. Ensure that many of our Education students have opportunities to engage in original and authentic research, including conducting student-faculty research that is shared with the Gustavus community.
- Goal 3: Increase opportunities for all students to experience excellence in their teacher preparation at a liberal arts college.
- Goal 4: Increase opportunities for Education faculty to contribute to liberal arts curriculum.
- Goal 5: Increase and develop appropriate resources for students and faculty to maximize their potential.
- Goal 6: Facility and space: Relocate to a renovated Social Science Building or a new facility.
- Goal 7: Continue to strengthen and develop partnerships with local school districts and communities.
- Goal 8: Continue to promote opportunities for student teaching at external sites, including international and non-local domestic sites.
- Goal 9: Increase professional development opportunities, including research, for individual department members and for the Education Department as a whole.
- Goal 10: Involve students in experiences that integrate learning beyond the classroom.
- Goal 11: Prepare teachers to work with all students.

ENGLISH

In the strategic plan submitted by the department in February, 2009, about thirty goals were listed as crucial to our future as a dynamic department meeting the needs of students in the 21st century. In December, 2009, department members were polled as to which of these goals should be included in a one page abstract. The list of priorities which emerged was then presented to a full department meeting in December, where the list was discussed and agreed upon. At that time, one member of the department suggested that we also embrace the goal of increasing the number of our majors to 40 per year (from the mid-30's, where the number stands at present). After discussion, this goal was approved, with the understanding that we wish particularly to emphasize diversity in new majors. The goals that received the widest department support are (unranked):

- A. Provide sense of real-world connections for students engaged in English Studies
- B. Institutionalize regularized relationship with alumni (biannual workshop, mailings and surveys)
- C. Re-conceive the CALT Teaching major to better serve students according to fields in which they are teaching in secondary schools today
- D. Advocate for a computer lab space large enough to accommodate class of 30 students

- E. Better implement emerging technologies, advocate for position in digital humanities
- F. Develop new areas of teaching expertise, by proposing a departmental “teaching fellowship” that would release faculty from a full load of teaching (focus: technology)
- G. Create opportunities for students to present their work in the Department.
- H. Endow a writer-in-residence position
- I. Endow a visiting writer series
- J. Increase funding for faculty professional development, teaching, and scholarship according to disciplinary parameters, including subvention fees, writing contest fees, and conference presentation travel funds

ENVIRONMENTAL STUDIES

1. Creation of an Endowed Chair in Environmental Studies who will teach solely in the program and be the permanent director
2. Increase the offering of courses specific to the environmental studies program
3. Increase course-related field experiences including an introductory environmental science lab
4. Increase student research opportunities in the program
5. Creation of an environmental justice study abroad program
6. Pursuit of an environmentally sustainable campus

FIRST TERM SEMINAR

1. Achieve more consistent outcomes in writing, oral communication, critical thinking, and advising across FTS sections
2. Help FTS faculty focus on “values” in writing, oral communication, critical thinking, and advising
3. Celebrate the work of first-year students, focusing particularly on student research
4. Preserve faculty control over FTS course topics and content
5. Increase the visibility of the FTS Program regionally and nationally

GENDER, WOMEN, AND SEXUALITY STUDIES

Goal 1: Continued Excellence in our academic program

Goal 2: Become a community resource that works collaboratively with providers and agencies to address explicitly the concerns of rural marginalized populations

GEOGRAPHY

1. Increase the international dimensions of our curriculum.

2. Bring our instruction in geographic information science and technologies to the forefront among liberal arts colleges.
3. Strengthen student engagement and the sense of identity and community among geography majors.
4. Become a more visible campus and community resource for understanding and engaging community and environmental issues

GEOLOGY

1. To improve student recruitment (to the geology major—and enrollment in our courses in general).
2. Improve our technical and laboratory capabilities (in the context of improving these skills in our students).
3. To revise our curriculum to become more inquiry-based with the aims of (1) engaging students in higher order, integrated thinking within the major; and (2) to improve upon our senior research requirement by better developing fundamental research skills earlier in the curriculum.
4. To improve department visibility both on and off-campus.

HEALTH AND EXERCISE SCIENCE

- Goal 1. Provide majors and a minor that effectively prepare students for a career within the discipline and for graduate study.
- Goal 2. Facilitate student-faculty research, and provide mentoring to students who apply for graduate school admission.
- Goal 3. Integrate within the majors and minor liberal learning skills including reading, writing, and speaking; appreciation of diversity and global issues; commitment to service; and critical thinking.
- Goal 4. Facilitate exploration of personal and professional values that enable students to recognize the importance of lifelong learning and commitment to community and discipline.
- Goal 5. Continue to support the College by offering courses that support majors within other departments and pre-professional programs.
- Goal 6. Provide a quality general education program that includes opportunities for students to enhance personal fitness and health through acquisition of knowledge and skills needed to establish an active lifestyle that promotes wellness and prevents disease.
- Goal 7. Secure appropriate funding to support further development of departmental programs and to purchase essential equipment.

HISTORY

1. Emphasis on more comparative, global, and environmental history
2. Encouragement of greater information and technological literacy germane to historical inquiry and a liberal arts education

3. Great application of theoretical, methodological, and analytical tools of history
4. Need for additional faculty in the critical areas of South Asia, Africa, and the Middle East

JAPANESE STUDIES

Improve the coverage of important subject areas within Japanese Studies.

Expand the coverage of other parts of East Asia, particularly China and Korea.

JOHNSON CENTER FOR ENVIRONMENTAL INNOVATION

The following are the goals stated in the Johnson Center for Environmental Innovation strategic plan:

Leading, encouraging, and enabling campus and community environmental stewardship innovations.

Developing environmental leaders in cooperation with the Gustavus faculty and staff.

Serving as a sustainability information resource for the campus and community.

Particularly important sub-goals, not articulated in the strategic plan are 1) developing a significant greenhouse gas emissions reduction/mitigation plan and 2) developing meaningful ways for student to explore environmental issues as part of the curriculum while at the same time developing leadership skills.

KENDALL CENTER

1. Provide a rich menu of opportunities that foster the development of Gustavus faculty and the students they serve as teachers, learners, and scholars.
2. To provide innovative programming that is central to the college's mission and its evolving needs so that it can serve as a model for other faculty development programs nationally.

LATIN AMERICAN, LATINO, AND CARIBBEAN STUDIES

I. The Latin American, Latino & Caribbean Studies program has the following goals:

1. Expand the LALACS minor into a major program in order to enhance opportunities for students to study Latin America, the Caribbean and the Latino U.S. in a meaningful way
2. Increase the number of on-campus events that encourage students to think about and interact with Latin American, Caribbean, and Latino issues.
3. Redesign the minor in order better represent the interdisciplinary nature of the program, as well as to better reflect current trends in academe

LIBRARY

1. Add staff and funding for collections
2. Develop, preserve and promote accessible special collections and archives
3. Enhance the library's learning spaces
4. Make the library an intrinsic part of the intellectual and cultural life of the college.

MATHEMATICS AND COMPUTER SCIENCE

- Goal 1: Develop a flexible palette of majors that reflects the twenty-first century view of the mathematical sciences as an integrative theme in a multidisciplinary environment.
- Goal 2: Offer a more diverse and academically-stimulating exposure to mathematics, statistics, and computer science at the lower and middle levels.
- Goal 3: Expand computer science courses suited to multidisciplinary integration.
- Goal 4: Provide opportunities and support for the development of faculty as teacher-scholars.
- Goal 5: Strengthen student-faculty research.
- Goal 6: Enhance the utilization of technology and classroom space to support pedagogy.
- Goal 7: Cultivate alumni for recruiting and mentoring as role models.
- Goal 8: Increase school and community based programs and partnerships.

MODERN LANGUAGES, LITERATURES, AND CULTURES

1. Expand, strengthen, and develop our programs and the number of languages offered by the department
2. Enhance the cultural and linguistic experience of our students
3. Develop and enhance on campus experiences that encourage international and global learning perspective

MUSIC

- Gustavus Adolphus College will be more widely recognized for a music program of excellence that attracts and prepares music and music education majors in a liberal arts context and actively engages non-majors in a performance-oriented Department.
- The department will be positioned to meet a larger variety of individual student needs through course selection, repertoire choice, collaborative efforts, and leadership opportunities.
- We will intensify our recruitment efforts to re-establish the number of music majors at 100 students.
- A distinctive feature of the music department will be its increased focus on vocal and instrumental chamber music.
- The department will actively promote the creation of new music by encouraging compositional efforts of students, faculty, and commissioning works by renowned composers.
- We will rebuild a strong church music program in collaboration with the Christ Chapel program.
- We will expand our outreach efforts, including music ensemble tours, run-out performances, Laboratory School, and vocal and instrumental clinics and festivals.

- We will expand our support for the work of our students by providing high quality musical instruments, technological resources, and accompanying personnel.
- Finally, we look forward to the construction of a substantial addition to our building to provide sorely needed teaching, rehearsal, practice, performance, and storage space.

NEUROSCIENCE

1. To build a sustainable neuroscience program that can accommodate growing student interest.
2. To provide a program of excellence
3. To provide a range of courses which showcase the breadth and the technical changes in the field.
4. To increase the depth of understanding of students by providing more opportunities for independent research both on and off campus.

NURSING

- Present a dynamic, contemporary curriculum that prepares individuals who are eligible for licensure by examination as a registered nurse, entry level professional practice up on licensure, and graduate study.
- Recruit and retain qualified and diverse faculty committed to baccalaureate nursing education at the upper division level in a Christian liberal arts setting.
- Recruit and retain qualified and diverse students committed to the profession of nursing, who value the liberal arts as an essential foundation to the art and science of professional nursing practice.
- Acquire and allocate fiscal, faculty, physical, clinical, library and learning resources to achieve the mission of the program.
- Maintain a nursing program that meets quality standards of state and national professional nursing agencies.
- Prepare professional nurses with cultural knowledge and skills to work with a diverse patient and peer population.

PEACE STUDIES

Goal 1: Strengthen the curricular program, including offering more courses central to the mission of Peace Studies and more purposeful connections to experiential education opportunities (including study away).

Goal 2: Increase the institutional strength and administrative capacity of the program

Goal 3: Strengthen and expand the co-curricular program of peace education, cooperating with relevant campus offices and infusing peace education more purposefully throughout the campus, capitalizing more fully on the stated commitments of this college to justice, service, and faith that arise from our Swedish Lutheran heritage.

Goal 4: Become a model, resource, and site for peace education in our relevant communities beyond Gustavus (such as ELCA, Lutheran colleges, Southern MN, St. Peter).

PHILOSOPHY

- Work toward a thoughtful and planned transition in the department as retirements occur around 2020.
- Broaden the department's areas of academic competence in two areas: the philosophy of biology/chemistry, and 19th – 20th century European philosophy in the continental tradition.
- Continue to develop a “student-friendly” department. Includes such initiatives as the student discussion group, art gallery or book browsing trips
- Continue to create opportunities for students to present their work in public settings, locally, regionally and nationally. Includes the on-campus Celebration of Creative Inquiry, strong participation in the annual Minnesota Philosophical Society meetings for undergraduates, and similar venues conferences nationally.
- Continue to help students think creatively about the way philosophy can play a role in a meaningful life. Includes the semi-annual Mom/Dad events, which connect alumni with current students.
- Continue to reach out to alumni through an annual newsletter and bringing back three distinguished alumni each year for the Mom/Dad events, and inviting alumni currently teaching philosophy to present lectures.
- Build an endowment that will support increasing student needs to travel for presentation of scholarship at national meetings and for off campus study.

PHYSICS

- A. Hire and retain a physics faculty of the size, breadth of training, and shared sense of mission to provide our students with the best undergraduate physics education in the nation.
- B. Recruit annually a quality incoming class of students eager to major in physics.
- C. Provide our students with better access to 21st century facilities, equipment and pedagogies.
- D. Provide our students with increased and enhanced opportunities for participation in scientific research.
- E. Provide our faculty and our students with closer connections to the world of science outside Gustavus.

POLITICAL SCIENCE

1. Expand the range of courses available to our students.
2. Continue to provide opportunities for students to improve their research and writing skills.
3. Provide more opportunities for student research (with faculty and on their own)
4. Increase support for course development.

5. Increase support for faculty scholarship.
6. Increase faculty visibility and participation in professional organizations, publications, etc.
7. Be more intentional about interdisciplinary connections between Political Science and other fields of study.
8. Be more intentional about the overlapping themes among the subfields of Political Science.
9. Increase the visibility of the Department on and off campus; specifically, increase opportunities for students and faculty to share their views and expertise about politics and civic life.
10. Maintain high morale for both majors and department faculty.
11. Improve our relationship with Political Science alumni.

PSYCHOLOGY

- Provide greater opportunity to engage in psychological science to create a more
- vibrant, interactive research culture among students.
- Promote emerging areas in psychology and emphasize interdisciplinary connections.
- Encourage students to value the practice of psychology and its applications to the larger community.
- Enhance ongoing relationships with psychology major alumni.
- Maintain academic excellence through a solid foundation of course offerings and increase depth of student understanding.

REGISTRAR'S OFFICE

- Insure the accuracy and efficiency of our services and processes
- Maintain exceptional quality and confidentiality of records
- Communicate, in a timely manner, academic and related policies to the campus community and provide accurate and consistent interpretation of these policies
- Provide quick, personalized response to requests for transcripts, advising, research data and other appropriate information

RELIGION

Enhancement of the Religion curriculum/major by

1. expanding offerings in non-Western, non-Christian traditions;
2. strengthening the Biblical curriculum;
3. developing a more structured course sequence culminating in the Senior Thesis;

4. focusing on interdisciplinary approaches to the study of religions;
5. cultivating in students intercultural and inter-religious competency.

SCANDINAVIAN STUDIES

- Revise the departmental curriculum to reflect the expertise and competencies of the new faculty
- Revamp the instruction of the Swedish language courses and design ways to maximize enrollment
- Remain fully integrated with the college's general education curriculum and the mission of the college
- Identify which contacts in Scandinavia are particularly important to nourish and have our new faculty connect with them
- Identify which Gustavus departments and programs are the most logical for interdisciplinary cooperation and cross-listing of courses
- Decide which existing outreach programs to keep, which to drop and which to add with a completely new departmental faculty in place
- Continue to help the College explain – to the college community and to outsiders – its Nordic roots and its ties with the Nordic world today
- Involve more Gustavus faculty in our events, plans and dreams (tapping expertise these faculty may already have and instilling interest in others)
- Seek endowed support for the Out of Scandinavia residency program, the Semester in Sweden program and a chair in Scandinavian Studies/Swedish

SOCIOLOGY AND ANTHROPOLOGY

2010-11: Two new tenure-track positions (one sociology, one anthropology, bringing us to 4-2), as follows:

Generic Rationale: Increased majors and enrollments. Always had at least the second highest enrollments on campus by FTE. Majors have nearly doubled. Required courses are too much to handle at once. Seminar ridiculous with 25 students. Theory work demanding in terms of large classes and grading. Both theory and methods require individualized attention, which is becoming impossible. May have to offer more than one section of required courses, losing us courses without added staff.

