



STRATEGIC FRAMEWORK

Commission Gustavus 150 Recommendations for Implementation of the College's Strategic Plan
Categorized and Prioritized by the **Gustavus Adolphus College Board of Trustees**

GUSTAVUS 
GUSTAVUS ADOLPHUS COLLEGE



MAKE YOUR LIFE **COUNT**

Gustavus Adolphus College Strategic Framework

October 2009

Commission Gustavus 150 Recommendations Categorized and Prioritized
by the Board of Trustees for Implementation of the College's Strategic Plan



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STRATEGIC FRAMEWORK



CREATING THE STRATEGIC FRAMEWORK

THE GUSTAVUS ADOLPHUS COLLEGE BOARD OF TRUSTEES has developed this report outlining a framework to implement the College's Strategic Plan. In October 2008, the Board established Commission Gustavus 150 to engage all of the College's constituent groups in developing recommendations for the future advancement of Gustavus. The work of the Commission's eight Task Forces resulted in a final report outlining 439 recommendations.

In May and June 2009, faculty, staff, administrators, students, alumni, and other Commission participants provided input from a survey of constituents on the level of importance of each recommendation for the Board to review.

Substantive Categories

During the summer of 2009, similar recommendations from the Task Forces were merged resulting in 385 recommendations which were then regrouped into seven substantive categories. The substantive categories were designed to draw together common themes among the eight Task Forces.

- Cultural Perspectives
- Lifelong Engagement
- Partnerships and Collaborations
- Personal Growth and Development
- Quality-Enhancing and Innovative Initiatives
- Spiritual Growth and Development
- Tangible Resources

Placement in Tiers

At a three-day workshop in August 2009, the Gustavus Board of Trustees reviewed the recommendations in substantive categories and placed each recommendation in a tier based upon its relative urgency to the College's future advancement.

- Tier 1** - Initiate as soon as possible with substantial progress demonstrated over the next three years.
- Tier 2** - Initiate as soon as possible with substantial progress demonstrated over the next six years.
- Tier 3** - Initiate when appropriate with substantial progress demonstrated over the next ten years.

The tiers do not represent the intrinsic value of the individual recommendations. The urgency is a judgment the Board ultimately made after reviewing the results of the survey of constituents regarding a particular recommendation and when it should be initiated.

Creating a Framework

Prioritization of the recommendations based upon the level of urgency provides a framework for initiating the goals established by Commission Gustavus 150.

The framework will provide a foundation for a major fundraising campaign and will indicate what Gustavus needs to accomplish as the College strategically aligns for its future advancement.

For the purposes of this report, similar recommendations within the same substantive category and tier were merged resulting in 263 recommendations. The original recommendations listed by Task Force (439) and by substantive category (385) are listed in their entirety on the Commission Gustavus 150 website at gustavus.edu/CommissionGustavus150.



MESSAGE FROM THE BOARD OF TRUSTEES CHAIR



JAMES H. GALE '83

Commission Gustavus 150 has been an unprecedented planning initiative involving faculty, staff, students, alumni, parents, friends, and church constituents.

The Board of Trustees was energized as it received the recommendations created by the eight Commission Task Forces. At a three-day workshop, the Board reviewed all recommendations and placed them into one of three tiers based on the relevant urgency of each to the College's future. The process of placing these recommendations in tiers was both intense and exciting.

All Board members served on a Task Force and found the dialogue thought-provoking and stimulating. Special thanks goes to those Board members who served as chairs of the Task Forces — Jon Anderson (Bishop of the Southwestern Minnesota Synod, ELCA), Tracy Bahl '84, Becky Bergman (parent), Ardena Flippin '68, Paul Koch '87, Jan Michaletz '74, Wayne Peterson '77, and Karin Stone '83. The involvement of the Board members in the

Task Forces provided meaningful and informed discussions during the Board Workshop.

The Board is truly engaged and connected to the work of the campus community and supportive of the aspirations for the College's future.

The Gustavus community's involvement in the next phase of implementation will be critical to our success. Just as it took the involvement of the whole community to create the recommendations, it will take the passion and commitment of our community to plan, fund, and execute their implementation.

On behalf of the entire Board of Trustees, I am pleased to present these recommendations categorized and prioritized for implementation in the College's strategic plan.

James H. Gale '83

Chair

Gustavus Adolphus College
Board of Trustees

MESSAGE FROM THE PRESIDENT



JACK R. OHLE

It is especially fitting as Gustavus Adolphus College is planning the celebration of its Sesquicentennial in 2011-2012 to receive the report of Commission Gustavus 150. The recommendations affirm the mission and core values of the College while also providing the framework and strategic alignment needed for the future advancement of the College.

I commend the members of the Board of Trustees for their work in prioritizing the recommendations by level of relevant urgency to the future of the College. I also thank the trustees for their involvement in the Commission process and for their leadership as we plan for the future.

We owe special thanks to those who contributed to the Commission process by serving on a Task Force, attending a National Summit meeting, or working on campus by serving on a Strategic Planning Work Group

or writing a department or program strategic plan. The success of Commission Gustavus 150 could not have been possible without these extraordinary efforts.

Gustavus is a place that has provided opportunities for almost 150 years for students to learn how to make a difference in their community and live lives of service and leadership. The Commission Gustavus 150 recommendations support that tradition and ensure that Gustavus will continue to challenge students to consider how they can make their lives count.

I am pleased to accept this report from the Board of Trustees and look forward to working with the Gustavus community as we steadily work to realize these goals and aspirations for the College's future advancement.

