

**Peace Studies Program Strategic Plan
Interim Plan
16 February 2009**

PEACE STUDIES PROGRAM

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| Section 1 Peace Studies Program Description |
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1.1 Mission, vision, and goals

Gustavus has one of the oldest Peace Education programs in the United States, founded in 1972 along with similar programs at Colgate, Manhattan College, Juniata College, and Earlham College. It started as a co-curricular initiative that sought to infuse the campus community with a concern for peace and justice issues both in and out of the classroom. An interdisciplinary minor began in 1994 and a major was approved in 1997 (and cancelled a few years later). The program is administered by a director who receives one course release. There is an advisory committee of faculty and students (currently 4 faculty, 2 students, and the director). About 30 faculty offer courses that count towards the minor. The program oversees the Peace Studies minor curriculum and student advising, hosts two annual lectures (Raoul Wallenberg Memorial lecture and Martin Luther King Jr. Memorial Lecture), administers peace scholarships, administers and funds the student Model UN club, and is the main locus of organization for the annual Mayday! Peace conference.

One course is offered through Peace Studies – PCS 211 Introduction to Peace Studies. The other courses are offered via other departments. In recent years there have been 25-30 minors.

Mission –*What We’re About*

Peace studies addresses the problems of war, social oppression and violence, and embraces the challenges of implementing nonviolent conflict resolution and social justice. The mission of the Peace Studies program intersects with and supports the mission of the college in several specific ways: it is “interdisciplinary and international in perspective”, it stresses the “development of values as an integral part of intellectual growth”, and above all it encourages students to “work toward a just and peaceful world”.

Vision –*Where We’d Like to Head*

The 1999-2000 external evaluators’ report for the program assessed that “Gustavus Adolphus is uniquely positioned to begin the next generation of its Peace Studies Program. A rich tradition and strong foundation exists, and our observations lead us to conclude that Gustavus could, with relatively modest new resources, and via the reorganization of current resources, create a unique and outstanding Peace Studies program.” This is our vision – to create a unique and outstanding Peace Studies program. This means a Peace Studies program uniquely centered in our Swedish and Lutheran peace tradition. This means a program which offers outstanding curricular and co-curricular Peace Studies education.

Goals –How to Reach This Vision

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).

1.2 Programs

Peace Studies offers an interdisciplinary minor.

Peace Studies contributes to general education (PCS-211 Introduction to Peace Studies is currently SOSCI).

1.3 Support relationships

Peace Studies currently relies on twelve departments, as follows (numbers indicate courses):

| | | | |
|--------|--------|--------|--------|
| S/A: 7 | PHI:5 | HIS:9 | REL: 4 |
| POL: 3 | ENG: 2 | PSY: 1 | COM: 1 |
| GEG:3 | T/D: 1 | E/M: 1 | GWS: 2 |

Peace Studies relies most heavily on the Political Science department, the home of the current director and another Peace Studies committee member (Gerstbauer and Leitch). When the current director was hired, “Peace Studies” was specifically mentioned in the Political Science job ad.

The Center for International and Cultural Education offers vital support since most students complete a study abroad as part of their requirements for Peace Studies (the minor requires students to complete either a study abroad, an independent study, or a senior thesis). In particular, many students complete the India semester program.

For Peace Studies lectures, depending on who is invited, there is often partnership with other campus programs or offices – e.g. Sponberg chair, Diversity Center, Community Service Center, and student organizations. Sometimes this support comes from off campus – such as the Center for Holocaust and Genocide Studies at the U. of Minnesota, the American Swedish Institute, etc.

On-campus support is, of course, received from many other departments such as academic deans, advising, internship office, GTS, etc.

Section 2 Strategic Review of Vision and Goals

2.1 Strategic issues

Internal Strengths and Weaknesses

Student Interest: Student interest in Peace Studies is strong judging by the number of minors. 30 minors were listed in the Provost Office Annual Report for the 2007-2008 academic year. This number is in the top 2 of 7 interdisciplinary minors at Gustavus and on par with the total number of ES and GWS majors and minors (p.32-33 of report). Also, there is always full enrollment in the yearly offering of the Introduction to Peace Studies course. These numbers are encouraging in light of what some might perceive to be a setback that occurred in the program at the turn of the century.

Decline?: In 2000-2001 the Peace Studies major was cut. In 2007-2008 the English department chose not to continue supporting the Peace Studies department when Greg Mason, who was an English department faculty member committed to Peace Studies, retired. The Peace Studies budget is stagnant (see below), and there has been a loss of administrative support (according to the 1999/2000 external evaluators' report, the administration used to give half of a faculty load to the program).