1. Sociology: Gaping hole in quantitative reasoning. Methods are lopsided. Giving us trouble in graduate school applications. A must.
2. Anthropology: Enrollment pressures are heightened for students interested in anthropology. Only one of us can teach the theory course. Patric overworked. Heavy emphasis in department on Latin America. Hole in field research methods. Need to branch out. A must. (maybe Asia/China)

2011-13: Assuming interest in our major and our courses continues to rise: One new sociologist, one new anthropologist (which brings us to 5-3)

1. Sociology: religion, law, education.
2. Anthropology: Middle East, Africa.

2013-18: Two new anthropologists (which brings us to 5-5): Indians, South Pacific, maybe archeology.

THEATRE AND DANCE

The Department of Theatre/Dance has the following goals:

- Explore and promote performance as a means of working for social justice and personal transformation. Provide students with creative tools for active lives of leadership and service in a global context.
- Foster student “artist-thinkers” through challenging coursework and creative collaborations with faculty.
- Provide students and audiences with visceral, emotional and intellectual experiences that provoke discussion, open lines of communications, deepen understanding and foster community.
- Maintain high standards of technical and creative excellence in production while creating additional opportunities for faculty and student creative research.
- Establish department as educational and artistic resource for campus, city and state-wide communities. Increase outreach and awareness of time-specific department offerings and ongoing opportunities for creative engagement.
- Offer state-of-the-art, multifaceted and flexible learning environments for our students with adequate studio/performance space to qualify for full accreditation by NAST (National Association of Schools of Theatre) and NASD (National Association of Schools of Dance), national organizations that represent quality and prestige in our disciplines.
- Offer safe, comfortable and welcoming facilities along with excellent productions for audiences from campus, city, state and region.
- Increase students’ employability and expressive, creative potential by providing them with current digital technology and equipment for design and multi-media performance.
- Increase faculty effectiveness by providing support in the form of compensated release time for additional study, creative research and some relief from the high level of overtime and uncompensated work that is a constant in the department.

WRITING PROGRAM AND WRITING CENTER

WRITING ACROSS THE CURRICULUM

- Enable all students to make consistent, appropriate choices regarding purpose, audience, context, form, and style when they write. Such rhetorical competency enables full civic participation.

- Encourage all students to use writing as a means of self-expression, creative expression, and exploration, and provides opportunities for students to write informally as well as formally. Such creativity and self-expression helps Gustavus students develop their full potential as persons.
- Teach students to analyze and create arguments and to use writing in order to explain, persuade, and communicate with diverse audiences. Argumentative and critical thinking skills are hallmarks of academic excellence.
- Complete assignments within WRITD courses that exemplify the structures, genres, and conventions of their discipline. Mastery of disciplinary conventions enables students to understand the educational and theoretical innovations of their fields.
- Reflect on personal writing practices, develop a writing process that is successful, and practice that process. Both WRITD and WRITD courses provide opportunities for students to draft, revise, and edit their work. As they develop their writing processes, students focus not only on how knowledge is communicated, but how one comes to know in the first place.
- Learn that writing is always an act of negotiation, where readers and writers from different cultural or disciplinary contexts must help one another understand their beliefs, values, and habits. Courses should expose students to multiple rhetorical contexts across the curriculum. As they learn to negotiate meaning with diverse audiences, students are poised to become members of diverse communities and to participate fully within them.
- Support all teachers of writing at Gustavus, providing workshops, resources, and assessment strategies for teachers who are new to the program.
- Encourage departments and programs to offer writing courses, and provide support for those who submit proposals. The WAC program hopes to increase the overall number of writing courses in the curriculum.

WRITING CENTER

- Model for students the social aspects of written language; the tutorial demonstrates the ways that writers from different backgrounds (cultural or disciplinary) negotiate meaning.
- Help writers discover their own process by focusing on all stages of the process: prewriting, drafting, revising, editing, and publishing or sharing work.
- Provide real, live readers (peer tutors) for writers who need an audience.
- Help writers improve their rhetorical and stylistic skills by modeling and explaining good rhetorical choices and technical skills during tutorial sessions
- Model invention, revision and self-editing skills that can transcend disciplinary boundaries.
- Support an increasingly diverse student body at Gustavus, including those who are multilingual or speak and write English as their second language.

- Assist writers who may have trouble with written processing skills, including those with learning disabilities.
- Create and support a community of writers by maintaining a collaborative space where students can share their creative and academic work and locate helpful resources; ensure that the Center is also a repository for resources, including handbooks and style manuals, and preserve a strong web presence to provide materials to the campus community.

Question Two

What are the most important specific academic initiatives that will help your department reach its goals?

ART AND ART HISTORY

1. Increase faculty positions, particularly in areas of new, emergent and innovative technologies
2. Increase current support staff position; add Studio Assistant; add GTS position that supports visual arts.
3. Update existing classroom spaces to meet safety standards; add new classrooms, particularly to accommodate new pedagogies and technologies.
4. Provide more opportunities for student, student-faculty and faculty creative work and research.
5. Expand department curriculum to incorporate short-term domestic and international experiences, service learning experiences, community internships and off-campus partnerships.
6. Provide more experiences for students in urban centers; increase visiting artists and art scholars on-campus; increase exhibition opportunities for practicing artists on-campus.
7. Create interdisciplinary Visual Literacy major with Communications, Theatre/Dance and English
8. Develop alumni network and on-line gallery

BIOCHEMISTRY AND MOLECULAR BIOLOGY

- Develop support & mechanisms to more effectively use faculty time and increase Program-associated staff and faculty
- Develop and implement a vocationally reflective approach to advising for BMB students
- Develop and implement a plan to advance the leadership capacities of BMB students in alliance with the College's leadership formation initiative
- Develop and implement a comprehensive plan to enhance oral and written communication and biomolecular information science literacy skills in BMB students
- Continue to engage students in non-course-based research experiences and in research-like laboratory experiences in Biochemistry and enhance student engagement in the BMB capstone course with publication quality research projects
- Foster development of experience and practical knowledge of modern instrumentation and its use in BMB students and faculty

BIOLOGY

- Three new faculty lines, one in Biology alone and one each shared with Biochemistry & Molecular Biology and Neuroscience.

- Additional resources, including increases to department and program budgets to match increases in consumable costs and desired program development, budgets that carry over.
- A fund dedicated for equipment replacement, new equipment acquisition and maintenance.
- A technology specialist, and news and advancement liaisons dedicated to Nobel Hall.
- Two rotating endowed chairs among existing FTE to inject time and resources into teaching, mentoring, collaboration building, outreach and scholarship.
- Expanded, modern facilities. Conduct a feasibility study to assess the quality of facilities necessary for the 21st century program we envision in biology and its related programs; plan accordingly for building renovation or replacement.

CENTER FOR INTERNATIONAL AND CULTURAL EDUCATION

1. Enrich the curricular and co-curricular offerings to ensure there are ample opportunities at multiple points for students to develop the expected cultural/global outcomes.
2. Ensure each department or program provides discipline-specific opportunities for majors to study away as part of their academic work.
3. Create a “Global Studies Major” that is interdisciplinary and includes off-campus study.
4. Expect all students to achieve competency in a second language.
5. Funding and release time to support faculty personal and course development that contributes to global/cultural competence for the campus community and its students.

CHEMISTRY

Goal One: To provide a curriculum in which all students gain an appropriate depth and breadth of knowledge (content competency), understanding, and comprehension of chemistry.

- 1.1 Ensure that appropriate and adequate chemical content is an integral part of all departmental course offerings.
- 1.2 Foster the development of chemical understanding and comprehension among students throughout the chemistry curriculum.
- 1.3 Contribute to the general education of liberal arts students, so as to contribute to their becoming knowledgeable citizen scientists.
- 1.4 Continue to develop the laboratory curriculum to provide opportunities for students to develop an understanding of chemistry through hypothesis-driven experimentation and analysis.

Goal Two: To foster an appreciation of interdisciplinary approaches to problem solving.

- 2.1 Expand the curriculum to embrace topics which highlight overlap(s) among more traditional academic disciplines.

2.2 Foster the development of a comprehensive view of the role of chemistry within the natural sciences, as well as the broader relationship between the natural sciences and human culture.

2.3 Establish a culture of inquisitiveness which spans traditional divisions among the natural sciences.

Goal Three: To foster the development of greater laboratory independence and experimental competence.

3.1 Use an “outcome oriented” laboratory curriculum to develop skills consistent with the demands on 21st century chemists.

3.2 Provide research-like experiences early in the laboratory curriculum.

3.3 Increase the number of laboratory exercises which highlight overlap among the traditional sub-disciplines of chemistry.

3.4 Modify the laboratory curriculum to allow for more student/faculty collaborative research.

Goal Four: To cohesively integrate the development of communication skills throughout the chemistry curriculum.

4.1 Initiate and execute a comprehensive plan that coordinates—at all levels of the chemistry curriculum—the development of effective writing skills.

4.2 Develop and implement a comprehensive plan that coordinates—at all levels of the chemistry curriculum—the enhancement of effective oral communication skills.

4.3 Develop a comprehensive scientific literacy plan to effectively teach students to use, critically evaluate, and assess the reliability of sources available in both the scientific literature and public media.

Goal Five: To foster a department-wide culture of excellence, professional development, and healthy life/career balance.

5.1 Encourage, support, and reward faculty excellence in teaching, advising, and collaborative student/faculty research.

5.2 Encourage, support, and reward scholarly work which contributes to the greater body of scientific knowledge.

5.3 Foster an environment in which established faculty and staff provide a model of healthy life/career balance for new faculty and staff, as well as for students.

CLASSICS

Note: where our department initiatives intersect with specific recommendations of the Commission Gustavus 150, I have provided cross references to page numbers in the Categorized and Prioritized Strategic Framework Plan.

1. Establish a strategic partnership with an archaeological project that runs a field-school, thereby providing students with opportunities to gain hands-on experience in archaeology and to learn

- methods in a field-school setting. [p. 12: Develop a vibrant undergraduate summer research program; p. 23: Globalize the curriculum]
2. Provide financial support that will allow students of limited means to participate in archaeological excavation and study abroad. [p. 12: Develop a vibrant undergraduate summer research program; p. 23: Globalize the curriculum]
 3. Established an endowed chair in material culture (archaeology/sociology of ancient cultures). [p. 13: Creating a visual literacy component to the curriculum; p. 41: Established endowed department chairs]
 4. Provide students with opportunities to conduct independent research and disseminate their scholarship; enhance opportunities for student-faculty research. [p. 12: Develop a vibrant undergraduate summer research program; p. 29: Increase number of student conference presentations]
 5. Raise funds for a permanent endowment to fund a scholarship that enables students to pursue a summer project that furthers their study of classics, fosters creativity, or develops skills in research.
 6. Enhance the education and development of global competencies of students and alumni and professional and multicultural development of faculty through study and research abroad, especially in classical lands. [p. 21: Expanded opportunities for students and faculty to develop global perspectives and cultural competencies; p. 23: Globalize the curriculum]
 7. Enhance opportunities for faculty research. Lack of funds present considerable difficulties for faculty wishing to travel to conferences in order to present papers, chair panels, and engage in crucial scholarly conversations with others in their field of specialty. Especially in a department with such a large percentage of non-tenured faculty, supplementary funds are very much in need. [p. 44: expand faculty conference travel funds]
 8. Provide sustainable funding for departmental budget to achieve its goals, reversing years of attrition of capabilities caused by loss of ground against inflation and the cost of living.
 9. Leverage the reputation of the classics program to attract students of high aspiration and promise to Gustavus. [p. 11: Disseminate achievements; p. 12: Leverage reputation, expand contact with prospective students]
 10. Serve as a regional resource for classics. Through a departmental culture of collaboration and open exchange of ideas, develop innovative and effective teaching methods and materials and disseminate these for use by the wider teaching and learning community in classics. [p. 9: Community engagement as a point of distinction; p. 10: Support, through faculty development, innovative pedagogy; p. 17: Partnership with K-12 populations and teachers in the local and regional community]
 11. Offer programming and increased contact with alumni to enrich their continuing study of classics. [p. 37: Transform the philosophy for alumni engagement]
 12. Capitalize on the disciplinary potential of classics to engage students in education that develops a nuanced understanding of the world, and a commitment to living lives of engaged and informed citizenship.

- Foreground the multiculturalism of the classical world (e.g. by highlighting the mutual influences of east and west, the contributions of various cultures and religions to the study of classics) and dissect social constructions of difference (e.g. race, ethnicity, class).
- Develop courses, curricular units and approaches that engage students with issues particularly germane to living an examined life in the twenty-first century. [p. 9: Community engagement as a point of distinction; p. 21: Expanded opportunities for students and faculty to develop global perspectives and cultural competencies; p. 23: Globalize the curriculum]

13. Promote interdisciplinary learning in a liberal arts framework at Gustavus. [p. 13: Recognize innovative faculty or faculty-student interdisciplinary research]

COMMUNICATION STUDIES

- New faculty positions to support curriculum, curricular expansion, advising, student research, faculty research, and departmental and campus service
- Provide more opportunities for student, student-faculty, and faculty research
- Expand the department curriculum to include additional offerings in new media, intercultural communication, and nonprofit/social justice leadership
- Launch a civil discourse initiative within the department and across campus
- Develop Nonprofit Leadership minor within the department and a summer certificate program for graduate credit
- Create interdisciplinary Visual Literacy major with Art and Art History, Theatre/Dance, and English
- Provide additional summer programs for high school students and for area teachers
- Position as a regional resource programs in communication and media for government, nonprofit, and corporate groups
- Develop education programs (communication, leadership, international travel) for alumni and friends of Gustavus

COMMUNITY SERVICE CENTER

- a. Enhance the breadth and scope of multi-disciplinary community-based service-learning and research by 30% for students, student-faculty, and faculty, especially in under-represented disciplines.
- b. Identify, nurture, and support faculty leaders/advocates for service-learning and community-based research.
- c. Create and support (with incentives) the formation of a faculty leadership board that will function as a cohort of advisors/mentors to other faculty in community-based service-learning theory, pedagogy, and practice.

- d. Provide greater assistance to faculty in the development of syllabi and specific and measurable learning outcomes as they design service-learning components in their courses.
- e. Establish faculty development initiatives through the Kendall Center to provide workshops, trainings, and seminars in support of community-based service-learning and research.
- f. Endow funding for supporting service learning fellowships for students and faculty.
- g. Increase institutional support for faculty by recognizing service-learning in the College's review, tenure, and promotion process, provide incentives (grants, sabbaticals, course reductions, "credits," and funds for service-learning conferences and trainings).
- h. Foster community-based research opportunities that would create a fertile ground for public policy work.
- i. Support additional departmental-wide initiatives desiring to incorporate community-based service-learning and/or research into the curriculum of the discipline.
- j. Foster and support (through scholarships) undergraduate research in civic engagement and community-based learning across the curriculum.
- k. Enhance and make more available resources for faculty to develop community-based service learning courses.
- l. Systematize departmental policies and procedures within the CSC in order to more effectively support faculty consultation, assistance, advising, support, data collection, resources, and evaluation.
- m. Utilize the IEX as a principle focal point for service-learning coursework.
- n. Train and utilize the CSC service leadership cohort (advanced CSC student leadership group) as advocates and support to faculty for service-learning. (i.e. "service-learning assistants").
- o. Develop and coordinate summer programs focused on service learning involving students and local community youth and families.
- p. Create a catalogued list of service-learning courses that are prominently evident to students and faculty. Incorporate this into the CSC website including course designations.
- q. Create greater connections between the Alumni Office and the work of the CSC for purposes of creating a network of service providers and potential resources to support service-learning efforts on campus.