Jack R. Ohle
 President
 Gustavus Adolphus College



STRATEGIC FRAMEWORK



COMMISSION GUSTAVUS 150

RECOMMENDATIONS BY SUBSTANTIVE CATEGORY

Cultural Perspectives
Lifelong Engagement
Partnerships and Collaborations
Personal Growth and Development
Quality-Enhancing and Innovative Initiatives
Spiritual Growth and Development
Tangible Resources



QUALITY-ENHANCING & INNOVATIVE INITIATIVES

SUMMARY OF PRIMARY RECOMMENDATIONS

- Increase the resources in faculty development to support the time and needs of faculty
- Leverage the Nobel Conference to build Gustavus's reputation nationally and internationally, connecting alumni and friends and improving recruitment
- Expand the acquisition budget of the Library and explore the needs for physical space and staffing to meet increasing demands to support faculty and students
- Commit to being a national leader in environmental sustainability by managing resources responsibly and ethically
- Infuse leadership development through the College experience beyond the curriculum and establish a comprehensive leadership center at Gustavus
- Support faculty development for interdisciplinary programs
- Develop a sustainable leadership structure and faculty support for the First Term Seminar program
- Create and provide resources to support current and new Learning and Living Communities in residence halls
- Develop appropriate academic and advising opportunities and support for sophomore students
- Continue to explore ways to maximize the Interim Experience (January) as a meaningful addition to a Gustavus student's education
- Make community engagement a point of distinction for Gustavus



STRATEGIC FRAMEWORK RECOMMENDATIONS QUALITY-ENHANCING & INNOVATIVE INITIATIVES

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QUALITY- ENHANCING & INNOVATIVE INITIATIVES TIER 1

Academics/Faculty

Substantially expand the acquisition budget of and appropriately staff the Folke Bernadotte Memorial Library.

Develop a sustainable leadership structure and increase the support of faculty teaching in the First Term Seminar program.

Enhance the student experience in interdisciplinary programs through: guest professorships and lectures; collaborating with local community partners; study away; student/faculty research; attending and presenting at conferences; mentoring by alumni; and increased advising by faculty.

Continue to explore ways to maximize the Interim Experience (January) as a meaningful addition to a Gustavus student's education.

Link curriculum development to the assessment of the curriculum, faculty effectiveness, and student learning outcomes in order to ensure ongoing academic excellence.

Support, through faculty development, innovative pedagogical techniques incorporating new and emerging technologies that show improved student learning outcomes.

Conduct a review of campus policies to ensure they are supportive of academic freedom and intellectual diversity.

Provide competitive faculty salaries for those disciplines where Gustavus cannot currently compete for Ph.D. faculty, including the development of a "grow your own Ph.D.s" strategy.

Student Development

Develop a vibrant undergraduate summer research program.

Develop appropriate academic and advising opportunities and support for sophomore students.

Infuse leadership development through the College experience beyond the curriculum, capitalizing on strong existing practices and providing resources to establish new programs and standards.

Expand an interactive bystander intervention program that equips students to intervene in situations where another's drinking has potentially harmful consequences for the drinker and/or bystanders.

Signature Events

Leverage the Nobel Conference to create near-term profit; build upon Gustavus's reputation; connect alumni and friends; improve recruitment; and expand supplemental curricular resources and lifelong learning programs.

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.

Physical Plant

Affirm that academic building projects will respond to clearly identified program needs that support the curriculum, incorporate best practices of the discipline, and provide spaces to enhance learning activity at the intersections.

When building or renovating residence halls, strive for housing that matches the expectations of current and future students.

Complete over the next ten years the following long-term campus safety projects: well-lit Campus Drive path/sidewalk, keyless entry for all buildings, automatic fire protection systems in all buildings, multi-layered emergency notification for entire campus, and stand-by electrical generation.

Environmental Sustainability

Commit to being a national leader in environmental sustainability by managing resources responsibly and ethically so stewardship of the environment becomes embedded as a value and is a hallmark of the Gustavus community.

Create a Presidential Environmental Sustainability Advisory Group to promote best practices so the College can meet the goals set forth in the Presidents' Climate Challenge Initiative, including reducing energy consumption, shifting to renewable sources, reducing water use, maximizing clean water recharging of aquifers; minimizing the production of material waste and transportation; purchasing recovery-produced commodities; and purchasing locally produced food and other commodities that reflect sustainability.

Continue the College's tradition of multi-purpose use and adaptive reuse of current facilities and design new facilities that are efficient, durable, and responsive to changing uses and technologies.

Communication

Implement Gustavus's brand repositioning to include a recruitment marketing campaign, education for students and alumni, and merchandise.

Explore ways to collect and disseminate stories both on and off campus of the professional and personal achievements of faculty, staff, administrators, and alumni.

Create or reorganize a staff position to focus upon ways that Gustavus can maximize the use of emerging technology.

Foster and promote a culture of philanthropy and gratitude by establishing the Gustavus story of philanthropy and re-examining the donor process.

Strategic Planning

Maintain internal financial tracking controls and an institutional scorecard to benchmark financial and operational efficiencies and retention areas.

Develop and annually review an internal and external communication plan, budgeting process, and implementation strategies for Commission Gustavus 150-related priorities.

Identify programs where the College currently excels or would like to excel and give these programs priority for staffing and resource allocation.



STRATEGIC FRAMEWORK RECOMMENDATIONS QUALITY-ENHANCING & INNOVATIVE INITIATIVES

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QUALITY- ENHANCING & INNOVATIVE INITIATIVES TIER 2

Academic/Faculty

Support faculty development for interdisciplinary programs through the creation of dedicated tenure positions and time allocated for student advising, faculty/student research, and developing or enhancing course offerings.

Establish a Center for Innovation at Gustavus to seed innovative thinking and culture throughout the Gustavus community, including establishing a Provost's Fund for Curricular Innovation.

Conduct an annual campuswide review of the ways policies and practices are being upheld in the continued support of academic freedom and intellectual diversity on campus.