Distinction and Strength: There has not been a decline in student interest (quite the opposite), nor in quality programming and courses. In 2002-2003, the current director began, the first to have formal training in Peace Studies (M.A. in Peace Studies). In 2004 the minor was significantly revised to a track system to improve student exposure to central areas of Peace Studies. Both the Introduction to Peace Studies course and the co-curricular components of the program (lectures, Model UN, scholarships) have always served more than the official list of minors. Peace Education and the Mayday! Conference are consistently listed in the "Quick Facts" or "Gustavus at a Glance" brochure, including for 2008-2009, as a distinctive of a Gustavus education. The mission of Peace Studies is central to the mission of the college, and the program uniquely provides an academic spine; Peace Studies is the only academic discipline that comprehensively addresses social justice issues, with its own history, theory, and application. A strong Peace Studies program is a way to draw attention to peace and social justice as a distinctive strength of a Gustavus education. Social justice is an expressed value of several academic departments at Gustavus, including Communication Studies and Theater/Dance. Thus, while perhaps "holding steady" the program remains strong. Yet, there is untapped potential as evidenced by the following weaknesses:

Curriculum: The program is not currently able to offer a course or courses related to conflict resolution, which is increasingly central to Peace Studies education.

Funding: The program is funded by an endowment from the Mardag Corporation, and thus does not rely on college funds for support. However, in 2006 (before current economic crisis), the director calculated that the program was operating on the same budget as it had in 1986! For example, an old program brochure (late 80s/early 90s?) notes that 10 faculty development grants were give in a summer to help faculty revise courses to give more conscious attention to larger social goals of peace and justice. It would be difficult for the program to offer this today.

Dependence on director, who is not full time: The program is dependent on one faculty member with an unfixed “term” of duty. Decisionmaking and administration are overly centralized in a director who has the time of one course release to make the entire program run. No one is dedicated full-time to the program. It has always been an “extra”. Consequently, many opportunities for growth and enhancement of the program are untapped.

Facilities: The program has no physical space – to house files/documents, host displays, or facilitate congregation of students.

External Opportunities and Challenges

The 1999-2000 external evaluators’ report noted that “[Peace Studies] has come of age, as institutions have committed full-time resources to programs that had evolved out of over-time and half-time commitments on the part of dedicated faculty.” “The 1990’s have seen an explosion in the numbers of undergraduate programs staffed by academics with doctoral concentrations or full degrees in Peace Studies.” The report also notes that the Gustavus program had grown more slowly relative to its peers at, for example, Juniata, Earlham, or St. Johns/Benedicts.

The field of Peace Studies has come of age and Gustavus, a pioneering institution, has not kept pace. Over 250 US colleges and universities offer some kind of programming in Peace Studies/conflict resolution. Many, though not all, strong programs are at Catholic or Mennonite/Brethren schools (such as St. Thomas here in MN). There is an opportunity for Gustavus to be a strong Lutheran model of Peace Education.

As the field has grown, there are more graduate school options for students to pursue and more interest and legitimacy in the field. Peace Studies is indeed a field where saliency rises and ebbs with international issues like the Vietnam war and 9/11. Environmental issues, one component of Peace Studies, are currently part of the Peace Studies trend, including several recent Nobel Peace laureates who were environmental activists. Peace Studies recognizes overlap it has with other interdisciplinary programs like Environmental Studies and Gender, Women, and Sexuality Studies. There is potential for fruitful dialogue and mutual support.

Peace Studies fits well with today’s educational trends, as it is a discipline that values action-oriented pedagogies and models of experiential education, service-learning and international education.

2.2 Barriers

1. As an interdisciplinary program, we are dependent on departments
2. Funding – stagnant budget
3. Reliance on one person – director – to make the program happen makes leave arrangements, etc. difficult. Time is limited to develop the program.
4. The location of Gustavus in a small town prohibits or severely hinders certain higher profile activities, such as hosting the Peace and Justice Studies Association meetings (as other more centrally located liberal arts colleges in the association have done) or Model UN conference.

Section 3 Strategic Initiatives and Recommendations

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).¹

Strategic initiative 1.1 Strengthen faculty interest and ability to teach courses central to Peace Studies. Offer faculty development opportunities that provide incentive and resources to enhance Peace Studies components in courses already offered in the program. Also provide such opportunities to encourage development of new courses central to the program such as “Communication in Human Conflict” (COM), “Peace Education” (EDU), or “Pacifism and Just War Theory in the Christian Tradition” (REL). *Needed for excellence. Immediate - 5 yr time frame.*

Strategic initiative 1.2 Strengthen departmental support and ability to offer courses cross-listed with Peace Studies. This is related to Initiative 1.1, but addresses the departmental level. Communication Studies and Theater/Dance departments have expressed departmental values of social justice. Ultimately, the program can NOT reach its full potential unless departments are willing to consider the interests of Peace Studies during the hiring process of new faculty (for example, LALACS has been able to participate in searches in Religion, Soc/Anthro, History, and English). Political Science is the only department that has given Peace Studies this support in a very very long time. *Needed for excellence. 5 yr time frame.*

Strategic initiative 1.3 Strengthen administrative support of faculty hires that can contribute to the Peace Studies program. Achievement of strategic initiatives 1.1 and 1.2 requires administrative support. Given that Peace Studies can easily connect with other interdisciplinary programs such as Gender, Women, and Sexuality Studies; Environmental Studies; and LALACS, there is much potential for support (faculty hires, administrative assistance, faculty development opportunities, etc.) that contributes to multiple programs.

