Saint Peter, Minnesota
Gustavus Adolphus College is a private liberal arts college in Saint Peter, Minnesota that prepares 2,200 undergraduates for lives of leadership, service, and lifelong learning. The oldest Lutheran college in Minnesota, Gustavus was founded in 1862 by Swedish immigrants and named for Swedish King Gustav II Adolf. At Gustavus, students receive personal attention in small-sized classes and engage in collaborative and interdisciplinary research with their professors. Fully accredited and known for its strong science, writing, music, athletics, study-away, and service-learning programs, Gustavus hosts a chapter of Phi Beta Kappa and is internationally recognized for its annual Nobel Conference.
Responsibilities of the Position

In line with the Gustavus Adolphus College strategic plan and propelled by a $10 million endowment, the executive director of career development is a recently created leadership position designed to provide vision and momentum to an expanding Center for Career Development. The executive director provides leadership and strategic direction through the design, delivery, and ongoing assessment of a comprehensive and integrated program of career services. Responsible for the efficient and effective operation of the Center for Career Development, the executive director will develop and leverage the talents of a
growing team (eight staff members, beginning fall 2019) dedicated to helping students
discover their vocation and expand their career readiness through a coordinated four-year model that engages students in advising/coaching, mentoring/networking, internship, skill development, and employment opportunities; facilitates connections between academic and experiential learning; and promotes both passion and purpose among students. The executive director is the center’s chief ambassador and collaborates with a variety of stakeholders both on- and off-campus in order to nurture and expand partnerships, programs, and opportunities that will serve students from their first year to postgraduate careers. Stakeholders include faculty and staff associated with academic affairs, advancement and alumni/parent engagement, athletics, fine arts, the diversity center, enrollment management, marketing and communication, and student affairs, as well as students, alumni, parents, and employer representatives. The executive director is responsible for leading change and continuous improvement, managing fiscal and facility resources, developing and deploying available technology, data management, and reporting of outcomes. As an integral member of the Student Affairs leadership team, the executive director of career development supports the division’s strategic goals, collaborates with colleagues, and actively participates in meetings, programs, committees, and assignments as directed.

Additional responsibilities of the position as outlined by key stakeholders and the institutional job description are listed below.

- Supervise the strategic growth of the CDC through thoughtful stewardship of the Center’s endowment.
- Ensure delivery of outstanding career development programs, resources, services, and communications for students, as well as campus and off-campus partners.
- Oversee the supervision and professional development of Center staff.
- Design, establish, and maintain an organizational structure and staffing model to effectively accomplish CDC’s goals and objectives.
- Initiate and invite collaboration with campus partners to identify, define, and address student career planning goals and objectives.
- Develop relationships with employers and other off-campus partners to facilitate the hiring of Gustavus students for internships, career explorations, graduate programs, and full-time employment.
- Establish and ensure the mission, goals, and objective of the CDC are successfully accomplished.
• Serve as a visionary leader, who can communicate about and coordinate a complex campus-wide career services network—informing and inspiring others to support the CDC mission.
• Demonstrate knowledge of current regional and national workforce development needs, market trends, recruitment issues, and economic forecasts which affect hiring and best practices in the career development arena.
• Establish and implement short- and long-range organizational goals, objectives, strategic plans, policies, and operating procedures.
• Monitor and evaluate programmatic and operational effectiveness—including use of technology, electronic portfolios, and employer information databases—making necessary changes to enhance value, utilization, and efficiency.
• Provide direct services to students.
• Create, manage, and present career events and opportunities.
• Participate in division meetings, programs, committees, and other assignments as directed.
Characteristics of the Successful Candidate

Minimum qualifications include: bachelor’s degree and at least three years of demonstrated supervisory experience with full-time professional staff, coupled with a demonstrated knowledge of career development best practices, contemporary job search strategies, market trends, workforce priorities across a broad spectrum of corporate and non-profit organizations, and familiarity with evolving recruitment processes including the use of technology. A commitment to equity and inclusive excellence is also required.
Preferred qualifications include: advanced degree (master’s or doctorate) in higher education administration/student affairs, counseling, business, or related discipline; demonstrated experience working with undergraduate students; five or more years of progressive experience in career development and/or talent acquisition; documented skills and experience collaborating with multiple constituents (e.g., students, staff, faculty, alumni, parents, employers) to support career development priorities; and knowledge of and proficiency with computer technology (CRM systems, databases, and web-based applications) to facilitate service delivery, communication/connections, and community outreach.