Reduce the student/faculty ratio to 11:1.

Establish a comprehensive Visiting Scholars Program that may include writers-in-residence, artists-in-residence, and international scholars.

Campus Initiatives

Make community engagement a point of distinction for Gustavus. This might include developing a "signature" program, receiving the Carnegie Foundation

Community Engagement Classification, being considered a "thought leader," and creating a faculty development program focused on incorporating service/service-learning/engaged learning in course curriculum.

Establish a comprehensive leadership center involving faculty, staff, students, alumni and parents, incorporating leadership development through the curriculum and through a leadership studies program, and guaranteeing that each student will experience leadership development and growth throughout their four years.

Provide resources to support current and new Learning and Living Communities to be an innovative and intentional means to link students' learning in and out of the traditional classroom.

Capture the "innovation" in the Johnson Center for Environmental Innovation to catalyze and support environmental innovation through the engagement of students, faculty, alumni, and the community.

Weave the philosophy and practice of servant leadership into the ethos of Gustavus so that Gustavus becomes a regional center for servant leadership.

Faith

Utilizing existing College documents, find the language to succinctly articulate the College's Lutheran heritage.

Identify ways Gustavus can address a diminishing baseline of knowledge at the academic level, so as to nurture in students a mature understanding of the Christian faith.

Develop resources for the ongoing professional development and support of Christian clergy, with special emphasis on young clergy, senior pastors, and pastors in transition.

Establish an official collaborative for faith, vocation, and community engagement by affirming the work being done by the Center for Vocational Reflection, Office of Church Relations, the Chaplains' Office, and the President's Office.

Broadening Engagement

Provide technology resources and staffing to offer a full schedule of lectures and concerts to a wider audience.

Develop an entertaining and engaging Web-based multimedia resource for students, faculty, staff, and alumni about Gustavus's Swedish Lutheran roots to provide a common understanding of Gustavus's roots and heritage.

QUALITY- ENHANCING & INNOVATIVE INITIATIVES TIER 3

Implement a structure to support theme-based housing for a minimum of 25 percent of student housing by enhancing already existing communities and creating Learning and Living Communities linked to First Term Seminars and other academic courses.

Explore the possibility of creating a visual literacy component to the curriculum, a media studies interdisciplinary minor, and an arts management minor.

Conduct a feasibility study for creating immersion experiences for first-year students.

Establish a named award to be given for faculty or faculty/student interdisciplinary research demonstrating innovation and excellence.

Explore "graduation scholarships" or loan forgiveness strategies that encourage continued academic achievement, such as graduate school or leadership through service to the community.



PARTNERSHIPS & COLLABORATIONS

SUMMARY OF PRIMARY RECOMMENDATIONS

- Develop ways to facilitate opportunities for faculty, staff, alumni and friends, students, and prospective students to be engaged in the College in the Twin Cities
- Develop a robust parent relations program
- Strengthen the College's involvement in collaborations and partnerships by investing in current partnerships, piloting new initiatives, and encouraging faculty and administrative leadership
- Address the infrastructure needs of the Community Service Center to meet existing needs and to expand opportunities



STRATEGIC FRAMEWORK RECOMMENDATIONS PARTNERSHIPS & COLLABORATIONS

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PARTNERSHIPS & COLLABORATIONS

TIER 1

Internal

Create an integrated health and wellness space for Health Services, Alcohol and Drug Education, Counseling Center, Advising Center, and a newly created Health and Wellness Office.

Enhance the newly created Provost Council by providing a structure to encourage the “centers of synergy” on campus to integrate and enrich existing programs and identify new collaborative initiatives.

Support and expand efforts of the Career Center and other departments to assist students in transitioning out of Gustavus.

External

Increase opportunities for prospective students to come into contact with Gustavus by building a stronger presence and partnerships with rostered leaders and alumni in ELCA congregations.

Leverage the Nobel Conference to build partnerships with other organizations and institutions.

Develop a program hosted at the American Swedish Institute to facilitate presentations by faculty, staff, and alumni of the College in the Twin Cities.

Maximize the relationships between alumni, parents, friends, corporations, government agencies, and foundations to build mutually beneficial partnerships and enhanced fundraising.

Actively involve local (St. Peter/Mankato) alumni for on-campus programming.

Explore with the local law enforcement agencies the feasibility of implementing a comprehensive limited immunity program for students seeking immediate help in cases involving alcohol consumption.

PARTNERSHIPS & COLLABORATIONS TIER 2

Academics

Strengthen the College's involvement in academic collaborations/partnerships by investing in current partnerships, piloting new initiatives and encouraging faculty and administrative leadership.

Intentionally expand or develop three to five innovative, nationally-recognized pre-professional advising programs that integrate vocational advising, alumni networking, and internship opportunities for current Gustavus students.

Strengthen the partnership between the Center for Vocational Reflection and the Office of Academic Affairs relating to mentoring, vocational advising, and reflection on experiential learning.

Support efforts to connect the environmental vocations of the Linnaeus Arboretum, the Environmental Studies Program, and the Johnson Center for Environmental Innovation.

Community-Based Learning

Expand the infrastructure of the Community Service Center to meet existing needs, expand opportunities, and provide assessment to maximize engaged student learning through community partnerships, with a goal of 75 percent of graduating seniors participating in a course or program involving community-based learning.

Provide the resources needed to support a dynamic and sustainable partnership program with K-12 populations and teachers in the local and regional community.

Fund a program of mini-grants to build collaborations between the Gustavus community and outside entities.

Provide the staff, transportation, and financial resources needed to sustain multiple entry points to provide students access to engage in transformational experiences in the community.