ECONOMICS AND MANAGEMENT

This section includes initiatives requiring additional resources and those not requiring additional resources (two full-time faculty positions). The additional resources are listed in Section 3.

INITIATIVES REQUIRING ADDITIONAL RESOURCES

Department-wide initiatives:

- To offer on a regular basis at least four January Term or First Term Seminar courses a year to serve the general College population. These courses will be in addition to courses that are currently both a part of our major and a liberal arts perspective. Note: This initiative is contingent on being authorized an additional position in the Department. At the time the College went to a six-course load, the Provost Office recognized that for the E/M Department to participate in J-term and General Education we would need at least one more position.

Economics Initiatives:

- To offer two additional courses each semester in Economic Analysis.
- To develop Economics courses to support a theme of Economics and Strategic Decision-Making.
- To develop Economics courses to support an Economic Policies theme.

Management Initiatives:

- To increase the focus on strategic decision making in our Management and International Management majors. We will pursue this by incorporating courses in the new Economics and Strategic Decision Making theme as electives in the Management majors. We will also review existing courses to make sure that students are explicitly taught how to extend their theoretical training to the process of strategic decision making.
- To expand our offerings in quantitative management courses such as Production and Operations Management (POM), Management Information Systems (MIS), and possibly Quantitative Decision Making.

INITIATIVES USING EXISTING DEPARTMENTAL RESOURCES.

Department-wide initiatives:

- To continue to offer majors in Accounting, Management, International Management, and Economics.
- To maintain, and where necessary, strengthen the relationship between the disciplines represented in the Economics and Management Department.
- To make a thorough review of our programs to make sure that they support the needs of our students.
- To emphasize student performance expectations to improve quality in our majors and better prepare our students for graduate school.
- To continue working with the Career Center and employers to support internship and employment opportunities for our students.
- To strengthen international study and international internship opportunities for our students.
- To maintain a variety of development opportunities appropriate for a professionally diverse faculty. We have implemented this initiative with a seminar for faculty active in research (especially tenure-

track) and Continuing Professional Education support for faculty with professional credentials (e. g. CPA). We encourage all E/M faculty to attend at least one professional conference a year.

- To become more deliberate in hosting outside speakers and opportunities for student presentations.

Economics Initiatives:

- To review and strengthen the courses in the Financial Economics track.

Accounting Initiatives:

- To offer a major that addresses licensure requirements of the Minnesota Board of Accountancy.
- To integrate our accounting courses with economics, management, and other disciplines on campus. We meet this strategy by designing linkages within our courses and requiring students to take relevant non-accounting courses as part of the major.

Management Initiatives:

- To make a concerted effort to develop relationships with businesses and organizations involved in international business to increase internships and career opportunities for our majors.

EDUCATION

Note: The following list is not prioritized

1. Increase tenure line faculty by three new positions.
2. Increase administrative support staff for field coordinator by .5 FTE.
3. Increase funding for professional development
4. Decrease class size in our large discussion oriented courses (for example: EDU 389, 398 and 399)
5. Increase funding for increased collaboration with partners and area schools/districts
6. Move into a new or renovated space
7. Increase technology funding so we are in line with area schools

ENGLISH

Looking at the themes that emerge from the ten goals listed above, we find the following:

- A strong need for more technology space/hardware as well as greater opportunities for faculty to learn how to deploy the new technologies in the classroom
- ENDOWMENT to enable the department to meaningfully include writers in the curriculum
- More outreach from the department, pedagogically and with alumni
- Greater faculty development resources

ENVIRONMENTAL STUDIES

1. Support of the Johnson Center for Environmental Innovation
2. Space for new courses and labs
3. New faculty specifically appointed to environmental studies
4. Faculty support for summer research and incentives for faculty to pursue research opportunities
5. Pursuit of campus environmental sustainability issues, particularly the President's Climate Commitment

FIRST TERM SEMINAR

1. Develop a second FTS faculty development workshop, this one for faculty continuing in the FTS Program in order to improve faculty expertise in values, writing, oral communication, critical thinking, and advising
2. Continue developing an assessment plan for the FTS Program, including both indirect and direct means of assessing student learning
3. Develop a celebration of first-year student research modeled on the Celebration of Creative Inquiry
4. Continue to attend national conferences and workshops on liberal arts education with a view to communicating the successes and strengths of the FTS Program
5. Improve FTS Program website to communicate program strengths to off-campus audiences

GENDER, WOMEN, AND SEXUALITY STUDIES

1. Partner with academic departments in faculty searches to strengthen our program's course offerings.
2. Create endowed scholarships for off-campus study programs.

GEOGRAPHY

- Initiative 1.1 Add two new positions with specializations in global regions of special significance to society, the college and its constituencies. One would be a replacement position and one a converted part-time position. These positions would provide on-campus regional expertise, and teach new regional courses. Sub-Saharan Africa and East Asia would be likely candidates for specializations.
- Initiative 2.1 Add a new tenure-track position focused on GIS and related geographic research methodologies.
- Initiative 2.2: Add a GIS Lab Manager who would manage the GIS software and hardware, teach laboratory sections of GIS and cartography courses, and support our new Geographic Research Center (See Initiative 4.1)
- Initiative 2.3 Develop a Minor in Geographic Information Science. This minor would qualify students for a number of jobs and scholarships.

Initiative 3.1 Use expanded field trip opportunities and field course requirements to increase student engagement. We propose that two extended field trips be required for the major.

Initiative 3.2 Create an endowment to defray student costs to participate in field trips

Initiative 4.1: We propose the creation of a Geographic Research Center. The center would specialize in mapping, spatial analysis, and cartography to address issues of community, regional and environmental significance. It would be directed by a geography faculty member, supported by the GIS Lab Manager, and hire qualified work study students. The Geographic Research Center would serve as a resource to the Gustavus community, the college's partners, and the local community. and a centerpiece of the college's community service and civic engagement efforts.

HEALTH AND EXERCISE SCIENCE

Maintain appropriate state and national accreditation of the physical education and health education majors, and the athletic training education program (ATEP). Within the health fitness major, continue to follow the guidelines for knowledge, skills, and abilities established for ACSM certification as a Health Fitness Specialist and for National Strength and Conditioning Association (NSCA) certification.

Hire at least two additional tenure-track faculty to allow development of tracks within the physical education and health education majors, meet the needs created by the increasing enrollment within the health fitness major, and adequately staff the anatomy and physiology program.

Explore ways to fund student-faculty research and presentation at professional venues through pursuit of endowed funds.

Secure funding to annually sponsor a speaker who will discuss service, critical thinking, diversity, or community within the context of departmental disciplines.

Designate a senior capstone course for each major that includes continued discussion and reflection on the elements of goal four.

Explore possible grant funding to support departmental programs and equipment purchases and upgrades.

In consultation with the Office of Institutional Advancement, explore the possibility of an endowed fund to support departmental programs and equipment needs.

Support the College's fund raising and planning efforts to ensure the earliest possible renovation of Lund Center, given the importance of addressing classroom, office, and laboratory space needs.

GEOLOGY

Undertake a thorough review of the geology curriculum review and make changes where appropriate. (This is now in progress)

Identify and acquire essential instrumentation and other needed laboratory equipment in order to support the revised curriculum. (In part we hope to achieve this by way of a CCLI grant proposal to the National Science Foundation.)

Seek outside funding for faculty research/instrumentation to support student and faculty research goals.

Undertake an examination of geology's public space in Nobel (e.g. museum display cases, etc.) with an eye toward improving visibility by way of engaging exhibits.

Undertake a revision of the department's web presence, to include up-to-date information about faculty and student work, internship and research opportunities for students, and relevance of geology to the public.

HISTORY

1. Development of additional courses and encouragement of more team taught courses
2. Changes in pedagogy in existing courses with particular emphasis on upper level courses and the history methods course (History 200).
3. Finding effective ways of understanding how race, gender, class, and ethnicity enable us to understand differences (diversity)
4. Adding faculty to cover critical areas of the world is essential.

JAPANESE STUDIES

New faculty positions to address the important subjects areas that are not currently covered within Japanese Studies, particularly Economics/Management and Art/Art History.

Provide faculty development opportunities for existing faculty members so that they may directly participate in the Program or play a supportive role in a broader context of education about Asia.

JOHNSON CENTER FOR ENVIRONMENTAL INNOVATION

In terms of academic initiatives that support the Johnson Center's efforts, the top three priorities are:

1. Sufficient funding and staffing to ensure faculty have time and energy for cross-disciplinary and innovative efforts.
2. Full support for Environmental Studies Program and the departments that share faculty with the Environmental Studies Program to ensure that faculty have time for environmental initiatives and are not facing overload from the combination of Environmental Studies and home department duties.
3. Support for environmentally-focused FTS activities.

KENDALL CENTER

- Secure adequate funding for current and future programs
- Maintain faculty leadership in the Center, with planned transitions and adequate support for the director and faculty associates as well as appropriate funding for clerical support
- As building projects evolve, provide a physical space that supports the work of the Center, including an informal faculty lounge and technology-equipped conference room for small groups
- Work with stakeholders on campus to ensure that the Center is central to the academic program and responsive to changing needs

- Work with partners to publicize faculty and student achievements more widely

LATIN AMERICAN, LATINO, AND CARIBBEAN STUDIES

II. Academic Initiatives

1. Protect faculty lines in the six participating departments in order to ensure that tenure-track positions currently associated with LALACS remain as LALACS positions. This would help ensure the stability of the proposed major.
2. Create LALACS scholarships, to recruit students to the study of LALACS
3. Add new faculty positions, including a 3-year revolving endowed chair.

LIBRARY

- Add positions
- Increase funding for resources significantly
- Support new media (data sets, GIS, video production, poster production)
- Start and populate an institutional digital repository
- Relocate special collections
- Improve environmental conditions for archives
- Enhance library spaces designed for learning
- Inform the campus about emerging issues in information policy and trends

MATHEMATICS AND COMPUTER SCIENCE

Strategic Initiative 1.1: Develop a multidisciplinary major in Quantitative Sciences incorporating the three disciplines of mathematics, statistics, and computer science.

Strategic Initiative 1.2: Develop a major and a minor in Statistics, possibly with an interdisciplinary emphasis in a related discipline such as biology, psychology, economics, or political science, following the American Statistical Association recommendations.

Strategic Initiative 1.3: Assess and evaluate the current Mathematics major with regard to the curriculum guidelines issued by the Committee on the Undergraduate Program in Mathematics of the Mathematical Association of America.

Strategic Initiative 1.4: Consult with partner disciplines with an eye towards creating multidisciplinary majors and/or programs.

Strategic Initiative 2.1: Form working groups in specific targeted areas to investigate alternative models for lower and middle level course offerings.

Strategic Initiative 5.1: Establish a summer faculty research program to fund summer collaboration with students.

Strategic Initiative 6.2: Design classrooms to include interactive technology (such as SmartBoards and clickers) and collaborative furnishings.

Strategic Initiative 8.2: Develop a working relationship with the South Central Service Cooperative to provide service to local schools.

MODERN LANGUAGES, LITERATURES, AND CULTURES

1. Increase the number of teaching assistants and foreign students on campus to enhance the existing programs and help build true communities of learners
2. Add new faculty positions to develop and support existing and new curricula. Offer Chinese language and culture courses. Rebuild a German major and minor. Create a stable lecturer position in Spanish. Strengthen & develop the Russian Studies program
3. Provide more opportunities for students (on campus and abroad) to act and interact in a foreign language and learn about foreign cultures.
4. Make all classrooms smart classrooms in Confer-Vickner
5. Develop affordable study abroad programs
6. Invite international Fulbright scholars and guest lecturers
7. Temporary support staff during registration (Spanish placement tests monitoring)
8. Develop an electronic library in Culpeper for languages that are not taught on campus
9. Increase Language Societies budgets (for regular cultural field trips and related events)
10. Recruit Francophone students and reintroduce active recruiting of Russophone students from the former Soviet Republic (esp. Baltic and Central Asian states). This will help increasing diversity on campus as well as the number of foreign students
11. Introduce Arabic on campus
12. To complement the traditional “culture-specific” courses, increase the number of courses in English designed to foster “culture-general” intercultural competence.
13. Find an easy method for cross listing courses in English in the catalog
14. Team teach within or outside the department on common content (literature, cinema, visual culture, et. sim.)

MUSIC

1. Students will meet the outcomes outlined above and thereby engage in a rich musical experience and grow in their ability to express themselves musically, whether as focused music majors or non-major student musicians.

2. Excellent equipment (including musical instruments)

We will continue to provide and maintain high quality musical instruments for use by students who do not already own their own, so that they are able to produce appropriate musical results.

- We will continue to maintain and upgrade the equipment in the Music Lab, classrooms, teaching studios, rehearsal rooms, and faculty offices to provide appropriate technologies for individual and group presentations, recording, reproduction, research, and connectivity, as well as for regular record-keeping and correspondence necessary to the work to the department.

3. Building:

- Build a substantial addition to the music building to provide necessary teaching, rehearsal, practice, performance, and storage space.
- Find short-term solutions for the lack of choral rehearsal space.

4. Recruitment:

- Expand and endow the music scholarship program.
- Increase the quality, diversity, and number of music majors.
- Designate an Admissions Associate to focus on recruiting music students for Gustavus Adolphus, with an increased emphasis on music majors, while maintaining and strengthening recruitment of non-major music students.
- Develop high impact recruiting and marketing materials in partnership with Admissions and Marketing offices.

5. Staffing:

Faculty positions

- Hire tenure-track faculty conductor of Gustavus Symphony Orchestra (for fall 2010)
- Convert Violin faculty position from term appointment to tenure-track (for fall 2010)
- Hire a full-time 10-month Music Department Chair (for fall 2011)
- Add a tenure-track faculty position in composition/music theory (within 5 years)
- Add a tenure-track faculty position in musicology (within 5 years)
- Provide adequate staffing for expanded Church Music program (may be at least partially accomplished by reconfiguring the Organist/Cantor position)
- Establish a tenure-track Music Education position (may be accomplished by reconfiguring an existing position)
- Convert one or two adjunct voice faculty positions to full time (within 5 years)

Staff positions

- Increase staff accompanist positions (needed immediately)
- Restore at least half-time librarian position in the Music Library (for fall 2009)
- Restore half-time support staff position in the Fine Arts Office (for fall 2009)
- Add staff personnel through GTS focused on recording, computer maintenance, and other media for the department

6. Curriculum:

- Review and revise (ideally reduce) graduation requirements for music and music education majors in order to expand the flexibility of course and elective choices for students.
- Reestablish sacred music program in collaboration with Christ Chapel.

