Priority 1: Strengthen Curriculum and Assessment Practices (for programs, departments, and Liberal Education)
Goals and Activities:
- Integrate BSU’s Shared Fundamental Values into all curricular programs.
  - Create a task force to develop an assessment tool (rubric?) in time for use in 2018-19 cycle of program reviews; require assessment as part of review; use 2018-19 as pilot; refine assessment tool in light of information gleaned from pilot; make new rubric an ongoing requirement for program assessment.
  - Task the Assessment Committee and Liberal Education Committee with collaborating on the development of assessment practices and standards for incorporating SFVs. Place Liberal Education in program review cycle for 2023-24; AC/LEC partnership to develop practices and standards in 2018-19 (i.e. the “big picture” plan for assessing Liberal Ed. as part of program review); in 2019-20, LEC will implement use of new SFV assessment tool; in 2020-21, AC/LEC partnership will consider adjustments to the overall plan in response to revisions in the Liberal Ed. program; revised assessment plan will be implemented in 2021-22.
- Create a New Liberal Education Program.
  - Appoint a task force charged with developing a proposal in stages over multiple years, expecting at least some members to rotate off and others to be added.
  - Stage 1: 2018-19 - propose a single, comprehensive learning outcome for the Liberal Education program and a new name for the program that communicates this outcome.
    Example of comprehensive outcome (not a proposal; just an example): “Students completing BSU’s ______ Program will have demonstrated the foundational skills needed for success in baccalaureate education and the ability to connect learning across academic disciplines.”
  - Stage 2: 2019-20: review current Liberal Education program through the lens of agreed-upon comprehensive learning outcome and name, noting strengths and shortcomings, and present to university community.
  - Stage 3: 2020-21: develop and propose a revised program, explaining how each of its elements contributes to the agreed-upon CLO and reflects the name of the program, and propose its adoption.
  - Stage 4: 2021-22: preparation year for revised program, with primary emphasis on logistics, course development/revision, and marketing.
  - Stage 5: 2022-23: implement revised program.
- Create a task force charged with proposing a revision to BSU’s graduation requirements.
  - Task force will review graduation requirements in light of revised Liberal Education program, focusing on identifying skillsets needing further development beyond this program and proposing how missing or under-developed areas should be addressed (2021-22).
  - Provost’s office will seek system approvals if changes in requirements are sufficient to need such authorization (2022-23) and implement when ready (2022-23, or 2023-24 if necessary to wait).

Priority 2: Infuse Themes of Place and Fundamental Values throughout the Curriculum and Learning Experiences
Goals and Activities:
• Engage faculty, staff, administrators, and students in further clarifying what is meant by "a sense of place" (in terms of physical setting, university community, and the broader communities in which the university is situated) and Shared Fundamental Values (civic engagement and leadership, international and multicultural understanding, belief in the power of the liberal arts, environmental stewardship).
  o Appoint a Task Force (or charge an existing group) to organize and facilitate university-wide conversations on effective ways to honor the special connections of American Indian communities to the “place” associated with BSU. Conversations to take place during the 2018-19 academic year; task force will compose a summative and analytical report to share with departments and other units as part of their work on incorporating “sense of place.”
  o Ask the Teaching and Learning Center to collaborate with Academic Affairs and Communications & Marketing in developing a plan for increasing awareness of the university community’s “sense of place” and Shared Fundamental Values and fostering interdepartmental relationships centered on these themes. Collaborative work to be conducted during the 2019-20 academic year, with aim of implementing plan in 2020-21.

• Engage faculty and administrators in establishing a structure for evaluating the incorporation of place themes and values into existing and proposed programs, activities within academics, student life, and athletics. [SP Activity 1.1a/1.3a] and assess the impact of curricular initiatives on student comprehension and internalization of place themes. [SP Activity 1.1b]
  o Ask the Assessment Committee to lead collaborative work on evaluating place themes during the 2019-20 academic year, using the practices and standards product for Liberal Education created in 2018-19 as a model. Develop practices and standards for place themes by 3/15/20; share draft version with various constituencies in the university community and, informed by this input, complete the final version for distribution by 5/1/20.
  o Assessment Committee will ask all academic program faculty to include an assessment report on inclusion of place themes, guided by the practices and standards product, as part of their program’s next review cycle, beginning with the 2020-21 academic year.
  o Unit leaders for Student Life and Athletics will use the Assessment Committee’s practices and standards product to guide development of place theme assessments for implementation during the 2021-22 academic year; Student Life and Athletics will begin reporting the results from these assessments no later than 5/1/22.