In addition to the qualifications stated above, key stakeholders identified a list of additional capabilities and attributes of a successful candidate.

- Demonstrate an ability to lead change while bringing others on board with a vision and new direction.
- Appreciate the full spectrum of interests—career and otherwise—reflected among liberal arts-educated individuals.
- Possess a wealth of experience that spans both higher education and other industry sectors.
- Espouse a progressive vision of career services—one that anticipates trends and evolving needs of students, academic partners, and employers, and identifies strategic priorities to address them.
- Bring strong relationship and partner building capacity to the role of executive director—able to work effectively with varied constituents including faculty and alumni.
- Possess an active interest in technology and how to infuse emerging technologies, including new applications, CRM systems, and social media platforms, into the work of a progressive career center.
- Be a champion of professional development for all members of the career center team—take a keen interest in coaching/mentoring staff and building capacity.
- Utilize data to inform decisions and consistently demonstrate a strategic approach to setting priorities.
- Possess broad management experience, including human resource and fiscal management, as well as the facility to establish, monitor, and evaluate policies and procedures.
- Communicate with clarity and transparency.
- Be politically savvy and comfortable navigating complexity.
Likely Opportunities, Priorities, and Challenges of the Position

Following an initial period of assessment analyzing the scope of, and recent accomplishments of Center programs, resources, and services, as well as institutional priorities, and benchmarking against national best practices, the new executive director will be the principal architect of a five-year strategic plan that sustains forward momentum of the Career Development Center and incorporates key dimensions of the endowment gift that directly supports the Gustavus Acts Strategic Plan—a 10-year vision to equip students to
lead purposeful lives and to act on the great challenges of our time through an innovative liberal arts education of recognized excellence. Equipped to lead change, the executive director will develop a plan that includes an operationalized strategy for delivering a four-year comprehensive career program that is fully integrated and interwoven throughout the undergraduate student experience. In keeping with institutional culture and expectations, the executive director will need to engage in a highly collaborative approach in designing the strategic plan. Key stakeholders to be invited to offer input will include students, campus colleagues, alumni, parents, and other external partners, especially employers throughout the local region and other key destination areas for graduates. These partners will need to be engaged in the strategic planning process. The strategic plan will denote a phased-in plan for increasing staff*, programs, and opportunities in line with endowment revenue projections.

(* Please note, the staffing model is increasing by 2 FTEs in Academic Year 2019-2020.)

Integral in the CDC strategic plan will be the expansion and enhancement of intentional mentorship, internship, and career experiences for all students. Key stakeholders envision that by 2025, all Gustavus students will be engaged in a four-year career development process, supported by a working relationship with a career specialist in one of seven career interest clusters who will support their exploration, facilitate connections and skill building experiences, and help to foster an understanding of how purpose, service, and employment weave together to form satisfying careers and lives following degree completion.

Additional challenges and opportunities for the executive director of career development as articulated by stakeholders are listed below.

- Continue to develop clear structures, systems, policies, and procedures to facilitate the work of the CDC and assure that all staff are well-trained, supported through appropriate professional development opportunities and regular supervisory interactions, and accountable to work as a group, as well as individually, to uphold the mission and operational integrity of the Center.
- Serve as a campus catalyst, bringing together key stakeholders to facilitate assessment of needs and to advance a digital solution that will combine degree audit, e-portfolio, and career mapping components in a single platform.
- Implement a rebranding campaign that promotes a revitalized CDC mission, raises overall visibility of the CDC, and activates engagement of students, staff, faculty, alumni,
parents, and employers.