7. Touring/Recording:

- Increase coordination of tour programs with offices of Admission, Advancement, Alumni, Church Relations, and Marketing.
- Continue full-time 9-month Tour Manager staff position.
- Develop recording capabilities to enhance the experience of our students, better document their work, and enable production of our own CDs for sale and use as advertising/recruitment materials.
- Broadcast Christmas in Christ Chapel over appropriate media (public television, public radio, and/or via Internet).

8. Fundraising:

- Develop the Friends of Music initiative in collaboration with the Office of Advancement to increase endowment that supports
 - Jussi Björling Music Scholarships,
 - Music ensemble touring program,
 - Regular Gustavus Music Showcase concerts at Orchestra Hall in Minneapolis.

NEUROSCIENCE

- Offer more courses in Neuroscience
- Enhance laboratory component of courses with new techniques

- Increase opportunity for student-faculty research
- Develop an interdisciplinary major in Neuroscience.

NURSING

- Acquire an effective simulation lab for nursing that may also serve the needs of students in the HES department.
- Enhanced use of videoconferencing technology for long distance interactions with experts from other colleges or health care organizations, guest lectures from remote locations.
- Recruit qualified and diverse faculty through increased reasonable compensation as professionals move from clinical to academic environments along with course loads that allow time for scholarship and service.
- Provision of academic support for retention of a diverse student population, in conjunction with the college and other academic departments identifying academic and social supports needs to insure success.
- Provide opportunities for nursing students to engage the world through support and resources necessary to sustain and increase the offering of international experiences (preferably 3rd world) and domestic travel to meet this goal.
- New faculty position to ease the three-to-one clinical course load hours carried by faculty which impacts sufficient time for faculty and student research.

PEACE STUDIES

- Faculty development opportunities for development of courses related to Peace studies
- Departmental (and administrative) support of Peace Studies when hiring new faculty
- Hiring someone to teach conflict resolution
- More support (release time, support staff) for program director
- Better coordination among departments and programs interested in social justice to build on strengths, share resources, and avoid duplication
- Coordination with CICE and Community Service Office to develop distinctive Peace Studies experiential education programs
- Designated campus space for the program – such as a peace or social justice center
- Foster a campus “peace culture” – intercultural training, nonviolence trainings, peer mediation programs

- enhance collaborative peace related programming on campus – working with CVR, Residential Life, Student Activities, other academic depts, etc. Specific examples include a campus peace house, an annual student peace conference.
- Establish a peace center on campus rooted in Lutheran and/or Swedish heritage of the college. Could be focused on a library collection or relate to work of office of Church relations.
- Develop peace education programs for St. Peter/surrounding community. In consultation with Community Service office.

PHILOSOPHY

Top priority: a philosopher of science specializing in the intersection of biology and chemistry. This person could teach a First Term Seminar connecting the sciences with the humanities and The Natural World course for Curriculum II. This person who could participate regularly in planning for the Nobel Conference, helping to keep alive the vision of Nobel as a science- based conference in the context of a college that is committed to the liberal arts. Also, could maintain the department's commitment to Environmental Studies after Curtin retires.

Second hiring priority: a historian who specializes in 19th and 20th century continental philosophy. Lacking the ability to teach one of the two main schools of contemporary philosophy is a major problem. This person could continue the department's commitment to teaching The Visual Perspective for Curriculum II.

PHYSICS

Strategic Initiatives for Goal A (stated above):

- A.1 – Increase Gustavus faculty salaries to the level at which the average salary for each rank is at or above the 80th percentile of all baccalaureate institutions nationwide.
- A.2 – Decrease the employee portion of the premium for medical insurance to the average level paid by employees of Minnesota private colleges.
- A.3 – Obtain a Clare Booth Luce Professorship in order to hire a female, tenure-track faculty member in physics.
- A.4 – After obtaining the Luce Professorship, hire a seventh, full-time, tenure-track faculty position in physics, and use it to cover all annual sabbatical leaves in the department.
- A.5 – Increase faculty travel funds to allow each faculty member to attend at least one national research organization (APS, OSA, ASA, etc.) meeting per year or establish an individual flexible professional development account (PDA) in this amount.
- A.6 – Increase faculty travel funds even further to allow each faculty member to also attend at least one national AAPT or AAAS meeting per year or PDA equivalent.

Strategic Initiatives for Goal B (stated above):

- B.1 – Work with the Office of Admissions to identify ways in which our faculty members and students can partner with them in marketing and outreach to prospective students.

B.2 – Work with local School Districts and others in the area to establish a more regular and robust program of outreach to encourage interest in science/physics.

Strategic Initiatives for Goal C (stated above):

C.1 – Create a restricted endowment for scientific equipment, to be shared across the Natural Science division (\$2M minimum). Additionally, the College should fund a plan for the regular equipment maintenance (10% of each department's annual equipment budget).

C.2 – Remodel several classrooms in Olin Hall (Olin 103, the Electronics Lab, and Olin 219) to make them suitable for instruction using modern classroom pedagogies.

C.3 – This item is the same as A.6.

C.4 – Add a computer equipment line to the physics department annual budget sufficient to allow us to implement a 4-year replacement cycle of laboratory computers.

Strategic Initiatives for Goal D (stated above):

D.1 – Under the auspices of the Gustavus Faculty/Student Collaboration grants, provide increased availability of competitive 10-week student summer stipends for research.

D.2 – Provide an annual budget line to allow students who have done significant research to attend a national research meeting (APS, OSA, ASA, etc.).

D.3 – Identify and secure more outside grants for scientific equipment and research.

D.4 – This item is the same as A.5.

Strategic Initiatives for Goal E (stated above):

E.1 – Increase the department's annual budget to include a line to fund a program of colloquia given by visiting speakers.

E.2 – Provide an annual budget line for some of our upper-division student majors to attend an annual AAPT or AAAS meeting.

E.3 – This item is the same as B.2.

E.4 – Increase the physics department's Dues and Memberships budget line by \$800 annually to allow all faculty members to become members of the AAAS or other.

E.5 – This item is the same as A.6.

POLITICAL SCIENCE

1. Assess and revise, as appropriate, our curriculum in light of intra-departmental conversations surrounding our 2009 external review;

- a. Re-think our introductory requirements (100-level classes + 200-level Analyzing Politics);
- b. Clarify our senior seminar research requirement (i.e., Thesis vs. research paper).

- c. Strengthen our newly-formed Honors program.
2. Find financial resources to support ongoing lectures and campus-wide workshops;
3. Find financial resources to support faculty work (both course development and scholarship) during the summer.
4. Hire at least one new faculty member whose expertise bridges American Politics and International Relations (e.g., immigration, national security, transnationalism).
5. Be more intentional in our advising, especially as it pertains to off-campus study.
6. Regularize our contact with Political Science alumni via a newsletter, faculty guest lectures with alumni audiences, etc.

PSYCHOLOGY

- Encourage, inspire, and support high quality research in psychological science.
- Increase the opportunities for student-faculty, student-student, and faculty-faculty research collaborations.
- Provide laboratory/research support for students and faculty to increase the possibility of computer based data collection and more sophisticated data analyses.
- Promote emerging areas in psychology and emphasize interdisciplinary connections.
- Develop a lab-based curriculum to more fully integrate research into courses.
- Offer a greater choice in upper level elective course offerings.
- Encourage students to value the practice of psychology and its application to the larger community.
- Develop and enhance our ongoing relationships with psychology major alums.
- Develop opportunities for connecting academic knowledge and research experience in applied settings.
- Capitalize on opportunities to use psychological expertise to support campus-wide centers and interdisciplinary programs.

REGISTRAR'S OFFICE

- Move toward delivery and receipt of electronic transcripts
- Transfer pre-1984 records now on microfiche and microfilm to a permanent medium
- Convert remaining paper forms to an electronic format on WebAdvisor
- Work with the Admission Office to scan records for new students prior to file transfer

- Continue improvements to Registrar's Office website as a source of information for the Gustavus community
- Cross train staff members to create redundancies in responsibilities
- Increase the twelve-month 30 hour/week position to twelve-month 40 hour/week
- Continue to increase the personal and professional interpersonal skills of the staff through professional development

RELIGION

While maintaining faculty resources in Christian theology and ethics, over the next several years:

1. hire at least 2 additional faculty (total of 3 tenure-line positions) with competencies in other world religions;
2. hire at least 1 additional faculty in Bible (total of 3 tenure-line positions) so that the Religion curriculum covers Hebrew Bible, the intertestamental period and New Testament;
3. working more closely with appropriate faculty from other departments, and including more faculty from other departments in senior thesis advising (e.g., co-advising);
4. integrating a semester or summer long study abroad or domestic program (with a focus on religion and/or culture) for majors in the Religion curriculum;

SCANDINAVIAN STUDIES

- With all new departmental faculty in place, begin a series of conversations about a revision of the Scandinavian Studies/Swedish curriculum (early fall, 2010)
- Continue offering a First Term Seminar on Scandinavia that will serve as a flagship for the department
- Work closely with Admission, keeping its staff informed of the Department's achievements and goals
- Continue supporting Swedish House and think of ways to connect its program goals with those of the Department
- Establish database of all former residents of the Swedish House and invite them to become active as a support group
- Maintain and strengthen the Semester in Sweden program and promote it as a viable program for any Gustavus student irrespective of major
- Become involved in the planning of the College's sesquicentennial celebrations in different ways to help the College showcase its Nordic identity and to add visibility to the efforts of the Department during the sesquicentennial year

- Maintain our contacts with institutions in Scandinavia and in this country that offer Sami studies and include Sami studies as one focal point during the Global Insight year on circumpolar cultures
- Strengthen the contact with Sjölund, the Swedish language village of the Concordia Language Villages program, in an effort to recruit students
- Establish database of Scandinavian Studies alumni and involve them in showcasing the department
- Coordinate departmental programming with programming at the American Swedish Institute and other Minnesota colleges (St Olaf, Concordia) and universities (University of Minnesota and Minnesota State University at Mankato)

SOCIOLOGY AND ANTHROPOLOGY

Fund raising to hire faculty. We have no goals but staffing. We have been losing positions since 1982 while our enrollment pressures continue to rise. We cannot think about larger or more generic college goals; if anything we are pulling back since we are fighting to sustain our major. Our participation in general education is in jeopardy. We do not concur with administration recommendations to us (2008-09) that the solution is to figure out “creative ways” to cut our majors by about half. Cutting faculty is bad enough, but let the students come unto us.

THEATRE AND DANCE

Initiatives

- Continue to enhance programming and expand curriculum in social justice performance technique and theory. Provide students with supported, mentored opportunities for independent creative research in social justice performance.
- Continue to collaborate with Diversity Center to advise and mentor student-led social justice theatre group and connect its work to departmental and campus-wide initiatives.
- Develop additional intermediate and advanced courses in performance technique, history, theory and design course offerings especially in non-Western and intercultural performance
- Increase capacity of space and other resources to support ongoing excellence in teaching and production, and to allow for additional creative research opportunities in performance by students and faculty.
- Create additional faculty and staff positions to support ongoing excellence in teaching and production, and to allow for additional creative research opportunities for students and faculty.
- Acquire new studio, rehearsal space, media lab and performance space to support student/faculty collaboration and creative research and to facilitate interdisciplinary and community projects.
- Qualify for NAST and NASD membership by adding a second studio and second performance space for student use.

- Find IMMEDIATE alternatives for dedicated space on an urgent basis. Explore possibilities on campus and in St. Peter for rooms that provided adequate flooring and open space for practice until designated studio becomes available.
- Collaborate with Arts and Communication Studies on an experimental multi-media lab for use in classes, design and performance.
- Upgrade current Anderson Theatre space to offer safer and more comfortable seating, and to keep pace with contemporary design technology.
- Increase engagement in campus life and curriculum through classes, performances, discussions and events developed in collaboration with colleagues.
- Increase outreach to local community and campus community. Collaborate with public relations and marketing offices to construct consistently effective publicity and outreach plan.
- Collaborate with Advancement, Admissions, Alumni Relations and Public Relations to increase public awareness of our social justice program as an exciting and innovative offering worthy of support.
- Enhance student opportunities in the future by developing networks of partnerships with off-campus professional groups and individuals and with alumni working in the fields of performance and social justice.
- Pursue international and intercultural opportunities for faculty and students to travel, learn and create.
- Pursue grants, residencies and fellowships that fund professional development for faculty, guest artists, production and facility needs.
- Improve capacity to document creative work at professional level required by granting agencies.
- Collaborate with Art/Art History, Music and Classics to develop Arts Management minor (with Communication Studies and Econ/Management)

WRITING PROGRAM AND WRITING CENTER

WRITING ACROSS THE CURRICULUM

Goal 1: Develop rhetorical competency.

- Explore a portfolio assessment project that helps us learn if, in fact, that competency has been achieved. Include faculty from across the disciplines; hold norming sessions to teach them to read and assess portfolios.
- Use Teagle data and Wabash data in order to assess the efficacy of our Writing Program. David Menk and/ or Deans might conduct conversations with faculty to review the data, and the WAC director could then develop initiatives to address the results.
- Hire a tenure-track faculty member to direct WAC whose areas of expertise include WAC, Writing Program Administration, Assessment, Scientific and Technical Communication, and/ or Writing Centers.

- Increase faculty development opportunities for teachers of WRIT1 and WRITD beyond the confines of FTS training. Hold workshops during the summer and compensate faculty accordingly.
- Develop new WRIT1 courses, particularly at the 200 level. Consider grants like RSC model to encourage and reward faculty who develop such courses.
- Create a required independent writing project or portfolio option for second- or third-year students. Consider linking the portfolio to the IEX term.
- Administration should commit to a lower cap (16) on WRIT1 and WRITD courses and enable/ enforce those caps by encouraging and rewarding departments for their participation in General Education programs like WAC.

Goal 2: Foster creativity and self expression.

- Collaborate with English department as it develops Visiting Writers Series; link that series to Craft Talks conducted at the Writing Center to encourage students who are creative writers.
- Sponsor a college-wide writing competition that includes creative and critical writing, as well as digital/ new media entries. Endow that competition.

Goal 3: Teach argumentation and critical thinking.

Recommendation: Kendall Center could sponsor a workshop focused on teaching argumentation and critical thinking; include a session focused on writing instruction.

Suggest that FTS Advisory Board revise WRIT1 and FTS language to include more explicit attention to argumentation.

Create a repository of argumentative assignments and evaluative rubrics and make it available via the WAC web site.

Goal 6: Negotiate meaning with diverse audiences.

- Create full-time position for ELL (English Language Learners) Tutoring and Support Specialist. This person can help faculty members develop assignments and activities to promote cultural competence. We might also link this position to another area of the College (i.e. outreach for Admission Office— ELL Tutoring Specialist might spend ½ time in the local Hmong, Somali, and/ or Hispanic communities recruiting students and meeting with parents).
- Kendall Center could sponsor a workshop for WRIT1 and WRITD teachers focused on oral and written communication for diverse students.
- Create WRIT1 courses focused on writing for diverse audiences and/ or writing in diverse cultural contexts.