Cultural Competency

Create a global and multicultural initiatives advisory committee representing the various Gustavus constituencies to work closely with the College leadership on the realization of global and multicultural Commission Gustavus 150 recommendations.

Maximize natural synergies between the Center for International and Cultural Education and the Diversity Center by creating a common office space and explore the appropriateness, feasibility, and resources necessary to combine these offices.

External

Convene a committee focused on communication, programs, and collaborations with external constituents.

Build partnerships using the Linnaeus Arboretum with other schools and organizations to be viewed as a regional leader in landscape education, appreciation, and management.

Activate the existing natural partnerships between the College and the Alumni Association and create a volunteer leadership council to develop more broad-based and varied alumni engagement opportunities so that within five years Gustavus is considered to be the new standard among peer schools for alumni engagement.



STRATEGIC FRAMEWORK RECOMMENDATIONS PARTNERSHIPS & COLLABORATIONS

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PARTNERSHIPS & COLLABORATIONS

TIER 2 CONTINUED

Develop and staff a parent relations program focused on meaningful and appropriate parent engagement and education.

Create and fund an annual leadership conference featuring alumni and other external resources for current and future students.

Identify the differing needs of ELCA congregations and create a mutually beneficial partnership between the College and the greater church community by matching resources of Gustavus with congregational needs.

PARTNERSHIPS & COLLABORATIONS

TIER 3

Establish a Communication Advisory Group with on- and off-campus members.

Develop a distinctive continuing education program for professionals interested in the liberal arts.

Explore the need for and feasibility of an outreach plan for student high risk behaviors to develop broad campus collaborations, training, and proactive developmental, preventative, and consultative programming.







CULTURAL PERSPECTIVES

SUMMARY OF PRIMARY RECOMMENDATIONS

- Expand opportunities (including scholarships and fellowships) for students and faculty to develop global perspectives and cultural competencies on campus and off campus
- Adopt and clearly communicate a campus-wide statement that defines and actively supports diversity in its many forms
- Create specific objectives for improvement over time to ensure that the campus is welcoming to all, including members of underrepresented groups
- Create mechanisms to increase recruitment and retention of international students and faculty as well as those from traditionally underrepresented groups
- Create guiding principles and student learning outcomes and develop ample opportunities to increase the number of students participating in domestic and international study away
- Explore ways to further globalize the curriculum



STRATEGIC FRAMEWORK RECOMMENDATIONS

CULTURAL PERSPECTIVES

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CULTURAL PERSPECTIVES TIER 1

Gustavus Culture

Adopt and strongly communicate a campuswide statement and infuse written communication with clear, strong, and consistent references to the College's commitment to diversity that defines and actively supports diversity in all of its many forms.

Administer a comprehensive climate survey for students, faculty, and staff to ensure that the campus is welcoming to all, including members of underrepresented groups.

Ensure that there is strong diversity representation on the Board of Trustees.

Recruitment

Pursue every avenue to support and recruit immigrant students from the surrounding region, including those from Minnesota's many ethnic Lutheran congregations.

Create mechanisms to increase recruitment and retention of faculty from traditionally underrepresented groups.

Opportunities/Support

Expand opportunities and increase scholarships and fellowships for students and faculty to increase global perspectives and cultural competencies on campus and off campus.

Secure consistent funding so that "Building Bridges" remains a premier student-initiated, student-led diversity conference dedicated to addressing today's pressing social and global issues.

Provide for dietary requirements of various groups on campus during holy days and times of fasting.

CULTURAL PERSPECTIVES TIER 2

Assessment

Assess and develop individual cultural competency throughout the campus and among the Board of Trustees.

Study Away

Create guiding principles, establish student learning outcomes, develop ample opportunities, and regularly review domestic and international study-away experiences with the Center for International and Cultural Education serving as a campus leader in ensuring cultural competency.

Increase the percentage of Gustavus students participating in semester-long or yearlong off-campus programs and assess the feasibility of providing an off-campus study experience involving a cultural diversity component for every student for at least one Interim Experience.

Develop a continuum of connection and support for study-away participants, including an intentional pre-experience and re-entry initiative.

Faculty/Curriculum

Establish a faculty development program to provide opportunities for faculty to explore issues of globalism and multiculturalism, including initiating a fellowship or research stipend to support culturally-related conferences and providing the means for every faculty member to have a global or multicultural experience.

Provide opportunities for faculty exchanges and comparative visits relating to global and multicultural initiatives with other institutions.

Provide incentives to encourage faculty to work for a January or a semester in a culturally diverse setting, perhaps accompanied by students.

Explore efforts to globalize the curriculum, including the development of courses focused on non-Western cultures and countries, establishing at least one course on cross-cultural competency in every major and an intercultural general education requirement.

Students

Develop intercultural dialogues on campus that train, mentor, and empower students to assume leadership in cultural and global competence issues.

Support campuswide efforts to institutionalize the Global Insight program to maximize international learning on campus throughout the academic year.

Retain and support a multilingual and English language learners (ELL) program.

Increase the recruitment and retention of international students to 10 percent of the student body.

Expand the Office of Multicultural Programs and Diversity to include additional space and an assistant director position.

Faith

Create an exchange and fellowship program for Lutheran and non-Lutheran Christian theologians from other countries with the Gustavus Department of Religion faculty.

Create an international exchange program for students and faculty with Lutheran missions, congregations, and schools in other countries.



STRATEGIC FRAMEWORK RECOMMENDATIONS CULTURAL PERSPECTIVES

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CULTURAL PERSPECTIVES TIER 3

Study Away

Establish the minimum requirement that all students study away.

Increase the number of faculty to allow for course release time to develop courses and pilot projects for study-away experiences and to teach foreign languages to prepare students for international study.

Establish a permanent off-campus venue for study-away experiences outside of Minnesota, enabling students to immerse themselves into another culture.

