



REPORT OF **COMMISSION GUSTAVUS 150**



RECOMMENDATIONS FOR **REALIZING THE COLLEGE'S STRATEGIC PLAN**



MAKE YOUR LIFE **COUNT**



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Prepared for the Gustavus Adolphus College Board of Trustees, October 2009



MAKE YOUR LIFE **COUNT**





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COMMISSION GUSTAVUS 150 PURPOSE AND PROCESS

Commission Gustavus 150 is a process established by the Board of Trustees and designed to involve all the College's constituents in integrating and expanding the College's Strategic Plan and making recommendations for the College's future advancement. The Commission engaged more than 500 alumni, church leaders, community partners, faculty, staff, parents, students, and other friends in examining the College's Strategic Plan and the College's core values and strengths.

The Commission comprised eight task forces that examined different aspects of the College's strategic mission, core values, and future aspirations. Task forces were greatly informed in their deliberations by information gathered from 16 National Summit meetings and by relevant information prepared and reported by the faculty and staff.

Commission Gustavus 150 was made possible through the generosity of the Greater Gustavus Fund.

This booklet contains the final reports of the eight Commission Gustavus 150 Task Forces as presented to the Board of Trustees.

Commission Gustavus 150 Timeline

April 2008

Board approved the College's Strategic Plan
Board hired a new president
Board charged the new president to engage the College's many constituents in a process to develop initiatives to realize the College's Strategic Plan

October 2008

Board approved Commission Gustavus 150 as an expansion of the College's Strategic Plan

October 2008–April 2009

Task Forces met to develop recommendations to the Board

November 2008–March 2009

Commission Gustavus 150 National Summit meetings were held to engage alumni and friends in the planning process

May 2009

Recommendations of Task Forces presented to the Board of Trustees were finalized

May–June 2009

Faculty, administrators, staff, students, alumni, Task Force members, and National Summit participants provided input through a survey designed to gather participants' opinions on the level of importance of the Task Force recommendations

June–July 2009

Recommendations were regrouped into new substantive categories for the Board of Trustees to review and similar recommendations were merged
Input gathered from survey of constituents was analyzed

August 2009

The Board of Trustees held a three-day workshop to review the recommendations and establish the relevant urgency of each recommendation to the College's future advancement

October 2009

Board approved the report on relevant urgency and shared their analysis of the recommendations with the Gustavus community



COMMISSION GUSTAVUS 150 **BY THE NUMBERS**

8	Task Forces
231	Task Force active participants
37	Task Force meetings
171	Hours of Task Force meetings
17	Student organizations interviewed
7	Campus strategic work group reports reviewed
45	Academic department/program strategic plans reviewed
10	Student Affairs Division strategic plans reviewed
1	Alumni engagement report reviewed
2	Books read by Task Force members
42	Articles or other reports read
33	Presentations heard
16	National Summit meetings held
300+	National Summit meeting participants
\$1 million	Grant from the Greater Gustavus Fund to fund the Commission
439	Task Force recommendations presented to the Board of Trustees



REPORT OF COMMISSION GUSTAVUS 150

MESSAGE FROM THE COMMISSION GUSTAVUS 150 CHAIR



WARREN BECK '66

It is with deep gratitude that I express my thanks to all those who contributed to the success of Commission Gustavus 150.

The Gustavus community has been engaged for several years in strategic planning. The Commission process benefitted enormously from the efforts of many people on campus who participated in writing departmental strategic plans or who served on a Strategic Planning Working Group.

With the inauguration of President Jack Ohle in October 2008, we embarked on the exciting next phase in the College's strategic planning process. Commission Gustavus 150 established an aggressive timeline and will provide the foundation for the College's celebration of its Sesquicentennial year in 2011-2012.

The work of so many on the Gustavus campus, the Task Force members, and National Summit meeting participants is reflected in the needs and dreams for Gustavus set out here.

The following pages list the final report of each Task Force. These reports demonstrate remarkable thoughtfulness by Task Force members and aspirations drawn from the campus and beyond for the new levels of excellence the College will attain.

On behalf of all Commission participants, I am honored to present to the Board of Trustees this Report of Commission Gustavus 150 of recommendations for realizing the College's strategic plan.

Warren Beck '66

Chair

Commission Gustavus 150

MESSAGE FROM THE BOARD OF TRUSTEES CHAIR



JAMES H. GALE '83

On behalf of the College's Board of Trustees, I want to thank the many people who participated in Commission Gustavus 150. Because so many have given so much of themselves, the process has been an enormous success.

The Board of Trustees established Commission Gustavus 150 in October 2008 to enable the College to effectively implement the Strategic Plan that the Board had approved in April 2008. Commission Gustavus 150 has identified the specific initiatives that the College will undertake as it builds toward the future.

Implementing all these initiatives will not be easy. Yet it is clear that the faculty, staff, students, alumni, parents, friends, and congregational partners care deeply for this College and are committed to working together toward success.

While so many have contributed to the Commission's success, the Board specifically thanks Warren Beck for chairing the Commission and the Greater Gustavus Fund for providing the necessary resources.

James H. Gale '83

Chair

Gustavus Adolphus College
Board of Trustees



MESSAGE FROM THE PRESIDENT OF GUSTAVUS ADOLPHUS COLLEGE



JACK R. OHLE

Commission Gustavus 150 represents a comprehensive planning effort involving all the constituents of the College. The recommendations presented by the Task Forces promise to have a dramatic impact on the continued strength of the College far into the future.

The Gustavus Adolphus College Strategic Plan, approved by the Board of Trustees in April 2008, affirmed the College's identity as an undergraduate, independent, liberal arts, residential College of the Church.

The work of the Commission advances Gustavus's ability to implement its strategic plan and affirms our mission and core values of excellence, service, community, justice, and faith. It also affirms that Gustavus Adolphus College is a learning community, rooted in its Swedish traditions and the Lutheran faith,

committed to excellence in all it does, and determined to ensure justice and fairness in the world by preparing its students for lives of leadership and service.

Gustavus is now poised to secure its rightful place among the leading liberal arts colleges in the nation.

Beyond simply affirming the past and present, the Commission recommendations lay out a vision for the future that is compelling and exciting.

I wish to thank everyone who contributed to the work of the Commission, and especially the Greater Gustavus Fund Board for the resources they provided enabling us to proceed. The time so many of you spent dreaming, debating, and discussing the future of Gustavus is greatly appreciated.

Jack R. Ohle
President
Gustavus Adolphus College

NATIONAL SUMMIT MEETINGS

Sixteen National Summit meetings took place from November 2008 through March 2009. Over 300 alumni, parents, and friends participated in the National Summit meetings. Summary reports from the Summit meetings were reviewed by the Task Forces. The reports provided important insights regarding the College's core values. The ideas and comments from the Summit meetings helped inform Task Force recommendations.

The National Summit meetings were half-day meetings facilitate by President Ohle with selected alumni, parents, and friends around the country. Those participating discussed each core value of Gustavus (Excellence, Community, Justice, Service, Faith) in small groups. The participants were asked how Gustavus might ensure that the College's core values would be lived out in the lives of current and future alumni, faculty, staff, and students.

November 2009

Plymouth, Minn.
Mendota Heights, Minn.
Minneapolis, Minn.

February 2009

Tucson, Ariz.
Phoenix, Ariz.
Los Angeles, Calif.

December 2009

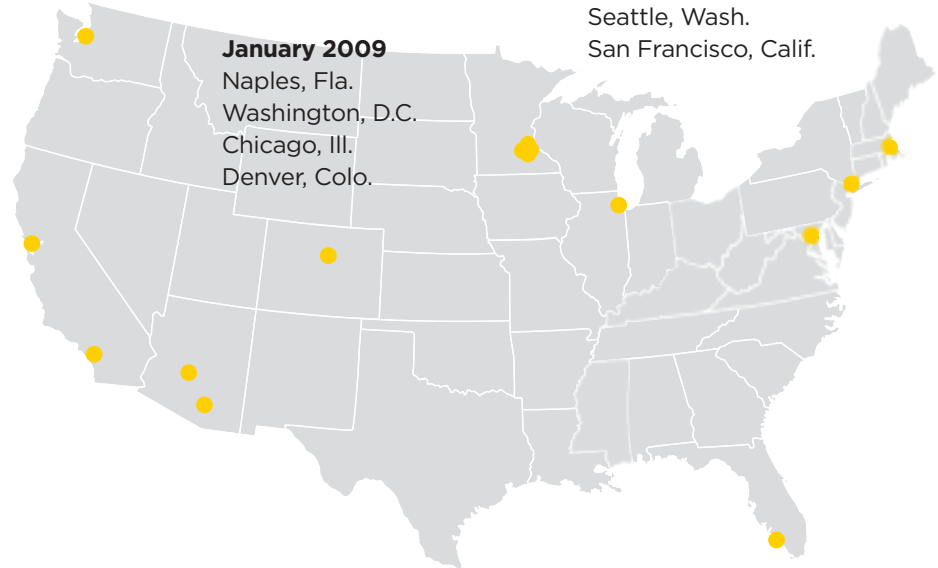
Edina, Minn.
Shoreview, Minn.

March 2009

Boston, Mass.
New York, N.Y.
Seattle, Wash.
San Francisco, Calif.

January 2009

Naples, Fla.
Washington, D.C.
Chicago, Ill.
Denver, Colo.





TASK FORCE REPORT

ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE



TASK FORCE REPORT

ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE

CHARGE

The Academic Programs and New Initiatives Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 1.1, 1.2, 1.3, 1.4, and 1.6.

The Task Force should take into consideration the impact its recommendations might have on other academic programs and on the broader curriculum.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Academic Programs and New Initiatives Task Force met six times for a total of twenty-one hours. They heard presentations by five faculty or administrators, reviewed input from two student organizations, read two articles and twenty-six academic department or program strategic plans. A detailed listing is on page 101.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #1 - EDUCATE FOR LEADERSHIP AND SERVICE.

Our Mission Statement calls us to engage students in transformative education that leads them to attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society. Gustavus will invest in transformative education practices—in classrooms, studios, laboratories, performance spaces, residence halls, support offices, and playing fields—to support individual student success across the campus.

- 1.1 Strategic Initiative:** Enhance Gustavus's academic strength in student-centered learning in the liberal arts disciplines and pre-professional education by investing in academic departments and programs. - Academic Programs and New Initiatives Task Force
- 1.2 Strategic Initiative:** Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs. - Academic Programs and New Initiatives Task Force and Student Life Task Force
- 1.3 Strategic Initiative:** Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum. - Academic Programs and New Initiatives Task Force
- 1.4 Strategic Initiative:** Develop and implement a robust model of lifelong learning that is firmly rooted in our liberal arts tradition and consonant with our academic and co-curricular programs. - Academic Programs and New Initiatives Task Force
- 1.6 Strategic Initiative:** Develop a distinctive Integrated Leadership program that combines rigorous academic study with relevant field experience for the development of students' leadership skills and competencies. - Academic Programs and New Initiatives Task Force and Student Life Task Force

Academic Programs and New Initiatives Task Force Members

Chair: Trustee Becky Bergman **P**

Facilitator: Mary E. Morton,
Provost and Vice President for
Academic Affairs

Tom Bergstrom '82

Kevin Bjork '79

David Carlson '60 **B**

Dan Currell '94

Mari Bottolfson Feder '91

Chris Gilbert **F**

David Hakensen '81

Al Henderson '62 **B**

Carol Johnson **P**

David Johnson '54

Dennis Johnson '60

Julie Johnson '69 **S**

Brenda Kelly **F**

Mark Kruger **F**

George Malkasian **P**

Debbie Lightly Mascaro '95

Colleen Peterson '12

Susan Rydell **P**

Lee Sande **S**

Todd Peterson '91

Beth Sparboe Schnell '82 **B**

Matt Schueffner '10

Florence Sponberg H37

Joyce Sutphen **F**

Brian Tommerdahl **P**

Linnea Wren **F**

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE

Academic and New Initiatives Task Force Preamble

Gustavus Adolphus College is first and foremost an institution devoted to academic excellence. Our heritage began in the heart of a university that gave rise to the Lutheran Reformation with its emphasis on academic freedom and the unfettered inquiry into truth. The Swedish immigrants who founded Gustavus did so to prepare leaders for church and society, to advance culture, and to foster in their children a love of learning. In its first 150 years, Gustavus has produced leaders in many callings related to the arts, sciences, and humanities, and innumerable graduates who have used their learning to live out the College's core values of excellence, community, service, justice, and faith.

The work of this Task Force has been to craft recommendations that will prepare Gustavus for its next 150 years. To that end, this Report proposes investments in faculty, students, facilities, and programs that we believe will lay foundations for success in new fields while preserving our tradition of excellence across the curriculum.

As we look to the College's future, we can discern several key themes for its continued growth. First, Gustavus must make excellence inclusive, adapting the resources of the College to the needs of each individual. As the College did at its founding, it must again embrace immigrant communities and those for whom English is a learned language. Further, Gustavus must renew its commitment to global outreach and global understanding.

Second, we must commit to supporting creativity and innovation among faculty and students, not merely following but advancing change in the arts, sciences, and humanities. One theme of this innovation must surely be sustainability—developing solutions for ourselves, our community, and the world.

Finally, as Gustavus grows, it must continue to foster the growth of the whole person—mind, heart, and character. This will be achieved as we continue to meet the challenge (and reap the rewards) of a truly high academic standard. It is at the heart of the Gustavus ethic that our academic excellence will be achieved not just as individuals, but as a community.

STRATEGIC INITIATIVE 1.1

Enhance Gustavus's academic strength in student-centered learning in the liberal arts disciplines and pre-professional education by investing in academic departments and programs.

Enrollment

Prepare financial modeling for enrollment of 2200, 2400, or 2600, examining the impact at each level on student learning outcomes and faculty and student interactions.

Investing in Regional and National Partnerships

Catalogue and invest appropriately in current regional and national academic collaborations/partnerships (e.g., the Teagle Foundation's Outcomes and Assessment program, Mid-states Consortium, ELCA, Minnesota Private College Council).

Pilot one new regional and one new national academic partnership/collaboration by 2012.

Encourage and support faculty and administrative leadership in regional and national academic partnerships/collaborations.

Investing in Students

■ Access and Affordability

Meet 100 percent of defined financial need for all students through scholarships and a reasonable amount of student employment and loans.

An important focus of fundraising will be to provide a very substantial increase in both the number of endowed scholarships and the size of scholarship awards. To accomplish this objective, creative approaches will be utilized, including solicitation of matching funds. Gustavus has held a long-standing belief that a Gustavus education should be accessible and affordable to all students who meet our admission standards. Gustavus needs to substantially increase funding to make this so, while looking to increase the presence of international students as well as geographic and socio-economic diversity.

■ Student-Alumni Interactions

Enhance relationships with Gustavus alumni and students by establishing formal programs connecting alumni with academic departments and other College programs.

Alumni are a valuable source of support for Gustavus students. Programs could take a variety of forms and could involve both academic and other departments or offices on campus, such as: 1) recruiting alumni employed in fields of endeavor related to that department to be listed in an up-to-date directory; 2) actively connecting students to alumni for career exploration, on-the-job visits, and internship opportunities; 3) having alumni actively connect with students to serve as mentors and role models to foster responsible citizenship and leadership qualities for students; 4) bringing alumni and students together in online discussion groups; 5) offering

department/career specific panel discussions; 6) utilizing alumni to develop community-based learning initiatives; 7) developing alumni housing for students away from campus on internships; 8) creating a database of career path stories of alumni to provide students with tangible information about selecting a major and career path.

Further develop a campus-wide advising/mentoring community (comprising faculty, administrators, support staff, and coaches) that aims to meet the growing number of diverse advising and mentoring needs of our students.

Anticipate that this would involve adding two additional staff (one administrative assistant, one professional) to the Academic Advising Center. This would also involve providing appropriate professional development for Advising Center staff and other advisers/mentors to meet the following areas of growing need: 1) disability support in light of the growing complexity and accommodations for documented needs; 2) monitoring and support of physical and psychological medical leaves and readmissions, academic and disciplinary suspension readmissions; 3) monitoring and support of at-risk groups including first-generation college students, ELL students, and immigrant populations; 4) articulation of the values of a liberal arts education relating to practical use for careers or further study; 5) identification and encouragement of students of promise, aiming for graduate fellowships and awards; 6) exploration of the most effective ways to register and orient new students to campus; 7) collaborative work with the vice president of enrollment management to support any specific retention initiatives.



RECOMMENDATIONS ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE

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■ Expansion of *Pathways*

Expand the training and usage of the *Pathways* concept as an optional tool for advisers and mentors to enable successful advising and mentoring, providing students with clearly defined opportunities for involvement and paths for success.

Pathways is a book developed by the Career Center to assist students in organizing their college involvements to develop a comprehensive career path. In addition, an optional initiative could be developed for juniors and seniors to expand the *Pathways* concept beyond college and to create steps for success in the years following graduation.

■ Graduate Fellowship Adviser

Endow an Office of Post-Graduate Fellowship and Awards to actively recruit and support applicants for the variety of post-graduate fellowships and awards that our students seek (e.g., Rhodes, Fulbright, Marshall).

This effort impacts student recruitment and overall status of the College and is one way to measure the Gustavus graduates' academic experience.

■ Student Technology Support

Provide 24-hour technology support to students.

For cost effectiveness and assuring best in-class support, this could be a collaboration with other schools.

Investing in Faculty for Student Success

Compensation

The College recruits in a national pool, and salaries need to be competitive to attract faculty most interested in teaching at a liberal arts college such as Gustavus. The College looks for faculty who want to teach at Gustavus because of a strong affinity with the mission, yet it is important that faculty do not feel they are being financially crippled in order to pursue their vocation. The College increasingly finds that health benefits and employment opportunities for other family members are important matters for prospective faculty.

■ Salary

Provide competitive salaries for faculty based on an agreed-upon peer group (e.g., AAUP, ELCA, MCCP) by investing an additional minimum of \$500,000 annually toward that goal (over and above the standard faculty raise).

Show annual progress of reaching the top quintile of the established peer group and maintain that position by 2015.

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.

Recruiting and retaining appropriate faculty in our pre-professional programs is one of our most challenging staffing issues. We would like to be able to recruit talented practitioners already committed to

the College's liberal arts mission, and work with them to attain the degree credentialing necessary for their long-term success and contributions to the College.

■ Benefits

Provide competitive benefits based on an agreed-upon peer group for faculty/employees, especially as related to health care, including the importance of family health care coverage.

■ Support at Time of Hire

Provide competitive support based on an agreed-upon peer group for relocation expenses, start-up costs for new faculty, and spousal support as necessary.

Faculty Development

■ Kendall Center for Engaged Learning

The John S. Kendall Center for Engaged Learning is rapidly emerging as a national model for faculty development programming at residential liberal arts colleges. On campus, the Center is responsive to faculty needs throughout their careers and across disciplines. Each year the Kendall Center evaluates and revises its programs to meet the changing needs of Gustavus faculty and students. In order to expand programming and remain flexible to the dynamic needs of the profession, recommendations are to:

Create an endowment of \$10 million for the Kendall Center by 2015 to support programming, a director, and staff.

Create a more visible physical presence on campus in the renovated Anderson Hall for the Kendall Center to serve as a center for faculty engagement.

■ Sabbatical Leave

Provide replacement costs for faculty who are on sabbatical.

The regularized sabbatical leave program was initiated in 1994 and allows tenure-line faculty members to apply for a sabbatical leave every seven years. Faculty are first eligible for a sabbatical the year after they earn tenure. Faculty who take a full-year sabbatical receive two-thirds of their salary, and those who take one semester plus the January Term receive their full salary. On average, 20 faculty members are on sabbatical. Most departments require a full replacement of the person on leave. Currently there is not a consistent budget to cover replacement costs for faculty on leave. While the regularized sabbatical program requires a significant investment of College resources, it also is a critical factor in our ability to recruit and retain high quality faculty who depend on the sabbatical opportunity in order to remain vibrant teacher-scholars.

■ Pre-Tenure Leave

Develop and support a pre-tenure leave program for tenure-line faculty prior to the tenure review.

In the mid-1990s Gustavus was the recipient of a foundation grant that supported a one-semester leave for tenure-line faculty during their fourth year at the College. The financial resources allowed departments to replace the person on leave. In the absence of grant funding the College was able to maintain the program for approximately three additional years, but ultimately the program could not be sustained. Pre-tenure leaves are increasingly common at our peer and aspirant schools. The leave provides probationary faculty the opportunity to move forward on goals articulated during the third-year review process.

Enhance existing competitively awarded internal funds to provide faculty additional support and

funding for scholarship, research, or creative work as well as encourage faculty with potential to leverage this funding for additional external funding.

■ Travel

Triple the travel allowance for faculty conference travel within three years.

Currently, more than 100 faculty members travel each year to present their research, scholarship, and creative works at national and international conferences. This work allows faculty members to establish themselves as vital participants in their academic disciplines, to fulfill their role as teachers/scholars, and to bring positive attention to Gustavus. The budget for conference travel has remained static for more than ten years despite the growing number of faculty who have their work accepted at conferences, and significant increases in the cost of travel.

■ Publication Costs

Establish an endowment to cover cost of publication and dissemination of faculty work.

Faculty members in a variety of disciplines are expected to contribute to the cost of publishing. Subvention fees, page costs in the science, and competition entry fees in the visual and performing arts and creative writing would be legitimate additions to our support for faculty research, scholarship, and creativity. It is anticipated that a \$500,000 endowment would be needed.

■ Showcase Faculty Achievement

Explore ways to collect and disseminate stories both on and off campus about the achievements of faculty.

This is both to model excellence internally and showcase the faculty achievements externally. Staff and marketing dollars would be needed to support this collaboration between the Provost's Office and the Marketing and Communication Office.

■ Phased Retirement

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

New Faculty Lines

Increase the number of tenure-line faculty by 15 percent to meet student needs, curricular needs, and staffing needs.

(Assumes maintaining current enrollment targets.) New tenure-line faculty positions will allow for three critical aspects of academic excellence.

New positions will allow for a more comprehensive set of curricular offerings, particularly in areas that are of growing global significance. New positions in Biology, Chemistry, Material Science, and Neuroscience will respond to both changes in the disciplines and increased student demand. In addition, our staffing in Music and Dance does not meet student interest. Expansion of language, literature, culture, and history offerings covering Africa and Islam are particularly needed. Finally, we need to employ more academic librarians to continue providing excellent and innovative services to faculty and students.