Goal 7: Create support mechanisms.

- Create academic support center that includes Writing Center under its umbrella; centralize tutoring services for students across the curriculum.
- Work closely with Kendall Center to develop more intentional workshops for WRIT1 and WRITD teachers who did not go through FTS training.
- Review results of Teagle and Wabash Studies with department Chairs and both directors (WC and WAC). Use that data to begin conversations about increasing departmental participation, particularly in courses at Level Two.

WRITING CENTER

Goal 4: Help writers improve their rhetorical and stylistic skills.

- Develop a full-credit training course for tutors. Introduce rhetorical theory and contemporary theories of composing and revising prose.
- Enhance training for tutors by participating more often in local and regional peer tutoring conferences.
- Commission an external review of the Writing Program (both WAC and WC). That external review would most certainly point us toward more fruitful directions for faculty development and internal programmatic assessment.

Goal 5: Model invention, revision and self-editing skills that can transcend disciplinary boundaries.

- Create more opportunities for faculty across the disciplines to meet with tutors and/ or for tutors to study writing across the disciplines.
- Create a storehouse of examples of disciplinary discourse. Make available via the WC web pages.

Goal 6: Support an increasingly diverse student body at Gustavus, including those who are multilingual or speak and write English as their second language.

- Make the ELL tutoring position permanent; reconfigure as ELL and Multilingual Academic Support. Make this position full time by adding community and/or parental outreach to the tutoring component. Allow the ELL specialist to connect with the parents of immigrant students, or local teachers, etc.
- Hire more tutors who are multilingual or international students themselves. Recruit students of color to work at the Writing Center.

Goal 7: Assist writers who may have trouble with written processing skills, including those with learning disabilities.

- Create a half-time tutoring position for a specialist (masters degree level) who focuses on written processing disorders.

- Ensure privacy for students who wish to discuss their disabilities with tutors.

Goal 8: Create and support a community of writers by maintaining a collaborative space where students can share their creative and academic work and locate helpful resources; ensure that the Center is also a repository for resources.

- Strengthen web presence and improve resources available via the web.
- Sponsor more creative writing events for students, including craft talks.
- Invite former tutors and former students back to campus to talk about their writing lives after graduation.

Question Three

To accomplish the initiatives stated above and to continue the delivery of your academic program provide a ranked list of college-wide needs (please provide cost estimates where known).

ART AND ART HISTORY

1. Establish a college wide initiative in global, ecumenical, interfaith and ethical education and leadership.
2. Integrate new, emergent and innovative technologies throughout the curriculum.
3. Faculty and staff compensation and benefits-faculty at 80% of AAUP baccalaureate IIB institutions, administrators and staff at level competitive with regional peers, and for all employees competitive benefits, especially family medical benefits.
4. Technology-instructional support for classroom and for professional needs. Laptops for faculty. Dedicated workstations for student assistants.
5. Increased support for faculty professional activities
6. Increased support for off-campus experiences, initiatives and involvement for students
7. Increase in departmental instructional budgets and in library budget

BIOCHEMISTRY AND MOLECULAR BIOLOGY

1. A divisional capital equipment line within the college annual budget for instrument acquisition, maintenance and repair to support high quality course and laboratory experiences and student/faculty research
2. Increased commitment to and support of campus-wide advances in technology, including a regular, reasonable cycle for acquisition of modern computer and instrumentation hardware and software and dedicated instrument/computer specialists for each department/program or division.
3. Increased support of student-faculty research (i.e. travel funds, summer stipends, faculty course releases, professional development funds)
4. Support for the development of modern and appropriate space for teaching and research within the natural sciences division.
5. Support for faculty teaching loads that are reasonable and relatively uniform across campus.
6. Support for reasonable course sizes (i.e. # of students enrolled) in order that all departments may carry out appropriate, best practice pedagogies within their fields to engage students.
7. An increased library budget to provide acquisition of and/or access to journals, databases and collections to better support coursework and student-faculty research.

8. Increased support for faculty professional activities (i.e. travel funds and professional development accounts) to allow for faculty to continue to make advances in their teaching and/or scholarship.

BIOLOGY

1. Clear strategic plan.
2. Benefits for employees sufficient to attract and retain quality faculty and staff (e.g. better family health insurance support).
3. Student research and travel funds. Increased (preferably endowed) support for student research.
4. Increased library holdings, especially electronic access to journals.

CENTER FOR INTERNATIONAL AND CULTURAL EDUCATION

In addition to competitive faculty and staff salaries, enhanced technology access and support, increased funding for library collections that keeps pace with college needs, and an on-campus climate of trust rather than an atmosphere of fear, the following are campus needs related specifically to CICE:

1. Funding to ensure study away is cost-neutral for all students.
2. Funding to provide scholarships for international students so as to triple their numbers.
3. Funding for faculty travel, pilot projects, conferences, and release time for projects related to global/cultural initiatives.
4. An admissions officer whose sole responsibility is recruitment of international students with a budget that enables regular international travel.
5. Funding and release time to allow administrators and hourly staff to serve as back-up leaders of January Interim off-campus study. Thus, all members of the community would be able to participate in global initiatives.

CHEMISTRY

Department Needs:

1. Maintain and enhance support of existing interdisciplinary programs in BMB and ES. Develop synergistic relationships with existing programs, such as neuroscience, physics, math and computer science, and/or geology that may lead to the involvement of chemistry in existing ID programs and/or the creation of new ID programs. New involvement in ID programs will be limited to one or two so that we can offer these relationships appropriate support.
2. Conduct a feasibility study to assess space needs that will support the continued teaching and learning of an evolving science. This includes medium-term planning for a new building and/or major addition/renovation of the current space, and short-term planning for how to adapt the space we currently have to better suit our needs. Throughout the process, environmental impact will be considered as we plan for the future.

3. Adopt a sustainable departmental model for instrument acquisition, maintenance, and repair. Develop a modern complement of chemical instrumentation and infrastructure to serve the laboratory curriculum and student/faculty collaborative research.
4. Increase support of student/faculty research, recognizing this activity as both a significant and valued teaching-learning relationship and central to the scholarly work of the faculty.
5. Develop an acceptable, and realistic, accounting method for faculty full-time equivalent (FTE), which includes proper consideration of teaching, collaborative student/faculty research, administrative tasks, student advising, etc.
6. Redesign the laboratory curriculum to focus on the development of basic and advanced laboratory competencies, to integrate different sub-disciplinary areas, to provide research-like experiences early in a student's career, and to promote environmental awareness. This instruction will require additional resources and a coordinated effort across the Department.

College Needs:

1. Compensation and benefits comparable to those of peer institutions.
2. Increased support for faculty professional development – highly important are establishment of faculty professional development accounts and increase in the funding level for professional travel (both for scholarly presentations and participation in governance of professional organizations).
3. Adequate physical spaces for all disciplines.
4. Adequate numbers of faculty and staff for all disciplines.
5. Increased and sustained support for student/faculty research, including summers.
6. Increased and sustained support for technology. Dedicated staff and financial support for maintenance of increasingly costly and complex scientific instrumentation is strongly needed, as is sustained funding for acquisition of new instrumentation, particularly in the mid-price range where external funding is difficult to obtain. An accelerated replacement cycle for faculty computers is needed, and should include issuance of laptops to faculty. Many faculty members currently carry out Gustavus-related computer activities mainly on personal laptops.
7. Increased support for library-related items.

CLASSICS

Department Needs:

1. Strategic partnership for student participation in archaeological dig
2. Funds to support student research
3. Department budget that maintains parity with inflation and supports implementation of department initiatives
4. Travel budget for faculty/student research in Greece/Italy

5. Endowed chair in material culture
6. Enhanced technical support to allow implementation of innovative pedagogical programs (including designated I.T. liaison and 10 hrs/week dedicated work-study)

College Needs:

1. Develop vibrant undergraduate summer research program
2. Enhance Gustavus' national reputation to accurately reflect its quality
3. Expand scholarships for global perspectives and cultural competency, including study abroad
4. Establish endowed chairs
5. Enhance life-long learning opportunities for alumni, including participation in study away.
6. Enhance community engagement
7. Enhance funding for faculty conference travel
8. Support, through faculty development, innovative pedagogy
9. Provide adequate computer equipment and technical support to offer educational programming to a wider audience
10. Funding to improve the library collection
11. An advising system that engages students in sustained reflection on their educational and personal goals
12. Innovative strategies to allow faculty to participate more effectively in the recruitment of students

COMMUNICATION STUDIES

1. Establish a forward-looking College strategic plan that foregrounds civic engagement, social justice, and servant leadership
2. Faculty and staff compensation and benefits—faculty at 80% of AAUP baccalaureate IIB institutions, administrators and staff at level competitive with regional peers, and for all employees competitive benefits, especially family medical benefits
3. Technology—instructional technology, dedicated support for every department, and laptops for faculty
4. Increased support for faculty professional activities (increased travel funds, professional development accounts, and support for leadership in professional organizations and editorship of professional journals)
5. Physical space in the Twin Cities for workshops/programs, alumni gatherings, and outreach
6. Increased support for student and student-faculty research

7. Restore and increase the library budget to establish collections and databases to support undergraduate and faculty research
8. Endowed chairs to support the work of current faculty and provide support for the faculty salary pool

COMMUNITY SERVICE CENTER

- a. A more deliberate articulation of the College-wide goal regarding the desired degree/level/and place of civic engagement within and across the curriculum.
- b. Increased support for faculty professional development, activities, and recognition for community-based service-learning and research.
- c. Increased support and recognition for undergraduate research in community-based learning.
- d. Endowed chairs to support the work of faculty engaged in community-based service-learning and research.

ECONOMICS AND MANAGEMENT

1. Develop and fund a compensation plan that is sensitive to disciplines in which the market demands a salary greater than the Gustavus base.
2. Make academic excellence the primary standard for evaluating other college strategic initiatives.
3. Affirm support for professional programs in the college mission statement.
4. Increase support for faculty professional activities.
5. Increase funding to improve the Library collection.

EDUCATION

1. Increase in number of faculty and administrative or support staff with competitive compensation and benefits
2. New or renovated academic building with flexible space for education and nursing
3. Replacement cycle for technology hardware that includes laptops for any faculty or staff member
4. Increased support for faculty professional development, including restoring opportunities for faculty to travel and learn together (Service Learning & Social Justice Travel Seminars to Namibia, Cuba)
5. Increase in library budget for scholarly and professional data bases/journals and acquisitions
6. Greater support for faculty research (i.e. course reductions on a rotational basis) and funding for faculty-student research in the social sciences

ENGLISH

College needs:

1. ENDOWMENT

2. MUCH MORE willingness to assist departments on the part of Gustavus Tech Services
3. Greater funds for department budgets
4. Greater support from the Alumni Office and the IR Office for department initiatives

ENVIRONMENTAL STUDIES

1. Faculty support for student-faculty research
2. Family medical benefits
3. Faculty/staff compensation
4. Faculty travel/professional development budgets
5. Technology - campus portable computing/phone devices

FIRST TERM SEMINAR

1. Increase support for Writing Center and Writing Program to enable faculty development efforts in writing
2. Improve expertise in working with students with disabilities through increased staffing in Academic Advising and through faculty development efforts
3. Improve expertise in working with English Language Learners through increased staffing
4. Increase ability of Gustavus Technology Services to support electronic portfolios of student work

GENDER, WOMEN, AND SEXUALITY STUDIES

1. More funding for new tenure-track hires with official connections to the GWS program
2. More funds available for off-campus study

GEOGRAPHY

1. College-wide focus on the academic program as the first priority.
2. Competitive salary and medical benefits for faculty.
3. Additional instructional computer laboratory for Nobel Hall and regular technology upgrade/replacement cycle.
4. Increases to department budgets to account for inflation.

GEOLOGY

An instrument technician that can support ours (and other anticipated departmental needs)

Computer specialist—especially with expertise in GIS (perhaps could be same person as the instrument technician—if a person with both sets of skills can be found)

HEALTH AND EXERCISE SCIENCE

Department Needs:

1. Renovation of Lund Center to enhance teaching, learning, and research opportunities.
2. To secure additional tenure line faculty to direct all programs within the department, support multiple tracks within majors, and support the anatomy and physiology program.
3. Funding to support faculty development and research needs
4. Funding to support student research and presentation in national and other venues
5. Fiscal support to purchase essential equipment and technology

College Needs:

1. Gifts and grants to support the renovation of Lund Center and the purchase of essential equipment
2. Funding to encourage new tenure line hires/endowed chairs
3. Endowed funds for faculty and student research and presentation
4. Administrative support for the programs and contributions of the department

HISTORY

1. Funding for 1-3 additional history faculty
2. A doubling of the college's endowment within 7 years
3. Continue efforts to attract an even more excellent pool of students

JAPANESE STUDIES

1. Greater emphasis on the curricular diversity, particularly on education about Asia.
2. Renew the College's commitment to fostering an interdisciplinary perspective through courses and programs.

JOHNSON CENTER FOR ENVIRONMENTAL INNOVATION

1. Full staffing of all departmental and program teaching positions. \$?
2. Recognition (in terms of staff time) that effective academic environmental initiatives also require administrative and support staff time. That recognition needs to be expressed in staff budgets and time allocations. \$?
3. Allocation for physical plant infrastructure and operations that embody our environmental commitments (i.e. facilities and operations that teach). \$?

KENDALL CENTER

- Adequate funding for faculty travel to conferences, as well as development of a professional development account for faculty

- Adequate funding to support student research and conference travel
- Competitive salaries, benefits, and course load for all faculty
- Adequate technology services and support that is responsive to academic needs
- Reexamination of faculty roles leading to a new definition of “teaching load” that reflects strategic priorities and rewards faculty work fairly

LATIN AMERICAN, LATINO, AND CARIBBEAN STUDIES

III. College Needs

1. Understand and support the needs of interdisciplinary programs so that students can be assured of getting the courses they need to finish interdisciplinary minors and majors
2. Support the creation of new interdisciplinary majors like LALACS, as these speak to the college mission and reflect current, positive changes in academe.
3. Create scholarships for entering students specifically recruited to study in interdisciplinary programs like LALACS
4. Increase the diversity of the student body, to better reflect the diversity in Minnesota and the U.S.
5. Support more prestigious event speakers related to global issues in order to enhance the experience of current students, and to increase the profile of Gustavus as a diverse, global institution
6. Make sure that all classrooms are smart classrooms in order to increase student satisfaction and enhance the learning environment.
7. Support study abroad

LIBRARY

Competitive salaries, benefits, and course load for all faculty

Opportunities for professional development

Adequate core technology services and support, with ongoing input from the academic program on priorities and implementation

MATHEMATICS AND COMPUTER SCIENCE

1. Classrooms: Current classroom configurations (combo chair/desks, non-integrated technology) relates to the “sage on the stage” style of teaching as opposed to “guide by the side”. Classrooms need to be re-designed from an instructional standpoint, including access and training for instructional technology, including SmartBoards.
2. Establish a replacement cycle policy for technology in classrooms, labs, and offices.
3. Broadened support for summer faculty and student/faculty research, particularly interdisciplinary research.