Students

Develop a process for seniors to create portfolios that demonstrate how they integrated global and cultural competency into their major studies and/or how they have achieved such skills and insights prior to graduation.

Strongly encourage every sophomore to take an on-campus seminar on cultural diversity.

Create an annual common reading list, have campus discussions, and hold an annual signature event focused on issues of globalism and multiculturalism.

Faculty/Administration

Create institutional rewards and recognition for faculty who excel in teaching, scholarship, or service directly related to globalism and multiculturalism.

Consider making cultural competence a part of the tenure review.

Create the position of Vice President of Global and Multicultural Initiatives to provide authority and accountability for diversity.







PERSONAL GROWTH & DEVELOPMENT

SUMMARY OF PRIMARY RECOMMENDATIONS

- Support professional growth for all employees, including new employee training and ongoing enrichment
- Integrate health, wellness, and fitness opportunities and philosophies throughout the campus and community
- Enhance the campuswide advising/mentoring community to meet the growing and diverse needs of our students
- Nurture a campus community committed to civil discourse



STRATEGIC FRAMEWORK RECOMMENDATIONS PERSONAL GROWTH & DEVELOPMENT

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PERSONAL GROWTH & DEVELOPMENT TIER 1

Health and Wellness

Integrate health, wellness, and fitness opportunities and philosophies throughout campus, starting with a review of services for students.

Implement a comprehensive plan to support prevention, education, intervention, and assessment that results in a significant reduction of high-risk behaviors, starting with first-year students and parents.

Develop and increase the support for healthy lifestyle choices, especially related to topics of drugs, alcohol, and tobacco, including assessing the merits of becoming a tobacco-free campus.

Identify strategies and resources to enhance immediate assessments of chemical use and to support students recovering from substance abuse and addiction.

Students

Further develop a campuswide advising/mentoring community that aims to meet the growing number of diverse advising and mentoring needs of all students, including the recent work of the Men's Leadership Initiative.

Expand the types of career experience options to increase the number of student participants.

Nurture a campus community committed to and skilled in the practice of civil discourse by coordinating campuswide initiatives relating to intellectual diversity, conflict resolution, and civil discourse, which may include work with First Term Seminar courses.

Conduct a comprehensive assessment of student needs and appropriate scope of practice relating to Counseling Center services.

Enhance effective responses to victims and perpetrators of sexual assault, sexual harassment, and bias incidents by providing counseling and the ability to be effective when the response is both proactive and reactive.

Strengthen the College's process to respond to, report, and communicate hate crimes, and to effectively sanction perpetrators.

PERSONAL GROWTH & DEVELOPMENT TIER 2

Faculty/Staff

Implement an ongoing orientation for administrators and staff.

Revamp and create new structures and policies to: provide a flexible schedule for employees; identify and utilize employees' strengths; and further develop a culture of employee participation in decision-making and ownership in the future of Gustavus.

Enhance competitively awarded internal funds to provide faculty additional funding for scholarship, research, or creative work and to leverage this for additional external funding.

Create benchmarks for Gustavus to regularly measure employee satisfaction.

Health and Wellness

Create a comprehensive wellness model (physical, spiritual, emotional, mental) and a Health and Wellness Office to implement a campuswide student, faculty, and staff health and wellness program.

Provide comprehensive education in the areas of stress management, time management, and maintaining a balanced lifestyle.

Develop a campuswide training program designed to provide the campus with the knowledge needed to engage in alcohol dialogue.

Grow the PLEDGE program into a community-oriented group that includes programming for substance-free alternatives for students living a substance-free lifestyle.

Students

Increase student involvement in presenting at on- and off-campus professional conferences by 25 percent and grow the Celebration of Creative Inquiry to include summer research and Presidential Research Grants.

Develop a guide that helps students work toward the realization of developmental goals.

Develop an ad hoc committee to create strategies to leverage student learning through student employment.

Create a "Difficult Discussions" program to give students the tools and support needed to adapt to, appreciate, and accept others.

Conduct a comprehensive student communication audit to determine message penetration rate and the most effective message delivery methods/systems.

Faculty/Staff

Create a task force to develop a proposal for administrators and staff employee orientation, including an assessment of current practices, researching best practices for start-up training and a mentoring program for all new employees.



STRATEGIC FRAMEWORK RECOMMENDATIONS PERSONAL GROWTH & DEVELOPMENT

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PERSONAL GROWTH & DEVELOPMENT

TIER 2 CONTINUED

Create a model for employee enrichment based on the principle that employees will annually be provided funds to participate in professional or skill development, and explore the interest and logistics of professional development leaves for administrators and staff.

Create an endowment of \$10 million for the Kendall Center to support programming, a director, and staff to strengthen its position as a national model for faculty development and support.

Provide replacement costs for faculty who are on sabbatical.

Explore the possibility of establishing a phased retirement program for faculty.

Implement a robust professional leadership development program for employees to equip them to work more effectively as mentors and teachers for students and to advance the exploration and practice of core leadership capacities.

Annually present a faculty development workshop to prepare faculty to include public discourse in their classes.

PERSONAL GROWTH & DEVELOPMENT TIER 3

Students

Develop a comprehensive sophomore initiative that may include communities for students to focus on growing academic demands and problems of broad social importance.

Develop an assessment tool to measure student learning outcomes related to learning and living communities.

Develop a speaker series to support intellectual diversity and civil discourse.

Explore a mechanism by which Gustavus can use the visual and performing arts to augment health and wellness and to reflect upon questions relating to social justice.

Increase student-focused programming that integrates traditional and emerging multicultural backgrounds and experiences to educate toward a greater understanding within the Gustavus community.