• Identify ways to expand, leverage, and/or connect place themes and values to maximize student learning and growth in internalizing the importance of place. [SP Activity 1.3a]
  o Informed by assessment results, each academic department and program will create a multi-year plan to indicate how values and place themes will be further incorporated into curricula; plans will be due to Academic Affairs in the year following program review, beginning with the 2021-22 academic year.
  o Continue assessment/revision process as a required element for the university’s ongoing cycle of program review.

• Work with American Indian nations and communities to identify opportunities for internships, clinicals, practica, and student teaching for mutual benefit. [SP Activity 2.1a]
  o The Community Engagement Council, in collaboration with the surrounding American Indian communities, will assess potential connections and communicate opportunities identified through this collaboration to faculty, staff, and administration no later than the conclusion of the 2019-20 academic year.
• The Community Engagement Council will assist in the cultivation and development of these reciprocal relationships on an ongoing basis as part of its charge.

• Explore integrating diversity and the Shared Fundamental Values into the curriculum in ways that advance "helping others" toward "understanding others."

• Ask Graduation Requirements Task Force described above to consider the addition of a diversity graduation requirement that emphasizes cultural competence [DAIP 5.2.1] as part of its Review and Revision work in the 2019-20 and 2020-21 academic years and to include the results of this consideration in its proposal for revision.

• Ask the Liberal Education Committee to design a curricular means of meeting the diversity element brought forward by the LETF (e.g. proposal in DAIP 5.2) during the 2021-22 academic year; if approved, this curricular approach will be implemented in 2022-23 or 2023-24 as part of the revised curriculum for what is presently known as Liberal Education.

Priority 3: Increase Diversity and the Depth to which Diversity is Understood, Honored, and Celebrated through Academic and Other Learning Experiences

• Increase the incorporation of Indigenous knowledge into the existing curriculum.

  • Ask the Community Engagement Committee to consider, in collaboration with the Director of the AIRC and Indigenous Studies faculty, whether "Indigenous knowledge" listening sessions might be effectively added to the "potential connections with American Indian communities" work described above. CEC, DAIRC, and IF will decide in 2018-19 whether such a combination would be wise. Either in partnership with the CEC or separately, the Director of the AIRC and Indigenous Studies faculty will complete their listening sessions and communicate the wise counsel gleaned from them to faculty, staff, and administration no later than the conclusion of the 2019-20 academic year.

  • As the listening sessions to be completed in 2019-20 are progressing, Academic Affairs will work with the Director of the AIRC, the Director of the Sustainability Office, Indigenous Studies faculty, and Indigenous faculty in other departments to foster the "strong interdepartmental relationships" critical to the realization of this priority and to create the resource website.

  • With the faculty in the Indigenous Studies program and Indigenous faculty in other departments serving as resource experts and critical contributors to the new website, Academic Affairs will coordinate faculty efforts to further integrate Indigenous knowledge and collaboration between AIRC staff, event programs, and faculty to incorporate existing and new Indigenous events into coursework syllabi. This work will begin in the 2020-21 academic year and be ongoing.

• Increase international outreach and integration.

  • Provost will complete reorganization of the International Program Center to focus on the recruiting of students and visiting faculty by the beginning of the 2018-19 academic year.

  • Provost's Council, in collaboration with the Teaching and Learning Center, the Center for Diversity, Equity, and Inclusion, and the IPC, will host a workshop during the 2018-19 academic year for the purpose of exploring how BSU's International Scholars Program and CDEI events might be incorporated into the curriculum.

  • BSU will successfully complete the search for its Director of International Recruiting and the IPC by November 15, 2018; this new hire will count among her/his responsibilities
the tasks of identifying and contracting with reputable agents as well as recruiting and marketing.

- During the 2018-19 academic year, Academic Affairs will collaborate with the Liberal Education Committee and Enrollment Management to explore possibilities for expanding Goal Area 8 options in the short term. The LEC will also include this issue in its review/revise efforts relative to what is presently known as Liberal Education.
- Beginning with the 2018-19 academic year, Academic Affairs will explore opportunities for increasing language offerings at BSU; this effort will be ongoing.