Increasing the number of tenure-line faculty positions will provide needed support for essential multidisciplinary programs such as the First Term Seminars, Curriculum II, and January Interim Experience. New tenure-line positions should also support the interdisciplinary majors and minors (Biochemistry; Environmental Studies; Gender, Women, and Sexuality Studies; Latino, Latin American, and Caribbean Studies; Neuroscience; and Peace Studies).

Increasing the number of tenure-line faculty will allow us to reduce the number of course overloads taught by full-time faculty and provide the appropriate level of course release for those faculty with administrative responsibilities. In addition, appropriate staffing of departments will provide parity of teaching loads, opportunities to participate in College-wide programs, increased time for student



RECOMMENDATIONS ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE

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advising, time to develop new or enhance courses, as well as opportunities for student-faculty research.

■ Visiting Scholars

Establish a comprehensive Visiting Scholars Program supporting three to five scholars in residence at any one time, including, for example, Writers-in-Residence, Artists-in-Residence, and International scholars.

One powerful way to diversify faculty, maintain curricular flexibility, provide faculty development opportunities, and respond to trends is to develop a vibrant, dynamic program for visiting scholars, writers, artists, thought leaders, and practitioners who maintain a defined one-to-three-year full-time relationship with Gustavus by teaching, performing, and providing faculty workshops and seminars. Diversity and flexibility are urgently needed if the curriculum is to make fresh connections with a radically changing world. Visiting scholars provide exposure to cutting-edge ideas, activities, and technologies that may not otherwise be available on campus.

■ Technical Support Personnel

Develop, implement, staff, and fund a concrete plan to address appropriate levels of computer and equipment technical support across the curriculum. Providing adequate technical support for computers and equipment across the curriculum is one powerful way to support student creative inquiry opportunities, maintain curricular flexibility, provide faculty development opportunities, and respond to daily operational and tactical challenges.

■ Endowed Chairs

Establish ten additional fully-funded Endowed Chairs.

Successful models of endowed chairs include appointments that are made for a defined period of time within a department or program to enable faculty to focus on an area of special interest within scholarship, teaching, or community engagement, as well as positions whereby the title and responsibilities stay with an individual until retirement. Endowed chairs are proven to be a successful way to retain and/or recruit talented faculty.

Faculty Office Support

■ Laptops

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

Investing in Teaching/Learning Spaces

Transform academic buildings to become state-of-the-art student learning spaces to enhance effectiveness. Upgrade facilities for teaching capability to support new pedagogies involving technology.

■ New Academic Building

Expedite the funding and construction of the “New Academic Building” that has been proposed and designed.

Five of our largest programs have been involved in developing a plan for a building that provides space that highlights academic work, encourages interactions among students and faculty, and promotes active learning. Completion of the New Academic Building in a timely manner will enable the departments to develop curriculum, pedagogy, research, and collaborations in such a way as to achieve the excellence for which they strive. This building will provide sophisticated instructional spaces, computer interactive classrooms, increased research facilities, communal space to encourage student and faculty interaction, advanced interdepartmental collaboration, enhanced upper-level curriculum and ideally will be connected to the library.

■ Nobel Hall of Science

Expand and renovate Nobel Hall of Science into a premier facility for learning and research collaboration to accommodate current and future teaching and research.

Nobel urgently needs to be expanded and renovated to accommodate faculty growth, HHMI commitments, trans-disciplinary opportunities, and developing pedagogies in the sciences. Increasing emphasis on laboratory learning requires more space. Our efforts to recruit the best students interested in science compete with some showcase buildings at other campuses. As exemplified by the Hughes Grant proposal, the natural science faculty is eager to embrace integrated learning. Integrated science education brings lecture and laboratory practice together in a way that has been shown to enhance learning for a wide range of students. The full development of this pedagogical approach requires significant renovation and expansion of the teaching laboratories in Nobel Hall.

■ Folke Bernadotte Memorial Library

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 effective environment in which to study.

The Library continues to evolve to meet curriculum demands and student needs. The collection both grows on site and adapts to technology-mediated resources, and students' study spaces are shifting as students collaborate and study in different ways. A modern, expanded library is essential for housing contemporary information formats and becoming a central location for intellectual and cultural growth.

■ Anderson Renovation and Expansion

Renovate and expand the Anderson Building and define its mission as a center of teaching and pedagogy to accommodate programs and departments such as, the Kendall Center, Education Department, Gustavus Technology Services, and Center for International and Cultural Education.

With the exception of the Kendall Center for Engaged Learning, current occupants of the Anderson Building are all slated to move to the New Academic Building. Space becomes available to relieve other space needs, though all agree the building will need a fundamental reconstruction in order to be usable.

■ Lund Center Expansion

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

Nursing (like Education) is housed in a temporary building (Mattson Hall). Health and Exercise Science has outgrown the space it occupies in Lund. As plans develop for Lund Center, attention should be paid to the needs of these two academic programs. As plans develop for the Lund Center, further consideration should be given to the interest of a new campus-wide initiative on health and wellness.

■ Schaefer Fine Arts Buildings

Expand and renovate the Schaefer Fine Arts Buildings to showcase the Gustavus talents in Visual Arts, Music, Theatre, and Dance.

Expanded and improved classrooms and faculty offices will come about when the New Academic Building is complete and the Communication Studies Department moves out of the Fine Arts Building. However, expanded rehearsal and performance space for music, theatre, and dance will still be needed, specifically a concert hall, an additional dance studio, and additional rehearsal space for string ensembles. In addition, the Visual Arts building no longer reflects the quality of the programs and needs significant repair, renovation, and expansion of studio space and other learning spaces in order to accommodate new pedagogies in art history, as well as technology for new areas of study such as graphic design and multimedia arts.

■ Olin Hall Remodeling

Remodel Olin Hall in a manner consistent with the research and pedagogical needs of the curriculum and to accommodate the needs of the academic departments and building occupants.

Transform Olin Hall into a state-of-the-art facility that supports the exciting research and pedagogy needs of the curriculum. As other building projects are completed, and with the possible move of Gustavus Technology Services, the space currently occupied by Gustavus Technology Services will need to be reconfigured.

■ Continuing Education Space in the Twin Cities

Explore the possibility of partnering with other institutions to develop teaching and learning spaces in the Twin Cities for off-site internship/community partner meetings as well as space for continuing education courses for alumni and others.

Given the percentage of Gustavus alumni in or near the Twin Cities and our commitment to lifelong learning and continuing education, establishing a

spatial “Gustavus presence” in the Twin Cities for these programs would provide many benefits, including urban outreach, joint programs with other institutions, and a foundation for student recruitment.

■ Technology Replacement and Renewal

Develop a sustainable and strategic approach to classroom technology maintenance and upgrades by fully endowing a replacement and renewal fund for all technology on campus (offices, classrooms, laboratories, and conference space).

A \$10 million endowed replacement and renewal fund for technology will enable us to establish a predictable pattern (based on four-year replacement cycle) of hardware replacement and renewal in learning spaces, conference spaces, and offices. We aim to provide a technology infrastructure for classrooms that is consistent across campus as well as “ubiquitous, flexible, and invisible.” In addition to meeting this rising floor of expectation, we see increased need for and use of teaching space that can 1) accommodate the creation of electronic products (videos, web pages, multimedia); 2) enable real-time access to off-campus events, experts, seminars, etc.; and 3) meet the office needs of faculty members. The budget for faculty computer replacement has increased from \$82,000 to \$104,000 in the past 12 years, while the needs of the faculty have increased significantly more during that time. Current computers are built by GTS staff, using their time, but providing more units per dollar. Similar challenges are faced by staff across campus as well as the challenges of providing classroom equipment and upgrades.

Investing in the Curriculum

■ General Education Curriculum

Fully fund the current General Education program. Dedicated restricted funds have allowed us to maintain our commitment to the General Education program.



RECOMMENDATIONS ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE

continued from previous page

■ Intellectual Diversity/Academic Freedom

Affirm the AAUP 1940 Statement of Principles on Academic Freedom.

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

Academic freedom consists of protecting the intellectual independence of professors, researchers, and students in the pursuit of knowledge and the expression of ideas from interference, preference, or bias.

Intellectual diversity is indispensable to a liberal education, teaching, and program development and is the foundation of a learning environment that exposes students to a variety of social sciences, political, humanities, ideological, and other perspectives in balance and equality and not for the purposes of indoctrination. Intellectual diversity must be achieved in ways that protect such values as academic freedom, shared governance, and academic standards. Policies should also include an institutional grievances process and procedures to prevent fear of retaliation from restricting speech.

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

■ Diversifying Student Population

Support the efforts to recruit and retain a diverse student population.

Integrate perspectives on race, gender, class, and ethnicity in class discussions to enhance the curriculum and student learning.

■ Investing in Curricular Innovation

Establish a Provost's Fund for Curricular Innovation.

Establish a substantial endowment to support faculty innovation and exploration of curricular initiatives which creates opportunities for course offerings to remain nimble and innovative.

■ Pedagogy

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

Emphasize the Gustavus mission to teach students to think critically, write persuasively, act ethically, and speak articulately in terms of 21st-century methods of communication. Examples of emerging pedagogy noted include contemplative pedagogy, augment learning using on-line programs, or the creation of interactive websites.

■ First-year Immersion

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

These may be pre-orientation or during the year (e.g., Boundary Waters canoe trip, social justice immersion). The study should include cost/benefit analysis and a review of student, faculty, and staff interest.

■ Library Acquisitions

Increase funding to improve the library collection and enhance electronic access, closing the gap between the costs of academic journals and the annually allocated funding.

■ Global Awareness

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

On campus:

Curricular offerings: Expand curricular offerings in areas such as Asia, Africa, the Middle East, and circum-global cultures.

Curricular possibilities: Faculty can explore how to shape other curricular and program development through the understanding of global and national dynamics, considering international studies courses focused on the current world economic powers (i.e., Brazil, Russia, India, China), expansion of world religion offerings, and ways to connect with study-away opportunities in countries where student outcomes are strong.

Faculty hiring: Recognize essential aspects in faculty hiring and replacement are global awareness and cultural competency.

International Visiting Scholars: Supply students with increased global perspectives through providing opportunities for interaction with visiting international scholars at Gustavus.

Library holdings: Strengthen library holdings to expand and globalize the collection to meet faculty/student requests.

Off campus:

Study-Away Programs: Develop meaningful and unique Study-Away opportunities tailored to maximize integration with the rest of a Gustavus degree.

Student Study-Away Learning: Every graduating student should have had the opportunity for a study-away learning experience during at least one

Interim Experience (January) or semester. Emphasis should be on global awareness and cultural competency through a domestic or international program.

Immersion experiences funding: Provide financial aid to enable students to study away from campus in an affordable way with quality opportunities to enhance language development, cultural understanding, and global perspective.

Understanding the growing importance of experiential learning, various immersion programs must be available to all students to enable students to gain knowledge and experience within a different culture. These include both domestic and international experiences.

Reflection: Formalize an existing program, for example, a non-curricular course, required for pre- and post-study-away reflection.

■ Interim Experience

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

This would be increasing support to facilitate meaningful career exploration and study away experiences that lead to opportunities for reflection, research, and creative inquiry.

■ Curriculum and Assessment Development

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

The Provost's Office and faculty should create the appropriate procedure for implementing this broad assessment strategy.

■ Howard Hughes Medical Initiative Match

Raise the funds to match the Howard Hughes Medical Initiative \$1 million grant for the Visualization Center in Nobel to purchase equipment and renovate space to house the Center.

A Visualization and Imaging Center will realize curricular innovations at the introductory level by helping students to "see" science, support interdisciplinary research, and ultimately pervade the STEM (Science, Technology, Engineering, and Math) curriculum. Receipt of this grant lends immediacy to this recommendation. This commitment needs to adhere to the HHMI timeline.

STRATEGIC INITIATIVE 1.2

Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs.

■ Learning and Living Initiative

Provide the resources needed to support the Learning and Living initiative.

Learning and Living Communities link a theme with living space on campus. To augment current non-curricular offerings would require staff to develop a new structure and program. Ideally, residence halls could be renovated or built with classrooms and tutor spaces to maximize this learning community.

Develop three to five innovative, nationally-recognized pre-professional advising programs that integrate advising, alumni networks, and internship opportunities for Gustavus students.

Possibilities to pursue include pre-health professions, pre-law, pre-business, entrepreneurship, public policy, pre-seminary.

■ Vocation and the Liberal Arts

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

The Center for Vocational Reflection is a key partner in student-centered learning by teaching

and leading the efforts for vocational advising and mentoring; cross-curricular wrestling with identity, values, and ethics; reflection on experiential learning; cross-curricular pre-professional exploration and development. In doing so, the College fulfills commitments it has made to the Lilly Endowment and strengthens its role as a leader in the national movement around vocation in liberal arts higher education.

STRATEGIC INITIATIVE 1.3

Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum.

■ Academic Year Undergraduate Research

Create a faculty associate for undergraduate research and inquiry.

This person would assist and actively match research and creative inquiry opportunities on and off-campus with interested students; lead the training of faculty in how to identify and actively encourage students to become involved in research and creative inquiry possibilities; and coordinate the collection of student achievement stories to disseminate on and off campus.

Develop a vibrant undergraduate summer research program.

1. Establish a goal of 60 new endowed summer research and creative inquiry opportunities for Gustavus students on and off campus, in addition to those funded by grant money.

2. Fully fund a summer research faculty coordinator and housing staff (e.g., summer CF) to support the activities of faculty and student participants.



RECOMMENDATIONS ACADEMIC PROGRAMS AND NEW INITIATIVES TASK FORCE

continued from previous page

3. Establish and fund an intentional residential learning community for summer students.

4. Create an initiative to prepare students during the school year for summer research that may include workshops on writing proposals or research grants; training on succeeding at team research; exploration of ways to integrate research between disciplines (e.g., science and art).

Prospective students are increasingly aware that opportunities for research-intensive experiences during their undergraduate education will make a powerful difference in the quality of their education. In addition, the faculty is increasingly aware of the value of providing intensive research experiences for students who are highly motivated and mentoring students with great potential. This includes actively addressing gaps, such as students from underrepresented groups who choose natural science majors. Expanding the on-campus summer student research/creative inquiry community is a key factor in competing for the best prospective students and in raising expectations for all students and preparing graduates for their next steps.

■ Student Conference Involvement

Increase student involvement in presenting at on- and off-campus professional conferences by 25 percent.

This would require an increase in travel awards and the pursuit of grant money to support student and faculty participation.

■ Celebration of Creative Inquiry

Provide needed faculty support to continue the newly developed Celebration of Creative Inquiry and to grow the program to include summer research and Presidential Research Grants.

Explore ways to communicate this research online with blogs, webcams, etc.

STRATEGIC INITIATIVE 1.4

Develop and implement a robust model of lifelong learning that is firmly rooted in our liberal arts tradition and consonant with our academic and co-curricular programs.

Develop a plan, structure, and staffing for self-sustaining mission-focused lifelong learning.

The goal is for Gustavus to be seen as a knowledge hub and collaborator, a regional leader to which people come for expertise. This could include exploring ways to build programs that use features of location to the College's advantage (i.e., rural, prairie, river, Treaty Site). Such vibrant lifelong learning programs mean participants can model lifelong learning for current students.

■ Academic Summer Camps

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

Include in the analysis ways to use the entire campus more during the summer months to provide enrichment to groups that would otherwise not know

the College, e.g., academically talented middle-school students from lower socio-economic groups, retirees, dislocated workers.

■ School District Outreach

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

Explore how area school district budget reductions may provide opportunities to partner in creating community-based learning experiences for Gustavus students and recent graduates.

■ Continuing Education Programs

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, international travel tours, and via distance education.

Any program created would need to be minimally self-sustaining, including all marketing and staff expense.

Develop a distinctive program "Gustavus off the Hill" as a continuing education program for professionals interested in the liberal arts.

Specifically focused on professional development in ways to think critically, write persuasively, act ethically, and speak articulately in terms of 21st-century methods of communication.

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

Ideally this would be a course series, not just one-time lectures. Special emphasis can be on taking or re-

taking favorite courses or addressing issues related to different life stages. Course participants could create a cohort and connect online in between and after course completion to enhance the engagement.

■ Gustavus Online

Create a structure and process to provide a full schedule of lectures and concerts to a wider audience using technology.

This includes the creation of the program development, marketing support, recording technology and staff support, and digital repository. This may include the use of the web, podcast, and live streaming.

STRATEGIC INITIATIVE 1.6

Develop a distinctive Integrated Leadership program that combines rigorous academic study with relevant field experience for the development of students' leadership skills and competencies.

■ Center for Leadership Development

Establish a signature comprehensive leadership center at Gustavus rooted in the College's mission and guarantees each student will experience leadership learning, development, and growth throughout their four years.

Adapt the Leadership Center model and definition proposed by the Leadership Working Group.

VISION STATEMENT FROM GUSTAVUS ADOLPHUS COLLEGE'S STRATEGIC PLAN

Guided by our distinctive core values, we will embrace our mission as a community informed by our traditions and committed to undergraduate, residential, liberal arts, Swedish-Lutheran higher education. Our faculty, embodying the highest standards of teaching, scholarship, and service, and our staff, guided by the highest standards of their professions, will collaborate to support the highest quality education for all of our students.

Gustavus Adolphus College will educate students to contribute their intellectual and creative gifts to society, to lead within their communities, and to bring rich perspectives to their engagement with the world. We will hold up the character and accomplishments of our graduates as the primary evidence of our success.

In our work and relationships, we will draw on the assets of our region as a context for providing a nationally recognized liberal arts education. Even as we educate students to become compassionate, effective leaders, the College will model compassionate, ethical, and effective action within its local communities.



TASK FORCE REPORT

COMMUNITY ENGAGEMENT TASK FORCE



TASK FORCE REPORT

COMMUNITY ENGAGEMENT TASK FORCE

CHARGE

The Community Engagement Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 2.2, 2.4, and 2.6.

The Task Force should give special consideration to the concepts or definitions of community which affect their various recommendations. The meaning of community engagement underlying separate recommendations may vary and therefore needs to be clear.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Community Engagement Task Force met four times for a total of twenty-four hours. They listened to four presentations; reviewed seven articles or data sets and input from three student organizations; and read two books, one department strategic plan, and two Strategic Plan Working Group Reports. A detailed listing is on page 101.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #2 - ENGAGE EDUCATION AT THE INTERSECTIONS.

Intellectual transformation occurs when students make deep connections between disciplines, experiences, and/or cultures. When students encounter opposing perspectives, make sense of incongruent information, or wrestle with ambiguity, they are challenged as individuals and groups to employ the skills of critical thinking and to affirm the processes of civil engagement. A Gustavus education will prepare students to thrive at the intersections of cultures, disciplines, questions, and commitments.

- 2.2 Strategic Initiative:** Enhance student engagement through the development of residential learning communities to integrate student learning beyond the classroom. - Community Engagement Task Force
- 2.4 Strategic Initiative:** Develop and sustain a community committed to and practiced in intellectual diversity and civil discourse. - Community Engagement Task Force
- 2.6 Strategic Initiative:** Engage with local and regional partners for the mutually beneficial exchange of knowledge, the strengthening of our community, and students' civic and academic learning. - Community Engagement Task Force

Community Engagement Task Force Members

Chair: Trustee Karin Stone '83
Facilitator: Hank Toutain, Dean of Students and Vice President for Student Affairs

Justin Anderson '11
 Ann Komatz Basset '51
 Al Behrends '77
 John Bergstrom '82
 Elaine Brostrom (Former **S**)
 Beth Butala '11
 Roger Carlson '54
 John Clementson **F**
 Molly Dueber '93
 David Fienen **F**
 Barbara Fister **F**
 Sandi Francis **S**
 Edna Spaeth Granlund '50
 Mik Gusenius '03
 Tom Hirsch '64 **B**
 Jan Eiffert Hoomani '62
 John Hallberg '79
 Michael Leek **P**
 Harriet Mason (Former **S**)
 Kelvin Miller '73
 Dave Newell '03
 Richard Olson '82
 Sheila Piippo '95
 Chris Rasmussen '88
 Karen Bukosky Snedeker '73
 Deb Swanberg **S**
 Brett Taylor **P**
 Tim Tormoen **Fr**
 Sally Turrittin **PB**
 Jon Young '77
 Nancy Taylor Zallek '82

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS COMMUNITY ENGAGEMENT TASK FORCE

Community Engagement Task Force Preamble

Each member of the Community Engagement Task Force came to the table with a definition for community engagement shaped by their wonderfully diverse personal experience. To help expand our thinking, we gathered a variety of inputs, including some formal definitions of Community Engagement, Service-Learning, and Student Engagement from Learn and Serve America's National Service-Learning Clearinghouse website (www.servicelearning.org):

Community Engagement is a central value affirmed by the service-learning movement. Colleges, universities, and community colleges cooperate with nonprofit agencies, government agencies, faith-based organizations, and individuals to improve the community in which the institution resides. Service-learning, faculty participation, and student volunteers represent community engagement. This ethic of service affirms the responsibility of educational institutions to bring their resources to impact gaps in community services.

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning combines service objectives and learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

Student Engagement occurs when student learning is active (vs. passive) and focuses on learning (vs. instruction) and on the application (vs. the acquisition) of knowledge.

Another way to help define Community Engagement is to look at the emphasis of Service and Learning through the following illustrations:

SL – Big “S”, small “l” means the emphasis is on community service aspect with a lot of projects.

sL – Small “s”, big “L” puts the focus on experiential learning through programs like internships.

SL – Big “S” and “L” integrates the campus, classroom and community and is intentional about both Service and Learning.

“SL” is the definition of Community Engagement that we used.

We believe that excellence in developing and sustaining a strong Community Engagement focus is at the very core of the mission of Gustavus: “...to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society.” Ultimately, Gustavus is looking to create graduates who are engaged citizens of the world who are:

Committed to lifelong learning;
Practiced in intellectual diversity and civil discourse;
Connected to their communities.

STRATEGIC INITIATIVE 2.2

Enhance student engagement through the development of residential learning communities to integrate student learning beyond the classroom.