Faculty/Staff

Create an ad hoc committee to review the philosophy, selection criteria/process, and recognition ceremony for administrator and staff awards recognizing years of service and retirement to ensure they are aligned with the College's mission, values, and intended purpose.

Explore the implementation of an informal or lower-level recognition program focused on celebrating the Gustavus community and enhancing a culture of appreciation.

Develop and support a pre-tenure leave program for tenure-line faculty.

Establish an award recognizing faculty and staff who are exemplary in their commitment to service-learning or community-based learning.

Develop staff/student positions to serve as internal rotating or temporary workers to be matched with departments to meet short-term/seasonal needs.

External Engagement

Expand the "Reading in Common" program beyond first-year students to involve upper-class students, alumni, parents, and friends by providing a medium for book discussions, including online opportunities for discussion.

Expand staffing and retreat space either on or off campus to continue to grow outreach efforts to engage students, faculty, staff, alumni, congregations, youth, and others.

Establish a parent orientation program that includes diversity education and supporting students in making healthy choices.

Increase the support of the MAYDAY! Peace Conference as a signature event in the spring.





SPIRITUAL GROWTH & DEVELOPMENT

SUMMARY OF PRIMARY RECOMMENDATIONS

- Nurture Christian faith among Christian students
- Establish an atmosphere that engages students and faculty in interreligious conversations and experiences
- Provide the interreligious programming resources and gathering, worship, meditation, and prayer space needed to support students of various religious backgrounds
- Reaffirm the practice of daily campuswide personal or communal time from 10:00 to 10:20 a.m.



STRATEGIC FRAMEWORK RECOMMENDATIONS

SPIRITUAL GROWTH & DEVELOPMENT

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SPIRITUAL GROWTH & DEVELOPMENT TIER 1

Charge the Chaplains' Office to write a comprehensive strategic plan that directly addresses, among other areas, how to increase programs to nurture Christian faith among Christian students; that more clearly defines the purpose of daily chapel; that explores the best practices of all campus ministries with respect to forms of Christian expression in worship, including music; and that addresses the support level needed for student-led faith ministries.

Reaffirm the practice of daily campuswide personal or communal sabbath time from 10:00 to 10:20 a.m.

Incorporate more opportunities that intentionally engage students in vocational exploration within the overall Gustavus experience.

Survey self-identified non-ELCA Christian and non-Christian members of the Gustavus community to gain a better understanding of the support needed for these students, and develop a support strategy utilizing on-campus student resources and/or network with off-campus resources.

Establish an atmosphere that engages students and faculty in interreligious conversations and experiences.

Provide the interreligious programming resources and gathering, worship, meditation, and prayer space needed to support students of various religious backgrounds.

Encourage the Office of Diversity Development and Multicultural Programs or student groups to take the lead with consultation (if needed) by the Chaplains' Office for non-Christian religious observances on campus.

Endorse the ongoing work of the Chaplains' Office to coordinate intra-Christian observances on campus and in Christ Chapel.

Develop plans to celebrate and capitalize on upcoming anniversaries to strengthen the College's understanding of its Lutheran heritage.

Evaluate the proposal for Gustavus to host a large conference on faith for Lutheran congregations and the broader Gustavus community.

SPIRITUAL GROWTH & DEVELOPMENT TIER 2

Implement an ongoing communications strategy to widely publicize the College's understanding of its Lutheran heritage.

Provide orientation and training to empower all faculty, staff, and students to publicly articulate a common understanding of the College's Lutheran heritage tradition and create a campuswide culture that lives out this understanding of being rooted and inclusive.

Charge the Chaplains' Office, Dean of Students Office, and Student Activities Office to explore the process for permitting and providing funding for Christian student organizations and interreligious student groups and approving the involvement of national campus religious organizations on campus.

Create a strategic plan to develop church leaders by offering ongoing opportunities for exploring church vocations; exposing students to a variety of careers and leadership opportunities in the church; helping students explore how to connect their sense of purpose with leadership opportunities at Gustavus; nurturing and supporting students wrestling with a sense of call; and intentionally ensuring both men and women are involved.

Enhance the current Office of Church Relations/Chaplains' Office websites to create more robust opportunities to engage with the faith dimensions on campus, including making Daily Chapel more easily accessible.





LIFELONG ENGAGEMENT

SUMMARY OF PRIMARY RECOMMENDATIONS

- Transform the philosophy for alumni engagement, ensuring that it is a continuum starting during the admission process and continuing on through the post-college experience
- Revamp the alumni leadership model to build and sustain a mutually supportive, broad-based level of engagement and service with Gustavus
- Develop a ten-year strategy to increase alumni participation in giving to Gustavus to at least 50 percent
- Be recognized as a best-practice college in alumni communication (online, social networking, and print)



STRATEGIC FRAMEWORK RECOMMENDATIONS

LIFELONG ENGAGEMENT

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LIFELONG ENGAGEMENT TIER 1

Philosophy

Create a new focus and philosophy in alumni programming based on a lifelong journey from the admission process through post-college experiences.

Communication

Be recognized within five years as a best-practice college in alumni communication by creating a robust online alumni communications platform, ensuring that class communication is vibrant and volunteer-driven, and creating a *Gustavus Quarterly* editorial advisory group.

Actively gather new and different information from alumni to celebrate achievements more widely throughout campus and to drive all forms of alumni engagement.

Engagement

Revamp the alumni volunteer leadership model to sustain a mutually-supportive, broad-based level of engagement and service with Gustavus.

Substantially increase alumni engagement by reinventing the alumni class leadership structure,

creating volunteer management of social networking sites, and establishing formal programs connecting alumni with academic departments and alumni-driven shared interest groups.

Engage alumni in the identification of new student applicants, connect prospective students with an alum, and bolster the number of alumni involved as resources for students' vocational and career aspirations.