MODERN LANGUAGES, LITERATURES, AND CULTURES

1. Transform all of Vickner-Confer classrooms into smart classrooms.
2. Support financially students who study abroad
3. Expand Japanese Studies Program into (East) Asian Studies Program.
4. New resources to develop an electronic library in Culpeper for languages that are not taught on campus
5. Support financially, politically, and logistically the regular visit of International Fulbright scholars and international guest lecturers on campus.
6. Renew the College's commitment to its support of interdisciplinary courses and programs.
7. Promote team teaching within and across departments.
8. Renew the College's commitment to promoting international and intercultural perspectives.

MUSIC

1. Expand and renovate the Schaefer Fine Arts Buildings for Visual Arts, Music, Theatre, and Dance, including the addition of a performing arts venue with multimedia capabilities to be used for major concerts and lectures
2. Faculty and staff compensation and benefits—faculty at 80% of AAUP baccalaureate IIB institutions, administrators and staff at levels competitive with regional peers, and for all employees competitive benefits, especially family medical benefits
3. Secure the ongoing success of signature College events, including the Nobel Conference, Christmas in Christ Chapel, and the MAYDAY! Peace Conference, by fully endowing their production

NEUROSCIENCE

Department Needs:

1. Hire additional faculty
This would let us offer extra sections of our basic classes allowing more students into the program as well as offering a greater diversity of courses.
2. Invest in new instrumentation
Investment in equipment and buying new instruments would transform the possible laboratory experiences that could be provided. This would allow us to enhance the level of technical sophistication to reflect the modern face of neuroscience.
3. Provide administrative time for the program
4. Hire a laboratory technician.
The labs require extensive set-up and equipment preparation and hiring a laboratory technician would significantly improve the lab experience. Science courses typically rely on labs to teach

significant portions of the curriculum and support staff would allow us to expand our lab offerings and free time for more interactive lab experiences.

5. Focus faculty FTE on the program
6. Speaker program. The neuroscience faculty would like to have the funds to invite and pay outside speakers to participate in an interdisciplinary visiting speakers program.

College Needs:

1. Provide more time for faculty research
2. Build new academic building Our current facilities are inadequate. As student interest in our field is increasing it is easy to see that other schools are taking advantage of their greater facilities and resources in recruiting talented students. We anticipate that the facilities in the new building should be a significant improvement.
3. Increase compensation Needed in order to recruit and retain high quality faculty.
4. Greater support for faculty professional activities and development
5. Student research funds
Additional funds to provide stipends for students conducting summer research and travel money to allow students to attend meetings is necessary if students are to benefit from these research experiences.
6. Improve library access to academic journal publications
Our library needs more resources. It would improve the courses in our field if there was greater access to original peer-reviewed literature in the field. Electronic access to more journal publications would help students to conduct meaningful literature searches in a timely fashion.

NURSING

- 1 and 5. Develop and fund a concrete plan to address appropriate levels of computer and equipment technical support and infrastructure across the campus
2. Create mechanisms to increase recruitment and retention of international students and faculty as well as those from traditionally underrepresented groups
3. Increased support for faculty and student research
4. Provide competitive salary and benefits based on an agreed-upon peer group for faculty/employees
6. Continue to explore ways to maximize the Interim Experience (January) as a meaningful addition to a Gustavus students education. Expand opportunities (including scholarships and fellowships) for students and faculty to develop global perspectives and cultural competencies on campus and off campus

PEACE STUDIES

1. Better coordination among departments and programs interested in social justice to build on strengths, share resources, and avoid duplication. Could be facilitated by an improved campus communication

network, formation of a social justice “council”, development of a campus-wide social justice curriculum option, etc.

2. More rewards/recognition/incentives for faculty involved in interdisciplinary programs

PHILOSOPHY

Faculty and staff compensation and benefits. Realize the Board’s decades old commitment to 80% of AAUP baccalaureate IIB institutions

2. Increased support for faculty renewal and research, including funding for course innovation
3. New endowed chairs in philosophy that can contribute to the college as a whole
4. Endowment for student research and travel
5. Laptops for faculty

Add as needed...

PHYSICS

1. Increase Gustavus faculty salaries to the level at which the average salary for each rank is at or above the 80th percentile of all baccalaureate institutions nationwide.
2. Decrease the employee portion of the premium for medical insurance to the average level paid by employees of Minnesota private colleges.
3. Under the auspices of the Gustavus Faculty/Student Collaboration grants, provide increased availability of competitive 10-week student summer stipends for research.
4. Create a restricted endowment for scientific equipment, to be shared across the Natural Science division (\$2M minimum). Additionally, the College should fund a plan for the regular equipment maintenance (10% of each department’s annual equipment budget).
5. Increase faculty travel funds and/or establish an individual professional development account.

POLITICAL SCIENCE

1. Competitive (AAUP #1) salaries and benefits (especially family insurance) for faculty.
2. Endowed chairs to support the work of current faculty and provide support for the faculty salary pool.
3. Financial support to recruit and retain an excellent and diverse student body (through need-blind admissions, meeting 100% student need, etc.)
4. Increased support for faculty professional activities (travel money, professional development accounts, funds to support journal editorships, etc.)
5. Increased support for student-faculty research.
6. Pre-tenure sabbaticals

7. Upgrading all classrooms to include multi-media, plus personal laptops available to faculty.

PSYCHOLOGY

1. Increase Compensation: To recruit and retain high quality faculty, the College must increase faculty salaries to a level commensurate with AAUP 1 targets. The College must also provide compensation to all employees (administrators and staff) that reflects the high quality of work expected and that is competitive with regional institutions.
2. Increase Medical Benefits: The College must improve financial support for medical benefits for all employees but must specifically address the current state of family medical benefits in a manner that is in line with the purported values of the College.
3. Construct New Academic Building: A new building to house the occupants of the current Anderson Social Science Center is necessary to attract high quality students and faculty and to demonstrate a real commitment to academic excellence.
4. Support Technology Needs: As the use of technology continues to evolve and change so must support for endeavors in this regard.
 - A. Provide support for instructional technology that includes expertise in the creation and sharing of new innovative classroom possibilities as well as clearly identified support for existing hardware and software.
 - B. Regularize replacement of hardware and software without requiring annual requests and extensive justification by faculty and staff.
 - C. Provide specialized dedicated technology support for each department to meet unique disciplinary needs (e.g., laboratory software, experiment design, data collection).
5. Support Laboratory Equipment Needs: Provide financial support for laboratory equipment needed to facilitate ongoing research and scholarly endeavors of both faculty and students. Whereas start-up funds are sometimes allocated for equipment needs at the beginning of one's career, without dedicated funds, replacement and updating of equipment necessary for any working lab (beyond that deemed fundable by external sources) and the purchase of new equipment is not addressed.
6. Reduce Classroom Teaching Assignment: Reduce the current classroom teaching assignment from six classes per academic year to five in order to provide the time necessary to collaborate with students outside the classroom and to facilitate the possibility of scholarly and teaching collaborations among faculty across the College.
7. Enhance Support for Faculty Professional Activities: Increase support allocated for professional activity (e.g., travel funds) and provide support for professional obligations (e.g., membership fees, journal subscriptions, publication costs) that are not currently supported but are necessary for scholarly development.
8. Increase Support for Faculty-Student Collaborations: Provide support necessary to increase the number of opportunities and the quality of faculty-student research/scholarly collaborations. Insure that this support is flexible and not restricted to collaborations during the summer months.

REGISTRAR'S OFFICE

Ours is a service office. We attempt to meet the information and academic needs of the whole Gustavus community, while supporting the mission and goals of the College.

RELIGION

1. Greater emphasis on curricular diversity, especially on non-western offerings in the humanities and social sciences
2. Renewal of the College's commitment to interdisciplinary approaches
3. Greater emphasis on "intercultural competencies" with increased support for study abroad and curricular integration of study abroad programs

SCANDINAVIAN STUDIES

None

SOCIOLOGY AND ANTHROPOLOGY

Consideration of "college needs" would be a luxury, but our only need is staffing. The Communications Department lists a whole lot of needs besides staffing, but all we need is staffing. What the Communications Department lists as college needs—you can ditto that for us. We like those needs. Number 8 is just super, and if you can get on with that one, we will eventually resume our place on campus and be able to fill out this chart in a more meaningful way....

THEATRE AND DANCE

1. A progressive all-college strategic plan developed in collaboration with faculty and staff and based on college mission and values including social justice, community engagement and active leadership.
2. Faculty and staff salaries and benefits meeting AAUP guidelines for peer institutions. Improvements in family medical benefits.
3. Improved level of digital technology available to faculty and students. Constant update, maintenance and support of all technology.
4. New performance spaces providing resources for all of campus and surrounding communities. One larger venue for all-college events or professional performances, one smaller performance space as a laboratory for interdisciplinary, social justice and community-based events.
5. Increased support for faculty and faculty/student research.
6. Increased support for faculty development and travel.
7. Endowed chairs creating new faculty positions in addition to existing positions.
8. Increased library resources and data-bases, especially in the Arts.
9. Return of 2-course requirement in the Arts for all students, with adequate funding for requisite course offerings.

WRITING PROGRAM AND WRITING CENTER

1. Funding to hire a full-time tenure-track person to direct both WAC and the Writing Center.
2. Establish two budget lines with adequate funds for the Writing Center and WAC programs, and provide adequate release time for the directors of WC and WAC with course replacement in their respective departments.
3. Funds to support an expanded faculty development program for those who teach WRIT1 and WRITD courses.
4. Administrative support and recognition that the WAC and Writing Center are two separate programs with separate directors, and that these programs are an important component within General Education at Gustavus.
5. Support, both administrative and fiscal, for developing a formal assessment program for the writing program.
6. Build two “confidential” tutoring cubicles or kiosks in current Writing Center space (or ensure that new space is equipped with confidential tutoring areas), and create an Academic Support Center that includes a Writing Center with appropriate technology.
7. Provide funding to hire a half-time tutoring position for students with special needs and/ or written processing disorders.
8. The College needs a permanent ELL or Multilingual Support position. Make this position full time by adding community and/or parental outreach, enabling the ELL specialist to connect with the parents of immigrant students, or local teachers, etc.
9. Endow a Chair: Director of Writing Studies at Gustavus. Include discretionary funds for travel, bringing in speakers. Rotate in ways that enable both creative writing specialists and academic writing specialists to hold the Chair.

Question Four

To accomplish the initiatives stated above and to continue the delivery of your academic program provide a ranked list of departmental needs (please provide cost estimates where known).

ART AND ART HISTORY

1. Tenure-track position in Art History focusing on student multi-media authoring combined with interfaith and global perspectives
2. Studio artist in web design and graphic design
3. Shop Assistant in studio arts
4. Full time departmental assistant
5. Improved safety in existing classrooms
6. Expansion of classroom spaces to meet needs of new technology and pedagogies
7. Support (release time and positions) to establish Visual Literacy major/minor
8. Support (release time and positions) to develop and maintain short-term domestic and international experiences, service learning experiences, community internships and off-campus partnerships, on-line gallery, alumni networks and expanded exhibition and research opportunities for students.
9. Funding for visiting artist and art scholar program

BIOCHEMISTRY AND MOLECULAR BIOLOGY

1. An acceptable and realistic accounting method for Program faculty FTE, which includes consideration of joint appointment obligations and programmatic administrative tasks. (cost estimate: 2-3 course releases/year)
2. A laboratory support staff position for BMB to prep for laboratories, oversee supply inventory and ordering, etc.
3. Support (i.e. program budget and endowment for supplies, equipment, stipends, and conference travel) of BMB student/faculty research.
4. Support (i.e. annual budget line initially, endowment eventually) for instrument acquisition, maintenance, and repair to develop a modern complement of biomolecular instrumentation and tools to support high quality course and laboratory experiences and student/faculty research.
5. Support (i.e. faculty release time, program budget, professional development budget) to generate and implement a laboratory and classroom curriculum to foster the development of communication and biomolecular literacy, leadership and vocationally-related skills in our students.

6. Support (i.e. faculty release time, program budget, professional development budget) to continue to generate and develop high quality, innovative, research-like laboratory and classroom experiences and to offer non-course-based research experiences.
7. Dedicated administrative/clerical support staff time to assist with program administration-related work.
8. A tenure-track line for a molecular neuroscientist to advance and expand the BMB program in expertise, course offerings and research.

BIOLOGY

1. Tenure-track line in Biology to allow offerings in new fields as well as promote department goals of reduced introductory class sizes. Useful expertise: Bio-mechanics, bio-informatics, or bio-physics.
2. Tenure-track line shared with Neuroscience to provide sustainability to the Neuroscience program.
3. Expanded, modern, flexible facilities
4. Tenure-track line shared with Biochemistry to provide sustainability to that program.
5. Resources sufficient to support instruction; instrumentation acquisition, repair, & replacement;
6. Endowed chairs that rotate within the department, providing release time and support for initiatives.
7. Technology support specialist for Nobel Hall.

CENTER FOR INTERNATIONAL AND CULTURAL EDUCATION

These two needs cannot be ranked as they are both necessary:

- Increase the CICE staff by 2.0 FTE
- An adequate office space for the Center that allows each staff member to have an office, provides student work space, a meeting room, and sufficient storage areas. CICE has significantly outgrown its meager square footage

CHEMISTRY

None

CLASSICS

None

COMMUNICATION STUDIES

1. Assistant Director of Forensics (teach 4 sections a year in the department)
2. Equitable support for the department chair and other significant service commitments—course release + additional support as needed
3. Tenure-track line in new media/emergent communication technology

4. Support (release time/monetary) to establish summer and weekend programs for teachers, high school students, and alumni and friends of Gustavus and to coordinate regional resource programming at Gustavus—\$2000-5000/per program
5. Civil discourse initiative within the department and across campus—\$2000-20,000 depending on scope
6. Tenure-track position in public advocacy and civic discourse
7. Support (release time and positions) to establish a visual literacy major/minor—\$3500 + two positions (one in Communication Studies and one in Art and Art History)
8. Support for non-profit leadership minor (instructional support via new faculty line)
9. Endowed chairs (Civic Engagement, Nonprofit Leadership, Civil Discourse, Social Justice, and Legal Studies)
10. A rotating scholar in intercultural communication or diverse communities to support international and diverse perspectives

COMMUNITY SERVICE CENTER

- a. Hire a full-time Assistant Director of Service-Learning to coordinate, facilitate, and expand faculty efforts on campus (10 or 11-month contract, \$40-45,000/year + benefits).
- b. Budget additional \$5-8,000 in the CSC budget specifically to support faculty with service-learning on an on-going basis (i.e. support for faculty advisory board, travel, materials, course activities, community partner reciprocity, etc).
- c. Hire a full-time Operations Coordinator to develop, coordinate, manage, and support the CSC staff in the systematization of departmental policies and procedures to more effectively support faculty and students engaged with the Center (11-month contract, \$35 – 40,000 + benefits).
- d. Expand the physical space of the Community Service Center to meet existing and anticipated needs.