- Build a high functioning team that shares a common vision, celebrates success, and works both creatively and collaboratively to serve students and achieve strategic goals.
- Nurture and expand faculty partnerships—co-creating curricular and co-curricular opportunities to integrate career readiness into the student learning experience.
- Partner with internal and external constituencies to raise the prominence of the College’s commitment to infusing career readiness, passion, and purpose into the undergraduate experience for all students and be proactive in providing outcome data that tells compelling stories substantiating success.
- Strengthen and expand relationships with employers—solicit continuous feedback from, and engagement of employers in supporting curricular enhancement and skill development designed to meet projected workforce needs.
- Devise intentional opportunities to reach out to and engage diverse student populations in CDC programming, services, and support—e.g., international, first generation, and underrepresented students, as well as those who hail from regions in the U.S. outside of the upper Midwest.
- Implement effective assessment and data collection processes to inform decision-making, identify outcomes, and educate internal and external constituents.
- Partner with the vice president for student life by sharing data used to communicate with the CDC donors (minimally, twice a year). In addition to data, other areas might include strategic priorities, outlining overall initiatives and connection to mission, and highlighting outcomes.
The position of executive director is a recently created, senior leadership position responsible for the strategic vision and direction of the expanding Gustavus Career Development Center (CDC). A generous private donation of $10 million has established an endowment that is supporting a sustained, amplified effort to expand vocational exploration and integrate career readiness initiatives throughout the four-year undergraduate experience of students, facilitate connections between academic learning and career
interests, build high demand workforce competencies, and prepare students for purposeful lives. The establishment of the executive director position was the first of several new positions to be added to the Career Development Center over the next four to five years.

The executive director will expand capacity and importantly advance new ideas, best practices, and delivery models defining the work of the Career Development Center.
Measures of Success for the Position

The items listed below will define the new executive director’s success throughout the first year of employment.

- A thorough assessment of the Career Development Center—its mission, staffing, programs/services, and budget—has been conducted.
- Based on a careful assessment and consultation with key campus as well as external partners, a set of strategic priorities have emerged that are designed to strengthen the
Career Development Center’s ability to meet student needs and effectively deploy Center resources, including new resources made available through the endowment gift.

- A strategic plan for expanding external relationships—with alumni, parents, and employers—has been developed and is being implemented.
- A high functioning, cohesive staff team has been developed who share a common understanding of mission, vision, and values that will shape the programs, services, and outcomes of the Career Development Center.
- A positive rapport has been established with the Center’s primary donors and/or their designee—biannual progress reports are shared and a record of responsible fund stewardship has been established.
- Students demonstrate increased confidence and sophistication in their ability to articulate the value of their liberal arts education and are able to speak directly to the competencies they have gained through active participation in career readiness and experiential opportunities.
- There is a sincere effort invested in building and broadening collaborative working relationships with faculty across all academic departments, as well as with colleagues in Student Affairs, Advancement, Diversity Center, and Alumni and Parent Engagement.
An Overview of the Career Development Center

To date, the Career Development Center (or Office of Career Development as it is also referred), has designed its programs and services to help students gain self-understanding, explore careers, and blend academic learning with real-world experience. Encouraging personal career responsibility, the Center supports all students in their career journeys by providing resources, connections, and communities to make informed transitions through explorations and experiences.
Approximately four years ago, Career Development moved into a newly renovated physical space in the lower level of the Jackson Campus Center. This also signaled a new reporting structure as Career Development moved into its own Center, separate from the Center for Servant Leadership, and began reporting directly to the chief student affairs officer, Dr. JoNes VanHecke.

Following this move, staff embarked on a semester-long process of benchmarking their work against national best practices in career services. In 2016, Career Development staff adopted a “career cluster” model around which they have shaped seven distinctive communities encompassing the following career areas of interest:

- Arts and Communications;
- Business;
- Education;
- Government and Social Services;
- Health Professions;
- STEM;
- Still Deciding.

Beginning with the Class of 2022, all new students will be asked to select a career cluster at the time of registration. With this “automatic opt in” approach, all students will establish a connection with the Career Development Center beginning in their first semester.

