



Dear Grinnell Regional Admission Support Program (GRASP) Volunteer,

I am delighted that you have agreed to volunteer for the Office of Admission by helping prospective students and their families learn about the outstanding educational opportunities at Grinnell College.

As alumni/ae, your experiences provide a special relationship with the College. It is in connection with that relationship that good admission work can be based. All of the beautiful pictures and descriptive brochures tell magnificently of the college experience at Grinnell. Yet, *your* words, through anecdotes or after-graduation opportunities and experiences, are often the key to influencing prospective students and their families to give Grinnell serious consideration as a higher education option.

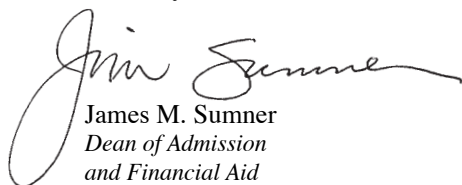
Providing accurate information to prospective students and parents is essential. Students must be qualified to meet the challenges they will face in Grinnell's academic and social environment. This handbook should serve as a reference for you as you interact with prospective students and their families.

It is impossible to anticipate every question. Should you be asked a question for which you do not have an answer, please telephone the Office of Admission at 800-247-0113.

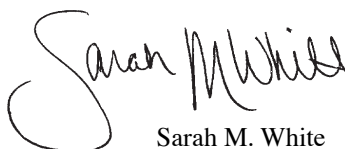
Your interest in spreading "the good news" about Grinnell is greatly appreciated and will ultimately be beneficial to the enrollment strength of the College.

Thank you for your continued support of Grinnell College and for volunteering!

Sincerely,



James M. Sumner  
*Dean of Admission  
and Financial Aid*



Sarah M. White  
*Assistant Dean of Admission  
and GRASP Coordinator*



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## **GRASP Mission Statement**

The members of the Grinnell Regional Admission Support Program serve as an extension of the Grinnell College Office of Admission. The primary function of a GRASP volunteer is to serve as a representative and ambassador of Grinnell College and to promote awareness of the institution. GRASP volunteers play an important role throughout the admission process. GRASP volunteers uphold the values inherent in the Grinnell experience by honestly and accurately representing the institution. The role of an individual volunteer will depend upon his or her interest level and the amount of time available.

## **Expectations of GRASP Volunteers**

The Grinnell College Office of Admission is looking forward to your participation in GRASP. Volunteers play a key role throughout the admission process. Your shared experiences of Grinnell could influence prospective students and families. With this ability to influence prospective students, it will be expected that all volunteers:

- 1) Be responsible for tasks accepted
- 2) Provide any requested follow-up
- 3) Return all materials in a timely manner
- 4) Provide helpful feedback
- 5) Continue to encourage students and families to take a closer look at Grinnell College

## **How Can GRASP Volunteers Help?**

- Encourage a campus visit
- Keep current material on hand for reference
- Share your Grinnell College experience with others
- Present the book award at local high schools, if available
- Wear the Grinnell College logo regularly
- Attend local Grinnell College events
- Contact students who have been accepted to Grinnell, referred to you by the Office of Admission, to congratulate them
- Identify qualified students who might be interested in learning more about Grinnell and refer these names to the Office of Admission
- Write, e-mail, or telephone local students who are referred to you by the Office of Admission
- Call or visit a local high school to discuss Grinnell College with the guidance counselor or other appropriate school personnel
- Conduct a formal admission interview on behalf of the Office of Admission
- Represent Grinnell College at a local College Day/Night program

- Host or plan a party for prospective students and their families
- Host or plan a summer picnic for new and current students and their families
- Assist the Office of Admission with special events in your area
- Call or visit area community/civic organizations or places of worship to discuss the College with students
- Help coordinate the work of other alumni volunteers
- Allow the Office of Admission to provide your name and telephone number and/or e-mail to prospective students and/or parents in your area who are interested in learning more about Grinnell College
- Contact students who have been referred to you by the Office of Admission to encourage them to complete their application for admission to Grinnell College
- Contact students who have recently visited campus to introduce yourself as a local alumnus, see how their visit went, answer any questions they may have, and share your experiences and memories when appropriate.
- Attend a high school visit or college fair with a staff member of the Office of Admission

Feel free to contact the Office of Admission if there is something additional you would like to do.