Invest in a market analysis for the development of robust continuing education programs for alumni, parents, and friends, including programs on campus, in the Twin Cities, travel tours, and distance education.

Promote the "Reading in Common" book to alumni to build community among alumni and to connect with current students.

Create a communication infrastructure and tools to connect internationally-based and internationally-connected alumni for student mentoring and to serve as "Admission Ambassadors."

Philanthropy

Develop a ten-year strategy to increase alumni participation in giving to Gustavus to at least 50 percent.

LIFELONG ENGAGEMENT TIER 2

Communication

Explore methods to track and use alumni communication preferences to make 25 percent of communication permission-based, personalized, and customized.

Engagement

Create a staffing, financial, and volunteer management model to sustain mutually beneficial Gustavus “Friends of the ...” and shared interested groups.

Develop a plan, structure, and staffing for self-sustaining mission-focused lifelong learning, including leadership-focused programming, for alumni, parents, faculty, staff, and regional professionals.

Create a framework to connect students and alumni in such areas as real estate (housing for graduating seniors) and advising/mentoring connections.

Establish a clearinghouse for Gustavus faculty/staff that facilitates communication and connects faculty/staff with alumni during other college-related travels.

Create an award to honor alumni involved in global and/or multicultural efforts.

Philanthropy

Create a new volunteer structure to support the soliciting of philanthropic gifts.

LIFELONG ENGAGEMENT TIER 3

Communication

Create guidelines for alumni communication by developing a ratio for contacts containing a request for money compared to non-giving contacts.

Engagement

Systematize a formal program to connect every incoming student with an alumna/us (parents, staff, and friends) to serve as a resource and/or sounding board for the college experience.

Develop and support new technologies for distance-learning continuing education opportunities.

Continue to explore the feasibility of building a housing facility close to campus for active alumni, parents, and friends ages 55+.

Re-imagine and broaden the granting of “honorary” alumni status to parents, staff, friends, and former board members/volunteers of Gustavus.



June 2009 architect's rendering of proposed academic building and west mall.

TANGIBLE RESOURCES

SUMMARY OF PRIMARY RECOMMENDATIONS

- Provide competitive salary and benefits based on an agreed-upon peer group for faculty/employees
- Expedite the funding and construction of the “new academic building”
- Expand and renovate Nobel Hall of Science into a premier facility for learning and research collaboration
- Build the financial resources necessary to attract and retain top students
- Increase the Gustavus endowment by \$150 million
- Significantly increase support from alumni and friends as well as government, corporate, and foundation sources
- Develop and fund a concrete plan to address appropriate levels of computer and equipment technical support and infrastructure across the campus
- Establish at least ten fully funded endowed department or program chairs
- Increase resources and staff to support the current and future general education program
- Secure permanent funding for the Center for Vocational Reflection
- Continue to explore and develop ways to increase auxiliary operations, including Summer Programs, to provide outstanding customer service and products without compromising current programs
- Renovate and expand the Anderson Social Science Center
- Expand and renovate the Schaefer Fine Arts buildings, for visual arts, music, theatre, and dance
- Expand and remodel Lund Center to meet teaching/learning, health, wellness, and fitness needs
- Conduct a full assessment of needed upgrades to Christ Chapel
- Develop benchmarks and planning for the refurbishing and maintenance of buildings and their systems within a 40-year renewal cycle that maximize flexibility within each building and long-range flexibility among buildings
- Review and update the residence hall master plan, addressing new construction and renovation



STRATEGIC FRAMEWORK RECOMMENDATIONS TANGIBLE RESOURCES

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TANGIBLE RESOURCES TIER 1

Employee Compensation

Fund and maintain faculty compensation that is within the upper 20 percent nationally based on an agreed-upon peer group and provide additional compensation for faculty in disciplines in which the market among baccalaureate institutions demands more than the Gustavus base salaries.

Maintain administrative and support staff compensation at levels competitive with an agreed-upon peer group.

Provide competitive benefits based on an agreed-upon peer group for employees, especially as related to health care.

Academics/Program Support

Increase funding to improve the Library collection and enhance electronic access.

Provide support for First Term Seminar programming.

Raise the funds to match the Howard Hughes Medical Initiative \$1 million grant for the Visualization Center in Nobel.

Create the means to effectively support the increasing demand for disability services.

Support the core components of Gustavus Technology Services to address appropriate levels of computer and equipment technical support, infrastructure, and security across the curriculum and campus.

Provide resources to electronically deliver, receive, and archive student records and transcripts.

Increase the endowment and funding for the Nobel Conference.

Physical Plant

Meet the needs of rapidly changing disciplines by maximizing long-range flexibility among buildings and short-range nimbleness within a building.

Fund the campus framework plan and subsequent South Mall and West Mall, intentionally maintaining a predominately pedestrian campus while responding to parking needs.

Build the financial base and endowment for funding the refreshment and maintenance of building systems within a 40-year renewal cycle, affirming the practice that it is preferable to repurpose old buildings to new uses.

Transform academic buildings with the furniture, equipment, instruments, and technology needed to become state-of-the art student learning and teaching spaces.

Expedite the funding and construction of the “New Academic Building.”

Expand and renovate Nobel Hall of Science into a premier facility for learning and research collaboration.

Conduct a full assessment of needed upgrades to Christ Chapel.

Update the residence hall master plan to ensure design flexibility that accommodates diverse student needs, fluctuating student enrollment, and the capacity for utilization to meet other non-student housing needs (staff, alumni, visiting professors).

Relocate the Office of Human Resources.

Recruitment

Prepare financial modeling for enrollments of 2,200, 2,400, and 2,600, to determine the desired size of the student population.

Build the financial resources necessary to attract and retain top students, including dramatically increasing underrepresented student populations.