■ Theme-based Housing

Implement a structure to support a minimum of 25 percent of student housing to be theme-based, including communities that link building assignment and academic courses with a faculty advisor.

Over the next five years this would involve: Designing a new master plan for Gustavus residence halls that includes the enhancement and expansion of theme-based communities; reviewing current residence hall theme-based communities to determine how to maximize specific learning objectives attached to the programs; and strengthening the role of community advisor to be more active and engaged with the community achieving the student learning outcomes.

STRATEGIC INITIATIVE 2.4

Develop and sustain a community committed to and practiced in intellectual diversity and civil discourse.

■ Support Structure

Create a support structure to coordinate campus-wide initiatives relating to intellectual diversity and civil discourse.

This may involve a partnership between Academic Affairs and Student Affairs Divisions, programming funds, some level of staff support, and an advisory board. Funding should support both large and small group opportunities.

■ Difficult Discussions Program

Create a “Difficult Discussions” program that provides opportunities for students to discuss relevant life issues.

This could involve both formal discussion groups and a structure to support informal/ad hoc discussions, as well as facilities on campus conducive to extended casual conversation and discussions.

■ Student Training

Teach students a process of effective communication and conflict resolution in a civil manner during their First Term Seminar (FTS).

Learning the process is more important than debating a specific topic. By leveraging the FTS, the

students learn tools they can use to handle the many new challenges they face in their college career, ranging from roommate issues to political conversations to academic or social disagreements. When fully implemented, all students will have a common “language” to use on campus and plenty of experience with the tools and the process to take into the world.

■ Faculty Development

Create and annually present a faculty development workshop to prepare faculty to include understanding of and participation in public discourse in their classes.

The development workshops could also provide the preparation necessary to deliver the communication and conflict resolution training in the First Term Seminar or opportunities to reach a wide variety of students.

■ Speaker Series

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

This may be accomplished by providing a variety of public speakers representing different viewpoints or having nationally known opponents and proponents on major public policy issues attend a moderated discussion on campus. This speaker series could include the St. Peter community.

■ Reading in Common

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. This could include online opportunities for discussion.



RECOMMENDATIONS COMMUNITY ENGAGEMENT TASK FORCE

continued from previous page

STRATEGIC INITIATIVE 2.6

Engage with *local and regional* partners for the mutually beneficial exchange of knowledge, the strengthening of our community, and students' civic and academic learning.

■ Point of Distinction

Make community engagement a point of distinction for Gustavus and receive the Carnegie Foundation Community Engagement Classification.

Ultimately, community engagement should be a critical differentiator of the Gustavus brand, what the College is really known for. Gustavus has an opportunity to create a premier model of community engagement in a rural context. One step to mark this point of distinction would be to gain the Community Engagement Classification by the Carnegie Foundation. By focusing on the Carnegie recognition, Gustavus will dedicate the resources, energy and priority to the recommendations and programs that build community engagement and drive the recognition.

Position Gustavus as a “thought leader” for community-engaged learning for the state, region, and nation.

This can be done by creating and implementing a plan to actively engage numerous members in the Gustavus community in the regional/national dialogue on community-engaged learning. Many of the other recommendations are required to make this one a reality. A sign of success would be having Gustavus

staff and faculty asked to consult for other institutions and communities and Gustavus students conducting and presenting research at undergraduate research conferences.

Develop a “signature” program in the area of community-engaged learning.

As community engagement emerges as a point of distinction for the College, there should also emerge a signature model/program/event to embody this point for the campus and to showcase to the broader community, alumni, parents, and prospective students. This could be an annual conference to educate attendees about best practices in implementing community-engaged learning or could be a component of community-based learning (e.g. learning partnerships) that is so integrated in the institution that Gustavus is seen as a national model.

■ Community Relationships

Create a new model (Partnership Council) to support and a modified philosophy to deepen mutually beneficial relationships between the Community Service Center and community partners.

One area this group may explore is how to maximize January Interim Experience to involve students in community-based learning.

Create systems to improve communication among Gustavus and potential community partners to maximize student learning outcomes.

Sharing opportunities and information with non-profits, schools, business, etc. to ensure that everyone benefits and that students learn the process of Act-Reflect-Connect which prepares them for lifelong learning.

Fund a program so that faculty, staff, and students can apply for mini-grants to build collaboration with Gustavus and an outside entity.

Collaborations are a key to the College's future. The College should create a culture of fostering and nurturing collaborations. This would require campus leaders to be more accessible to students, faculty and community members.

■ Student Participation in Service

Expand opportunities and support to faculty so that within five years, 75 percent of graduating seniors will have participated in a course or program involving community-based learning.

Increase the number of courses with community-based learning components by 30 percent over five years.

Provide students access to engage in transformational experiences in the community by removing participation barriers of transportation and funding. In addition, provide the staff and financial resources needed to sustain multiple entry points for meaningful engagement.

The goal is to keep participation voluntary, to involve self-reflection, and increase the demand for community-based learning activities.

■ Faculty Development for Community-Based Learning

Create a faculty development program focused on incorporating service/service learning/engaged learning in course curriculum that is presented annually.

Building on the rich history and growing enthusiasm on campus, provide faculty the support and training needed to strengthen and expand current offerings. This would require an assistant director to focus on this development.

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

Develop a faculty/community liaison to support curriculum design in conjunction with community needs and resources.

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

This award, coordinated by the Community Service Center, would include a monetary gift to be given to the student organization of the recipient's choice.

■ Community Service Center Assessment

Create and implement a multi-faceted assessment plan for the Community Service Center that focuses on the understanding, involvement, and impact of community service and service-learning among faculty, students, and community partners.

■ Community Service Center Expansion

Expand the capacity of the Community Service Center, both in physical space and staff, to meet the needs of faculty, students, and community partners.

The Community Service Center is at the heart of community engagement on the Gustavus campus. The biggest barrier to growth is capacity — physical space, as well as professional staff — to accommodate present and future Community Service Center needs.

■ Fine Arts Facility

Build a world-class, multi-use fine arts facility with seating capacity up to 1500.

This facility would accommodate Gustavus performing ensembles and theatrical productions, as

well as those of the surrounding community, and would draw audiences from the larger region (northern Iowa/southern Minnesota). This facility would address the pressing need for rehearsal space and a technology-equipped performance venue, and would also provide opportunities to develop closer partnerships with regional arts groups.

■ Alumni Center

Build an alumni center that could serve as a community gathering location integrated with student life, yet sensitive to the needs of the alumni and broader community.

Ideally, the center would utilize a campus location with significance to a wide array of alumni. The center would be a gathering place — as well as an “outreach and engagement center” — a place that would show students that alumni involvement is more than fundraising. It could be linked with the Community Service Center and/or a facility based in the Twin Cities.

■ Academic Department Volunteer Councils

Create volunteer leadership councils of alumni, parents, and friends for interested academic major or interdisciplinary program.

Support academic excellence by broadening the experiences for students and faculty outside of the classroom by involving volunteers in meaningful and mutually beneficial engagement. The council could provide faculty/staff with information on emerging industry or professional trends; assist students with internships or career exploration; provide guest lectures; mentor individual students; engage in online discussions; and assist in the admission effort.

Volunteers can provide a link from the classroom to the professional world; help students to see the practical application for disciplinary knowledge; and help them understand the social, political, ethical context in which knowledge is connected to action.



TASK FORCE REPORT

FACILITIES AND FINANCE TASK FORCE



TASK FORCE REPORT

FACILITIES AND FINANCE TASK FORCE

CHARGE

The Facilities and Finances Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 1.7, 5.3, 5.5, and 5.6.

The Task Force should take into consideration that the entire environment educates and therefore facilities and equipment are important to the total educational experience. Likewise, the financial well-being of the College depends upon the careful use of its resources. Furthermore, as a consumer of financial resources, it is vital that all those who manage the use of resources understand the importance of accountability.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be a concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Facilities and Finance Task Force met four times for a total of twenty hours. They listened to five presentations and reviewed eleven data sets and input from one student organization.

A detailed listing is on page 102.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #5 - ENGAGE IN RESPONSIBLE AND ETHICAL STEWARDSHIP.

Gustavus's Core Values mandate appropriate stewardship of our human (students, faculty, staff, trustees, alumni, friends), environmental, capital, and financial resources. Minimizing the environmental impact of campus practices and decisions, responsible fiscal policies, staff and faculty development and compensation, and planning and renewal of strategic goals are all part of our stewardship responsibilities.

- 5.3 Strategic Initiative:** Set competitive compensation goals for staff, faculty, and administrators informed by appropriate budget models and timeframes by which to meet these goals. - Facilities and Finances Task Force
- 5.5 Strategic Initiative:** Practice responsible environmental stewardship within the campus infrastructure and operations. - Facilities and Finances Task Force
Tactic (e.g.) Reduce water and energy use and waste generation.
Tactic (e.g.) Engage in responsible construction, maintenance, and renovation practices.
- 5.6 Strategic Initiative:** Engage in ongoing strategic planning throughout the College in a manner linked to responsible resource management. - Facilities and Finances Task Force

STRATEGIC GOAL #1 - EDUCATE FOR LEADERSHIP AND SERVICE.

Our Mission Statement calls us to engage students in transformative education that leads them to attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society. Gustavus will invest in transformative education practices—in classrooms, studios, laboratories, performance spaces, residence halls, support offices, and playing fields—to support individual student success across the campus.

- 1.7 Strategic Initiative:** Build and renovate academic facilities in a manner informed by the curriculum, student needs, and environmental stewardship. - Facilities and Finances Task Force

Facilities and Finance Task Force Members

Chair: Trustee Tracy Bahl '84
Facilitator: Ken Westphal, Vice President for Finance and Treasurer

Clyde Allen '56
Scott Anderson '89
Glenn Barnette **F**
John Bennetts '09
Richard Black '75
Scott Bur **F**
Richard Carlander **Fr**
Jeff Dahlseid '90 **F**
Carolyn Dobler **F**
Brent Erickson '84
Scott Gilyard '83
Bruce Gray '61
Pat Haugen '70 **B**
Stuart Henderson **P**
Brian Holcomb '79
Ron Jones **PB**
Leonard Lundquist **P**
John Menge '66
Kevin Miller '77
Brian Norelius '95
Brad Nuss '97
Lisa Octigan **S**
Michael Rusinko **P**
Mac Ryerse '87
Darcey Price Schoenebeck '91
John Strachota **P**
Kiersten Supina '09
Ray Thrower **S**
George Torrey '55
Gary Wollschlager '67
Warren Wunderlich **S**
Anita Thomsen Young '77
Larry Zelenz **S**

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS FACILITIES AND FINANCE TASK FORCE

Facilities and Finance Task Force Preamble

The Facilities and Finance Task Force recommendations reflect needs and rationale from a facilities or finance perspective that other Task Forces may not be considering. Since every other Task Force has recommendations related to facilities and finances, this Task Force intentionally did not attempt to duplicate those efforts or rationales.

STRATEGIC INITIATIVE 5.3

Set competitive compensation goals for staff, faculty, and administrators informed by appropriate budget models and timeframes by which to meet these goals.

Employee Compensation

Employee compensation relates to the College's values of Excellence and Justice. Employee compensation is the single largest expenditure of the College's operating budget. If the College is to provide excellent instruction and student services, it must hire and retain quality faculty and support staff. On the other hand, the College as a matter of Justice is committed to provide a living wage to

support staff and maintain a sense of equity among administrators and faculty.

■ Faculty Base Salary

Fund and maintain faculty compensation that is within the upper 20 percent of institutions based on agreed-upon peer group.

■ Faculty Excellence

Provide additional compensation for faculty in disciplines in which the market among baccalaureate institutions demands more than the Gustavus base salaries.

For each position Gustavus remains in the upper 20 percent in compensation.

Identify programs where we currently excel or would like to excel to give priority for staffing and resource allocation to areas that support these programs.

■ Staff Wages

Maintain support staff compensation at levels competitive for workers in the St. Peter/Mankato area.

■ Administrative Salaries

Maintain administrative compensation at levels competitive with baccalaureate institutions in an agreed-upon Minnesota peer group.

■ Performance Incentives

Explore the feasibility of an incentive plan to reward faculty, staff, and administrators for superior performance.

■ Faculty/Staff Development

Increase support for faculty and staff development by providing at least one academic or professional development conference or program per year for employees at full reimbursement.

■ Health Benefits

Provide competitive health benefits based on an agreed-upon peer group for all benefit-eligible employees, with particular emphasis on family health care coverage.

■ Pension Contribution

Increase the College funding for employee pension with the goal of a 10 percent contribution by 2015.

Balance Sheet/Finances

Responsible financial resource management is critical to achieving many of the strategic initiatives of the College. Adequate capital, a prudent capital structure, and sufficient use of the capital are synonymous with ethical stewardship of the College's resources. The most critical component of the balance sheet is the College's endowment.

■ Capital Structure

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.

■ Operating Efficiency

Maintain internal financial tracking controls to benchmark in the maximization of financial and operational efficiencies, including developing an institutional scorecard.

STRATEGIC INITIATIVE 5.6

Engage in ongoing strategic planning throughout the College in a manner linked to responsible resource management.

Annually review the Strategic Plan and Commission Gustavus 150-related priorities to ensure the budgeting process is aligned with these priorities.

Review how the budget is impacted by revenue projections and develop assessments for continual progress for the completion of agreed-upon priorities.

■ Institutional Priorities

Develop an internal and external communication plan and implementation strategies for the institutional priorities established by Commission Gustavus 150.

■ Enrollment

Conduct a strategic review to determine the desired size student population.

Revenue

■ Marketing/Branding

Develop a brand that highlights what is special about Gustavus and provides for the ability to recruit the type of students who will be successful at Gustavus.



RECOMMENDATIONS FACILITIES AND FINANCE TASK FORCE

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The brand can be used to focus messages on current needs and future aspirations for all the constituents. The brand should help Gustavus to answer the questions: Why do you go here? and why should you give money here?

Implement Gustavus's brand repositioning through a marketing campaign.

Gustavus's extensively researched, creatively realized new brand identity will have a far greater impact if it is shared beyond the standard Admission and Advancement communications and institutional website. Key competitors in Minnesota are virtually ubiquitous, on billboards, in newspapers, on radio, and Facebook. Market penetration, particularly in the Twin Cities, will require substantial and strategic advertising investment over a 12-month ad campaign period and may include broadcast, print, online, and outdoor advertising buys.

■ Campaign Support

Develop the next comprehensive campaign case statement, timeline, and staff structure during 2009–2010.

■ Admission Marketing

Continue to create compelling Admission materials maximizing traditional and emerging delivery technologies. This includes the creation and maintenance of a robust website.

■ Government, Foundation, Corporation Relations

Significantly increase restricted support from government, corporate, and foundation sources

utilizing the newly determined institutional priorities and implementation plans.

Develop process, programs, and benchmarks to maximize the connections and relationships between alumni, parents, friends, corporations, government agencies, and foundations to gain access, relationships, and enhanced fundraising.

■ Private Gifts Per Student

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

This includes gifts for unrestricted, restricted private gifts, capital, endowment, and planned gifts.

■ Retention Management

Establish and monitor high performance benchmarks for all retention areas.

■ Nobel Conference

Leverage the Nobel Conference as the single largest current asset to create near-term profit, while also building Gustavus's reputation nationally and internationally, connecting alumni and friends and improving recruitment.

Retain an outside specialist to assist in professional promotion of this unique program.

Operate Nobel as a profit center to a significant profit by 2011 through ticket sales, corporate sponsorship, and any other sources.

■ Maximize Summer Programs

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

Develop increased summer program offerings, specifically in the areas of academic, artistic, and adult learning.

■ Auxiliary Operations

Continue to explore and develop ways for auxiliary operations (e.g., Post Office, Printing Service, Book Mark, Dining Service) to provide outstanding customer service and products, balancing the needs of students and the considerations of external constituents while improving operating efficiencies.

Physical Plant

Plan a campus site that responds to the character of the College through its appearance and infrastructure—i.e., residential (therefore safe and recreational), pedestrian (therefore easing effective circulation), community (therefore supportive of engagement), excellence (therefore supporting beauty and the College's image).

Physical Aesthetic, Architectural Continuity/Attractiveness

The look of the campus buildings and landscaping makes a statement on what the institution is about. Gustavus is about history, excellence, quality, and pride. These qualities need to be reflected in the look

of the campus and grounds. It is believed that a long-term architectural and landscaping vision for the campus may assist in the recruitment of students and enhance alumni pride.

■ Architectural Control

Develop an architectural and landscape vision for the campus using an outside facilitator during the 2009-10 academic year resulting in an inventory of architectural assets, identifying architecture styles that are aligned with the Gustavus brand and creating a vision of the desired architecture for the next 50-100 years.

■ Existing Buildings

Update existing building facades to reflect the new architectural vision and continually move to a consistent style across the campus.

■ Existing Grounds

Update and fund the framework plan and subsequent South Mall and West Mall conceptual landscape plans by 2011 to reflect the newly defined vision.

■ New Buildings

Steer the design of any new buildings (including the new academic building) to reflect College's newly defined architectural vision.

Facilities Renewal

Maintaining and improving the existing physical environment is an important aspect of achieving a campus environment that serves Gustavus Adolphus College's educational mission. A well-cared-for campus with facilities that are updated for today's needs will promote a better educational experience and a sense of campus pride.

■ Facilities Renewal Plan

Develop and fund a comprehensive facilities renewal plan that addresses the 30 major buildings on campus around the concept of having a major renewal project three out of every four years and recognizing that facilities have an estimated useful life of 40 years. Build a base of financial strength for facilities renewal.

■ Building Systems

Develop benchmarks for funding the refreshment and maintenance of building systems within the 40-year renewal cycle (e.g., carpet, paint, technology, furniture, building systems).

■ Plan Reviews

Review the facilities renewal plan and refreshment and maintenance cycle benchmarks every five years to make appropriate adjustments.

■ Repurpose Buildings

Affirm the policy that it is preferable to repurpose old buildings to new uses as this promotes fiscal prudence, is consistent with campus environmental sustainability initiatives, and helps maintain the campus history and continuity.

STRATEGIC INITIATIVE 5.5

Practice responsible environmental stewardship within the campus infrastructure and operations.

Stewardship has been a Gustavus tradition. "Environmental Sustainability" frames stewardship with goals of continuous improvement and balancing inputs and is compatible with other aspects of stewardship such as stewardship of financial and human resources. Environmental Sustainability is consistent with our mission, core values, and history.

■ Presidents' Climate Challenge

Work intentionally on meeting the goals set forth in the Presidents' Climate Challenge Initiative (e.g., carbon emission reduction) and on other aspects of energy sustainability.

■ Advisory Group

Create a Presidential Environmental Sustainability Advisory Group to research and promote best practices relating to consumption and environmental impact.

■ Energy Use

Strive to reduce energy consumption in all that we do and to shift energy consumption to renewable sources (e.g., wind turbine, solar, a more environmental-friendly and cost-effective tennis center).

■ Water Use

Promote facilities and practices that reduce water use and maximize clean water recharging of aquifers.



RECOMMENDATIONS FACILITIES AND FINANCE TASK FORCE

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■ Other Resources

Use materials and practices that minimize the production of material waste, transportation, and the corresponding energy and water inputs.

■ Existing Facilities

Continue the College's tradition of multi-purpose use and adaptive reuse of current facilities.

■ New Facilities

Design new facilities that are efficient, durable, and responsive to changing uses and technologies.

■ Campus Purchasing

Support recovery-produced commodities by emphasizing their purchase across campus.

■ Local Production

Support the current practices and encourage wider incorporation of purchasing locally produced food and other commodities that reflect sustainability.

■ Branding

Incorporate environmental sustainability as a hallmark of the Gustavus brand and commit to being a national leader.

STRATEGIC INITIATIVE 1.7

Build and renovate academic facilities in a manner informed by the curriculum, student needs, and environmental stewardship.

The College strives to provide facilities and academic and support functions to support and enhance our offering an exemplary curriculum.

Academic Facilities

■ Program Needs

Affirm that academic building projects will respond to clearly identified program needs that support the curriculum and incorporate best practices of the discipline for which they are designed.

■ Flexibility

Pursue future building project planning that maximizes flexibility within each building, long-range flexibility among buildings, and short-range nimbleness that is important for disciplines that are rapidly changing.

■ Building Equipment

Equip new and renovated facilities with the necessary furniture, equipment, instruments, and technology to support an exemplary liberal arts curriculum.

■ Building Space

Intentionally provide spaces within the built environment to support and enhance learning activity at the intersections (e.g., student study space, community building spaces, and common areas).

Often these spaces are not originally championed or are repurposed to meet other needs.

Housing

■ Flexible Housing

When building or renovating residence hall suites and apartments, strive for housing that is current for the desires of today's and tomorrow's students, and housing for students that creates a community and camaraderie, while updating the appearance/style of student housing—both exterior and interior.

■ Building Design

When constructing new or renovating residence halls, ensure design flexibility that accommodates diverse student needs, fluctuating student enrollment, and the capacity for utilization to meet other non-student housing needs (seniors, staff, alumni, visiting professor, etc.)

■ Residence Hall Master Plan

Review and update the residence hall master plan during the 2009-10 academic year, developing a funding plan to execute the master plan with timelines to ensure residence halls meet the quality and appearance expectations to enhance recruitment and retention.

This plan could include notions of exterior architectural style, interior colors and lighting, technology, and developing a plan for the college-owned houses on Seventh Street to transition them away from student housing.

Other Building/Facilities Projects

■ Administrative Office Space

Establish an administrative office model over the next two years 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.

■ Administration Building

Explore creative ways to expand physical space and create an exterior expression that positively reflects the new architectural vision for the campus.

■ Campus Storage Facility

Build an on-campus storage facility to consolidate off-campus sites currently rented and accommodate the growing need for departmental storage.

■ President's House

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

It is also recognized that there is a national trend to provide a housing allowance to the president to live off campus.

■ Senior Housing

Continue to explore the feasibility of building a housing facility close to campus for active alumni, parents, and friends ages 55+ that provides a community environment filled with lifelong learning opportunities but does not provide medical assistance.

■ Twin Cities Facility

Solidify a partnership with the American Swedish Institute to provide a Twin Cities presence for Gustavus to accommodate events, classes, and meetings.