## Office of Admission Staff

- **Jim Sumner**, Dean of Admission and Financial Aid  
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*Travel territories:* Oregon and Washington
- **Sara Adams**, Admission Counselor  
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*Assists with non-traveled territories:*  
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- **Elizabeth Bowman**, Admission Counselor  
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- **Misty Huacuja '99**, Assistant Dean of Admission and  
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## **2005–06 GRASP Regional Coordinators**

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## **Definition of a GRASP Regional Coordinator:**

A GRASP regional coordinator serves as an extension of the Office of Admission for volunteers in his or her area and assists the GRASP coordinator with various admission responsibilities outlined below.

### ***Responsibilities:***

#### **Events**

1. Host or co-host a summer picnic for GRASP volunteers, current students, new students, and their families. This is a great way for new students to meet fellow classmates and alumni, and for parents to mingle with current students and alumni.
2. Host a training session every 2–3 years to teach and update the responsibilities of a GRASP volunteer. The following items might be discussed:
  - How to talk about Grinnell College
    - Answering difficult questions about the College
  - College Fairs
    - Setting up the table
    - How and what to talk about
  - Interviews
    - The purpose
    - A mock interview
    - Completing the interview form
  - What's new on campus

## **Optional Events**

1. Host a GRASP volunteer social gathering in your area (a chance for fellow volunteers to get together and discuss their experiences with the program). This could be very informal, maybe a potluck or something along those lines.
2. Host an event to welcome new alumni to the area.
3. Host receptions during fall and spring breaks for prospective and current students.

## **Interviews**

Each year we receive numerous requests for off-campus interviews conducted by GRASP volunteers. The Office of Admission will e-mail the prospective student's information to the regional coordinator, who can then locate a volunteer to conduct the interview. The regional coordinator should notify the on-campus GRASP coordinator of who will be conducting the interview. If necessary, the office can help locate a suitable volunteer. The office will e-mail the Interview Form with all requests. The interviewer should fill out the form and return it to the Office of Admission.

## **Telephoning**

Once all of the admission letters are mailed, we would like a GRASP volunteer to call and congratulate the admitted students in their area. The regional coordinators will distribute the names among the GRASP volunteers in their areas. The coordinator will receive the list of names during the first week of April and all calls should be completed by April 24, one week before the May 1 National Candidates' Reply Date.

## Ethics

Grinnell College is a member of the National Association of College Admission Counselors (NACAC), the professional organization governing the field of college admission. As a member, we adhere to NACAC’s Statement of Principles of Good Practice. As Grinnell admission representatives, GRASP volunteers are bound by the code of ethics outlined in the document.

Members of NACAC are obliged to “exercise appropriate responsibility for all people whom the institution involves in admission, promotional, and recruitment activities (including their alumni, coaches, students, faculty, and other institutional representatives) and educate them about the principles outlined in this statement.” Principles specifically applying to admission volunteers include:

- Present information consistent with that presented in this handbook and in official admission publications. Review these publications as often as is needed to ensure that you speak forthrightly, accurately, and comprehensively in presenting Grinnell to prospective students and their families and to secondary school personnel.
- Refrain from disparaging comparisons of secondary or post-secondary institutions.
- Receive information about candidates in confidence, consistent with applicable laws and regulations, and respect completely the confidential nature of such data.
- Do not make promises to candidates that they will receive offers of admission.
- Do not make promises to candidates that they will receive offers of financial aid.

The complete text of the Statement of Principles of Good Practice is appended here. We encourage all volunteers to review this document to gain a more thorough understanding of the professional standards of the field of college admission.

## **Statement of Principles of Good Practice**

Ethics in recruiting students and awarding scholarships provided the impetus for creating NACAC in 1937. As a reflection of that major purpose, one of the first actions taken by the founders was the creation of a Code of Ethics. After many years of reviewing, updating, and rewriting, this Code is today's Statement of Principles of Good Practice.

While the Code originally applied only to NACAC members, the importance of ethical practices in the admission process for all institutions was recognized by those in the profession. As a result, a joint statement utilizing the basic philosophy of NACAC's Code of Ethics was developed in tandem with the American Association of Collegiate Registrars and Admission Officers and The College Board, and was endorsed by the American Council on Education, the National Association of Secondary School Principals, the National Student Association, and the American School Counselor Association.

The Statement of Principles of Good Practice is reviewed annually and revised to reflect new concerns for ethical admission practices and policies.