Career Development transitioned to using Handshake as their career management system in 2015. They have also recently adopted the PeopleGrove system—known as Gusties Connect—in collaboration with the Office of Alumni and Parent Engagement, to advance alumni mentoring initiatives.
The Career Development Center has had a busy, productive year. Some notable accomplishments include:

- Created a marketing plan for the center;
- Created and implemented Career Treks;
- Split the health professions into two clusters (Health Professions and Allied Health) to make the size of clusters more manageable;
• Created and utilized a Career Roadmap for students;
• Worked with the academic advising office to require new students to declare a career cluster when registering for the first time at Gustavus, thus embedding the cluster model institutionally;
• Developed, and plan to pilot in fall 2019, a career readiness track program;
• Grew the mentoring program by 58 percent participation over the prior year;
• Implemented new mentoring electronic platform (PeopleGrove) branded as Gusties Connect. More than 1,100 students registered to use this system during the first year;
• Implemented new software program for career exploration called Focus2; 306 students have already used it, including 26 percent of the first year class (Class of 2022);
• Created and taught a new career exploration January Term course;
• Co-sponsored the Major Minor fair;
• Created a new Career and Vocation Champions initiative which educates college employees about how to support students in their career journey; trained 60 faculty and staff to date;
• Proposed and created a new career readiness experience that will be implemented during new student orientation in the fall of 2019;
• Staff began holding “office hours” in all academic buildings—ensuring they met student where they are;
• Created new handouts for the College’s June event when new students and families are on campus to register for classes;
• Developed a webinar series called Career Launch Webinars that will be implemented during spring 2019;
• Created and implemented a new week-long all cluster career exploration series called Gustavus Career Week;
• Created training documents for the new technology platforms;
• Created infographics for the Admission staff showcasing career outcomes of Gusties; and
• Developed a career dashboard for the Center for internal use.
The executive director reports to the vice president of student life and will lead a team consisting of the following staff:

- Director of Vocation and Career Readiness Programs
- Career Specialist: Arts/Communication and STEM
- Career Specialist: Business Cluster and Internship Programs
- Career Specialist: Education and Government/Social Services
Career Specialist: Health Professions
Career Specialist: Health Professions (second position to support this career cluster approved for 2019-2020)
Career Specialist: Mentoring Program and Still Deciding and Mentor Program
  Peer Career Advisers (14 student employees)
Career Technology and Information Specialist

Following an ongoing assessment by the incoming executive director, and as plans are developed for expanding staffing over the next several years, this organizational structure will continue to evolve.

For more information about Career Development programs and services please visit: https://gustavus.edu/career/
Overview of the Division of Student Life

Mission

The Student Life Division of Gustavus Adolphus College intentionally creates and supports environments in which students pursue a challenging liberal arts education, gain an understanding of themselves and each other, and uphold the mission, traditions and values of the College.
Students are asked to be invested, contributing members in a community of learners from diverse backgrounds. To this end, students are encouraged to recognize, engage and appreciate their own and others’ diversity and commonality. The Division also espouses citizenship, integrity, respect, and compassion as foundations that help students engage in lives of services and leadership in their communities.

The work of the Division is centered on relationships. Student Life professionals collaborate with students, faculty, staff, and members of the greater community to provide programs, services and experience that contribute to student learning and positively impact the developmental process. Staff embrace the teachable moments in students’ lives with appropriate presence, care, reflection, challenge and support. Staff also encourage students to take responsibility for learning, actions, and selves.

As teachers and learners, Student Life staff contribute to the Gustavus experience, and, with their colleagues, seek to inspire in students a commitment to the values of excellence, community, justice, service, and faith. Consistent with the statement of mission, the entire student affairs staff assists students in realizing their education and personal goals at Gustavus.
Dr. JoNes R. VanHecke was appointed vice president for student life and dean of students at Gustavus Adolphus College in June 2011.

VanHecke received her bachelor’s degree from Gustavus, where she majored in biology and communications. In 1990, she earned a master’s degree from Indiana University’s Higher Education Student Affairs program. Upon graduation, she accepted a position as the Associate Director of Residence Life at Virginia Wesleyan College in Norfolk, Virginia.
In 1994, VanHecke returned to Gustavus, where she served three years as the Director of Student Activities and five years as the Assistant Dean of Students. In the summer of 2001, she was selected as a participant at the HERS/Bryn Mawr College Summer Institute for Women in Higher Education.