Campus infrastructure

■ Disability Accessibility

Provide full access to the disabled in 100 percent of activity spaces, most notably Christ Chapel and all residence halls, within ten years.

■ Campus Safety

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

■ Parking

Intentionally maintain a predominately pedestrian campus as the campus framework plan continues to be implemented, and be flexible to respond to the parking needs of students, faculty, and staff and provide clearly defined and adequate visitor parking space for large-scale events.

■ St. Peter Collaborations

Continue to actively nurture and pursue mutually beneficial collaborations between the College, City of St. Peter, St. Peter School District, and Nicollet County.

Specific items relating to facilities and finance may include athletic field, gym space, conference center, emergency notification, energy, and utility issues.



TASK FORCE REPORT

FAITH TASK FORCE



TASK FORCE REPORT

FAITH TASK FORCE

CHARGE

The Faith Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 4.1, 4.2, 4.3.

The Task Force should be mindful that faith is an individual matter, and its recommendations should be sensitive to that fact. The Task Force should consider the role the College plays, as a College of the Church, in nurturing faith.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Faith Task Force met four times for a total of twenty-four hours. They listened to four presentations; reviewed eleven articles or documents and input from three student organizations; and read one Strategic Plan Working Group Report.

A detailed listing is on page 102.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #4 - **ENGAGE FAITH TO INSPIRE UNDERSTANDING AND LIVES OF LEADERSHIP AND SERVICE.**

As a Lutheran college, Gustavus has a special responsibility in the landscape of American higher education to challenge our students to examine and to develop a mature understanding of their personal lives of faith and a true sense of vocation. As a liberal arts college in the Lutheran tradition in the 21st century, Gustavus has a responsibility to develop in community members an engagement with faith traditions other than their own. As a member of the ELCA college network, Gustavus is also called to develop sustained relationships with ELCA congregations to enrich the dialogue and learning between institutions.

- 4.1 Strategic Initiative:** Challenge all students to develop a mature understanding of Christian faith and a deeper sense of vocation and reflective practice. - Faith Task Force
- 4.2 Strategic Initiative:** Develop and sustain an interfaith culture and habits of interfaith dialogue. - Faith Task Force
- 4.3 Strategic Initiative:** Develop Gustavus's relationship to regional, national, and international Lutheran congregations as centers of faith and lifelong learning and venues for learning, artistic performance, and student recruitment. - Faith Task Force

Faith Task Force Members

Chair : Trustee Jon Anderson
Facilitator: Grady St. Dennis '92,
 Director of Church Relations

Gary Anderson '63 **B**
 Ben Batz '12
 Barbara Zakariasen Carlson '70
 Brice Eichlersmith **Fr**
 Chris Enstad '96
 Brian Fragodt '81 **B**
 Will Freiert **F**
 Lisa Pearson Gilyard '85
 Neal Hagberg '81
 Brent Harms '82
 Gracia Luhmann Hegener '66
 Ben Hilding '09
 Jillian Hiscock '05
 Jan Jensen **S**
 Marlys Johnson Johnson '58
 Sarah Johnson **F**
 Tim Kennedy '82 **S**
 Sharon Stevenson Lindau '84
 Rob Linner '74
 Cheryl Olson Mathison '82
 Steve Mellema '72 **F**
 Megan Myhre '11
 Chuck Niederriter **F**
 Nicky St. Dennis Odermatt '89
 Amy Pehrson '91 **S**
 Karen Lindau Peikert '86
 Becky Potter '02
 Mary Solberg **F**
 Jack Swanson **P**
 Brent Voight '00
 Darcy Winter '81

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS FAITH TASK FORCE

Faith Task Force Preamble

"The apostles said to the Lord, 'Increase our faith!'"
— Luke 17:5

"Faith is not the human notion and dream that some people call faith. . . . Faith . . . is a divine work in us which changes us and makes us altogether different. . . . It is a living, busy, active, mighty thing, this faith. . . . Faith is a living, daring confidence in God's grace, so sure and certain that the believer would stake his life on it a thousand times."
— Luther's Works, Vol. 35, pp. 370–71

"Faith is the state of being ultimately concerned."
— Paul Tillich

The Faith Task Force engaged in a rich, deep conversation that has led to the following set of recommendations based on the Gustavus Adolphus College's Strategic Plan.

The category of faith is an important lens to understand the unique vocation of Gustavus. All have concerns about how faith drives Gustavus. Some fear that Gustavus is losing its connection to the faith tradition that was a part of its creation and the nurturing of Christian faith in its students. For others there is anxiety that the College could become a place where free intellectual inquiry is more difficult because of a narrow definition of faith.

Our conversations lived between both of these concerns. The more we wrestled with this tension, the more we realized this tension is a strength. Gustavus actively seeks a "third way" through these concerns. The "third way" is different than a path to a sectarian future or a secular future for the College. We encourage an ongoing communal conversation about how our Christian, Lutheran, and Augustana-ELCA (Evangelical Lutheran Church in America) heritage sets Gustavus free for its vocation of being a community of learning and service.

Given this natural tension it is our strong sense that, to engage the category of faith at Gustavus, two moves must happen at the same time. On the one hand, we need to acknowledge and receive the gifts of the Christian tradition that gave rise to this College and whose values continue to inform the work of Gustavus. Secondly, as our world grows more pluralistic, we must engage in the work of deepening our capacity for intra-Christian and interreligious conversation, while recognizing that many participate in no faith tradition. We hope that our recommendations will attend to both of these dimensions of faith.

Inside our recommendations you will see that we distinguish between the work of the Department of Religion and the work of the offices of the Chaplains and Church Relations. They have different roles. One focuses on the objective

study of religion and the Christian tradition. The other seeks to deepen the faith that Christians are called to by their God. Both seek to develop a mature understanding of faith.

Gustavus already has a rich set of assets when it comes to its value of faith. Students, faculty, and staff all bring their faith into the life of this institution. The beautiful chapel in the center of the campus is a reminder of the many places faith is nurtured in retreats, classes, concerts, the arts, solitude, lectures, Bible studies, service projects, engagement with Gustavus's Association of Congregations, communal worship, and one-on-one conversation. For Gustavus to live more deeply in its value of "Faith," the community must continue to discuss how faith has and will impact the unique vocation of Gustavus. The conversation must be sustained for the sake of the mission of Gustavus.

The recommendations are far from perfect or complete, but we hope that they will deepen the conversation about how to live out our value of "Faith."

STRATEGIC INITIATIVE 4.1

Enhance Gustavus's academic strength in student-centered learning in the liberal arts disciplines and pre-professional education by investing in academic departments and programs.

■ Strategic Direction Plan by Chaplains' Office

Charge the Chaplains' Office to write a comprehensive strategic plan by the end of the 2009-10 academic year 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.

We recommend that an increase in staffing and financial resources for the Chaplains' Office that would likely accompany such a comprehensive strategic direction plan be given serious consideration and priority.

■ Support for Student Organizations

Charge the Chaplains' Office and Dean of Students/Student Activities to explore the processes for permitting and providing funding for Christian student organizations and interreligious student groups.

■ National Religious Organizations

Develop a process and policy for approving the involvement of national campus religious organizations on campus.

■ Developing Church Leadership

Create a Church Leadership Program planning team (which could include alumni and local congregations), to be charged with developing a strategic plan by spring 2011 for developing 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; and nurturing and supporting students wrestling with a sense of call.

■ Declining Christianity Baseline of Knowledge

Establish a task force by spring of 2012 to identify ways Gustavus can best address the observed pattern of a diminishing baseline of knowledge at the academic level by incoming students, so as to nurture in students a mature understanding of the Christian faith.

The task force could consist of representation from the Religion Department, Chaplains' Office, Office of Church Relations, Association of Congregations clergy, other clergy, and congregation youth leaders. This task force may identify program resources needed at the congregation level to support initiatives to formulate a better basic understanding of a student's own faith heritage and comprehension of the basic tenets of the Christian faith.



RECOMMENDATIONS FAITH TASK FORCE

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■ Articulation of Lutheran Heritage

Charge a collaborative of the Bernhardson Chair, Chaplains' Office, Office of Church Relations, and Religion Department, during the 2009-10 academic year, to utilize existing College documents* to articulate the College's Lutheran heritage.

This would include clearly and succinctly stating what the College understands to be the theological roots that sustain it; the integral relationship between these theological roots and its character as a liberal arts institution; and the particular academic vocation this relationship implies for Gustavus Adolphus College. (*See addendum)

■ Lutheran Heritage Communications Plan

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

Upon completion of the Lutheran heritage articulation collaborative, the communication should be ongoing both within and beyond the campus community.

■ Orientation/training on 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 campus-wide culture that lives out this understanding of being rooted and inclusive. The suggested timeline for this recommendation is immediately upon the completion of the writing work by the Lutheran heritage articulation collaborative.

■ Lutheran Heritage Opportunities

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

Upcoming anniversaries: Augustana Synod 150th (2010), Christ Chapel 50th (2011), Gustavus Adolphus College 150th (2012), and Lutheran Reformation 500th (2017). This could be charged to a collaborative of the Bernhardson Chair, Chaplains' Office, Office of Church Relations, Alumni Office, and the President's Office.

■ Vocational Exploration in

Gustavus Experience

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

A means to accomplish this would be engaging at least one member in each interested discipline/department to be trained by Center for Vocational Reflection staff at incorporating vocational reflection within their coursework or employment experience, and to have this trained faculty/staff member assist in training the other members of their department. A training plan by the Center for Vocational Reflection and identification of faculty/staff members from the interested departments for training should be established before the end of spring 2010. (See addendum.)

■ Financial Sustainability for Center for Vocational Reflection

Establish funding for the Center for Vocational Reflection to ensure that the program eventually would be fully sustained by the College.

Dedicate additional funds toward expanding the Center for Vocational Reflection's work to the larger Gustavus community, especially alumni. During its brief existence, this program has generated scores of dialogues, lectures, and retreats to awaken students to lead meaningful lives. This funding and possible pursuit of an endowment honors the College's commitment made to the Lilly Foundation and should be available by the completion of the current grant period, which may be in 2010.

■ Collaborative of Center for Vocational Reflection, Church Relations, Chaplains' Office, and President's Office

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

This planning collaborative will meet regularly to knit together schedules and visions, and to address strategic planning initiatives and systematically enhance/expand faith ministries together.

■ Servant Leadership

Weave the philosophy and practice of servant leadership into the ethos of Gustavus so that it becomes the regional center for servant leadership among colleges and universities.

This builds upon the College's history of developing church leaders and a broader practice of developing servant leaders. A planning team should be created by the end of 2011 academic year to develop an implementation strategy. (See addendum.)

■ Campus-wide Daily Sabbath

Reaffirm the practice of campus-wide personal or communal sabbath time from 10 to 10:20 a.m.

As other colleges have moved away from daily chapel and as societal pressures increase from a seemingly never-slowng lifestyle pace, the daily chapel time at Gustavus is an immensely valuable resource for the community by allowing everyone to find time for reflection and renewal no matter their spiritual tradition. This will be successful when the majority of people on campus view this time for reflection and renewal rather than time for eating, having meetings, or completing work. Create a task force in 2009-10 academic year to explore opportunities and communication needed to bolster the idea of a campus-wide daily sabbath.

■ Engaging Men in Faith Community

Charge the Men's Leadership Team, Center for Vocational Reflection, and Chaplains' Office to explore strategies to intentionally mentor Gustavus men in faith exploration and leadership.

This addresses the disproportionate involvement of men compared to women regarding campus initiatives on faith development. (See addendum.)

■ Faith Programming Physical Space

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

STRATEGIC INITIATIVE 4.2

Develop and sustain an interfaith culture and habits of interfaith dialogue (intra-Christian and interreligious dialogue).

■ Tenure Line in the Religion Department for World Religions

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

Currently nine of the ten tenure lines in the department are positions in Christian theology, ethics, and scriptures. The current need for this position has been filled by a series of one-year term appointments. The tenure line would provide a more long-term approach to meet the demand from students for the department to expand course offerings in other traditions and would allow for the hiring of the best quality candidate who could engage more thoroughly questions of interreligious dialogue. The additional tenure line should be established within the next two years.

■ Interreligious Conversations and Experiences

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

Measureable goals should be established in collaboration by the Inter-Faith Workgroup, Chaplains' Office, Center for Vocational Reflection, Office of Church Relations, and Religion Department to accomplish this objective over the next two years.

■ Pastoral Care for Non-ELCA Christians and Non-Christians

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.

Responsibility for this effort should be centered in the Chaplains' Office, working in cooperation with the Diversity Center.

■ Intra-Christian Observances

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

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

■ Dietary Needs

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

Measureable goals should be established in collaboration by the Inter-faith Workgroup, Chaplains' Office, Diversity Center, and Dining Services to accomplish this objective over the next two years.

■ Theologian Fellowships

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

This may include residencies by visiting scholars, hosting specialists in interreligious dialogue, creating reciprocal relationships with international communities, hosting academic conferences, or inviting speakers to address the issue of religious pluralism at a church-related college. This program will be successful when we have secured funding for no less than one fellowship and one faculty exchange per year.



RECOMMENDATIONS FAITH TASK FORCE

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STRATEGIC INITIATIVE 4.3

Develop Gustavus's relationship to regional, national, and international Lutheran congregations as centers of faith and lifelong learning and venues for learning, artistic performance, and student recruitment.

■ International Non-curricular Exchange Program

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

This program could be specifically targeted toward those countries where the Lutheran Church is experiencing rapid growth. This program would be considered successful when Gustavus faculty and students are teaching and studying in these countries, Gustavus is hosting students and faculty, and Gustavus is graduating students from these countries.

■ ELCA Congregations' Needs

Identify the differing needs of ELCA congregations in metro, rural, and out-of-state areas and create a mutually beneficial partnership between the College and the greater church community by having the Office of Church Relations develop appropriate strategies to match resources of Gustavus with congregational needs.

■ Daily Chapel to Broader Community

Explore ways to make Daily Chapel more easily accessible to on-campus community members, alumni, and congregations.

This may include podcasts or a DVD series that could be shaped for a target audience with additional guided reflections.

■ Christ Chapel Physical Space

Conduct a full assessment of needed upgrades to Christ Chapel, being mindful of all ADA accessibility issues and in keeping with the original architecture of the structure.

In an effort to make Christ Chapel, as a physical space, as welcoming and hospitable to all as possible, this may include expanding the narthex to create space for small receptions, pre- and post-event fellowship, and disability-accessible bathrooms; remodeling or expanding the basement to be more useful for its mission, programs and storage; and assessing the technical needs to include possible updates to dedicated lighting, the sound booth, and sound system.

■ Performing Arts Venue

Construct a separate space designed specifically for large music performances and/or speakers who require multimedia technology.

Christ Chapel as a performance space should not be considered a permanent solution to the need for a large scale concert hall/performance space on the campus because using Christ Chapel as public space can create dilemmas for some in the Christian community who hold this to be only sacred space for worship.

■ Retreat Accessibility

Remodel the Gustavus Guest House to be disability-accessible so as to be accommodating to all retreat participants.

■ Retreat Staffing and Space

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 as a form of learning and growth.

Currently more than 1,500 high school students and 600 adults use on campus facilities annually for overnight and day retreats coordinated by the Office of Church Relations, and the demand for this resource continues to grow.

■ Website

Enhance the current Church Relations/Chaplains' Office websites to create more robust opportunities to engage with the faith dimensions on campus.

As the efforts to build a world-class website for the College unfold, incorporate a means to enhance relationships and communication between regional, national, and international Lutheran congregations.

■ Gustavus Prospective Student Recruitment

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

This will involve an active collaboration with other ELCA institutions to educate the parents and prospective students in ELCA congregations about the benefits of attending an ELCA-affiliated college.

■ Support of Christian Clergy

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

This initiative is successful when the ELCA synods and seminary partners recognize and recommend the Gustavus professional development of Christian clergy resources to pastors in need of such resources and those pastors actively using the provided resources.

■ Faith Conference

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

This conference could be in conjunction with the Association of Congregations or stand alone. This could provide spiritual growth opportunities for attendees and strengthen ties between the College and the congregations. This conference supports the Board of Trustees' goals for lifelong learning and may enhance student recruitment. Determination of a sponsoring entity/individual should be identified by 2012.

Addendum to Faith Task Force Recommendations

Better Articulation of Lutheran Heritage

Among the already existing documents from which to draw for this purpose, we suggest the following:

Academic Bulletin of Gustavus Adolphus College (see "Mission and History"; "Requirements for Graduation," esp. "Liberal Arts Perspective Courses," and "2. Biblical and Theological Studies [THEOL]");

"The Third Path: Gustavus Adolphus College and the Lutheran Tradition," by Darrell Jodock;

"On Nobel Conferences and Lutheran Higher Education" (excerpt), by Mary Solberg;

Strategic Plan of Gustavus Adolphus College, April 25, 2008;

Strategic Initiative 4.2, "Develop and sustain a culture and habit of interfaith dialogue." A Report by the interreligious Dialog Working Group, January 12, 2009; and

Lutheran Higher Education in North America, by Richard W. Solberg.

Communication Plan of College's Understanding of Lutheran Heritage

Some ideas we wondered about for a communication strategy included:

Preparation of written (brochures, flyers, glossy pamphlets, etc.) and audio and/or visual media (CDs, DVDs, Web materials, etc.) for general public, and especially for prospective students, congregations, and potential donors.

Dissemination through Offices of Admission; Marketing and Communication; Church Relations; and President.

Preparation of faculty, staff, and students, equipped with materials to disseminate, to speak and/or facilitate conversations about these themes

before a variety of audiences, including public and parochial school students and guidance counselors; congregations, Lutheran and other; communities of other religious traditions; junior colleges; conferences and meetings of public and private (including religious) organizations.

Increase Incorporation of Vocational Exploration in Gustavus Experience

Additional ideas we wondered about for incorporating vocational exploration in the Gustavus experience:

In cooperation with the First Term Seminar (FTS) program, train, and recommend all FTS faculty to develop monthly reflective practices within their FTS class.

Develop a required sophomore retreat helping students identify and connect their passions reflecting on connecting these to academics, service, leadership, and vocation. The content of this retreat would include concrete ideas and theories, opportunity to practice reflection, and development of a service plan within their course of study in something they "love."

Venues for opportunities for faculty, staff, and students to reflect, focus, and meditate could be Christ Chapel, the Arboretum, a proposed meditation garden, or a designated meditation space.

The Chapel service itself could offer occasions for silence or meditative worship through Taizé and familiar forms of liturgy.



RECOMMENDATIONS FAITH TASK FORCE

continued from previous page

Addendum to Faith Task Force Recommendations continued

Embed the Concept of Servant Leadership into Ethos of Gustavus

We would like to suggest the following as relevant ideas for consideration by the Leadership Workgroup:

Collaborate with organizations such as Greenleaf or the Spears Foundation to become one of their collegiate centers for Servant Leadership.

Provide opportunities to explore life purpose and meaning and the interconnectedness of who a person is with what a person does. This includes deep reflection and questioning for those with a desire to honor God with their labors.

Sponsor an annual Servant Leadership conference for practitioners to network, witness, and model best practices.

Actively participate in the broader dialogue of the ongoing evolution of Servant Leadership as it connects with the needs of the world.

Outcomes for the Gustavus community include but are not limited to:

Strengthened purpose of the College.

Promotion of Gustavus as a national Servant Leadership resource.

Graduating responsible young people who live with a sense of purpose and an increased interest in honoring God with their labors.

Enhanced collaborative work with outside institutions to promote increased learning opportunities for students, staff, alumni, and friends of the College. Increased alumni interest, connection, and engagement with Gustavus by giving back to an institution that supports life values.

Engaging Men to Increase Involvement in Gustavus Community

We offer the following as relevant ideas for Student Affairs and the Men's Leadership Team to consider:

Offer annual inter-generational retreat(s) for men's development in areas of leadership, service, vocational reflection, and faith.

Establish mentorship training for faculty, staff, students, alumni, and/or clergy.

Develop a mentoring structure resulting from the annual retreat that provides yearlong mentorship opportunities.

Similar to the Womyn's Awareness Center, provide a physical, dedicated safe space for men to engage in conversation and service relating to issues surrounding men today.

Expanding servant-leadership initiative could also be used to engage men.

Hire, within the Student Affairs division, a Gender Issues director to:
provide structure, support, and resources for student-led initiatives.
advise both Men's Leadership Team and Womyn's Awareness Center.
cultivate methods to create a community of learners that includes faculty, staff, and students.

Increase Physical Space for Faith Programming

The following are relevant ideas for the Board of Trustees to consider:

Combined office space for the Office of Church Relations, Chaplains' Office, and the Center for Vocational Reflection (including space designated for sacristans, apprentices, SLP, organists, vicar/interns, etc.)

Neutral worship space

Music practice room (piano, organ, etc.)

Library for liturgical music

Offices for student organizations (including, but not limited to Proclaim, Prepare, Fellowship of Christian Athletes, Gustavus Youth Outreach, Explore, Newman Center (Catholic student organization), Church Leadership, etc.)

Lounge area for small-group discussions, Bible studies, learning/discernment circles, etc.

Retreat Center for large groups (such as confirmation groups, Elderhostel, adult church groups, other non-church groups, etc.)
 Dedicated meditation space
 Small prayer chapel
 Library/computer lab for church leadership, service information, discernment
 Garden and columbarium
 Meeting rooms for on- and off-campus groups
 Kitchen area/café

Increase Interreligious Conversations and Experiences

Below are examples that might help accomplish the goal of interreligious conversations and experiences.

The following ideas had support without disagreement from the Faith Task Force:

- Facilitate discussions and training for new faculty/staff orientation and ongoing development to foster understanding regarding one's faith and that of others in the community
- Develop a "Faith Speaks" forum as an annual interreligious conference, addressing a core human experience from the perspective of different faith traditions. Examples: "Faith Speaks to Violence," "Faith Speaks to Grief."
- Create January Interims that focus on interreligious dialogue

Create staff support structures to cultivate the habit of interfaith awareness and dialog on and off campus

Evening seminars and programs, including guest speakers from different faith traditions

The following additional ideas had general support, especially surrounding the general education and understanding of the campus community regarding different religions. Concern from some members of the task force focused on the use of Christ Chapel for non-Christian religious practices and observances.