High schools, colleges, universities, other institutions and organizations, and individuals dedicated to the promotion of formal education believe in the dignity, the worth, and the potentialities of every human being. They cooperate in the development of programs and services in postsecondary counseling, admission, and financial aid to eliminate bias related to ethnicity, creed, gender, sexual orientation, age, political affiliation, national origin, and disabling conditions. Believing that institutions of learning are only as strong ultimately as their human resources, they look upon counseling individual students about their educational plans as a fundamental aspect of their responsibilities. They support, therefore, the following Statement of Principles of Good Practice for members of the National Association for College Admission Counseling:

## **I. Admission Promotion and Recruitment**

### **A. *College and University Members agree that they***

- 1.** will ensure that admission counselors are viewed as professional members of their institutions' staffs. As professionals, their compensation shall take the form of a fixed salary rather than commissions or bonuses based on the number of students recruited.
- 2.** will be responsible for the development of publications, written communications, and presentations, i.e., college nights, college days, and college fairs, used for their institution's promotional and recruitment activity. They
  - a)** will state clearly and precisely the requirements for secondary school preparation, admission tests, and transfer student admission.
  - b)** will include a current and accurate admission calendar. If the institution offers special admission options such as early admission, early action, early decision, or waiting list, the publication should define these programs and state deadline dates, notification dates, required deposits, refund policies, and the date when the candidates must reply. If students are placed on wait lists or alternate lists, the letter which notifies the students of the placement should provide a history that describes the number of students placed on the wait lists, the number offered admission, and the availability of financial aid and housing. Finally, if summer admission or midyear admission is available, students should be made aware of the possibility in official communication from the institutions.
  - c)** will not falsely advertise or misrepresent their academic offerings. Rather, members will provide precise information about their academic majors and degree programs. Such information should include a factual and accurate description of majors, minors, concentrations and/or interdisciplinary offerings that apply toward the completion of the undergraduate degree.

- d)** will provide students, families and secondary schools with the most comprehensive information about costs of attendance and opportunities and requirements for all types of financial aid, and state the specific relationship between admission practices and policies and financial aid practices and policies.
  - e)** will describe in detail any special programs, including overseas study, credit by examination, or advanced placement.
  - f)** will include pictures and descriptions of the campus and community which are current and realistic.
  - g)** will provide accurate information about the opportunities/selection for institutional housing, deadline dates for housing deposits, housing deposit refunds, and describe policies for renewal availability of such institutional housing.
  - h)** will provide accurate and specific descriptions of any special programs or support services available to students with handicapping conditions, learning disabilities, and/or other special needs.
  - i)** will identify the source and year of study when institutional publications and/or media communications cite published ratings of academic programs, academic rigor or reputations, or athletic rankings.
  - j)** should indicate that the institution is a NACAC member and has endorsed the principles contained in this Statement.
- 3.** will exercise appropriate responsibility for all people whom the institution involves in admission, promotional, and recruitment activities (including their alumni, coaches, students, faculty, and other institutional representatives), and educate them about the principles outlined in this Statement. Colleges and universities which engage the services of admission management or consulting firms shall be responsible for assuring that such firms adhere to this Statement.

- 4.** will speak forthrightly, accurately, and comprehensively in presenting their institutions to counseling personnel, prospective students, and their families. They
  - a.** will state clearly the admission requirements of their institutions, and inform students and counselors about changed admission requirements so that candidates will not be adversely affected in the admission process.
  - b.** will state clearly all deadlines for application, notification, housing, and candidates' reply requirements for both admission and financial aid.
  - c.** will furnish data describing the currently enrolled freshman class and will describe in published profiles all members of the enrolling freshman class. Subgroups within the profile may be presented separately because of their unique character or special circumstances.
  - d.** will not use disparaging comparisons of secondary or postsecondary institutions.
  - e.** will provide accurate information about the use/role of standardized testing in their institutions' admission process.
- 5.** will not use unprofessional promotional tactics by admission counselors and other institutional representatives. They
  - a.** will not contract with secondary school personnel for remuneration for referred students.
  - b.** will not offer or pay a per capita premium to any individual or agency for the recruitment or enrollment of students, international as well as domestic.
  - c.** will not encourage students to transfer if they have shown no interest in doing so.
  - d.** will not compromise the goals and principles of this Statement.
- 6.** will refrain from recruiting students who are enrolled, registered, or have declared their intent or submitted contractual deposit with other institutions unless the students initiate inquiries themselves or unless cooperation is sought from institutions which provide transfer programs.