VanHecke received her PhD from the University of Michigan’s Center for the Study of Higher and Postsecondary Education in 2006. Her dissertation research focused on responsible citizenship. While at the University of Michigan, she worked as a graduate research assistant on the Wabash National Study of Liberal Arts Education with internationally known higher education scholars Marcia Baxter Magolda, Ernest Pascarella, and Patricia King, who also chaired her dissertation committee.

With more than 25 years of experience as a student affairs professional, VanHecke’s scholar/practitioner research interests include college student development, liberal arts education, and citizenship/civic engagement. Prior to her appointment as vice president at Gustavus, Van Hecke served as the vice president for student development and dean of student life at Central College, a liberal arts institution of higher education located in Pella, Iowa, from 2006 to 2011.
Organizational Structure

The Division of Student Life is comprised of the following departments:

Dean of Students  
Campus Safety  
Diversity Center  
Residential Life  
Community-Based Service and Learning  
Career Development  
Peer Education & Chemical Health  
Counseling Center  
Health Services  
Campus Activities
Institution & Location
Institutional Background

Gustavus Adolphus College is a highly selective, private, coeducational, residential liberal arts college affiliated with the Evangelical Lutheran Church in America (ELCA). Founded in 1862 by Swedish Lutheran immigrants in Minnesota, the name was changed in 1876 to Gustavus Adolphus College, and the College has valued its Lutheran and Swedish heritages throughout its history.

Gustavus continues to embrace the values shared by its visionary founders in their
commitment to educate students for community benefit and personal development. Much has changed in Sweden and at Gustavus since 1862. Many new areas of shared interest, rich relationships, and deep connections have been and continue to be developed between Gustavus and organizations and people in Scandinavia. These provide meaningful opportunities for learning that greatly enhance the Gustavus experience for current students of all faiths, academic interests, and backgrounds.

Gustavus inspires and enables students to prepare for life and work in an ever more complex and interdependent world. In doing so, Gustavus celebrates its Swedish immigrant heritage and draws inspiration from contemporary Sweden’s emphasis on environmental stewardship, individual self-reliance, artistic, scientific and technological innovation, and humane and egalitarian public policies.

In 2015, Gustavus was designated by the Carnegie Foundation as a “community-engaged campus”—the highest national distinction available for higher education. More than 75 percent of Gustavus students participate in service each year, either through service programs or service-learning.
In Saint Peter, Minnesota, one will find a variety of museums and galleries, a thriving entrepreneurial community, and Gustavus Adolphus College. The community of Saint Peter has a vibrant downtown. There are 40 buildings on the National Register of Historic Places, walking tours are available that provide insight into the history of the area, including the five Minnesota governors who hail from Saint Peter. Visitors enjoy seeing the historic Cox House, as well as live music at outdoor festivals. There are nearly two dozen restaurants in
Saint Peter. Additionally, the Shoreland Country Club offers an attractive golf course and, for Ultimate fans, there is a free disc golf course. When visiting, one will want to make time to browse unique stores in a Norman Rockwell scene, bicycle, hike, check out antiques, visit local schools, hospital and other health care facilities, have your picture taken by the Pearly Gates, and gaze at the Minnesota River from Saint Peter’s campground and historic bridge.

Saint Peter (population approximately 10,000) is nestled in the scenic Minnesota River Valley. The community is accessible by car on U.S. 169, about 70 miles southwest of the Twin Cities and 10 miles north of Mankato. The Greyhound bus line serves the area. Commercial airline service is available through a regularly scheduled shuttle to the Minneapolis-St. Paul International Airport.

For more information about Saint Peter, visit the Chamber of Commerce at http://www.stpeterchamber.com/
Gustavus equips students to lead purposeful lives and to act on the great challenges of our time through an innovative liberal arts education of recognized excellence.

1. Every action at Gustavus moves students toward discovery of self – their beliefs, values, and relation to the world. We build capacity through experience. Students graduate equipped for life and career.
2. Our students discern their vocation, think deeply and critically, and ignite their passions
through knowledge and discovery. Our students then live on purpose and with purpose. They care.