Secure funding for off-campus visits to places of worship

Celebration of non-ELCA Christian and non-Christian events and holidays

Sponsor periodic Interfaith celebrations in daily Chapel or on campus



TASK FORCE REPORT

GLOBAL AND MULTICULTURAL INITIATIVES TASK FORCE



TASK FORCE REPORT

GLOBAL AND MULTICULTURAL INITIATIVES TASK FORCE

CHARGE

The Global and Multicultural Initiatives Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 3.1, 3.2, 3.3.

The Task Force should consider global and multicultural in its broadest context. The Task Force should also examine carefully the reasons global and multicultural perspectives are important and why we should be concerned.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Global and Multicultural Initiatives Task Force met four times for a total of eighteen hours. They listened to seven presenters; reviewed nine articles and input from two student organizations; and read two department/program strategic plans and one Strategic Plan Working Group Report. A detailed listing is on page 103.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #3 - ENGAGE WITH THE WORLD TO MAKE A DIFFERENCE.

Gustavus's commitment to the liberal arts, its vocation as a Swedish Lutheran college, and its dedication to student success require all members of the community to respect difference, develop a global perspective, and act justly as informed world citizens. Gustavus will strategically and intentionally move forward to develop the tactics by which these commitments will be realized in order to provide the transformative education and experiences Gustavus graduates will need to be successful and make a difference in the world.

- 3.1 Strategic Initiative:** Deepen the engagement of students with ethnic, geographic, socio-economic, and religious diversity so as to prepare them for leadership and service in the world. - Global and Multicultural Initiatives Task Force
- Tactic (e.g.)* Develop a clear plan and effectively respond to an expectation of Cultural Competency for students.
- Tactic (e.g.)* Increase our curricular commitment to enhanced opportunities for students to gain a global perspective.
- Tactic (e.g.)* Establish a clear philosophy, goals and financial models for student participation in education abroad.
- 3.2 Strategic Initiative:** In keeping with our founding tradition, provide immigrant populations in our region with greater access to a Gustavus education. - Global and Multicultural Initiatives Task Force
- Tactic (e.g.)* Establish a financial aid model that ensures access to a diverse student body.
- Tactic (e.g.)* Establish initiatives that increase the diversity of the faculty, staff, and administration.
- 3.3 Strategic Initiative:** Increase our engagement with Gustavus alumni worldwide to provide students with role models of successful graduates throughout the world. - Global and Multicultural Initiatives Task Force

Global and Multicultural Task Force Members

Chair: Trustee Ardena Flippin '68

Facilitator: Gwendolyn Freed,
Vice President for Marketing
and Communication.

Jeff Anderson **S**
 Carole Arwidson '84
 Elizabeth Baer **F**
 Karen Westman Carlson '61
 Elizabeth Coco '12
 Sarah Calhoun Cuthill '85
 Rebecca Fremo **F**
 David Johnson '84
 Dan Kolander '68 **B**
 Dana Lamb **S**
 Gordon Mansergh '84
 Mikka McCracken '09
 Kay Rethwill Moline '56
 Salma Mohamed '07
 Karen Warkentien Oglesby '02
 Marilyn Olson **B**
 Jeff Rosoff **F**
 Linda Shaw **S**
 Roger Swanson **Fr**
 Larry Taylor **Fr**
 Michelle Taylor '83
 Susan Engelsma Wilcox '73 **B**
 Barb Wilkinson **P**
 Kaaren Williamsen '95
 Julio Zelaya '12

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS GLOBAL AND MULTICULTURAL INITIATIVES TASK FORCE

Global and Multicultural Initiatives Task Force Preamble

The meetings of the Global and Multicultural Initiatives Task Force were bookended by two incidents of hate affecting the Gustavus campus community. Prior to the first meeting of the Task Force in November, cars on and near campus were defaced with cultural, racial, and ethnic epithets. One day prior to the final meeting of the Task Force in April, another incident of cultural intolerance occurred involving an off-campus band visiting the campus. These incidents weigh heavily on the minds of the Gustavus community, and the incidents lent a sense of urgency and seriousness to Task Force efforts. In the midst of the differences we all bring, how do we continue to work together, grow together, and learn together as a community?

This picture was taken on the day of the final meeting the Global and Multicultural Task Force. "COMMUNITY AND FAITH LIVE HERE IN HARMONY!" It demonstrates a student's response to the recent act of cultural intolerance and the hope for continued change on campus.



The Task Force was struck by the foundational strength provided by various campus elements; the strides made over many years on campus; admiration for the students who paved the way; enthusiasm for the alumni, parents, and friends who continue to provide support and encouragement; and the current community that is filled with passion for the ongoing process of supporting global and multicultural issues.

We thank the Board of Trustees, the Working Group on Cultural and Global Competence, the Center for International and Cultural Education and the Diversity Center for the rich, informative, and insightful remarks, writings, and resources provided to us. This input significantly informed the recommendations that follow. The Global and Multicultural Initiatives Task Force acknowledges and affirms the strategies included in the Board of Trustees Strategic Plan, although believes that all language relating to diversity is viewed in the broadest sense (e.g. sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, nationality, political, religious, socioeconomic, and geographic differences).

For the work of the Global and Multicultural Initiatives Task Force, the group adopted the definitions used by the Gustavus Working Group on Cultural and Global Competence.

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, institution, or among students, staff, and faculty, and enables effective interaction in cross-cultural situations. Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

Culture is the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.

Competence is the capacity to function in a particular way: the capacity to function within the context of culturally integrated patterns of human behavior defined by a group. Functional cross-cultural competence is learned by acquiring new patterns of behavior and effectively applying them in the appropriate settings.

(Adapted from King et. al., “How is cultural competence integrated in education?” Accessed from http://cecp.air.org/cultural/Q_integrated.htm 9/25/08. Center for Effective Collaboration and Practice of the American Institutes for Research.)

Global competence is the ability to contribute to knowledge and to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world. The skills that form the foundation of global competence include the ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries.

(Adapted from Brustein, William. I. (2007). “Paths to global competence: Preparing American college studies to meet the world.” Accessed from <http://www.iienetwork.org/page/84657/> 9/25/08. IIE Network, Member website of the Institute of International Education.)

Diversity is “everything you are, and everything you are not.”

Each of us has a number of social identities by which we tend to identify ourselves. These may be based on physical, social, or cultural attributes. Some of these identities are changeable (i.e. our religious affiliation), others cannot be changed (i.e., our ethnicity), and others can be changed with some difficulty (i.e. our gender). Important social identity markers include ethnicity, race, socioeconomic class, religion, ability, gender, sexual orientation, age, nationality, and language.

The Global and Multicultural Task Force believes that Gustavus is committed to embracing diversity. Building on the work already done by this community, the goal is to prepare Gustavus students to thrive in a global and multicultural society.

It is our hope to see advances in the achievement of the recommendations in three years rather than twenty years. The current campus atmosphere demands our immediate attention, care, and action. We recognize that we will never arrive fully but to be a leader in multicultural and global initiatives in twenty years, we are called to begin a new commitment and level of work now.

The goal of this Task Force is to display that multiculturalism is an integral thread to the life of this campus. In three years, in ten years, in twenty years, we hope to see new generations of students significantly contributing to our world. These students will truly live their calls to the mission of this College through their *service*, *faith*, and commitment to *justice* in their *communities* in culturally and globally competent *excellence*. It is the belief of the Task Force that Gustavus Adolphus College hereby affirms a collective commitment to diversity and multiculturalism in all aspects of our work together, both on and off campus. The following recommendations emanate from our shared perspective and our shared dreams for Gustavus. We hope they will help to guide the College on its journey of growth through exploration, interaction, inclusion, and diversity.



RECOMMENDATIONS GLOBAL AND MULTICULTURAL INITIATIVES TASK FORCE

continued from previous page

■ Diversity Commitment

Adopt and strongly communicate a campus-wide statement that defines and actively supports diversity in all its many guises, including sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, nationality, political, religious, socioeconomic, and geographic differences.

Gustavus, in its strategic plan and mission statement, has made a commitment to being a diverse community. In order to do this well, it is essential to have a common understanding of our definition and position on diversity. This will provide a framework for communication, affirmation, and accountability.

■ Campus Cultural Climate Assessment

Administer a comprehensive climate survey for students, faculty, and staff to establish benchmark results in the first year and repeat regularly within the College survey cycle, with specific objectives for improvement over time to ensure that the campus is welcoming to all, including members of underrepresented groups.

This would allow Gustavus to build a more diverse and supportive environment to recruit and retain outstanding faculty, students, and administrators.

■ Cultural Competency

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

Because the value of diversity is recognized as part of the mission of Gustavus, the entire Gustavus community must recognize and remain current in this commitment. Encourage trustees, faculty, staff, and

students to take an assessment such as the Intercultural Development Inventory (IDI) online and create their own individual action plan with the assistance of Gustavus staff who are certified in the IDI instrument. This would involve identifying many more on-campus people being certified.

■ Diversity Communications

Infuse written communication internally and externally with clear, strong, and consistent references to the College's commitment to diversity.

The College must send a strong and affirmative message to Gustavus audiences and the public at large if the College seeks to build diversity and enhance visibility as a multicultural community.

■ Vice President for Global and Multicultural Initiatives

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

Diversity is a priority of the College. A position at a key decision-making level would reflect this commitment. This individual would push for results that align with the College's espoused values of inclusion. The incumbent would help to integrate, connect, consolidate, and provide continuity for individual diversity efforts.

■ Board of Trustees Diversity

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

Board makeup should reflect the College's values of supporting all people with a strong diversity representation that reflects all areas of diversity (e.g. sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, political, religious, socioeconomic, and geographic differences).

■ Global and Multicultural Initiatives Advisory Committee

Create a global and multicultural initiatives advisory committee representing the various Gustavus constituencies (faculty, administrators, students, alumni, and friends) to work closely with the College leadership on the realization of global and multicultural Commission Gustavus 150 recommendations.

■ Hate and Bias Response

Enhance and strengthen the College's process to respond, report, and communicate in relation to hate crimes, including appropriate sanctions.

It's important to acknowledge individual and community impacts of hate and bias incidents and to have a strong institutional response to such cases when they arise.

■ Diversity Endowment

Create endowed funds to support global and multicultural initiatives.

■ Integrate Office Space

Maximize natural synergies between the Center for International and Cultural Education and the Diversity Center by creating a common office space.

The entities would retain their respective directors and full staffs, but programmatic synergy and administrative efficiency would be enhanced.

■ Study-away Requirement

Establish the minimum requirement that all students study away.

Although studying away does not in itself confer cultural competence, it allows students to encounter contexts different from their own and gives them opportunities for growth. This study-away experience should be designed to match students' past experiences and current needs.

■ Guiding Principles for Study-Away

Create guiding principles for domestic and international study-away. Principles should be based on the following ideals: 1) off-campus graduation requirement for all students; 2) immersion, not tourism; 3) civic engagement opportunities; 4) connection to our mission as a college; 5) academic rigor with measurable outcomes; 6) cost-neutrality; and 7) developmental learning.

To be effective in a global world, Gustavus must be clear and intentional on its study-away values and guiding ideals.

■ Campus Forums for Study-Away Students

Develop a continuum of connection and support for study-away participants.

Require pre-departure, study-away, and post-immersion opportunities tied to all student immersion experiences. Create avenues to encourage connection and sharing of experiences among students on campus and those studying away. These

could include the sharing of pre-travel research as well as post-travel insights, knowledge, and experience.

■ Study-Away Scholarships and Fellowships

Increase scholarships and fellowships for international study and teaching away from campus.

Seek financial support from alumni, congregations, and other sources.

■ Intercultural Infusion

Consider the establishment of an intercultural general education requirement.

Explore how every major could include at least one course on cross-cultural competency that is relevant in that discipline.

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.

■ Student Diversity

Dramatically increase the recruitment and retention of underrepresented student populations.

This will create the multicultural community necessary for students to achieve global and cultural competence. This would involve a review of Admission, registration, and financial aid practices and policies to ensure they support diversity in the student body.

■ Intercultural Dialogue

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

Students would develop knowledge, skills, and

attitudes that will help them engage in dialogue about such difficult and sensitive topics as racism, homophobia, globalization, and other issues.

■ Student Support in the Diversity Center

Increase resources to fully support students from underrepresented communities to thrive at Gustavus.

■ Diversity Reading List

Create an annual, intercultural common reading list and have related campus discussions around issues of globalism and multiculturalism.

Distribute this list to the entire Gustavus community, with accompanying opportunities to bring people together for discussion and reflection to help the community evolve a common language and frame of reference for intercultural topics and shared experiences.

■ Student Orientation on Diversity

Prepare students for exposure to issues of diversity by giving incoming students the tools, resources, and support needed to adapt, understand, appreciate, and accept others.

Examples would include a multicultural experience as part of incoming student orientation to introduce and address issues related to sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, political, religious, socioeconomic, and geographic differences; ongoing reflection and evaluation would support this initiative; and increasing the number of First Term Seminars connecting with the Diversity Center.

■ Diversity Orientation for Parents

Establish a parent orientation program that includes diversity education.

Such a program would address important campus issues such as cultural competency, and set the tone for parents regarding the developmental and



RECOMMENDATIONS GLOBAL AND MULTICULTURAL INITIATIVES TASK FORCE

continued from previous page

behavioral expectations of their students. This program could take place at registration or student orientation, but should be separate from student sessions.

■ Interreligious Programming and Space

Provide the interreligious programming and space resources needed to support students of various religious backgrounds.

As Gustavus recruits a more diverse student body, there will be increased need for spiritual resources, including space for religious observance outside of the Chapel; support for other religious observances; dietary accommodations; and connections to on- or off-campus resources for faith development.

■ Annual Diversity Conference

Design and present an annual signature event focused on global and multicultural themes.

■ English Language Learners

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

This program would provide the tutoring and advising support needed for the students; address faculty development needs; and involve community outreach. A full-time academic support position that combines multilingual and English language learner (ELL) tutoring and community outreach would be needed.

■ International Student Recruitment

Increase the recruitment and retention of international students.

This would involve both the dedication of a full-time position whose primary responsibility is to increase the number of students from other countries who apply, attend, and persist at Gustavus; providing sufficient travel funds for this position; and providing adequate financial assistance to attract and retain students.

■ Immigrants in the Region

Pursue every avenue to support and recruit immigrant students from the surrounding region.

Assess whether and how we encourage immigrant youth in the region to prepare for, pursue, and attain a college education at Gustavus. Research what peer institutions are doing in this regard, including their policies on undocumented students and support for non-English speaking parents. Based on the data and insights gathered, strengthen existing partnerships and develop new partnerships and alliances with communities and organizations. Provide online admission information in multiple languages. The immigrant community in Southern Minnesota is growing. Engaging this population and presenting a Gustavus education as a viable option will require an active, intentional, and culturally competent approach.

■ Outreach to Minnesota Immigrant Congregations

Actively and intentionally recruit students from Minnesota's many ethnic Lutheran congregations.

■ International Alumni Network

Create an international alumni communications infrastructure for students, professors, and administration to connect with alumni through the development of robust online tools.

It is envisioned that alumni could provide information and insights on multicultural/global experiences, associations, interests, passions, skills, and accomplishments. Alumni would self-select ways to support the development of the global and multicultural experience for Gustavus students.

■ International Alumni Mentors

Connect internationally-based and internationally-connected alumni with students to act as role models and mentors.

Invite alumni to assist with student recruiting and help with internships abroad. Focus on building relationships through these types of activities beyond soliciting alumni for financial support.

■ Cultural Competency Alumni Award

Create an award (e.g. Cultural Competency Award) to honor alumni involved in global and/or multicultural efforts that exemplify the Gustavus's values and commitment in that arena.

■ Recruitment and Retention of Diverse and International Faculty

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

Take into consideration related issues including spousal employment, worship spaces, and commuting from a distance.

■ Faculty Global and Multicultural Fellowship

Initiate a competitive global and multicultural fellowship or research stipend to support faculty development through the Kendall Center.

This opportunity would enhance faculty skills and insight in intercultural pedagogy.

■ Intercultural Faculty Exchanges

Provide opportunities for faculty exchanges relating to global and multicultural initiatives to make comparative visits to other educational and non-educational institutions and invite representatives from those institutions to visit Gustavus.

An exchange program would help faculty affirm what Gustavus is doing well and gather additional ideas that could be implemented on campus to help achieve overarching cultural competency goals.

■ Intercultural Experiences for Faculty

Provide the means for every faculty member to have a global or multicultural experience.

In order for faculty to have empathy for the impact these types of experiences can have on students, to enrich the classroom experience, and to ensure faculty serve as role models, Gustavus needs to provide opportunities for faculty to have a global or multicultural experience.

■ Faculty Study-Away Incentives

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

Make sure that such travel is cost-neutral to faculty and consider awarding additional teaching credit in recognition of the additional work required for such teaching.

■ Faculty Recognition

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

This might include workshops, grants, mentoring programs, and community celebration of these efforts.

■ Faculty Development

Establish a faculty development program (or enhance the existing program) to provide opportunities for faculty to explore issues of globalism and multiculturalism.

These could include funding and release time for course development, and training so faculty can address issues of bias, racism, homophobia, etc. in classroom settings.

■ Tenure Review

Consider making cultural competence a part of the tenure review.

Doing so would send a strong signal regarding the importance of globalism and multiculturalism as integral to the teaching and learning excellence at Gustavus.



TASK FORCE REPORT

INTERDISCIPLINARY PROGRAMS TASK FORCE



TASK FORCE REPORT

INTERDISCIPLINARY PROGRAMS TASK FORCE

CHARGE

The Interdisciplinary Programs Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 2.1, 2.3, 2.7.

The Task Force should ensure and explain clearly how its recommendations are sensitive to the rationale for interdisciplinary programs. Also, the synergistic effect on the academic programs involved should be considered.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Interdisciplinary Programs Task Force met five times for nineteen hours. They listened to two presentations; reviewed three articles/documents and input from two student organization; read three Strategic Plan Working Group Reports and seventeen department/program strategic plans.

A detailed listing is on page 103.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #2 - ENGAGE EDUCATION AT THE INTERSECTIONS.

Intellectual transformation occurs when students make deep connections between disciplines, experiences, and/or cultures. When students encounter opposing perspectives, make sense of incongruent information, or wrestle with ambiguity, they are challenged as individuals and groups to employ the skills of critical thinking and to affirm the processes of civil engagement. A Gustavus education will prepare students to thrive at the intersections of cultures, disciplines, questions, and commitments.

- 2.1 Strategic Initiative:** Develop Interdisciplinary Centers of Synergy (e.g., Kendall Center for Engaged Learning, Johnson Center for Environmental Innovation, Center for International and Cultural Study, Center for Leadership Development, Center for Vocation and Reflection) which strategically integrate key components of our mission and vision and enrich existing disciplines and programs. - Interdisciplinary Programs Task Force
- 2.3 Strategic Initiative:** Fully develop and appropriately staff interdisciplinary curricular programs. - Interdisciplinary Programs Task Force
- 2.7 Strategic Initiative:** Develop a more integrated approach to learning about and practicing health and wellness. - Interdisciplinary Programs Task Force

Vision Statement from Gustavus Adolphus College's Strategic Plan

Guided by our distinctive core values, we will embrace our mission as a community informed by our traditions and committed to undergraduate, residential, liberal arts, Swedish-Lutheran higher education. Our faculty, embodying the highest standards of teaching, scholarship, and service and our staff, guided by the highest standards of their professions, will collaborate to support the highest quality education for all of our students.

Gustavus Adolphus College will educate students to contribute their intellectual and creative gifts to society, to lead within their communities, and to bring rich perspectives to their engagement with the world. We will hold up the character and accomplishments of our graduates as the primary evidence of our success.

In our work and relationships, we will draw on the assets of our region as a context for providing a nationally recognized liberal arts education. Even as we educate students to become compassionate, effective leaders, the College will model compassionate, ethical, and effective action within its local communities.

Interdisciplinary Programs Task Force Members

Chair: Trustee Wayne Peterson '77

Facilitator: Mary E. Morton,
Provost and Vice President for
Academic Affairs

Rod Anderson **PB**
Liesl Batz '90
Laura Behling **F**
Matthew Eckman '62
Chris Edelbrock '09
Casey Elledge **F**
Ann Wilsey Gesme '86
Jeff Heggedahl '87
Linda Bailey Keefe '69 **B**
Margaret Anderson Kelliher '90
Joanne Kendall **PB**
Janna King '76
Richard Leitch **F**
Henry MacCarthy **F**
Anne Miller '90
Bob Moline **F**
Jim Pengra '46
Marty Penkhus **PB**
Deirdre Rosenfeld **S**
Mary Sutherland Ryerse '90

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS INTERDISCIPLINARY PROGRAMS TASK FORCE

STRATEGIC INITIATIVE 2.1

Develop Interdisciplinary Centers of Synergy (e.g., Kendall Center for Engaged Learning, Johnson Center for Environmental Innovation, Center for International and Cultural Study, Center for Leadership Development, Center for Vocation and Reflection) which strategically integrate key components of our mission and vision and enrich existing disciplines and programs.

■ Provost Council

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.

■ Center for International and Cultural Education

The Center for International and Cultural Education is a key supporting factor to complement the Gustavus Mission Statement of the College in creating a curriculum that is ...”international in perspective” and “...a community of persons from diverse backgrounds.”

Establish student learning outcomes and develop ample opportunities for learning so the Center for International and Cultural Education can serve as a campus leader in ensuring cultural competency.

Increase the percentage of Gustavus students participating in a semester-long or yearlong off-campus program to 25 percent of each graduate class.

Increase the international student enrollment to 10 percent of the student body.

Half of those international students will be drawn from the developing world to encourage the realization of the College’s mission “affirm[ation of] the dignity of all people” and the creation of a “...just and peaceful world”. This would involve a substantial increase in financial aid dedicated for this purpose.

Develop contacts with internationally-located alumni who can serve as “Admission Ambassadors” to identify and mentor prospective international students.

Increase funding to make Gustavus study-away need blind for all students interested in participating.

Increase hiring of foreign language faculty to better prepare students for international study.

Increase the number of faculty to allow for course release time to develop courses and pilot projects for study-away experiences.

Provide funds to support faculty travel to cultural-related conferences or other related professional development activities.

Regularly review study-away opportunities to ensure that the majority of experiences are building cultural competency by having students be immersed in another culture (domestic and/or abroad).