7. will understand the nature and intent of all admission referral services utilized by their institutions (including their alumni, coaches, students, faculty, and other institutional representatives) and seek to ensure the validity and professional competency of such services.

**B. *Secondary School Members agree that they***

1. will provide a program of counseling which introduces a broad range of postsecondary opportunities to students.
2. will encourage students and their families to take the initiative in learning about colleges and universities.
3. will not use disparaging comparisons of secondary or postsecondary institutions.
4. will establish a policy with respect to secondary school representatives for the release of students' names. Any policy which authorizes the release of students' names should provide that the release be made only with the students' permission consistent with applicable laws and regulations. That permission may be a general consent to any release of the students' names. Secondary school representatives shall, in releasing students' names, be sensitive to the students' academic, athletic, or other abilities.
5. will refuse any reward or remuneration from a college, university, or private counseling service for placement of their school's students.
6. will be responsible for all personnel who may become involved in counseling students on postsecondary options available and educate them about the principles in this Statement.
7. will be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.
8. will not guarantee specific college placement.
9. should provide information about opportunities and requirements for financial aid.
10. should indicate that the institution is a NACAC member and has endorsed the principles in this Statement.

**C. *Independent Counselor Members agree that they***

- 1.** will provide a program of counseling which introduces a broad range of postsecondary opportunities to students.
- 2.** will encourage students and their families to take initiative in learning about colleges and universities.
- 3.** will not use disparaging comparisons of secondary or postsecondary institutions.
- 4.** will refuse unethical or unprofessional requests (e.g., for names of top students, names of athletes) from college or university representatives (e.g., alumni, coaches, or other agencies or organizations).
- 5.** will refuse any reward or remuneration from a college, university, agency, or organization for placement of their clients.
- 6.** will be responsible for all personnel who may become involved in counseling students on postsecondary options and educate them about the principles in this Statement.
- 7.** will be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.
- 8.** will not guarantee specific college placement.
- 9.** will provide advertisements or promotional materials which are truthful and do not include any false, misleading, or exaggerated claims with respect to services offered.
- 10.** will communicate with the secondary school counselor about the college admission process, after obtaining student and parental consent.
- 11.** should provide information about opportunities and requirements for financial aid.
- 12.** should consider donating time to students who need the services of an independent counselor but who are unable to pay.
- 13.** should indicate that the NACAC member has endorsed the principles in this Statement.

- D. *All other members providing college admission counseling services to students agree to adhere to the principles in this Statement.*
- E. *College fairs, clearinghouses, and matching services that provide liaison between colleges and universities and students shall be considered a positive part of the admission process if they effectively supplement other secondary school guidance activities and adhere to this Statement.*

## **II. Admission Procedures**

### **A. College and University Members agree that they**

1. will accept full responsibility for admission decisions and for proper notification of those decisions to candidates and, when possible, to their secondary schools.
2. will receive information about candidates in confidence, consistent with applicable laws and regulations, and will respect completely the confidential nature of such data.
3. will not apply newly-revised requirements to the disadvantage of a candidate whose secondary school courses were established in accordance with earlier requirements.
4. will not require candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under early decision plans.
5. will not make offers of admission to students who have not submitted admission applications.
6. will permit first-year candidates for fall admission to choose, without penalty, among offers of admission and financial aid until May 1. It is understood that May 1 will be viewed as the postmark date. Colleges that solicit commitments to offers of admission and/or financial assistance prior to May 1 may do so provided those offers include a clear statement that written requests for extensions until May 1 will be granted, and that such requests will not jeopardize a student's status for admission or financial aid. Candidates admitted under an early decision program are a recognized exception to this provision.

- 7.** will work with their institution's administration to ensure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1.
- 8.** will, if necessary, establish a wait list that:
  - a.** is of reasonable length.
  - b.** is maintained for the shortest possible period and in no case later than August 1.
- 9.** will establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission.
- 10.** will state clearly the admission procedures for transfer students by informing candidates of deadlines, documents required, courses accepted, and course equivalency and other relevant policies.
- 11.** will inform students and counselors about new or changed requirements which may adversely affect candidates who have met all required deadlines, deposits, and commitments according to the students' original notification from the institution.
- 12.** will accept, for the purposes of documenting student academic records, only official transcripts in the admission or registration process which come directly from the counseling, guidance, or registrar's offices of the institution(s) the candidate attends or has attended or from other appropriate agencies.
- 13.** will, in the development and administration of their application policies and procedures, abide by the NACAC Definitions of Admission Decision Options.
- 14.** will not discriminate in the admission selection process against applicants based on the particular application form that an applicant uses, provided that the college or university has agreed explicitly, as in common application membership, or implicitly, as in online or other computer-based technology, to accept the particular version of the application.