3. Our students are doers. They are aware of and engage with real-world concerns. They seek to understand complex societal issues, and they act on them with hope for positive change.

4. Students learn boldly, stretching their minds in the classroom and beyond. Through active collaboration with faculty, alumni, and business leaders, their liberal arts education comes alive.

5. We set the bar high in everything we do. And the world will notice.
Gustavus Adolphus College is a church-related, residential liberal arts college firmly rooted in its Swedish and Lutheran heritage.

The College offers students of high aspiration and promise a liberal arts education of recognized excellence provided by faculty who embody the highest standards of teaching and scholarship. The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and
international in perspective.

The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. It seeks to promote the open exchange of ideas and the independent pursuit of learning.

The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. It is a community where a mature understanding of the Christian faith and lives of service are nurtured and students are encouraged to work toward a just and peaceful world.

The purpose of a Gustavus education is to help its students 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.
Values

Implicit in this statement of institutional purpose and goals are certain institutional values that guide the Gustavus community. These values are rooted in our distinctive heritage and help to define our community. They also help us to focus on appropriate objectives for our college, guide the selection of priorities among those objectives, and help to shape the strategies we will pursue in the face of various challenges and opportunities.
First among the College’s shared values is a commitment to high quality and excellence in all that we do. Commitment to excellence calls on all of us to achieve to the very best of our capabilities and exceed our own expectations. Our distinctive heritage demands nothing less than excellence.
Gustavus has always prized community. Civility, mutual respect, cooperation, shared governance, and a pervasive sense of concern for every member of the Gustavus community are hallmarks of the College. Freedom to express a broad range of ideas is central to our sense of community.
Our Swedish and Lutheran heritage lead us to hold up justice as a primary institutional value. We strive to be a just community in all of our actions and to educate our students for morally responsible lives. “Education for the common good” is our objective, and integrity must be one of our defining characteristics.
The College highly values service as an objective of life and education. We embrace the notion that authentic leadership expresses itself in service – the classical ideal of a truly liberating education. Education frees us to serve God and humanity to the best of our abilities.
Faith

Conviction that religious faith enriches and completes learning is the foundation of community, ethics, and service. We are compelled to excel in a divinely ordered world. Without expecting conformity, we encourage an honest exploration of religious faith and seek to foster a mature understanding of the Christian faith.

While there are undoubtedly additional values that distinguish Gustavus from other institutions and that guide and define us, these five values are certainly pervasive within
and foundational for the College community.
Gustavus initiated a bold strategic plan in 2015. In order to achieve its vision, the College commits to pursuing three equally important institutional goals as it moves toward 2025:

1. Diversify and expand the Gustavus community.
2. Deliver a distinctive and integrated liberal arts education.
3. Achieve financial, institutional, environmental sustainability.
For an in depth look at the *Gustavus Acts* strategic plan, visit:  
https://gustavus.edu/gustavusacts/.
Rebecca M. Bergman, President

On Tuesday, July 1, 2014, Rebecca M. Bergman officially began her duties as the 17th president of Gustavus Adolphus College. Bergman is the first woman in the 152-year history of the College to be named president.

Bergman, who served on the College’s Board of Trustees from 2007 to 2014, spent the past
26 years at Medtronic, Inc., including the last 14 years as a senior executive. Her most recent position was vice president of research, technology, and therapy delivery systems for the company’s Cardiac Rhythm Disease Management (CRDM) business, where she led a research and development team of scientists and engineers. She previously served as vice president, CRDM New Therapies & Diagnostics as well as vice president, Corporate Science and Technology, where she directed biomaterials and biosciences R&D, new therapy development, and information management initiatives.

Bergman earned her BS degree in chemical engineering from Princeton University and undertook graduate study in a PhD program in chemical engineering and material science at the University of Minnesota. Bergman has received a number of Medtronic’s highest technical and leadership awards during her tenure with the company. She was elected as a Fellow of the American Institute for Medical and Biological Engineering in 2001, and elected to the National Academy of Engineering in 2010. She serves as a member of the Board of Directors of Sigma-Aldrich, on the Board of Directors of The Bakken Museum, and on a number of academic advisory boards. She previously served on the National Advisory Council of the National Institute of Biomedical Imaging and Bioengineering of the National Institute of Health and the St. Catherine University Board of Trustees.
The Academic Program

Gustavus strives to be a distinctive community of learning, known for dedication to excellence and to the development of the whole student. This means nurturing an intellectual climate that encourages scholarly activities by both students and faculty. Central to this vision is excellence in teaching. Conversations among students, between students and faculty, and among faculty members are the fabric of the College community.