Develop more substantial re-integration support and programs for students returning from a study-away experience.

■ Johnson Center for Environmental Innovation

Changing behavior and creating/adopting new technologies to live consciously in a more environmentally sustainable manner is one of the great challenges of our time. Innovation is a critical skill in a rapidly changing world and is integral to adapting business and economic systems.

Successfully addressing the challenge of global climate change, for example, will require leaders with a strong technical foundation who are also comfortable questioning the cultural status quo; imagining new approaches; researching, exploring and documenting new options and creating and implementing new technologies and systems.

Fully endow the Johnson Center for Environmental Innovation by 2015 enabling the Center to serve as a place on campus where students, faculty, staff, alumni, and the community come together around the topic of environmental innovation and sustainability.

An endowment of \$7-10 million will support a director, assistant director, support staff, and intern and programming budget.

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.

Implement at least one related program related to environmental stewardship and service learning opportunities in the region which will also engage alumni in contributing their time, talent and resources.

Manage resources responsibly and ethically so stewardship of the environment becomes embedded as a value of the Gustavus community.

■ Kendall Center for Engaged Learning

The John S. Kendall Center for Engaged Learning is rapidly emerging as a national model for faculty development programming at residential liberal arts colleges. On campus, the Center is responsive to faculty needs throughout career and across disciplines. Each year the Kendall Center evaluates and revises its programs to meet the changing needs of Gustavus faculty and students.

Create an endowment of \$10 million for the Kendall Center by 2015 to support programming, a director, and staff.

This endowment will support appropriate staffing and programming support needed to carry out the goals of the Kendall Center such as: serving as a resource for new methods of teaching and technology; enhancing interdepartmental connections; helping faculty initiate student research and publishing; encouraging effective testing of student learning outcomes; overseeing mentoring of new faculty members; assisting faculty in their own research publications production.

Create a more visible physical presence on campus in the renovated Anderson Hall for the Kendall Center to serve as a center for faculty engagement.

■ Center for Vocational Reflection

The Center for Vocational Reflection serves as a catalyst for interdisciplinary collaborations. Since its conception in 2001, the Center for Vocational Reflection has taken a comprehensive approach to vocation and reflection creating programs involving students, faculty, staff, and alumni.

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

Create permanent funding for the Center for Vocational Reflection to support programming and staff.

Gustavus made a commitment to the original funder, the Lilly Endowment, that the College would ultimately provide sustaining funds for the vocation initiative.

■ Center for Leadership Development

Establish a Leadership Center as outlined in the Leadership Working Group report in order to fully and effectively institute a comprehensive leadership development initiative that is visible, intentional and integrated as part of the ethos of Gustavus.

Support the efforts of faculty to incorporate leadership development through the curriculum, capitalizing on strong existing practices and providing resources to establish new programs and standards.

Ensure that core leadership experiences span the typical four years of enrollment, for example: Implement a sophomore and/or junior experience similar to that of the FTS to engage students in academic and leadership development or explore the feasibility of creating a leadership-oriented capstone course/credit-bearing experience for seniors.

Add general education components for leadership development, public service and/or civic engagement (potential for developing a new major or minor), engaging students in rigorous, robust, scholarly explorations of citizenship and leadership in their chosen discipline(s).

Provide training and access to resources (including increased library holdings) to faculty to enhance or create additional courses that explore leadership development, service learning, civic engagement, civil discourse and other related topics and pedagogies.

Consider adopting other proposed components from the Working Group report, including: International Education, outdoor experiential education, and the Leadership Fellows Program (portfolio, leadership and service project).

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

Increase access to and support for reflective learning through career explorations and internships for all students through alumni and corporate connections both in Minnesota, throughout the United States and around the world.

Develop an annual student leadership orientation for representatives from all student organizations.

Develop an outdoor experiential education facility on campus, a supervisor, and the necessary training to facilitate.



RECOMMENDATIONS INTERDISCIPLINARY PROGRAMS TASK FORCE

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■ Linnaeus Arboretum

The 135-acre Linnaeus Arboretum, including the new Coneflower Prairie, provides the College and the St. Peter area with a living sanctuary of plants and animals for education, environmental stewardship, reflection, and recreation. Though the educational function of the Arboretum is primary, for college students as well as public school classes and the general public, the Arboretum landscape also serves as a treasure of beauty and harmony making the Arboretum a lovely destination for all. The Arboretum reflects the interdisciplinary nature of the liberal arts and helps people see connections between physical and cultural landscape elements.

Enlarge the Melva Lind Interpretive Center to create a significantly larger facility.

This would include a larger meeting space, a remodeled area to better accommodate classes as well as serious interpretive exhibits, expansion of the kitchen space, access to bathrooms without disrupting the meeting space, office space for the Johnson Center for Environmental Innovation, and Linnaeus Arboretum office space to meet program needs.

Develop permanent funding for full-time positions of the Linnaeus Arboretum staff — director, naturalist, and gardener — none of which are currently full time.

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

Build partnerships using the Linnaeus Arboretum/Lind Interpretive Center facilities and programming with local school districts and others to be viewed as a regional leader in landscape education, appreciation, and management.

Expand the creative Eckman Mall concept to include the South Mall (between the Chapel and the Schaefer Fine Arts Center) and the West Mall (west of the Chapel).

Continue work on the three meditation gardens — Labyrinth, Peace Circle, and Japanese Gardens.

Secure continuing support for the biennial Linnaeus Symposium.

■ Hillstrom Museum of Art

The Hillstrom Museum of Art is committed to infusing the visual arts throughout all facets of the liberal arts curriculum of the College, throughout the extracurricular life of the College, and throughout the engagement of the College with alumni and community members. As a crucial educational and cultural component of the College, the Museum educates through its exhibitions and programs, encourages the interdisciplinary study of the arts, and provides a context for understanding the arts and related disciplines in a liberal arts program. The Museum facilitates scholarly research and the academic use of the Museum's art collection. The Hillstrom Museum of Art generally offers five to seven exhibitions and several guest lectures by artists, art historians, or collectors each academic year. Annually 5,000-7,000 attendance visits are recorded at the Museum.

Endow the Hillstrom Museum of Art programming, operations, and optimal staffing in a manner that is similar to comparable campus programs.

Create a new, centrally-located Hillstrom Museum of Art space or increase and improve current space.

Ideally, a larger space would be constructed to house the Hillstrom Museum, one that would still be fully integrated into a centrally located building but that would avoid limitations and concerns relating to the current space. Additional preparation and storage spaces would allow maximum utility and security of Hillstrom Museum collections. Increased exhibition space would allow a dedicated space for display of the permanent collection while also having sufficient changing exhibit space for high-quality offerings of the sort appropriate to a College such as Gustavus.

■ Center for Community Service

Expand the infrastructure of the Community Service Center to meet existing needs of faculty members, students, and community partners to empower engaged student learning through community partnerships.

■ Nobel Conference

Strengthen the Nobel Conference by enhancing its recognition and visibility, both on campus, regionally, nationally and globally.

Increase the endowment and funding for the Nobel Conference to provide sufficient funding for speaker honoraria, comprehensive marketing, director and faculty chairs, and high level audio visual presentation and transmission.

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

Expand the development and availability of Nobel Conference supplemental resources to include curricular material for a range of age groups and expand associated lifelong learning programs to reach a national audience.

■ MAYDAY! Peace Conference

Provide financial, staff, and marketing support to establish the MAYDAY! Peace Conference as the premier signature event of the spring at Gustavus to educate the campus community and beyond about issues related to peace, human rights, and social justice.

■ Building Bridges Conference

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

■ Global Insight

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

■ Learning and Living Communities

Create new Learning and Living Communities and transform current Intentional Learning and Service spaces in residence halls to provide an innovative and intentional means of creating a seamless environment that links students' learning in and out of the traditional classroom.

Pilot Learning and Living Communities built around a set of First Term Seminars with common or closely-related syllabi and students housed in the same residence hall starting in 2010-2011.

Develop communities for sophomore students to focus on combining growing disciplinary demands as students move towards declaring a major with continuing commitment to "trans-disciplinary" problems of broad social importance.

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

Support Centers

■ Gustavus Technology Services

Provide the financing and staff necessary to better support the five core components of Gustavus Technology Services: communication, support services, equipment and hardware, access and infrastructure, ethics of technology/philosophy and culture.

Substantially increase funding for equipment and hardware to implement a four-year replacement plan, increase mobility and flexibility of workspaces, and allow Gustavus Technology Services to function under a multi-year budget model.

Create, promote and expand a campus-wide repository for the College's growing archive of digital images and media.

Create and staff Gustavus Technology Services divisional instructional support model to provide staff support for the curricular and co-curricular needs of the campus.

Increase technology infrastructure in classrooms and other public use spaces.

Provide policies and network infrastructure to maintain the security of information.

Provide infrastructure and staffing to support appropriate technologies for disseminating campus lectures and signature programs to a broader off-campus audience (e.g. Nobel Conference, MAYDAY!).

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

■ Folke Bernadotte Memorial Library

Expand and renovate the Folke Bernadotte Memorial Library to reflect the needs and approach to studying of current and future students and to remain competitive in student recruitment.

Appropriately staff the Folke Bernadotte Memorial Library to meet the increasing demands to support faculty and students in their ability to use expanding and evolving resources to improve student learning.

Substantially expand the acquisition budget of the Folke Bernadotte Memorial Library to meet the unique challenges of providing support for a globalizing curriculum and faculty/student access to expanding forms of information at rapidly escalating costs.

Improve the College's ability to store, access, and display archival materials and exhibits.

■ Registrar's Office

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

This includes transferring all pre-1984 student records from microfiche to a permanent form to maintain use of this information, providing online access to all student records, and moving to delivery and receipt of electronic transcripts.

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



RECOMMENDATIONS INTERDISCIPLINARY PROGRAMS TASK FORCE

continued from previous page

■ Pre-professional Program Advising

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. Possibilities to pursue within five years include pre-health professions, pre-law, pre-business, entrepreneurship, public policy, and pre-seminary.

New Program Development

■ Gustavus Heritage Resource

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

■ Social Justice and the Arts Program

Explore a mechanism by which Gustavus and the community can engage in and reflect upon questions raised related to social justice using the visual and performing arts.

Explore the possibility of creating a visual literacy component to the curriculum, Media Studies interdisciplinary minor, and an Arts Management minor.

■ Globalize the Curriculum

Explore the development of courses focused on non-Western cultures and countries to support efforts to globalize the curriculum.

There are notable gaps in current course offerings in Africa, Asia, and Middle Eastern Studies. This could develop into a program for each of these areas to add to the current program in Latin American Studies or explore how to combine such programs under an umbrella of Global Studies or World Studies program.

■ Permanent Off-Campus Venue for Study-Away

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

One suggestion would be the Santa Fe, NM metro region. The three cultures that have shaped the region — Pueblo, Hispanic, and Anglo — are still around, sharing ideas, traditions, and lifeways in a mostly peaceful ambience. Thus, it would offer an exciting opportunity to live and study amid a multicultural landscape that has been around north central NM for 400 years.

■ Innovation

Establish a Center for Innovation at Gustavus to seed innovative thinking and culture throughout the Gustavus community.

In an era of rapid technological, economic and social change, graduates must not only be able to adapt to change, they must be comfortable and skilled at leading the process of innovation. Indeed, the institution itself, students, faculty, staff, Board, as well as alumni and the community of St. Peter, will benefit from a conscious understanding of innovation and change and creating a culture that supports it.

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

STRATEGIC INITIATIVE 2.3

Fully develop and appropriately staff interdisciplinary curricular programs.

■ General Education Curriculum Resources

Substantially increase resources and staff to appropriately support the current and any future General Education Program.

Program additions cannot be in replacement of funding current programs.

Inter- and Trans-disciplinary Programs/Curriculum II

Sustaining excellence in interdisciplinary programs, in part, requires the same resources and opportunities available to traditional academic departments. Yet interdisciplinary programs provide unique opportunities and challenges surrounding the dedication of faculty positions, administrative tasks, financial resources, and needs for physical space.

■ Support Structure

Create a structure and funding model that will facilitate long-term sustainability for interdisciplinary majors and minors (Biochemistry; Environmental Studies; Gender, Women, and Sexuality Studies; Latino, Latin American, and Caribbean Studies; Neuroscience; and Peace Studies).

This could involve a restructuring of the department system, a center for interdisciplinary programs with a faculty director, support staff, and budget, or another alternative that builds on the existing strengths of the academic program and vision for future.

Although faculty generally support the concept of interdisciplinary programs, the current structure and funding model results in multiple overarching challenges identified by current interdisciplinary programs such as: time allocated for administrative visioning, planning, and execution for a chair/director; inclusion of IDP needs during faculty hiring, leave replacement, and retention decisions; physical presence on campus — both for visibility, meeting space, filing capacity, and storage; dedicated budget lines for interdisciplinary programs.

■ Student Experience

Enhance the student experience in interdisciplinary programs through: Guest professorships and lectures on campus; Collaborating with local community partners; Study-away opportunities; Student/faculty research opportunities; Attending and presenting at conferences; Mentoring relationships with alumni; Increased advising relationships with interdisciplinary faculty.

■ Faculty Experience

Support faculty development for interdisciplinary programs through time allocated for student advising, and time and funding for faculty/student research, and time to develop or enhance interdisciplinary course offerings.

■ Faculty Dedicated to Interdisciplinary Programs

Explore the creation of dedicated faculty-line, tenured positions, and endowed chairs for Interdisciplinary Programs to ensure continuity of curriculum and programmatic elements.

■ First Term Seminar

Develop a sustainable leadership structure for the First Term Seminar program that will allow long-term planning and continuity in the pursuit of First

Term Seminar goals.

This should involve a director and assistant director with appropriate course release and summer support.

Increasing the resources in faculty development to support the time and needs of faculty teaching First Term Seminar courses.

This may include demonstrating how First Term Seminar courses can include both academic rigor and effective advising; demonstrating effective models for incorporating writing, oral communication and critical thinking teaching techniques in courses; increasing the ongoing writing support needed for students; and support to develop curricular innovation, cross campus collaborations, or alumni mentors.

Provide support for First Term Seminar programming.

This may include the creation of a celebration of the work of first-year students modeled after Creative Inquiry.

■ Sophomore Experience

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

The goal is to broadly support sophomore students, who often struggle to find their footing.



RECOMMENDATIONS INTERDISCIPLINARY PROGRAMS TASK FORCE

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STRATEGIC INITIATIVE 2.7

Develop a more integrated approach to learning about and practicing health and wellness.

The Health and Wellness initiatives should be expanded both in terms of the programs offered as well as the physical buildings used to facilitate new and existing initiatives to enrich the lives of students, faculty, staff and the broader Gustavus community by providing students and the greater Gustavus community with the healthiest, most productive education possible.

Create a definition of and catalogue best practices in health and wellness and fitness.

Develop a staffing structure, programs, resources, and facilities to manage a campus wellness effort.

Integrate health, wellness, and fitness opportunities and philosophies throughout campus and community.

Develop and increase the support for healthy lifestyle choices, especially related to topics of drugs, alcohol, and tobacco.

This could include encouraging a personal wellness plan for students including emotional, physical, spiritual and financial wellness.

Explore ways to integrate the arts throughout the campus to augment health, wellness, and fitness initiatives.

Increase resources and facilities for intramural sports and outdoor health and wellness activity programs.

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





TASK FORCE REPORT

STEWARDSHIP TASK FORCE



TASK FORCE REPORT

STEWARDSHIP TASK FORCE

CHARGE

The Stewardship Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 5.1, 5.2, and 5.4.

The Task Force must realize that stewardship has many definitions including asking, giving, and caring for human, physical, and financial resources. To the extent possible, recommendations should reflect stewardship in its multiple dimensions.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Stewardship Task Force met five times for twenty hours. They listened to two presenters; reviewed one article and input from two student organization; and read one department audit and strategic report.

A detailed listing is on page 104.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #5 - ENGAGE IN RESPONSIBLE AND ETHICAL STEWARDSHIP.

Gustavus's Core Values mandate appropriate stewardship of our human (students, faculty, staff, trustees, alumni, friends), environmental, capital, and financial resources. Minimizing the environmental impact of campus practices and decisions, responsible fiscal policies, staff and faculty development and compensation, and planning and renewal of strategic goals are all part of our stewardship responsibilities.

- 5.1 Strategic Initiative:** Support and nurture vocational discernment of all who work at Gustavus. - Stewardship Task Force
- 5.2 Strategic Initiative:** Increase engagement with our alumni to enable them to actively advance and engage in the mission of the College. - Stewardship Task Force
Tactic (e.g.) Engage current students as part of the alumni continuum to increase awareness of their future role as responsible stewards.
Tactic (e.g.) Establish a dynamic Class Agent model for alumni engagement.
Tactic (e.g.) Staff appropriately the Alumni Relations Office.
- 5.4 Strategic Initiative:** Build the College's endowment and other key financial resources. - Stewardship Task Force
Tactic (e.g.) Staff appropriately the Office of Institutional Advancement.
Tactic (e.g.) Initiate a plan for a series of campaigns to be carried out over the next decade.

Stewardship Task Force Members

Chair: Trustee Paul Koch '87
Facilitator: Tom Young '88, Vice President for Institutional Advancement

Charles Anderson **Fr**
 Gordon Braatz **B**
 Jared Chester '99
 Elizabeth Danks '03
 Sam Grace '11
 Anna Heise Gram '93
 Derek Hansen '94
 Brad Hanson '76
 Cynthia Hendricks '83
 Mike Hvidsten **F**
 Bruce Johnson **F**
 Meghan Krause '00
 Mariangela Maguire **F**
 Jim Malmquist '53
 David Meyers '86
 Al Molde '66 **S**
 Dan Mollner **F**
 Rebecca Rasp '11
 Barbara Simpson **F**
 Chris Skordahl '07
 Phil Voight **F**
 Erin Holloway Wilken '02 **S**
 Scott Winter '83
 Jim Zils '73
 Dan Zisner '75 **B**

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS STEWARDSHIP TASK FORCE

STRATEGIC INITIATIVE 5.1

Support and nurture vocational discernment of all who work at Gustavus.

To stand apart in today's highly competitive global culture we all must make the necessary investments to reveal the best in others. For Gustavus, that means partnering with employees as they define their lives of service to the College and community.

Much more than an occupation, one's true vocation is the manner in which one's life benefits others. Dr. Darrell Jodock, Drell and Adeline Bernhardson Distinguished Professor of Religion, wrote in Vocational Discernment — A Comprehensive College Program, "We understand vocation to be a sense of responsibility encompassing multiple areas of one's life (work, family, citizenship, etc.) so that the person lives life in such a way as to benefit the community.

The Stewardship Task Force envisioned attracting, developing, and retaining great employees by ensuring Gustavus is a great place to work. This would be accomplished by investing in the life and well-being of all employees, using a holistic approach that includes physical, spiritual, emotional, and mental wellness opportunities.

■ Satisfaction Benchmarks

Create benchmarks for Gustavus to regularly measure employee satisfaction.

Building on many current strengths and a history of being a leader in the area of workplace satisfaction, develop the most effective tools using both higher education and private industry benchmarks, such as the *Chronicle of Higher Education* survey and *Minneapolis/St. Paul Business Journal*.

■ Overall Employee Satisfaction

Conduct regular surveys to assess workplace satisfaction. This may include conducting an internal survey and participating in the *Chronicle of Higher Education* "Great Colleges to Work For" survey.

■ Culture of Participation

Review, revamp, and create new structures as needed to further develop a culture of participation in decision-making, in which supervisors look to employees for solutions and there is broad ownership in the future of Gustavus.

One result could be a "good ideas program" to ask for input and provide information that regularly asks, "What do you think would make your job/office better?" The scope of this initiative could range from utilizing a suggestion box with posted responses to print/online resources, large group meetings, and small or one-on-one meetings.

■ Faculty Support

Provide the funding and staffing needed for the Kendall Center to strengthen its position as a national model for faculty development and support.

■ Employee Orientation Task Force

Create a Task Force for the 2009-10 academic year, to develop a proposal for administrators and staff employee orientation including an assessment of current practices and researching best practices for the start-up training of new employees.

■ Orientation

Implement an effective and ongoing orientation for administrators and staff.

Orientation should include job skills, College history, traditions, Gustavus culture, value of liberal arts, faith/church relatedness, ongoing advancement, and personal growth opportunities.

■ Flexible Schedule

Review, modify, and create policies that provide a flexible schedule for employees within the parameters of meeting an employee's job requirements and the needs of the department.

■ Mentoring

Develop and implement a mentoring program for all new employees to enhance peer development, improve communication, and establish relationships outside departmental boundaries.

Mentors should be at a peer level and outside the employee's department.

■ Professional Development for

All Employees

Create a model for employee enrichment based on the principle that each year each employee will participate in a professional development or skill development initiative driven by the interest of the employee.

This should be presented so it is perceived as a benefit to employees, not a requirement or burden. This may also require improving the communication mechanism of notifying employees of opportunities and encouraging a supportive approach by supervisors and co-workers in covering release time.

■ Extended Professional Development

Explore the interest, feasibility, philosophy, and logistics of supporting and encouraging professional development leaves for administrators and staff.

■ Vocational Reflection

Create a culture of supervisory support for staff and administrators to participate in identifying and utilizing their strengths to become more fulfilled, better performing employees.

This may include discussions, book groups, and retreats created and sponsored by the Center for Vocational Reflection.

■ Center for Vocational Reflection

Secure permanent funding for the Center for Vocational Reflection to ensure that it continues to serve as the catalyst to train and support mentoring and reflection within the Gustavus community.

■ Health and Wellness

Create a comprehensive employee wellness model (physical, spiritual, emotional, mental), with a goal that 100 percent of employees participate in at least one aspect of the program each year.

Study private industry for best practices. This could expand current offerings of health and wellness education seminars, fitness incentives, and health screenings. This includes providing release time for participation.

■ Internal Temporary Staff

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

Recognition Programs

■ Formal Recognition

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

■ Informal Recognition Program

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

■ Years of Service

Create an ad hoc committee to review the years of service and retirement recognition events and awards, using both higher education and private sector best practice examples, to ensure current practices provide meaningful appreciation for the majority of employees.