- Strengthen civic engagement opportunities.
  - Community Engagement Council will consider sponsoring a lecture series on the experience of populations no later than the 2019-20 academic year and will initiate whatever program it designs in the 2020-21 academic year.
  - As part of the curricular collaboration relative to Indigenous knowledge, place, and values described above, Academic Affairs will also coordinate faculty efforts to create opportunities for serving the community, including service-learning, civic engagement, and problem-solving, to be integrated into course-level curriculum. This work will begin in the 2020-21 academic year and be ongoing.
  - No later than the 2020-21 academic year, the Community Engagement Council will create training opportunities that will enable faculty members to consider identifying and implementing ACUE (Association of College and University Educators) curricular modules as a means of making civic engagement more central to their courses.

- Ensure that BSU’s additional diverse populations (e.g. women, LGBTQ, various cultures, disabilities) are central to the university’s inclusion efforts.
  - Beginning with the 2018-19 academic year, Academic Affairs will collaborate with Student Affairs to encourage faculty and staff integration of awareness months into existing curricula and events. This effort will be ongoing.
  - Beginning with the 2019-20 academic year, Academic Affairs will collaborate with Student Affairs and the Teaching and Learning Center to create a calendar of events (noted experts and speakers) that could be linked to student learning outcomes in the classroom and community. This effort will be ongoing.
  - Beginning with the 2020-21 academic year Academic Affairs will collaborate with Student Affairs and the Teaching and Learning Center to invite speakers for select events who possess the expertise needed to address specific disciplinary issues within the classroom and to present at a larger campus forum. This effort will be ongoing.

Notes: The task of broadening work on inclusion should begin this year but needs to be sequenced in a thoughtful manner over the next three years. A number of the activities envisioned in Priorities One-Three center around workshops, lectures, and other events. Perhaps it would be wise to bring together the disparate groups to be charged with this work for the purpose of exploring the creation of a university-wide series in which their respective responsibilities would become scheduling priorities. Such an approach may better enable us to muster the resources that may prove needed for high-quality events and improve coordination.

Priority 4: Increase the Positive Impact of Interactions among Students, Faculty, and Staff on All Facets of the Learning Experience

- Academic Affairs will create and implement a formal training program for academic advisers. [SP Activity 3.3a]  
  - During the 2018-19 academic year, Student Life and Enrollment Management will collaborate with faculty in considering changes to BSU 101.
• Beginning with the 2018-19 academic year, Student Life and the CPD will host a Fall Startup training event in August; this event will be ongoing.
• Academic Affairs and Enrollment Management will partner in conducting a pilot “Best Practices” advising workshop during the Spring 2019 semester, with the aim of establishing an ongoing event during the 2019-20 academic year.
• Academic Deans will collaborate with department chairs during the 2018-19 academic year to develop an ongoing departmental faculty and staff onboarding strategy and mentoring program for implementation in August 2019.
  • Review existing academic advising practices, gateway experiences, and other essential non-instructional tasks, and identify new approaches that better support student success.
    • During the 2019-20 academic year, Academic Affairs will decide whether to continue sponsoring participation of staff and faculty in the Gardner Institute—Gateways to Completion program.
    • Informed by experiences in their Spring 2019 pilot and 2019-20 “Best Practices” advising workshop, Academic Affairs and Enrollment Management will partner in hosting a series of advising conversations with the aim of proposing revisions to BSU’s advising strategy and gateway practices no later than May 1, 2020; these revisions, if agreed upon, will be implemented during the 2020-21 academic year.
• Strengthen treatment of students and each other as a community.
  • During the 2018-19 academic year, Academic Deans will collaborate with departments to develop a plan for scheduling departmental talks or other events to which students are invited; Academic Deans will bring this plan to the Provost’s Council and President’s Cabinet for approval no later than May 1, 2019; if approved, the ongoing plan will be implemented during the 2019-20 academic year.
  • During the 2018-19 academic year, the Provost will continue collaborating with the President and members of the President’s Cabinet on the development of ongoing and expanded BSU employee recognition and staff mini-grant programs as well as additional social gatherings.
  • During the 2019-20 academic year, the Provost’s Council will explore the feasibility of creating an open block in the academic schedule dedicated to meetings, trainings, community gatherings, and other campus activities.
  • During the 2019-20 academic year, the Provost’s Council will consider the feasibility of creating an expanded incentive structure to encourage greater employee participation in Campus Conversations and other events focused on diversity and inclusion.
• Strengthen support for faculty, staff, and members of the broader community who engage with international students and visiting faculty.
  • During the 2018-19 academic year, the Director of International Recruiting and the International Program Center will lead IPC staff in considering how to expand faculty and staff participation in promoting programs and recruiting students.
  • During the 2018-19 academic year, the Director of International Recruiting and the International Program Center will lead IPC staff in considering how to strengthen incentives to increase the number of “host families” for international students and faculty.
  • During the 2018-19 academic year, the Director of International Recruiting and the International Program Center will lead IPC staff in considering how to continue expanding International Scholars programs.
• Strengthen student retention and persistence to graduation.
  • During the 2020-21 academic year, Student Life will collaborate with the IPC to consider how the IPC’s “host families” program might be expanded beyond its existing focus on international students.
During the 2018-19 academic year, Student Life and Enrollment Management will implement the student retention initiative that they piloted in Spring 2018; this initiative will be ongoing.