¹ Related to College Strategic Plan Goal 2: Engage Education at the Intersections – esp. 2.3

Strategic initiative 1.4 Hire a part-time instructor to teach conflict resolution or find such a person from within the existing faculty. *Verging on transformative (e.g. possible major).*

Strategic initiative 1.5 Work with International Education and/or Community Service Office to develop a distinctive Peace Studies study abroad or experiential education opportunity(ies).

There are several schools which offer models, such as the Indianapolis Peace House of the Plowshares Initiative Colleges in IN or the Center for Global Education at Augsburg. The Gustavus/Concordia India semester is very relevant to the Peace Studies program, but has no official ties. A unique Gustavus social justice program could be initiated and/or existing opportunities could clearly be identified and more proactively encouraged for students in Peace Studies. There is also potential for a program that would serve multiple interdisciplinary interests (for example, LALACS is proposing a social justice oriented study abroad in Argentina). *Transformative – offering true distinction and recruitment tool - Immediate to 2020.*²

Goal 2:

Increase the institutional strength and administrative capacity of the program.³

Strategic initiative 2.1 Reduce dependence on sole director. Strengthen Peace Studies committee membership and involvement, perhaps providing more recognition for faculty serving on interdisciplinary program committees. Hire a full time director and support staff. One model, suggested by external evaluators, would be to have a Peace Studies intern provide administrative support for the program. This intern would be either a recent graduate of a Peace Studies BA program or a Master's level graduate. Gustavus would provide housing, meals, and a modest stipend for this person. *Immediate to 5 yr timeframe. Essential.*

Strategic initiative 2.2 Increase funding via grant initiatives. Would require implementation of Strategic Initiative 2.1 and would allow for implementation of some of the other Strategic Initiatives. *Needed for excellence.*

Strategic initiative 2.3 Increase physical visibility of Peace Studies with designated campus space for the program. This could be as simple and immediate as having a bulletin board, and as complex as having a peace center, perhaps combined with library holdings as described in Strategic initiative 4.1 below.

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.⁴

² Related to College Strategic Plan Goal 1: Educate for Leadership and Service and Strategic Initiative 3.1

³ Related to College Strategic Plan Goal 2: Engage Education at the Intersections – esp. 2.3

⁴ Related to College Strategic Plan Goal 2: Engage Education at the Intersections – esp. 2.1, 2.2, 2.4

Strategic initiative 3.1 Work with campus constituencies to develop a campus peace culture.

This could be as small as offering intercultural or nonviolent trainings (as has been done in past with Lutheran Peace Fellowship) or creating a peer mediation program that could provide alternatives for certain campus conflicts that might currently go to J-board. Trained mediators - via collegiate fellows, peer assistants, e.g. – could play an expanded role to provide outreach for practical peacemaking efforts on campus. It could be as large as a campus-wide reflection on what it means for Gustavus to live out its commitment to justice in all departments, levels of the college (Catholic Relief Services engaged in such a process in the mid 1990s).

Transformative.

Strategic initiative 3.2 Enhance collaborative peace related programming on campus.

Highly related to 3.1 (which has programmatic elements). Possibilities might include a strengthened Model United Nations club, a campus “peace house” that offers co-curricular programs and intentional community (like an enhanced social justice ILS through Residential Life), and development of a student peace conference that highlights the Swedish Lutheran heritage of the college. *Transformative.*

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).⁵

Strategic initiative 4.1 Establish a Peace Center on campus with library/collections related to Lutheran and immigrant Swedish peace heritage. This should be developed in consultation with the office of Church Relations, Folke Bernadotte Library, and other campus constituencies. *Needed for true distinction/Transformative. 2020.⁶*

Strategic initiative 4.2 Develop peace education programs for the St. Peter area and surrounding community. Based on needs assessment, interest, and help from the Community Service Office this programming could take a variety of forms, such as a Model United Nations program in the St. Peter high school, high school involvement in a student peace conference, and training for a peer mediation program in K-12. A small regional Peace Studies conference could be part of the Mayday! Celebration. Much of this work would be through students, but would require considerable faculty/staff time for arrangements and management. *Transformative. 2020.⁷*

⁵ Related to College Strategic Plan Goal 2: Engage Education at the Intersections – esp. 2.6

⁶ Related to College Strategic Plan Goal 2: Engage Education at the Intersections – esp. 2.5 and Strategic Initiative 4.3

⁷ Related to College Strategic Plan Goal 1: Educate for Leadership and Service and Strategic Initiative 3.1

Section 4 Assessment

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).

Assessment: *Survey of student satisfaction with course offerings; Peace Studies Committee, Curriculum Committee and other “reviews” of changes in the minor. Assessment in conjunction with Community Service Office/Center for International and Cultural Education.*

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

Assessment: *Peace Studies Committee and appropriate Dean over Interdisciplinary programs evaluate effectiveness of initiatives/strength of program. Built in assessment of any grants received.*

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.

Assessment: *Must include multiple constituencies involved throughout campus. Increase in campus participation in and interest in peace education initiatives. Feedback and evaluation of individual programs and events by relevant actors.*

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).

Assessment: *Must include multiple constituencies involved outside of campus. Increase in community participation in and interest in peace education initiatives. Feedback and evaluation of individual programs and events by relevant actors.*