RECOMMENDATIONS STEWARDSHIP TASK FORCE

continued from previous page

■ Employee Non-work Passion

Create a streamlined process to collect and disseminate stories on and off campus (online, in print, and within the physical plant) about staff and administrators living their passion (hobbies or special interests) outside of work.

When there is interest from the employee, find ways to showcase, display, teach, or celebrate these passions with the Gustavus community.

Office of Human Resource

Relocate the Office of Human Resources.

This would move the office out of the basement of Uhler Hall to a disability-accessible space, providing a more convenient location for job applicants and employees, and removing the exception, to an otherwise campus-wide practice, of having all residence halls secure 24 hours per day.

■ Human Resources Staffing

Increase Human Resources staffing to one full-time Human Resources staff for every 125 regularly budgeted employees.

STRATEGIC INITIATIVE 5.2

Increase engagement with our alumni to enable them to actively advance and engage in the mission of the College.

The overarching goal is to recognize and celebrate alumni as a core asset to the College—sending them forth with the responsibility to be stewards of the institution and actively involving them as stakeholders in advancing the institution by harnessing their diverse strengths and skills. Gustavus should view alumni relations as a significant, ongoing institutional priority and be intentional about incorporating best practices in alumni relations to provide alumni with the resources and tools to advance the goals of the institution.

■ Philosophy for Alumni Engagement

Devise a Gustavus “Philosophy for Alumni Engagement”—transforming the alumni continuum; imparting a vision for lifelong, symbiotic relationships that commences during the admission process; delineating and instilling the identity of a “Gustie” that details the pre-, during-, and post-college experience; and developing a sense of ownership of the institution that is accompanied by certain defined benefits and responsibilities.

■ Defining Honorary Alumni

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

The Alumni Board should determine criteria, process, and privileges to more effectively “adopt” non-graduates and include these people in programs to intentionally keep them engaged long term.

■ Showcase Alumni

Spotlight and celebrate the achievements (both professional and personal) of alumni more widely throughout campus.

This may include: creating outdoor/indoor, revolving interactive installations of alumni achievements; filling building walls with the rich history and pictures of alumni; expanding alumni class notes/letters to include information beyond employment (volunteer, service, or special interests) and establishing a policy to purchase every book authored by alumni. The spirit of this recommendation can be encapsulated in a phrase such as “Mark of a Gustie” or “We are Gustavus.”

■ Embodiment of Core Values

Revamp or create methods to highlight individuals, alumni, and others who embody the core values of Gustavus.

Possibilities could involve utilizing College awards (e.g., Distinguished Alumni Citation), print/electronic communications, selecting a person and/or speaker of the year for each core value (e.g., Gustavus Adolphus College Service Speaker of the Year).

■ Merchandise Branding

Strengthen the Gustavus brand and build alumni pride by creating alumni-focused merchandise and marketing.

This may include merchandise styles and colors, dynamic online shopping, alumni-focused marketing specials such as free shipping or discounts, and developing an alumni merchandise advisory committee.

■ Alumni Center

Create an on-campus alumni center to serve as a visible sign of the institution's commitment to alumni and their role in the ongoing success of Gustavus.

This is important because alumni are the living exemplars of Gustavus, its core values, and its brand promise. This space should occupy a highly visible location in close connection with the Office of Admission.

■ Committee on External Constituents

Convene a new committee from the President's Office on external constituents to meet on a regular basis to discuss collaboration in communication and programs.

Members would include a representative from Admission, Advancement, Alumni Relations, Church Relations, Marketing and Communication, Athletics, Dining Service, and Parent Relations.

■ Reinvent Alumni Leadership Model

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

Possible activities include: involving more alumni within each class leadership committee and accommodating specialization to cover the many leadership roles (i.e., class letters, annual giving, class reunions); automating class updates and connections (to avoid lengthy manual process for current class

letter writing); assigning personnel to engage a specific list of classmates; tapping into volunteers by soliciting interest-specific involvement; diversifying the voices from whom Gustavus seeks participation; and setting term limits to ensure new energy and fresh perspectives.

ENGAGEMENT

The goal of engagement is to knit populations together for exchange of information and involvements utilizing a variety of methods to bring to life and integrate the Gustavus brand, mission, and core values.

Communication Engagement

■ Information Gathering

Actively gather new and different information from alumni and use information to drive alumni engagement—online, at events, face to face, in print (The Gustavus Quarterly, class letters, newsletters), virtually, through social networking, and with video programming.

This involves providing appropriate levels of database support to track, disseminate, secure, and mine the information gathered.

■ Communication Preferences

Explore methods to track and use alumni communication preferences for delivery type, messaging, and topic content to make 25 percent of communication to any alumnus permission-based, personalized, and customized.

This includes policies and procedures to track and support the option for alumni to receive information online vs. print.

■ Assess Communication

Be recognized within five years as a best-practice college in alumni communication.

Through a collaboration between the Advancement and Marketing and Communication Divisions, devise the appropriate communications tools (online and print) to systematize the means and messaging for engaging alumni and celebrating their diverse perspectives and achievements.

■ Communication Advisory Group

Establish a Communication Advisory Group.

This would consist of alumni, parents, and friends who are professionals in communications who provide counsel about content, design, and functionality of communications tools to increase alumni engagement.

■ Communication Message

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

The goal is to increase the number of “touches” with alumni based on industry standards around building loyalty. Meeting this goal would require a systemic approach to track all alumni contacts and target alumni communication and contacts.

■ Web-based Capabilities

Leverage and build upon current systems to create a more robust and dynamic online alumni communications platform.

This platform should facilitate permission-based/opt-in marketing, social networking tools, greater ease and timeliness of information dissemination, alumni relationship management, development of alumni-driven affinity groups, and connections of alumni to current students, along with the creation of measurable analytics for usage.



RECOMMENDATIONS STEWARDSHIP TASK FORCE

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■ Social Networking

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

This would include management of the Gustavus presence on social networking sites like Facebook/Linked In, user-driven content sites like Wikipedia, and the use of video conferencing technology such as Skype. This position would be used by all offices on campus that have primary responsibility for working with external constituents.

Create an alumni volunteer structure with clearly defined roles and responsibilities to support the content creation and management of social networking sites.

■ Class Communication

Ensure class communication provides needed college messaging while being vibrant, relevant, and volunteer-driven.

Explore new ways to empower and motivate volunteer class letter writers; new ways to motivate class members to contribute content; new delivery methods; a streamlined process to eliminate re-keying; and expanded use of the Web and social networking sites while maintaining the current expectation of three class letters per year.

■ *The Gustavus Quarterly*

Establish *The Gustavus Quarterly* editorial advisory group.

Include in this advisory group both on- and off-campus representatives to provide advice on content and story ideas, set multi-year content themes, and occasionally review the editorial mission. Explore an interactive online version and an opt-out version.

ALUMNI-TO-ALUMNI PROGRAM ENGAGEMENT

■ Engagement Programs

Activate the existing natural partnerships between the College and the Alumni Association 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.

These partnerships could include on-campus activities, regional programs, shared interest events, study-travel, lifelong learning curricula, and class reunions.

■ Shared Interest Groups

Create a volunteer support structure to expand shared interest groups maximizing what is already occurring organically among alumni and moving beyond the staff-driven departmental/activity-based or geographic groups (e.g., football alumni, music alumni, regional chapters).

Create an application, approval process, and organizational template for alumni-driven shared interest groups; define group roles, purpose, and expectations; provide access to funding, programmatic ideas, and marketing support.

Use these alumni-driven and primarily alumni-managed shared interest groups as a way to increase communication and activity by engaging alumni in the leadership and management of the group. Alumni could choose to form a group around geographic location (currently called chapters), career/professional interest, life-stage, college involvement, or other special interest.

■ Lifelong Programming

Create a new focus and philosophy in alumni programming based on a lifelong journey to live the Gustavus core values.

Programming would systematically and intentionally focus on augmenting the lessons the Gustavus community introduces to students. This may include a standard set of alumni “courses” that mirror life transitions; career networking; further exploration of faith development; ethical leadership; critical thinking and communicating; development of cultural competency; peer-to-peer assistance/mentoring; and methods of self-reflection, thus combining personal and intellectual development.

Delivery methods may include but are not limited to on-campus and off-campus retreats/seminars, webinars, and travel programs.

■ St. Peter Area Alumni

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

■ Leadership Council

Create a volunteer leadership council to build synergy in collaborations, further leverage planning, create common messaging, and focus volunteer leadership training.

The volunteer leadership council would consist of a representative from all Gustavus volunteer groups (such as Gustavus Library Associates, Friends of Linnaeus Arboretum, Board of Trustees, Alumni Board, Class Agents, Chapters, shared interest groups).

■ Class Volunteer Structure

Reinvent the alumni class leadership structure using a model focused on an increased number of alumni volunteers, increased engagement, and ownership in class communication and event planning to ensure a class remains connected with each other and with Gustavus.

This model will work in collaboration with the effective and relatively new class reunion committee structure.

ALUMNI ENGAGEMENT WITH PROSPECTIVE STUDENTS

■ Alumni/Prospective Student

Identification

Implement a best-practice plan to engage alumni in the identification and generation of new student applicants.

This could be through meetings based on shared interests and geography and representing the institution at a college fair when an admission representative is not available.

■ Alumni/Prospective Student Yielding

Establish a system in which all prospective students are connected with an alumna/us.

The goals would be to solidify, for both alumni and prospective students, the message of lifelong pride in and commitment to the institution, demonstrate appreciation for alumni, and increase the yield of new students. This may also include involving alumni with interviewing for scholarships or admission.

ALUMNI ENGAGEMENT WITH CURRENT STUDENTS

■ Future Alumni

Celebrate and publicize the “Gustie” brand identity to all students through ongoing programming and activities during the college experience.

These may include history lessons, involving alumni during orientation, and class-specific engagement (beyond orientation and graduation).

■ Alumni/Student “Buddy”

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

■ Alumni/Student Advisor/Mentor

Create a framework to connect students and alumni in such areas as real estate (housing for graduating seniors) and advising/mentoring connections (within and outside of majors for professional and non-professional purposes).

■ Reading In Common

Promote the “Reading in Common” book to alumni to build community among alumni with each other and to connect with current students.

The Reading in Common book is read by all incoming first-year students and discussed during Orientation. Alumni involvement may include online book forums, a virtual book club, and alumni connecting with New Student Orientation/Gustie Greeter group book discussions.

■ Career Exploration

Bolster the number of alumni involved in connecting with students on career exploration.

Through a partnership with the Career Center, this may include creating internship opportunities, job placement support, housing during internships, or graduate school selection support.

■ Alumni/Academic Departments

Intentionally engage alumni in the life of academic programs by creating the structure, resources, and communication platform (e.g., a database) to support departments engaging with alumni.

This may be through national committees to capitalize on critical synergies among alumni resources, leveraging industry expertise, mentoring external connections for community-based learning opportunities, departmental fundraising, online discussions, and class lectures.

■ Faculty/Staff Travel

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



RECOMMENDATIONS STEWARDSHIP TASK FORCE

continued from previous page

STRATEGIC INITIATIVE 5.4

Build the College's endowment and other key financial resources.

As we face remarkable and historic financial vagaries, we are reminded of just how delicate our position is within the global economy. Therefore, it is with some imperative that we work to achieve a more stable and long-lasting financial model that wards against sudden, uncontrollable, or fickle economic conditions. Ensuring that a Gustavus education is accessible to qualified students, including containing student debt and funding academic excellence, can provide the foundation.

Critical to the success of such an ambitious plan is the allocation of adequate resources necessary to accomplish the goal. The College should be certain that the offices of Advancement and Alumni Relations are staffed appropriately to meet this challenge.

■ Culture of Philanthropy

Foster and promote a culture of philanthropy and gratitude by establishing the Gustavus story of philanthropy that clearly articulates the need statement for annual and endowment gifts.

The story will be taught to all students and alumni, including how an endowment works; where operating money is allocated; what costs are covered by tuition; how the Gustavus endowment compares to other institutions; and the impact of class giving, including the Senior Class gift. Through regular messaging, it

becomes a story that is known among alumni and students. This may eventually lead to a program whereby alumni teach these topics to current students.

■ Donor Process

Re-examine the donor process to accomplish the following: place priority on connecting donors with the students benefitting from their gift; have alumni call current students and ask them to give; explicitly highlight how alumni giving enhances the national reputation of Gustavus; and foster opportunities to give in ways that more personally reflect an individual's passion.

■ Scholarships

Build the financial resources necessary to attract and retain top students.

Alternatives to a four-year college degree are more numerous now than ever, which means the competition for qualified students is also more challenging. To remain a top academic destination, the College cannot afford to lose qualified students for the simple reason that they could not afford to attend Gustavus or that a better offer is available from a similar institution. Therefore, the College should invest in the financial resources necessary to attract ideal students and to meet or exceed competing offers they may receive.

Fund endowed scholarships to provide accessibility to a Gustavus education.

Tuition has risen to such a point that it has begun to erode the competitive edge it once offered to private academic institutions such as Gustavus and their

prospective student bodies. What was once an advantage is now a liability. By securing funds that allow families to cap their tuition spending, we open the door to a more diverse student body built upon academic achievement, merit, and service to the community. In addition, the financial relief such an offer provides further improves the College's position as families decide where to invest in their student's college education. Strive to meet 100 percent of identified student need with scholarships and a reasonable level of student employment and loans.

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

Graduation does not mark the conclusion of a student's relationship with Gustavus but the start of the student's investment in the global community. To ensure that maximum benefit is gained from each undergraduate experience, the College should consider investing in incentives that encourage further achievement, whether academic or through service to the community, with such incentives helping to define the institution as a leader in the lifelong partnership of its graduates.

■ Endowment

Increase the Gustavus endowment by \$150 million. Commit to a rigorous financial growth plan that places primary significance on dramatically increasing the endowment by \$150 million, representing two-and-a-half times the operating budget, as a means of supporting a greater number of institutional programs, stabilizing the College's budget during times of economic upheaval, and improving the

College's debt ratio, (and therefore its credit rating) by increasing investment income. Endowment designations should not just focus on new programs, positions, or initiatives, but on securing funding for activities currently happening. Long term, the goal is to be within the top quartile of endowment size of defined peer institutions.

■ Endowment Campaign

Commit no less than 50 percent of future fundraising campaign goals to endowment growth.

Establishing a simple and efficient fundraising protocol is critical to the consistent growth of endowment funds and the programs they support. Gustavus should establish the practice of raising endowment funds as 50 percent of every significant fundraising initiative in the future.

■ Endowing Department Chairs

Secure long term financial support of academic leadership by endowing at least ten additional department and program chairs.

The benefits of endowed chairs are numerous. For alumni and other funders there is the prestige that comes from such an association. For attracting and retaining faculty, there is the status that such a title bestows, along with the potential for higher earnings. In addition, the opportunity allows for extending the reach of scholarship by endowing positions for visiting scholars that, in turn, increase the prestige factor. For Gustavus, endowed chairs naturally strengthen the relationship among each of the stakeholders, which improves the potential for leveraging new or additional support.

■ Endowing Building Maintenance

Secure long-term support of major campus assets by endowing funds for the maintenance of building projects.

Maintaining a high caliber, state-of-the-art physical campus requires constant funding to keep pace with the increasing demands of the environment, the accelerating rate of technological innovation as it relates to building materials, and the evolution of new energy sources. Endowing maintenance funds in tandem with each building project offers substantial relief for the general operating budget of Gustavus.

■ Endow Environmental Initiatives

Create an endowment for environmental initiatives.

As an institution dedicated to the advancement of generations, it is critical that the College take a leadership role in environmental sustainability by supporting scholarship and engaging initiatives that reduce the impact of operations today while improving the conditions of tomorrow. From scholarship to innovation to expertise, Gustavus has the potential for tremendous gain as a leader in the field for both study and practice.

■ Endow Signature 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.

These gateway events offer multiple benefits to Gustavus and should be invested in over the long term to ensure the College continues to receive maximum benefit from the effort and experience. Because these events serve as points of entry for new audiences, touchstones for those with existing relationships, and public displays of talent and academic acumen, their funding should be protected through endowed support to guarantee their longevity and endurance.

■ “Friends” Organizations

Create a staffing, financial, and volunteer management model to sustain mutually beneficial Gustavus “Friends of the ...” groups (e.g., Gustavus Library Associates, Friends of the Arboretum, Friends of Music).

■ Matching Gifts

Research the potential for increasing revenue from matching gift opportunities.

Traditional philanthropic models are no longer the only reliable formula for fundraising success. With each passing generation, the reasons for giving and expectations of donors shift. Gustavus can substantially improve its fundraising potential by exploring those opportunities that leverage gifts which return the greatest impact for both the provider and recipient.

■ Partnerships

Research and actively develop mutually beneficial partnerships with corporations and other funders.

■ Giving Case

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

■ Volunteer Fundraisers

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

■ Alumni Giving Percentage

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



TASK FORCE REPORT

STUDENT LIFE TASK FORCE



TASK FORCE REPORT

STUDENT LIFE TASK FORCE

CHARGE

The Student Life Task Force is charged to review the following Strategic Initiatives as stated in the College's Strategic Plan: 1.2, 1.5, and 1.6.

The Task Force should take into consideration the impact its recommendations will have in enhancing the students' total learning experience through their multiple opportunities on and off the campus.

The purpose of the review is to develop recommendations to the Board of Trustees for the College's future advancement. The Task Force should make its recommendations without consideration of funding requirements. It should not be of concern that in some cases a Task Force recommendation may overlap with the recommendation of another Task Force.

The Student Life Task Force met five times for twenty-eight hours. They listened to three presenters; reviewed seven articles or data sets and input from two student organizations; and read ten department strategic plans and one Strategic Plan Working Group Report.

A detailed listing is on page 104.

OVERVIEW OF TASK FORCE WORK

STRATEGIC GOAL #1 - EDUCATE FOR LEADERSHIP AND SERVICE.

Our Mission Statement calls us to engage students in transformative education that leads them to attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society. Gustavus will invest in transformative education practices—in classrooms, studios, laboratories, performance spaces, residence halls, support offices, and playing fields—to support individual student success across the campus.

- 1.2 Strategic Initiative:** Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs. - Academic Programs and New Initiatives Task Force and Student Life Task Force
- 1.5 Strategic Initiative:** Ensure access to the critical support services needed to ensure students have the opportunity to achieve their fullest potential. - Student Life Task Force
Tactic (e.g.) Create and appropriately staff an Office of Fellowships and Scholarships to cultivate student leadership and access to nationally competitive post-graduate fellowship opportunities.
Tactic (e.g.) Ascertain and provide appropriate academic support that meets the needs of the anticipated changing student demographic.
- 1.6 Strategic Initiative:** Develop a distinctive Integrated Leadership program that combines rigorous academic study with relevant field experience for the development of students' leadership skills and competencies. - Academic Programs and New Initiatives Task Force and Student Life Task Force

Student Life Task Force Members

Chair: Trustee Jan Michaletz '74
Facilitator: Hank Toutain, Dean of Students and Vice President for Student Affairs

Catherine Asta '75
 Tami Linton Aune '82 **S**
 Stephen Blenkush '80 **B**
 Leila Brammer **F**
 Kelly Chatman **B**
 Corinne Chilstrom **P**
 Eric Eliason **F**
 Wayne Felton '12
 Elizabeth Joas Gustafson '75
 Paul Harrington **PB**
 Jon Kietzer **Fr**
 Kate Knutson **F**
 John Lammert **F**
 Mary Holmquist Lundahl '72
 Mike Marcotte '08
 Dan Moos **F**
 Evan Morud '08
 Naomi Quiram **S**
 Sujay Rao **F**
 Troy Seppelt **S**
 Betsy Starz '02
 Emily Thayer '11
 Mike Wilken '02
 Steve Wilkinson **S**
 Jan Wotton **F**

B = Board, **F** = Faculty, **Fr** = Friend,
P = Parent, **S** = Staff



RECOMMENDATIONS STUDENT LIFE TASK FORCE

STRATEGIC INITIATIVE 1.2

Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs.

Enhancing Student-Centered Learning

■ Student Development

Develop a guide that identifies and helps students work towards the realization of developmental goals.

This could be an expanded use of the Pathways Book developed by the Career Center to be used across campus and among all class years. The goal is to have a tool to serve as a guide to integrate students' education with their physical, emotional, financial, and spiritual health through the use of college support resources and an integrated approach to overarching elements of student life (e.g. learning, vocational/career discernment, mentoring, and wellness). Implementation would include an ongoing communication plan to educate current and prospective students, parents, faculty, and staff about the goals and strategies.

■ Student/Faculty Ratio

Reduce the student/faculty ratio to 11:1.

A hallmark of a Gustavus education is the academic rigor provided by nurturing faculty. Students are best served when faculty have adequate time not only to prepare for courses and their own research, but to serve as engaged academic advisors and mentors, internship and student organization advisors, and active members of student life

outside of the classroom. Continual progress should be made towards this goal over the next five years.

■ Interim Experience

Clarify the mission and improve way to maximize the January Interim Experience for the Gustavus community.

Especially support how the interim experience allows student and faculty to study off campus, participate in internships and career shadowing, do independent study courses, or engage in innovative course work.

■ Sophomore Initiative

Develop a comprehensive sophomore initiative.

The activities of a sophomore initiative would be to engage sophomore students to identify their passions; connect student interests with academic and developmental strategies for college success; and reflect on service and leadership opportunities. This would be a collaboration between the Academic Affairs and Student Affairs Divisions.

■ Student-Study Space

Conduct an assessment of student-study spaces on campus.

Create or maintain student-study spaces across the entire campus (e.g. academic buildings, library, and residence halls) to meet the needs for individual and group study as well as the flexibility to adapt to changes in technology.

■ Engaging Men

Mentor Gustavus men intentionally and actively for academic success, leadership, and appropriate engagement with curricular and co-curricular opportunities.

This would involve a partnership between Academic Affairs and Student Affairs and include identifying the needs of men, and creating and implementing strategies and assessment measures. This initiative addresses a campus and national trend of decreasing male participation in leadership roles, community service involvement, academic motivation, and appropriate use of alcohol.

■ Learning and Living Communities with Academic Link

Create the plan, structure, and staffing to develop Learning and Living Communities linking residence hall living and academic courses.

Learning and Living Communities provide an innovative and intentional means of creating a seamless environment that links students' learning in and out of the traditional classroom.