The academic year at Gustavus comprises a four-month fall semester, a one-month interim,
and a four-month spring semester (4-1-4). It is common during a semester to take four courses. During January **Interim Experience** (IEX), students take one course, the content of which is comparable to a full semester course.
Faculty and Class Size

- Full-time faculty of 184; 51 part-time
- 78 percent of faculty members hold tenure-line positions; 64 percent are tenured
- 100 percent of tenured faculty members hold the terminal degree in their fields.
- Student-to-faculty ratio: 11:1
- Average class size: 18
Founded in 1870, Spelman College is a private, liberal arts women’s college located in Atlanta, Georgia. It is one of the top historically black colleges and universities (HBCUs) in the country. Spelman is part of the Association of Institutions of Higher Education (AIHEC) and the United Negro College Fund (UNCF).

Academic Programs


- Pre-professional programs in Actuarial Science, Architecture, Arts Administration, Church Vocations, Dentistry, Engineering, Law, Materials Science, Medicine, Ministry, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, and Veterinary Medicine.
- 21 departmental and academic honor societies
- Nearly half of all Gustavus graduates studied abroad during their college careers.
The Student Body

- 2,217 undergraduates (FTE), representing 43 states and 23 foreign countries
- Gender ratio: 57 percent women, 43 percent men
- Racially underrepresented students: approximately 20 percent
- International students enrolled in degree programs: 4 percent
- Residence hall occupancy: 2,074 (97 percent)
- 94 percent of students studying on campus live in College housing
• 89 percent of first-year students return for the following fall semester
• 79 percent graduate within 4 years
• More than 120 special interest groups and organizations
• Five daily Sabbath services, a Sunday worshipping community service, and one evening praise service weekly
• 12 student-run religious organizations
• Intercollegiate program of 12 women’s and 11 men’s sports, with 27 percent student participation
• Member of NCAA Division III; Minnesota Intercollegiate Athletic Conference (MIAC); and National Collegiate Gymnastics Association (NCGA)
• Top 25 finishes 15 times in the 20-year history of the Directors’ Cup national competition for overall athletics program excellence among the more than 400 schools in Division III
• 75 percent participation in more than 30 intramural activities and nine club sports

In May 2018, two Gustavus Adolphus College students and two recent alumnae were named finalists for the Fulbright English Teaching Assistant (ETA) grant—representing the largest group of Gustavus students ever named as recipients of this distinguished fellowship.
Benefits at Gustavus Adolphus include, but are not limited to, the following:

Medical insurance
Dental insurance
Vision insurance
Term life insurance
Short-term salary continuation
Long-term disability income insurance
A tax shelter retirement plan
Tuition Scholarship Plan for Dependent Children
Employee and Spouse/Domestic Partner Tuition Benefit Plan

For a more detailed look at Gustavus benefits, visit the website at: https://gustavus.edu/humanresources/.
Review of applications will begin immediately, and continue until the position is filled. To apply for this position please click on the Apply button, complete the brief application process, and upload your resume and position-specific cover letter. Nominations for this position may be emailed to Valerie B. Szymkowicz at vbs@spelmanjohnson.com. Applicants needing reasonable accommodation to participate in the application process should contact Spelman Johnson at 413-529-2895.

Visit the Gustavus Adolphus College website at www.gustavus.edu

Gustavus Adolphus College is an Equal Opportunity and Affirmative Action Employer. Employment decisions at Gustavus are based on merit, qualifications, and abilities. The College does not discriminate in employment opportunities or practices on the basis of race, color, creed, religion, age, sex, sexual orientation, national origin, marital status, disability,
veteran status, status with regard to public assistance, or other categories protected by law.