During the 2020-21 academic year, Academic Affairs and Enrollment Management will invite Student Life, the Community Engagement Council, and Career Services to join them in considering how they might coordinate advising workshops with events dedicated to such issues as persistence and retention, internship placement, and community engagement opportunities.

During the 2021-22 academic year, Student Life will consider how student-led workshops for faculty and staff might be added to its programming.

The Center for Professional Development will consider incorporating the topic of “creating self-regulated learners” to its programming for 2019 Fall Startup.

**Priority 5: Increase and Strengthen BSU’s Degree Program Offerings, Activities, and Events to Enrich Learning**

- Add and strengthen academic programs with the aim of increasing quality, visibility, and enrollment at both the undergraduate and graduate levels.

  - During the 2018-19 academic year, Academic Affairs will initiate a new set of collaborative conversations with Marketing & Communications with the aim of better marketing academic programs and events, with particular attention to the liberal arts; these conversations will become a standard and ongoing part of the two units’ interactions.

  - Academic Affairs will consider making competency-based educational models a topic for the 2019-20 Provost’s Council Retreat.

- During the 2018-19 academic year, Academic Affairs and Enrollment Management will continue collaborating on the development of articulations for 2+2, 3+1, and other degree options for domestic and international transfer students with particular attention to the students at two-year colleges in the Metro area and the Tribal Colleges; this effort will be ongoing.

  - During the 2018-19 academic year, Academic Affairs and Enrollment Management will consider how existing academic programs might be expanded to address unmet need; this effort will be ongoing.

  - During the 2019-20 academic year, Academic Affairs and Enrollment Management will consider collaborating on the development of bridge programs and other non-degree learning opportunities; if they decide to move forward with these initiatives, they will develop a plan during the summer of 2020 and begin implementation during the 2020-21 academic year.

- During the Fall 2018 semester, the Provost’s Council will develop and distribute to faculty departments a Market Research for New Programs “one-pager” covering expectations, issues and processes.

- In its continued efforts to develop new degree programs, Graduate Studies will deepen its consideration of opportunities for interaction between graduate and undergraduate students, ways to increase enrollment from presently underserved populations, and opportunities to strengthen the recognition of BSU as a destination university, both physically and virtually, for graduate study.

- Build internal and external partnerships in BSU’s academic programming.

  - The Center for Extended Learning will continue collaborating with Admissions and other Enrollment Management staff in expanding BSU’s academic outreach to area high schools through such programs as Concurrent Enrollment.

  - The Center for Extended Learning will continue its efforts to enhance BSU’s use of interactive technologies to improve quality of access in teaching and learning.
o Ask the Teaching and Learning Center to include inter-departmental teaching and learning opportunities as part of its collaborative work with Academic Affairs and Communications & Marketing to be conducted during the 2019-20 year, as described previously in the timelines for Priority Two.

• Seek out innovative ways of funding the development and delivery of new and growth programs.
  o During the fall semester of 2018, Academic Affairs will recommence its search for a grant-writer, with the aim of making a hire by January 2019.
  o In August 2018, the Provost will begin the process of presenting for approval a new revenue-sharing model for program development drafted in collaboration with members of the Provost’s Council; if approved, this new model will be implemented no later than January 2019.
  o During the 2019-20 academic year, the Provost and Chief Financial Officer will consider ways to better encourage cross-disciplinary learning experiences.

• Create a vehicle by which faculty can showcase and observe each other’s work for the improvement of teaching.
  o During the 2020-21 academic year, Academic Affairs will collaborate with the Center for Professional Development and the Teaching and Learning Center in exploring options for creating a faculty showcase for the improvement of teaching and mutual encouragement.
  o During the 2019-20 academic year, the Academic Deans’ Council will explore ways to better encourage attendance at Honors Lectures and other academic events.