■ Study Away

Assess the feasibility, including the financial and academic support needed, to provide an off-campus study experience involving a cultural diversity component for every student for at least an Interim Experience.

■ Study-Away Reflection

Develop and facilitate an intentional pre-experience and re-entry initiative for students following a study-away experience.

This would require providing the appropriate staff and funding to the Center for International and Cultural Education and may include opportunities for student reflection, re-connecting with their study-away cohort, or sharing with others on campus.

STRATEGIC INITIATIVE 1.5

Ensure access to the critical support services needed to ensure that students have the opportunity to achieve their fullest potential.

Ensuring Critical Support Services

■ Student Communication

Conduct a comprehensive student communication audit to determine message penetration rate and highest impact message delivery method/system.

■ Alcohol and Drug Education - Prevention and Education

Reduction of High Risk Behaviors

Provide the resource infrastructure to implement a comprehensive plan to support prevention, education, intervention, and assessment that results in a significant reduction of high risk behaviors over five years.

First-Year Education

Implement an education program for incoming first-year students and parents focusing on substance abuse and high risk behaviors.

This program should involve pre-orientation reading as well as a "curriculum" for campus conversations facilitated by peer leaders.

Parent Education

Assess the expected outcomes and support needed to develop an ongoing parent education initiative to inform parents with facts and appropriate ways to support students in making healthy choices.

■ Alcohol and Drug Education - Behavior Intervention

High Risk Identification

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

This program would be for students, faculty, and staff to help identify potential high risk student drinkers; to engage these students and their affected peers in discussions; and to direct both groups of students to available resources on and off campus. Assessment of outcomes and sustainable staff and financial support would need to be identified.

Chemical Use Assessment

Identify strategies and resources to enhance immediate assessments of chemical use (e.g. alcohol, marijuana, and other drugs).

Resources may include online tools and personal meetings with Gustavus employees and/or the staff of the local state agency, C.A.R.E. (Community Addiction Recovery Enterprise).

Recovery Support

Support students recovering from substance abuse and addiction and ensure support services.

This would involve utilizing on-campus and off-campus resources to ensure reliable access to support these students and exploring the feasibility of having a "sober house" for students in recovery.



RECOMMENDATIONS STUDENT LIFE TASK FORCE

continued from previous page

Bystander Training

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

Training is open to all students with special emphasis on training student leaders (e.g. CFs, PAs, athletic team captains, and Greek leaders) and students living off campus.

Limited Immunity

Explore with the local law enforcement agencies the feasibility of implementing a comprehensive limited immunity program that offers no punitive ramifications for students seeking immediate crisis help in cases involving alcohol consumption.

Support of Substance Free Lifestyle

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

Tobacco

Assess the merit of becoming a tobacco-free campus.

■ **Student/Alumni Career Mentoring**

Enhance effective communication and relationships with alumni as mentors and resources for student vocational and career aspiration.

Building upon the partnership of the Career Center and the Alumni Office, provide staffing to utilize technology to facilitate effective relationships between alumni and students to increase the number of alumni/student connections by 50 percent. This would involve training alumni and students to maximize a mentor relationship.

■ **Internships/Career Exploration**

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

The Career Center would take the lead in supporting the efforts that could include: developing January career exploration classes; encouraging multi-site internships; providing reflection for non-credit internships. Results may include by the end of the sophomore year 50 percent of the class having some type of career exploration; expanding options for career fields with high student interests, as health care; increase to 50 percent of graduating students having completed multiple career experiences.

■ **Transition to After College**

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

This includes preparations for locating, applying, and succeeding in a first career or graduate school; development of skills to succeed in post-Gustavus work and life, including balance and managing personal finance; and career and transition support for young alumni.

■ **Learning and Living Communities** Non-Curricular

Further develop the already existing theme-based non-curricular learning spaces on campus.

This would require developing student learning outcomes, providing enhanced advisor training, increased residential life staff support, and programmatic and facilities support to make this developing program more transformational for students involved.

■ **Civil Discourse**

Nurture a campus community committed to civil discourse and skilled in its practice.

This could happen by developing a non-curricular training workshop that is transformative for participants and creating regular community discussions of timely issues (local, national, or world) led by trained civil discourse facilitators. Targeted participants include students, faculty, staff, alumni, Board of Trustees members, and the St. Peter community.

■ Support of Diversity

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

Explore the appropriateness, feasibility, and resources necessary to combine the Office of Multicultural Programs and Diversity and the Center for International and Cultural Education.

Increase student-focused programming that integrates traditional and emerging multicultural backgrounds and experiences while educating towards a greater understanding within the Gustavus community by 25 percent.

An independent budget line of \$50,000 should provide financial stability for proposals and the ability to extend planning time.

■ Counseling Assessment

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

■ Counseling Outreach Plan

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

Due to the increasing number of students entering college with complex psychological and emotional needs, the demand for clinical services continues to rise with many more students requiring attention, intervention and case management. The time needed to maintain this case load has reduced time available for preventative programming.

■ Group Therapy Space

Identify space to conduct private group therapy sessions.

■ Simplify and Explore Disability Services

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

This includes disability support in light of the growing complexity of documented needs; monitoring and supporting physical and psychological medical leaves and readmissions; academic and disciplinary suspension readmissions; monitoring and supporting at-risk groups, including first-generation college students, ELL students, and immigrant populations; and support needed for students requiring special accommodations.

■ Health and Wellness Services

Review health and wellness services for all students.

■ Expansion of Health Service

Increase staff in the Health Service by 25 percent to provide extended hours, regular follow up with students being treated with ongoing mental and physical health matters, dispensing prepackaged pharmaceuticals, and collaborations with the Counseling Center on medications, and travel clinic services.

■ Health and Wellness Office

Create and staff a Health and Wellness Office to implement a campus-wide student, faculty, and staff health and wellness program.

■ Lund Center

Expand Lund Center to increase availability, personal fitness equipment, training resources and health and wellness education services.

An expansion will meet the needs for increased classroom space, performance labs, expanded fitness equipment, expanded athletic training facilities, expanded weight room, expanded gym space to accommodate the demands for open gym time, club sport practices, and recreational use. Expanded services could include personal training and nutrition consultation.

■ Wellness Center

Create an integrated health and wellness space that would include a centralized reception area for Health Services, Alcohol and Drug Education, Counseling Center, Advising Center, and a newly created Health and Wellness Office.

■ Athletic Funding

Address the gap for intercollegiate athletics between institutionally-provided funds and actual costs.

Due in large part to increases in transportation, the Athletic Department currently secures 50 percent of its annual operating budget from external donors. This funding model is not sustainable.

■ Athletic Department Restructure

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

Intercollegiate Athletics staff would support these teams whose responsibilities would focus on coaching and student recruitment. Fitness staff would support the athletic and fitness facilities, health and wellness programs, club sports, intramurals and affiliated athletic programs.



RECOMMENDATIONS STUDENT LIFE TASK FORCE

continued from previous page

■ Club Sports

Develop a plan to manage and fund the increasing demands of club sports and affiliated athletics teams (e.g. staff support, coaches training and support, team travel expenses, tournament support).

Currently there are ten official club sports and affiliated athletic teams of cheerleading and dance line. With limited financial resources available from the Athletic Department for travel and uniforms, these groups must apply annually to Student Senate to receive additional funds.

■ Sexual Assault/Harassment/ Biased Incidents

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

■ Worship Space

Create a multi-use, non-denominational space to accommodate gatherings, worship, meditation, and prayer.

■ Performing Arts Venue

Build a 2000-seat performing arts venue to be used for major concerts and lectures.

■ Campus Drive Path

Create a paved path around Campus Drive.

A path would address the safety concerns of the growing numbers of pedestrians, in-line skaters and bicyclists who currently must use the perimeter road.

■ Student Social Spaces

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

■ Residence Halls

Create a fifteen-year plan addressing new construction and renovation of existing residence halls.

STRATEGIC INITIATIVE 1.6

Develop a distinctive Integrated Leadership program that combines rigorous academic study with relevant field experience for the development of students' leadership skills and competencies.

Developing an Integrated Leadership Program

Building on the work of the campus-wide Leadership Working Group during the 2007-2008 academic year, the Student Life Task Force strongly recommends that the Gustavus Leadership Initiative continue to move forward with a sense of urgency and purpose. Accordingly, we put forward the following specific recommendations:

Adopt the definition of leadership and core capacities identified in the Leadership Working Group report as foundational to the Gustavus Leadership Initiative.

Advance the College-wide exploration, learning, and practice of core leadership capacities.

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

Develop a robust academic program of leadership studies within the next three years.

Such a program should include course development, student-faculty research, study abroad, and internships. Also included in this recommendation is the need to acquire scholarly material in the library and academic departments to advance the study and practice of leadership learning.

Develop and institute a Leadership Center.

This would include hiring of key personnel such as a full-time director to strategically link curricular and co-curricular learning; connect alumni and community partners to on-campus learning; and to develop and infuse experiential learning pedagogy into classes, programs, trainings, and workshops.

Develop, advance, and implement a co-curricular leadership development initiative.

This effort should include leadership program support, training for staff and advisors of student organizations, and the implementation of adventure and expedition components of experiential leadership education.

Recognize and immediately develop ways to utilize alumni and parents in leadership development for Gustavus students.

Provide continuing education and lifelong leadership learning for alumni, parents, faculty, staff, and regional professionals.

Develop and implement a robust professional leadership development program for staff, administrators, and faculty of the College to equip them to work more effectively as mentors, advisors, teachers, and role models for students.

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

This event will foster student development by increasing students' knowledge of the variety of leadership opportunities that come out of a liberal arts education and encouraging networking with successful alumni in a variety of career paths. In addition, the conference will attract prospective students to Gustavus, recognize the success of alumni, and reinforce their connection to the College.

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

This could result in a proactive campus philosophy based more on student learning, enhanced common training for students and supervisors, and/or improved common skill development and learning outcomes (e.g., communication, work etiquette, evaluation, supervisor relations).

■ **Parent Engagement**

Develop and staff a parent relations program focused on meaningful and appropriate parent engagement and education relating to student development issues during the time of their student's enrollment.

This could be accomplished by increased utilization of technology to communicate and educate parents (currently *Staying Connected* e-mail newsletter/blog); enhanced programming during parent visit times (e.g., new student registration, orientation, and Family Weekend); and including parents in campus engagement, similar to the ways alumni can be engaged (e.g., career mentoring, internship site hosts, and Admission recruitment).



COMMISSION GUSTAVUS 150 TASK FORCE MEMBERS

Commission Gustavus 150 Leadership

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Stewardship*

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*Edina, MN
Student Life*

Recorders

Philly Kauffmann **S**

Dana Lamb **S**

Carol Lawrence **S**

Shannon Nuy **S**

Lisa Octigan **S**

Amy Pehrson **S**

Naomi Quiram **S**

Lee Sande **S**

Debra Swanberg **S**

Task Force Facilitators

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*Global and Multicultural
Initiatives*

Grady St. Dennis '92
Faith

Mary E. Morton Strey
*Academic Programs and
New Initiatives and
Interdisciplinary
Programs*

Hank Toutain
*Community Engagement
and Student Life*

Ken Westphal
Facilities and Finances

Tom Young '88
Stewardship

Task Force Members

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Stewardship*

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Faith*

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Scott Anderson '89
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Initiatives*

Catherine Asta '75
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Student Life*

Tami Linton Aune '82 **S**
Student Life

Elizabeth Baer **F**
*Global and Multicultural
Initiatives*

Glenn Barnette **F**
Facilities and Finances

Ann Komatz Basset '51
*Saint Peter, MN
Community Engagement*

Ben Batz '12
*Bloomington, MN
Faith*

Liesl Batz '90
*Minneapolis, MN
Interdisciplinary Programs*

Laura Behling **F**
Interdisciplinary Programs

Al Behrends '77 **S**
Community Engagement

John Bennetts '09
*Helena, AR
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*Saint Paul, MN
Community Engagement*

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*Bloomington, MN
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New Initiatives*

Kevin Bjork '79
*Stillwater, MN
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*Milaca, MN
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Gordon Braatz **B**
*Edina, MN
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Student Life

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*Saint Peter, MN
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*Bloomington, MN
Community Engagement*

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*Faribault, MN
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*Loretto, MN
Faith*

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Initiatives*

Roger Carlson '54
*Walker, MN
Community Engagement*

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*Maplewood, MN
Student Life*

Jared Chester '99
*Eden Prairie, MN
Stewardship*

Corinne Chilstrom **P**
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Student Life*

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Community Engagement

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Initiatives*

Dan Currell '94
*Saint Paul, MN
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New Initiatives*

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*Prior Lake, MN
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Initiatives*

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Elizabeth Danks '03
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Stewardship*

Carolyn Dobler **F**
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Molly Dueber '93
*Vadnais Heights, MN
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Matthew Eckman '62
*Duluth, MN
Interdisciplinary Programs*

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*Lynnwood, WA
Interdisciplinary Programs*

Brice Eichlersmith **Fr**
*Richfield, MN
Faith*

Eric Eliason **F**
Student Life

Casey Elledge **F**
Interdisciplinary Programs

KEY

B = Board

F = Faculty

Fr = Friend

P = Parent

RF = Retired Faculty

RS = Retired Staff

S = Staff

Chris Enstad '96

*Crystal, MN
Faith*

Brent Erickson '84

*Minnetonka, MN
Facilities and Finances*

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*Medina, MN
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Sam Grace '11

*Waverly, IA
Stewardship*

Anna Heise Gram '93

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David Meyers '86

*Prior Lake, MN
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COMMISSION GUSTAVUS 150 TASK FORCE MEMBERS CONTINUED

Evan Morud '08
Bemidji, MN
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Chuck Niederriter **F**
Faith

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Zumbro Falls, MN
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Mankato, MN
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Mary Solberg **F**
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Kiersten Supina '09
New Brighton, MN
Facilities and Finances

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Initiatives

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Saint Croix Falls, WI
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Stewardship

Mike Wilken '02
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Initiatives

Steve Wilkinson **S**
Saint Peter, MN
Student Life

Kaaren Williamsen '95
Northfield, MN
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Initiatives

Scott Winter '83
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Stewardship

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Fairmont, MN
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Jan Wotton **F**
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Linnea Wren **F**
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Warren Wunderlich **S**
Facilities and Finances

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Facilities and Finances

Jon Young '77
Eden Prairie, MN
Community Engagement

Nancy Taylor Zallek '82
Saint Peter, MN
Community Engagement

Julio Zelaya '12
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Initiatives

Larry Zelenz **S**
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Dan Zisner '75 **B**
Bloomington, MN
Stewardship

National Summit Meeting Assistants

Jolene Christensen **S**
Assistant to the President
Randall Stuckey '83 **S**
Director of Alumni Relations

Ann Volk **S**
Administrative Assistant for
Institutional Advancement

Tom Young '88 **S**
Vice President for
Institutional Advancement



COMMISSION GUSTAVUS 150 TASK FORCE INPUTS

Academic Programs and New Initiatives Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Faculty Hiring – Mariangela Maguire, Academic Dean
Faculty Development – Laura Behling, Director, Kendall Center
Faculty Salary and Compensation – Carolyn Dobler, Professor/Faculty Compensation Committee
Program Assessment – Barbara Fister, Librarian/Faculty Associate for Assessment
Defining Academic Excellence – Mary E. Morton, Provost

Math and Computer Science
Modern Languages
Music
Nursing
Philosophy
Physics
Political Science
Psychology
Religion
Scandinavian Studies
Sociology/Anthropology
Theatre and Dance

Strategic Plans

Art and Art History
Biology
Biochemistry
Chemistry
Classics
Communication Studies
Economic Management
Education
English
Geography
Geology
Heath Exercise Science
History
Library

Documents

College Learning for the New Global Century – National Leadership Council for Liberal Education & America's Promise
Wabash National Study of Liberal Arts Education

Student Organizations

Forensics Team
Student Educators Association

Community Engagement Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Service Learning and Community Service – John Clementson, chair of education department and co-chair of Community Service and Service Learning Working Group
Learning and Living Communities – Charlie Strey, Director of Residential Life and co-chair of Learning and Living Working Group
@15 Initiative at Best Buy – John Hallberg
Student Coordinators in the Gustavus Community Service Center – Brent Suski '09, Christine Grotjohn '09 and Rebekah Schulz '10

Books

Forces for Good: The Six Practices of High-Impact Nonprofits
The Spirit of Service: Exploring Faith, Service, and Social Justice in Higher Education

Video

"I Will..." – Video from Capital University – Looks at current students and their mindset

Articles/Documents

Student Engagement: A Key to Student Success
2003, 2004, 2005, 2006 and 2007 Student Post-Graduation Plan Reports
Class Size Counts
Community Service Data (number, age and gender of those participating in community service at Gustavus)
Community Partnership Intern Proposal
Gustavus Enrollment by State
High School Class Rank of Gustavus Students

Student Organizations

College Republicans, Student Leadership Council, Community Service Center Student Leaders

Strategic Plan

Community Service Center

Strategic Plan Working Group Reports

Community Service and Service Learning
Learning and Living



COMMISSION GUSTAVUS 150 TASK FORCE INPUTS

Facilities and Finance Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Financials – Ken Westphal, Vice President of Finance

Overview of Facilities – Warren Wunderlich, Director of Physical Plant

Overview of Fundraising and Philanthropy – Tom Young, Vice President of Institutional Advancement

Presentation of New Academic Building – John Strachota, BWBR Architects

Campus historic tour – Steve Waldhauser

Data/Documents

Current financial information

Competitiveness of faculty compensation

Breakdown of financial aid comparisons

Net tuition yield

Current state of environmental initiatives

Future initiatives for facilities

Demographic of student population and needs

Expected capital expenditures

ELCA Tuition Comparison

Revenue Totals

Financial Assistance Annual Report

Student Organizations

Gustavus Greens

Faith Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Bernhardson Chair/church relatedness – Darrell Jodock, Religion department chair

Religion Department/study of Christianity and world religions – Darrell Jodock

Christ Chapel/Chaplains' Office ministries/student-led faith programs – Brian Johnson, Chaplain

Center for Vocational Reflection – Chris Johnson, director

Association of Congregations/Office of Church Relations – Marilyn Beyer, assistant director, and Grady St. Dennis, director

Documents

Believing in Jesus Christ in the Postmodern World

Drell and Adeline Bernhardson Chair in Lutheran Studies

Chaplain Summary

The Office of Church Relations Summary

Center for Vocational Reflection: An introduction

“Meaningful” Work

Minnesota colleges' student population report

Youth Ministry Model

Religious Affiliations of Full Time Students

Religion Department 2007-08 Self Study

The Third Path, Gustavus Adolphus College and the Lutheran Tradition

A Statement of Mutual Understanding between Gustavus Adolphus College, the Association of Congregations, and the ELCA

Student Organizations

Center for Vocational Reflection, Prepare, Proclaim

Strategic Plan Working Group Report

Interfaith Dialogue



COMMISSION GUSTAVUS 150 TASK FORCE INPUTS

Global and Multicultural Initiatives Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Kirk Beyer, Director of Human Resources
Virgil Jones, Director of Multicultural Programs
Carolyn O'Grady, Director of the Center for International Culture and Education
Brian Johnson, Chaplain
Mariangela Maguire, Academic Dean
Mark Anderson, Vice President of Enrollment Admission and Enrollment Management
David Menk, Director of Institutional Research

Documents

On Becoming a Global Soul
How Should a Campus Begin to Think About Going Global?
The Transcultural Journey
Developing Global Citizens
Diversity at the Crossroads
College Missions, Faculty Teaching, and Student Outcomes in a Context of Low Diversity
Up Against Whiteness
Southeast Asian American Children
Embracing Diversity at Allegheny College

Student Organizations

Building Bridges
OLAS

Strategic Plans

Diversity Center
Center for International and Cultural Education

Strategic Planning Working Group Report

Cultural and Global Competency

Interdisciplinary Programs Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Current state of interdisciplinary programs - Provost Mary E. Morton
Health & Wellness Strategic Initiative - Working Group Chairs, Heather Dale, Kari Eckheart, Karl Larson

Strategic Plans

Advising Center
Linnaeus Arboretum
Curriculum II
Environmental Studies
First Term Seminar
Gender Studies
Gustavus Technology Services
Hillstrom Museum
International and Culture Education
Japanese Studies
Johnson Center for Environmental Innovation
Kendall Center for Engaged Learning
Latin American Studies
Neuroscience
Nobel Conference
Peace Studies
Registrar

Working Group Reports

Health and Wellness
Leadership Development
Sustainability and Environmental Stewardship

Documents

College Learning for the New Global Century - Association of American Colleges and Universities
The Innovation Imperative in Manufacturing
Africa Studies Proposal

Student Organizations

Gustavus Greens
Peer Assistance



COMMISSION GUSTAVUS 150 TASK FORCE INPUTS

Stewardship Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Alumni Engagement Research and Background Information Presentation- Randall Stuckey, Director of Alumni Relations
Gustavus's Endowment - Ken Westphal, Vice President of Finance

Documents

President's Task Force on Alumni Relations - Report and Recommendations
Alumni Relations Audit Report
Alumni Survey - July 2008
Vocational Discernment—A Comprehensive College Program

Student Organizations

Student Senate
Gustavus Ambassadors

Student Life Task Force

Task Force recommendations were informed by information from the following inputs.

Presenters

Student Leadership Development - Steve Bennett, Assistant Dean of Students
Engaged Student Learning - Jeff Stocco, Director of the Career Center
Anticipated Student Population - Bob Neuman, Associate Director of Admission

Strategic Plans

Alcohol Education
Career Center
Community Service Center
Counseling Center
Dean of Students
Health Services
Residential Life
Safety and Security
Student Activities
Student Engagement

Documents

Student Engagement: A Key to Student Success
Minnesota High School Student Demographic Projections
Knowledge Needed to Engage in Alcohol Dialogues
A Snapshot of High-Risk Drinking and Our Response
Recent Graduates Follow-Up Survey, Graduates of 2007
Sobering Facts about Alcohol Use
Student Affairs Self Study Report

Student Organizations

Student Senate
Campus Activities Board

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54 Sharon Stevenson
58 Holly Anderson '09
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75 Tom Roster
76 Tom Roster
88 Alex Messenger '10



REPORT OF COMMISSION GUSTAVUS 150

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