ECONOMICS AND MANAGEMENT

1. Hire one additional Management faculty member.
2. Hire one additional Economics faculty member.
3. To secure sufficient endowment to hire new faculty and to pay current faculty in the Economics and Management department salaries that are competitive within their disciplines, given education, rank, and years of experience.
4. To secure sufficient endowment to convert one of the current Management Faculty positions to an endowed chair. At the time of appointment, this person should have the scholarship and teaching experience to be appointed at the Professor rank.

5. To increase the course release for the Department Chair to four courses a year and secure a 16th position (term appointment) to handle the teaching assignment the chair would have handled prior to election as chair.

EDUCATION

Students and Programs

- Two (2): Re-imagine and redesign our Education Department curriculum in line with our vision (first) as committed to liberal arts education for all students, equity, democracy and excellence, and second to licensure, and accreditation.
- Three (3). Develop and nurture reciprocal partnerships with school sites and personnel for the purpose of facilitating field placements for elementary and secondary education students at all levels of the program.
- Four (4). Explore possible sites for additional student teaching placement opportunities.
- Six (6): Redesign curriculum to include English Language Learner components for all Education majors.
- Ten (10): Increase cluster sites for student teacher placements for both domestic and study abroad sites. Specifically, monies should be allocated to provide additional ways for faculty to engage in field-based work. As we strive to develop more fully our field placements as a way to provide more diverse experiences for our preservice teachers, we will need funds to provide transportation to the sites, and to enhance professional development options with practicing teachers.
- Twelve (12): Continue to work with the Diversity Center to build relationships with urban and rural communities and schools so as to provide reciprocal learning opportunities for students.
- Thirteen (13): Expand our curriculum to include greater emphasis in special education and working with students with exceptionalities.
- Fourteen (14): Expand practicum students and student teachers in diverse school settings (e.g. Gaylord, Spain, IB, Language Immersion, Alaska, charter schools, El Paso, Phoenix, urban etc...).

Faculty and Staff

- One (1): Funding three new faculty tenure lines, and one administrative staff (to work with our field coordinator) in the Department of Education.
- Five (5): Maintain a program of fiscal support to encourage and support faculty in keeping current and for exploring important new initiatives in their perspective fields.
- Nine (9): Contribute to the General Education program at Gustavus by offering, through the department, courses for Gustavus English Language Learners, teaching First Term Seminar, and contributing to teaching in the Curriculum II program.
- Eleven (11): Support faculty development related to the changing demographics as reflected in the ethnic, geographic, and socio-economic diversity of the region and world.

Resources/Technology

- Seven (7): Work with Gustavus administrators and staff, architects and others to establish space utilization needs. Create flexible and specialized teaching spaces to support learning in our specialized major courses (i.e. EDU 246/247) including lab space.
- Eight (8): Ensure access to appropriate and current technologies. While technologies continually change, we need to provide our students with the most relevant technologies available.

ENGLISH

1. Significant increase in budget to accomplish pedagogical goals, writers series, etc. For example, a \$7500 budget annually would allow us to bring in writers of national rank (airfare + \$1000 typical fee per writer). At present, we have no regular funds for this purpose and can only bring in local writers and “friends” who willingly do favors for our faculty
2. Tech training opportunities for faculty
3. Computer Lab space
4. More flexible and enriched faculty development resources

ENVIRONMENTAL STUDIES

1. Permanent director of environmental studies
2. Faculty line(s) in environment policy, environmental economics, and/or natural resource/energy management
3. Space on the central campus for the environmental studies program

FIRST TERM SEMINAR

1. Funding for faculty development workshop for continuing FTS faculty (\$5000/year)
2. Increase support for FTS Program Director to 2-course release and one month summer stipend to support faculty development workshops (\$7750/year - \$1750 for additional course release time and \$6000 for one month of summer pay)
3. Funding for celebration of student research (\$2000/year)

GENDER, WOMEN, AND SEXUALITY STUDIES

1. More tenure-track hires in departments that are willing to partner with our program
2. Funding for a half-time position in the Community Service Center to work with providers and agencies that work with rural populations

GEOGRAPHY

1. GIS Lab Manager position (\$30,000/year)
2. New tenure-track position with regional specialization in the Global South.

3. New tenure-track position with geospatial technology specialization.
4. Endowment fund for student travel on geography field courses and field trips. (\$2,000/year)

GEOLOGY

Possible modification of existing laboratory facilities.

Instrument and/or computer technician (see #3).

HEALTH AND EXERCISE SCIENCE

We cannot overstate the importance of administrative support for the programs and initiatives within the HES department. This support most assuredly includes funding for the initiatives described above but it also should include recognition of the important contributions of the department to the mission of the College, and more open and transparent opportunities for communication. The department, over the last twenty years, has had to repetitively justify its goals, programs, and needs because we are often classified as “more vocational” than some other departments. Teaching writing, critical thinking, exploration of global issues, exploring vocation and service learning as a sense of calling, research, and service learning are firmly embedded within departmental programs. We would like to be recognized as a department that contributes in very positive ways to liberal learning within the context of Gustavus Adolphus College and its mission.

HISTORY

1. Addition of 1-3 faculty in critical areas
2. College-wide support for more interdisciplinary and team taught courses
3. Administrative efforts to attract grants for course development
4. Hire replacement faculty (as people retire) whose pedagogy and approaches to the discipline reflect our goals and initiatives

JAPANESE STUDIES

1. At least one new faculty member who can teach Japanese (and East Asian) economics/management or Japanese (and East Asian) Art/Art History.
2. Support for faculty development opportunities (workshops and conferences) for the members of Japanese Studies Program.
3. Support for faculty development opportunities (workshops and conferences) for general faculty for developing expertise in East Asia.

JOHNSON CENTER FOR ENVIRONMENTAL INNOVATION

At this time, the priority need is for a known funding formula for the Johnson Center. Start up funds from the Johnson family are nearly exhausted and it will be some years before the endowment commitment is fulfilled. The Johnson Center needs a clear funding commitment from the college to allow planning for programming. A budget request for those funds will be submitted shortly, but it is not yet clear how that will be fulfilled. That budget request includes modest support for Johnson Center programming, mostly for student-centered activities (internships, student employment positions, and supporting funds).

KENDALL CENTER

It's hard to say, during a period of transition, where the highest needs are. We recognize that adequate funding for travel (which is funded by the Provost's office but managed by the Center) is a priority, though we don't want it to take priority at the expense of Center funding. Eventually, it would be good to meet the long-held goal of having a Professional Development Account; this has been a top-ranked goal in faculty surveys for many years and would probably require doubling the current \$97,000 allocated to conference travel. As scholarly publishing evolves, it's likely that some costs will be born up front (and already are in many fields); we should keep an eye on trends and provide funding when it enables the widest dissemination of scholarship at a reasonable cost. And having a good space for an office with some gathering areas would be helpful as the program evolves.

In the immediate future, I would like to see that the Center's administrative assistant have a schedule that enables her to work longer hours during the academic year and fewer in the summer; that would require around \$6,000/year because we would have to pay benefits.

LATIN AMERICAN, LATINO, AND CARIBBEAN STUDIES

IV. Department Needs

1. Protect tenure-track faculty positions in participating departments through discussions between the Provost, the Dean, the departments and LALACS. This would involve the college committing money to support these positions.
2. Engage in discussions with the Provost on how to create and fund scholarships.
3. Create an endowed chair position. This would be a 3-year, revolving position.
4. Increase the current budget for the minor program to \$3,000. Upon the creation of a major, increase the budget to the status of similar interdisciplinary programs.
5. Add three dedicated faculty lines for LALACS: one in Latino Studies, one in Caribbean Studies, one in Southern Cone Studies
6. Make the majority of classrooms smart classrooms.
7. One part-time student worker assigned to the LALACS Chair.

LIBRARY

These are our most immediate needs

1. Adequate funding for collections, including new information formats
2. At least one additional faculty line
3. Funding for an institutional repository and better physical conditions for the archives (ContentDM repository software will cost approx. \$25,000 in the first three years plus \$3-4,000 annually)
4. Funding for a consultant and for capital improvements to the library's current physical space

MATHEMATICS AND COMPUTER SCIENCE

1. Approve replacement hiring of one tenure-track position (currently “on hold”) to alleviate strains on staffing computer science and mathematics courses, as well as to increase course offerings in statistics.
2. Provide a mechanism for interdisciplinary conversations concerning joint majors, as well as consider hiring individuals with joint appointments.
3. Continue current departmental budget line item for computer hardware to allow the Department control and flexibility in providing a quality education in the computer science, statistics, and mathematics.
4. Continue and increase departmental budget line item for computer software. We currently hold a site license for Maple (mathematics), but do not have a corresponding line item for a statistical software package. This is crucial to the development of a major/minor in Statistics. Approximate additional cost: \$3500 annual departmental site license for JMP statistical software.

MODERN LANGUAGES, LITERATURES, AND CULTURES

1. Four more teaching assistants per year (fulltime students with free tuition, room and board and a small stipend)
2. Short term: One tenure-track position in Chinese for a language position only
3. Long-term: two tenure-track positions for a fully developed and sustainable Asian Study Program.
4. Short term: One shared position in German/Russian.
5. Long-term: two new tenure-track positions to rebuild a German major/minor and build a Russian major that does not assume reliance on other departments
6. Give continuity and stability to the adjunct position in Spanish
7. Increase the budget of language societies to promote cultural field trips of all sorts.
8. Temporary support staff during registration for monitoring placement test results in Spanish.

MUSIC

1. A full-time 10-month Music Department Chair
2. Expand and endow the music scholarship program
3. Designate an Admissions Associate to focus on recruiting music students for Gustavus Adolphus
4. Increase the quality, diversity, and number of music majors
5. Convert Violin faculty position from term appointment to tenure-track

NEUROSCIENCE

None

NURSING

1. Patient Simulation Lab
2. Support for diverse student populations to ensure success in nursing.
3. New Faculty clinical position(s).
4. Support (financial/course load) to attract qualified and diverse faculty
5. Enhanced technology for videoconferencing capabilities.
6. Support for international experiences to enhance cultural competence of future nurses.

PEACE STUDIES

1. Departmental (and administrative) support of Peace Studies when hiring new faculty. As an interdisciplinary program, we are dependent on department support. (No Direct Cost)
2. More support (release time, compensation, support staff) for program director to build program. MANY of the limitations of the growing the program are related to the fact that no one is dedicated to building it full time.
3. Hire part-time faculty to teach conflict resolution
4. Support (release time/monetary) for faculty development opportunities (summer, e.g.) to develop/enhance courses related to Peace studies (\$5000 in one summer)
5. Designated campus space for the program - such as a peace or social justice center. Could be shared with other interdisciplinary programs
6. Time for collaboration and funds for program development among campus constituencies interested in social justice/peace education to build/coordinate programming on and off campus. Such as:
 - external grant to support library collection related to peace studies, celebrating our Swedish Lutheran heritage
 - an annual peace studies student (college or high school) conference
 - a “peace house” experiential learning center (off-campus)

PHILOSOPHY

1. Philosophy of Science position
2. Continental Philosophy position
3. Support for curriculum innovation
4. Endowment for student research
5. Support for student travel

Add as needed...

PHYSICS

1. Obtain a Clare Booth Luce Professorship in order to hire a female, tenure-track faculty member in physics.
2. Work with the Office of Admissions to identify ways in which our faculty members and students can partner with them in marketing and outreach to prospective students.
3. Provide an annual budget line to allow students who have done significant research to attend a national research meeting (APS, OSA, ASA, etc.).
4. Add a computer equipment line to the physics department annual budget sufficient to allow us to implement a 4-year replacement cycle of laboratory computers.
5. Increase the department's annual budget to include a line to fund a program of colloquia given by visiting speakers.
6. Remodel several classrooms in Olin Hall (Olin 103, the Electronics Lab, and Olin 219) to make them suitable for instruction using modern classroom pedagogies.
7. Increase the physics department's Dues and Memberships budget line by \$800 annually to allow all faculty members to become members of the AAAS or other.
8. Identify and secure more outside grants for scientific equipment and research.
9. Provide an annual budget line for some of our upper-division student majors to attend an annual AAPT or AAAS meeting.
10. After obtaining the Luce Professorship, hire a seventh, full-time, tenure-track faculty position in physics, and use it to cover all annual sabbatical leaves in the department.
11. Work with local School Districts and others in the area to establish a more regular and robust program of outreach to encourage interest in science/physics.

POLITICAL SCIENCE

1. Supplemental Accounts for Faculty (to provide travel funds, summer stipends, books, etc.) to support both research and course development (~\$2,500/year per faculty member).
2. Endowed chairs (Religion and Public Life, Democracy and Civic Engagement, Global Community and Conflict).
3. Financial support for needy students to study off-campus.
4. Budget (\$2,000-5,000/year) for speakers and campus forums pertaining to political engagement and public life.
5. Pre-tenure sabbatical.
6. Technology upgrades (classrooms in Old Main wired with technology and personal laptops for faculty)

7. Administrative support for increased communication (possibly via newsletter) with Department alumni.

PSYCHOLOGY

1. New Building: Move into a new space with dedicated research suites that are fully equipped to afford the high quality research endeavors of students and faculty.
2. Redefine Teaching Assignment: Acknowledge the value of teaching outside the classroom by counting research collaborations with students as part of current faculty teaching assignment, or reduce classroom-teaching assignment to allow for these collaborations.
3. Hire Three New Tenure Track Faculty:
 - a. Two new tenure-track psychologists: As outlined in our strategic plan these two new faculty are connected to and necessary for several of our academic initiatives above.
 - b. One new tenure-track neuroscientist: Necessary to meet the growing demands of the neuroscience program and to support interdisciplinary endeavors emphasized by the College.
4. Hire Research Assistant: Hire a research assistant dedicated to assisting in the creation, support, and delivery of classroom laboratory experiences in physiological psychology and neuroscience.
5. Hire Laboratory Technician: Hire a laboratory technician with expertise in technology to assist in the creation and support of customized research methodologies necessary for data collection and management.
6. Hire Pedagogical Technician: Hire a pedagogical support technician dedicated to assisting in the creation and support of customized research-based course experiences.
7. Create Endowed Chairs: Create two endowed chairs through which current department faculty will rotate to create research opportunities for student faculty collaboration and curricular innovation
8. Initiate Post-Doctoral Fellowship: Create a post-doctoral fellow position to provide teaching experience for recent PhD graduates while enhancing research opportunities for Gustavus students and faculty. Also aims to increase the opportunity for diversity by highlighting the opportunity to those from underrepresented populations.