Continue to create compelling admission materials, maximizing traditional and emerging delivery technologies.

Philanthropy

Develop the next comprehensive campaign case statement, timeline, and staff structure.

Commit no less than 50 percent of future fundraising campaign goals to endowment growth and increase the Gustavus endowment by \$150 million.

Clearly define the basic facts about, and the case for giving to, Gustavus, which every alum and student should know.

Consistently meet or exceed the ELCA and Minnesota Private College Council peer group for total private gifting per student each year.

Significantly increase restricted support from government, corporate, and foundation sources, including matching gift opportunities.

Auxiliary Operations

Continue to explore and develop ways for auxiliary operations (e.g., Postal Services, Printing Service, Book Mark, Dining Service) to provide outstanding customer service and products, improve operating efficiencies, and meet the needs of students.

Optimize, prioritize, and increase Summer Programs to maximize revenue and minimize expense, while maintaining an atmosphere of campus hospitality during the summer months.



STRATEGIC FRAMEWORK RECOMMENDATIONS TANGIBLE RESOURCES

continued from previous page

TANGIBLE RESOURCES TIER 2

Employee Compensation

Show annual progress in faculty salaries, reaching and maintaining the top quintile of the established peer group; provide competitive relocation expenses, start-up costs for new faculty, and spousal support; and explore the feasibility of an incentive plan to reward faculty, staff, and administrators for superior performance.

Increase the College funding for employee pension with the goal of a ten percent contribution by 2015.

Triple the travel allowance for faculty conference travel and endow the costs of publication and dissemination of faculty work.

Faculty/Staff Positions

Increase the number of tenure-line faculty and establish at least ten additional fully funded endowed department or program chairs to meet student, curricular, and staffing needs.

Create an additional tenure line in the Department of Religion for a World Religions position.

Increase Human Resources staffing.

Academic/Program Support

Fully fund and appropriately staff the General Education Program.

Create a structure and funding model that will facilitate long-term sustainability for interdisciplinary majors and minors.

Physical Plant

Fund a comprehensive facilities renewal plan that addresses the 30 major buildings, recognizing that facilities have an estimated life of 40 years.

Create an endowment for environmental initiatives.

Renovate and expand the Anderson Social Science Center and define its mission as a center of teaching and pedagogy.

Expand and renovate the Folke Bernadotte Memorial Library to enable students to continue to engage with original research, have access to an in-depth collection, and have an optimum environment in which to study.

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.

Expand and remodel Lund Center in a manner driven by its mission of teaching/learning, health, wellness, and fitness.

Launch a feasibility study to explore a physical location to meet the need for additional on-campus programming and staff office, retreat, and worship space.

Expand private Registrar office space to accommodate the need for a location to conduct confidential conversations.

Create or maintain student study spaces across the entire campus to meet the needs for individual and group study and be adaptable to changes in technology.

Conduct a usability study to enhance alternative student social spaces, including the Dive.

Establish an administrative office model that will respond to programmatic and strategic needs, enabling office space decisions over the next five to ten years to be based on aligning administrative office locations with the needs of their constituents.

Student Support

Meet 100 percent of defined financial need for all students—including students from underrepresented communities—through scholarships and a reasonable amount of student employment and loans, including making study away need-blind.

Increase staff in the Health Service to provide extended hours, regular follow up with students being treated with ongoing mental and physical health matters, prepackaged pharmaceuticals, collaborations with the Counseling Center on medications, and travel clinic services.

Develop a plan to manage and fund the increasing demands of club sports, affiliated athletics teams, intramural sports, outdoor health and wellness activities, and intercollegiate athletics.

Program Support

Secure permanent funding for the Center for Vocational Reflection to ensure the long-term viability of the vocation initiative.

Create endowed funds to support global and multicultural initiatives.

Fully endow the Johnson Center for Environmental Innovation to serve as a place for the community to come together around the topic of environmental innovation and sustainability.

Secure an endowment of \$1 million to support the comprehensive leadership initiatives.

Invest in a market analysis for the development of signature summer programs at Gustavus.

Technology

Substantially increase funding and staff support for equipment and hardware to implement a four-year replacement plan for all technology to meet the curricular and co-curricular needs of the campus.

Improve the College's ability to store, access, and display its growing archive of digital images, media and archival materials, and exhibits.

Provide an allowance for acquiring a laptop computer or appropriate office support technology to all tenured and tenure-track faculty.

Provide infrastructure and staffing to support appropriate technologies for disseminating campus lectures and signature programs to a broader off-campus audience.

Finance

Aggressively pursue a course to substantially increase the endowment and properly manage the endowment-to-debt ratio and achieve an A1 Moody's credit rating.



STRATEGIC FRAMEWORK RECOMMENDATIONS TANGIBLE RESOURCES

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TANGIBLE RESOURCES TIER 3

Physical Plant

Remodel Olin Hall.

Endow the Hillstrom Museum of Art and create a new space or increase and improve the current museum.

Enlarge the Melva Lind Interpretive Center and continue work on the three meditation gardens.

Build an alumni center that could serve as a community gathering location.

Provide full access to the disabled in 100 percent of activity spaces.

Identify space to conduct private group therapy sessions.

Create a paved path around Campus Drive.

Build an on-campus storage facility.

Explore the opportunities and needs for future presidential families to provide for residential space and hosting/advancement functions.

Department/Program Support

Develop Learning and Living Communities linking residence hall living and academic courses.

Restructure the Athletics Department to create staffing, office space, and program support for both Intercollegiate Athletics and Fitness.

Provide 24-hour technology support to students.

Create institutional grants for faculty to develop or enhance community-based components to a course.

Develop permanent funding for full-time positions of the Linnaeus Arboretum staff and secure continuing support for the Linnaeus Symposium.







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