REGISTRAR'S OFFICE

- Convert microfiche files to a permanent electronic form - \$90,000
- Electronic transfer of records - ?
- Office space for the Assistant Registrar - ?
- Increase the part time position to full time - \$6448 (30 hour/week - \$19,344, 40 hour/week - \$25,792)

RELIGION

1. At least 1 new tenure-track position in World Religions with an emphasis on Islam

2. Support for faculty development in the Religion dept (e.g., enhancing interdisciplinary approaches in the classroom, research)
3. Support for faculty development college-wide (focusing on interdisciplinary approaches to teaching and research areas)
4. An additional tenure-track position in World Religions with a focus on e.g., interreligious dialog
5. An additional hire in Biblical Studies

SCANDINAVIAN STUDIES

1. Time for new departmental and program members to settle in (all three recently hired)
2. Patience while the new faculty members develop new courses and decide which new directions to take
3. With the three members of the Scandinavian Studies program being junior faculty, there is a need for a department mentor with whom to consult and to assist in the tenure process
4. Funding for outside person to teach a January Interim course to avoid having existing faculty teach seven courses per year (to run the program, the SWE/SCA faculty need to teach three courses in during fall and spring semesters)
5. Continued financial support of the Semester in Sweden program so that the cost for the five months in Sweden is no higher than the comprehensive fee at Gustavus for the Interim and Spring terms.

SOCIOLOGY AND ANTHROPOLOGY

Consideration of “college needs” would be a luxury, but our only need is staffing.

THEATRE AND DANCE

1. A new laboratory theatre space with adequate facilities for student performance, experimental/interdisciplinary workshops, community performance. Rehearsal space and dance studio space in same facility with appropriate flooring. Storage, offices, shop space also at the breaking point. **Interim studio space for rehearsals, dance classes and student performances pending new building desperately needed. Simple open space for theatre/dance work need to be found or designed into other buildings in years before a new dedicated arts space is built.
2. Upgrades and repairs to Anderson Theatre to create safer, more comfortable, more usable environment.
3. New tenure-track line in intercultural performance studies, new media in performance, and/or non-western performance history and technique.
4. Endowed Chair in Social Justice Performance that results in net increase on number of faculty in the department.
5. Endowed Chair in Dance that releases funds for two full-time adjunct hires replacing part-time adjunct hires currently serving department.

6. Staff support for community outreach on social justice program, audience relations, public school involvement, web maintenance and communication. Increase administrative assistant to full time.
7. New technology, cameras and equipment required for creative multi-media performance and for crucial documentation of all department performances for use in grant applications, student resumes, recruitment, classroom instruction and other purposes.
8. New tenure-track line in Costume Design, fashion, gender and popular culture. Maintain current lab/instructor position IN ADDITION to this line to allow time for teaching, advising, general education as well as costume construction and shop maintenance.
9. New staff position of Assistant Technical Director to support production and instruct students working in the shops. Increases educational value of each production.

WRITING PROGRAM AND WRITING CENTER

1. Hire a program director with specialized training in composition and rhetoric. This full-time tenure-track hire would direct both WAC and the Writing Center with minimal teaching assignment. Until this position is approved and filled, increase course release for the Director of the WC to three courses, and increase the course release for the Director of WAC to two courses.
2. In the interim period before a full-time program director is hired, split the budgets for the Writing Center and WAC program with sufficient funds in each to support initiatives. The WC budget should be at least \$5000.00 and the WAC budget should be at least \$4000.00. These budgets would then be administered by each director.
3. Create and facilitate faculty development opportunities for faculty who teach WRITD and WRITI courses including appropriate stipends to encourage faculty participation. These faculty development opportunities might include opportunities for faculty to collaborate with writing center tutors to further enhance quality of student writing.
4. Encourage administrative support for the WAC and WC programs to improve quality, visibility, and innovation within those programs.
5. Create a formal assessment process that evaluates efficacy of both WAC program and the Writing Center program. This process should not begin until a full-time tenure-track director has been hired.
6. Provide an appropriate environment to facilitate student writing, ensure confidentiality, enhance one on one tutoring, and ensure access to assistive and other technologies.
7. Provide appropriate academic support for writers with written processing disorders, and for students who are English Language Learners.

Question Five

Other

ADVISING CENTER

1. In the COM150 report, we see Disability Services listed among the Student Affairs items instead of Academic Affairs. And in our report, although we mention ELL services, we realize those services are not part of our services directly so we don't include ELL in our Center's needs.
2. The Advising Center offers three services – the faculty advising program, academic skills support, and disability services. Our summary response to you will be different from the ways an academic department might respond. Let us know if a different format would be better.

ART AND ART HISTORY

The departmental faculty is committed to maintaining a strong curriculum. We do so in terms of incorporating new academic and artistic dimensions in our courses and new technologies, as feasible. However, we are concerned that peer institutions have invested significant resources in the last decade into modern facilities and into expanded faculty and staff positions in the arts. With increased support for the department and college, we will realize the goals that will enhance the college visibility, strengthen the college ties to alumni and the larger community, and engage a larger proportion of our on-campus students in the visual arts.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

None

BIOLOGY

Biology serves about half of all incoming students at Gustavus, and 50-60 graduating majors per year. We have a strong, inquiry-based and lab-rich curriculum that effectively builds knowledge and skills. We engage students with the scientific process by doing research in-class and out. We are active scholars that produce publications, bring in grants and involve students. We have worked over the past years to reduce the size of the classes in our introductory core (Bio 101-202), and are committed to further improving the teaching and learning environment to increase student (and faculty) satisfaction and retention. We have a strong commitment to quality advising and mentoring of students. We also contribute widely outside our majors, offering courses for FTS, Cur II, IEX, NASP and strong interdisciplinary programs. What we lack are enough faculty and appropriate facilities and support to continue making progress in these directions.

CENTER FOR INTERNATIONAL AND CULTURAL EDUCATION

None

CHEMISTRY

Sections 1 and 2 above are from the Chemistry Department's strategic plan as written. The "Department Needs" entries of section 3 are extracted from an extensive list in the department's strategic plan, and are listed, as requested, by rank rather than the order in which they occur in the plan. The ranking is somewhat subjective, so should not be interpreted in an overly rigid manner.

Interdisciplinarity is probably the single most pervasive positive theme of the Chemistry Department's strategic plan. The department currently participates in interdisciplinary programs in biochemistry and environmental

studies. There is formally a materials science program shared with the physics department, but it has been moribund for several years, and we would like to revive it if possible. In addition, the department is interested in establishing interdisciplinary relationships with the geology department (which should be facilitated by the recent hiring of Julie Bartley and acquisition of the ICP-MS instrument that is housed in Jeff Jeremiason's lab).

CLASSICS

The academic quality of Gustavus and the professional quality of its faculty should be more widely known on the national level. The service and goals of the Classics Department are central to the college's liberal arts mission and that fact has been explicitly endorsed by the community ever since Marleen Flory helped establish a Phi Beta Kappa chapter on campus. Support of the vision of Classics would be a logical component in building the college's national stature.

Departmental faculty members face a number of particular challenges. Teaching a wide range of courses in a variety of fields and across a time-period that spans three millennia requires a considerable investment of time in professional and course development in order to stay au courant. Additionally, in a small department, each member shoulders a larger portfolio of responsibilities. The accomplishments of the Classics Department are built on hard work, and it is an ongoing challenge to sustain the department's range of commitments. Furthermore, many of the proposed strategic initiatives call for significant investment of the faculty time for their implementation. Release time and additional staffing through the creation of an endowed chair in material culture would allow many of the above strategic initiatives to be achieved. Such an appointment would well serve the interdisciplinary goals of the college; Classics is a subject that embodies the liberal arts approach, an interdisciplinary field defined chronologically and geographically rather than through a single methodology; it trains students to make connections across cultures in the languages, literatures, history, sociology, philosophy, art, and archaeology of the Greco-Roman world, from pre-history to the Renaissance, and builds a wide range of transferable competencies, including verbal and analytical skills.

COMMUNICATION STUDIES

A number of our strategic initiatives and tactics are being or will be implemented over the next few years. These are the minimal low-cost items (although they do demand time) and are not reflected in the rankings.

Our second departmental priority was identified over a decade ago and reinforced as a strong recommendation of our last self study; it's long overdue and a requirement to move forward with our strategic initiatives.

Our first College priority—a clear strategic direction—was ranked as the number one priority by every department faculty member. The rest of the priorities are critical as they bring the College up to minimal standards (and mostly restore ground lost in the last decade), but this means nothing without a clear direction for the College to move forward and attract students and faculty in an ever more competitive market. Civic engagement, social justice, and servant leadership are reflected in our mission and in our ethos and must be reinforced in a strong, clear strategic plan that grounds us solidly in who we are and moves us into the future.

COMMUNITY SERVICE CENTER

None

ECONOMICS AND MANAGEMENT

- a. The Department's initiative to offer four FTS or J-term courses is contingent on securing at least one new position in Management and Economics. To completely realize the Economics and Management initiatives plus greater participation in General Education, the Department will need two new positions.
- b. The proposed additional course releases for the Department Chair could be distributed among other faculty in the department engaged in significant administrative tasks.

EDUCATION

None

ENGLISH

None

ENVIRONMENTAL STUDIES

None

FIRST TERM SEMINAR

Our goals emerge from the recent external evaluation of the FTS Program and from surveys of faculty and students. In particular, there is widespread agreement on the need to achieve more consistent outcomes across the FTS Program. This drives the Program's focus on faculty development and on assessment.

The changing composition of the student body requires additional support from the college for two groups of students in particular - students with disabilities and English Language Learners.

The need for increased support for the FTS Program Director stems principally from the additional responsibilities for faculty development and assessment.

GENDER, WOMEN, AND SEXUALITY STUDIES

None

GEOGRAPHY

None

GEOLOGY

Most of the other goals in our strategic plan can be completed "in house"-without significant use of college resources.

HEALTH AND EXERCISE SCIENCE

None

HISTORY

None

JAPANESE STUDIES

Expansion of Japanese Studies Program into East Asian Studies Program has been discussed for the past decade. The transition will require, at minimum, the addition of two tenure-track positions in Chinese language and culture.

JOHNSON CENTER FOR ENVIRONMENTAL INNOVATION

None

KENDALL CENTER

None

LATIN AMERICAN, LATINO, AND CARIBBEAN STUDIES

Note: Students have shown interest in a major in Latin American Studies, as many students would like to have an interdisciplinary major which combines language studies, social sciences, and the humanities. We feel that such a major would attract students to Gustavus.

LIBRARY

We were a bit torn on whether an additional faculty position or improved funding for collections was our first priority. They are both very important.

As in so many areas on this campus, we are failing to take advantage of what we have. We have a national profile as an innovative college library, we are known for our instructional program, and the faculty in the library are unusually productive scholars in our field. We have a growing emphasis at the college on student/faculty research. Yet compared to similar institutions we are embarrassingly underfunded and understaffed. Among Oberlin Group libraries with similar endowments we have the fewest staff per student and spend the least on resources per student. Think what we could accomplish if our funding were raised to the median of the list of Oberlin Group libraries with the smallest endowments!

MATHEMATICS AND COMPUTER SCIENCE

None

MODERN LANGUAGES, LITERATURES, AND CULTURES

None

MUSIC

None

NEUROSCIENCE

Future

The program has grown as much as it can with the current faculty and resource commitment and it is clear that the future of the program depends largely on the amount of support provided. If there are no changes, the program is likely to collapse under its own weight but if relatively small additional commitments are made then the program can continue in its current form. If the college identifies this program for growth then Neuroscience could have a significantly larger profile and develop into an interdisciplinary major between the two departments. It is apparent that student interest would support this growth.

NURSING

All nursing faculty teach in clinical areas which require 3 hours of student interaction to be equivalent to 1 hour in the classroom. This increased time commitment per course load heavily impacts time required for faculty and student research.

Simulation labs are established in nearly every other baccalaureate nursing program in the state. Simulation labs give students the opportunity to deal with complex health situation that cannot be provided in a health care facility experience. In addition they help ease the stress on finding appropriate clinical experiences for students. Our nursing lab is very limited in providing needed clinical critical thinking and decision making opportunities.

Recruitment of new faculty is hampered by the very disparate salaries between clinical and academic positions.

PEACE STUDIES

The 8 college wide needs identified by the Communication Studies department are shared by Peace Studies. Those 8 goals, including their ranking would also be the primary college-wide concerns of Peace Studies. The two listed in #3 above could thus be viewed as #9 and #10.

PHILOSOPHY

Gustavus 150 is not sufficiently focused on dramatically improving Gustavus as an ACADEMIC institution.

PHYSICS

None

POLITICAL SCIENCE

To restate a point from our strategic plan, we are frustrated by a 9-month contract that nonetheless requires us to spend a considerable amount of our summer working without compensation. That our grants generally preclude summer stipends only adds insult to injury.

It would be nearly impossible to get tenure or be promoted without devoting a significant amount of one's summer to research, writing, and class preparation. Given this, we would like to see a pot of stipend money available for both individuals and departments or groups (e.g., an interdisciplinary working group on Middle East studies, etc.).

For example, we plan to set aside time during the summer of 2010 to have a series of meetings about our curriculum. These meetings will no doubt lead to significant re-working of individual syllabi, all of which will take a tremendous amount of faculty time. We will apply for Mini Grant support for our curriculum retreat. This will support materials and even guest speakers, but cannot pay us for our time. We think that even a modest stipend (~\$1,500/month) would go a long way to encourage the work that goes on during the summer.

PSYCHOLOGY

None

REGISTRAR'S OFFICE

Summarizing our needs within the context of the Commission Gustavus 150 recommendations is not easy. We are not an academic program. We support all of the academic programs and all of the individuals connected to those programs with our responsibilities and services offered. If we can accomplish our initiatives, we can serve our community more fully.

RELIGION

None

SCANDINAVIAN STUDIES

Roland Thorstensson, Chair and retiring at the end of the 2009-10, has consulted with Helena Karlsson, Glenn Kranking and Kjerstin Moody, the new faculty of the Scandinavian Studies program as of September 2010, to complete this document.

SOCIOLOGY AND ANTHROPOLOGY

Staffing: We need staffing in order to reverse our losses.

THEATRE AND DANCE

As mentioned above, the department hopes for a new theatre space some day. In the interim, however, we urgently need creative solutions that at least partially address our increasing space needs.

WRITING PROGRAM AND WRITING CENTER

The Writing Center has been directed by a single faculty member for ten years. The Writing Across the Curriculum program shifted from a single faculty member leadership model to a rotating model in 2005, and in the five years since that time, the program has had three different directors. Moreover, during the last decade the combined Writing Center and WAC program annual budget has been \$2275.00 with no increases. The Writing Center offers up to 900 tutorial sessions annually, and the WAC program offers 60-70 sections of WRIT courses each semester. In short, the Writing Program is one of the most important parts of the academic program. Whenever such programs are led by a single faculty member, particularly one who receives less than adequate compensation or course release time, the program and its services are vulnerable. Replacements during sabbaticals or extended leaves of absence are nearly impossible to put in place. Moreover, the program itself stagnates under such leadership. What both the Writing Across the Curriculum program and the Writing Center need most is a viable leadership model that brings more than one person into the mix. The College must commit itself to fully supporting and funding the Writing Program; a necessary first step would be to hire a full-time composition and rhetoric specialist to rotate leadership. Given this potential change in leadership, the roles, responsibilities, and representation within the current Writing Program Advisory Committee would need to be reexamined and redefined to ensure there is a mechanism for all disciplines to provide input into the Writing Program.