- 15.** should admit candidates on the basis of academic and personal criteria rather than financial need. This provision shall not apply to international students ineligible for federal student assistance.
- 16.** should notify high school personnel when the institution's admission selection committee includes students.
- 17.** should notify candidates as soon as possible if they are clearly inadmissible.
- 18.** should make every effort to provide candidates for financial aid with financial aid decisions as soon as possible following an offer of admission.

**B.** *Secondary School Members agree that they*

- 1.** will provide, in a timely manner, for colleges and universities accurate, legible, and complete official transcripts for the school's candidates.
- 2.** will provide colleges and universities with a description of the school's marking system which may include the rank in class and/or grade point average.
- 3.** will in their profiles and other publications provide true and accurate information with regard to test scores for all students in the represented class cohort group who participated in college admission testing.
- 4.** will provide accurate descriptions of the candidates' personal qualities which are relevant to the admission process.
- 5.** will urge candidates to understand and discharge their responsibilities in the admission process. Candidates will be instructed to
  - a.** comply with requests for additional information in a timely manner.
  - b.** respond to institutional deadlines and refrain from stockpiling acceptances.
  - c.** refrain from submitting multiple deposits or commitments, as this may jeopardize their acceptances to those institutions.

- d.** refrain from submitting more than one application under any early decision plan and, if admitted under such a plan, comply with all institutional guidelines including those regarding the obligations to: enroll, withdraw all other applications, and refrain from submitting subsequent applications.
  - e.** respond to institutional deadlines on housing reservations, financial aid, health records, and course prescheduling, where all or any of these are applicable.
- 6.** will not reveal, unless authorized, candidates' college or university preferences.
  - 7.** will sign only one pending early decision agreement for any student.
  - 8.** will counsel students and their families to notify other institutions when they have accepted an admission offer.
  - 9.** will encourage students to be the sole authors of their applications and essays and will counsel against inappropriate assistance on the part of others.
  - 10.** should report any significant change in candidates' academic status or qualifications, including personal conduct record, between the time of recommendation and graduation, where permitted by applicable laws and regulations and if requested by an institution's application.
  - 11.** should provide a school profile which clearly describes special curricular opportunities (e.g., honors, Advanced Placement courses, seminars) and a comprehensive listing of all courses with an explanation of unusual abbreviations and any information required for proper understanding.
  - 12.** should advise students and their families not to sign any contractual agreement with an institution without examining the provisions of the contract.
  - 13.** should counsel students and their families to file a reasonable number of applications.

- C.** *Independent Counselor Members agree that they*
- 1.** will urge candidates to recognize and discharge their responsibilities in the admission process. Candidates will be instructed to
    - a.** comply with requests for additional information in a timely manner.
    - b.** respond to institutional deadlines and refrain from stockpiling acceptances.
    - c.** refrain from submitting multiple deposits or making multiple commitments.
    - d.** refrain from submitting more than one application under any early decision plan and, if admitted under such a plan, comply with all institutional guidelines including those regarding the obligations to: enroll, withdraw all other applications, and refrain from submitting subsequent applications.
    - e.** respond to institutional deadlines on housing reservations, financial aid, health records, and course prescheduling, where all or any of these are applicable.
  - 2.** will not reveal, unless authorized, candidates' college or university preferences.
  - 3.** will follow the process recommended by the candidates' high school for filing college applications.
  - 4.** will encourage students to be the sole authors of their applications and essays, and counsel against inappropriate assistance on the part of others.
  - 5.** should advise students and their families not to sign any contractual agreement with an institution without examining the provisions of the contract.
  - 6.** should counsel students and their families to file a reasonable number of applications.
- D.** *All other members providing college admission counseling services to students agree to adhere to the principles in this Statement.*

### **III. Standardized College Admission Testing**

Members accept the principle that fairness in testing practices should govern all institutional policies. Because test results can never be a precise measurement of human potential, members commit themselves to practices that eliminate bias of any kind, provide equal access, and consider tests as only one measure in admission/counseling practices.

#### **A. *College and University Members agree that they***

- 1.** will use test scores and related data discretely and for purposes that are appropriate and validated.
- 2.** will provide prospective students with accurate and complete information about the use of test scores in the admission process.
- 3.** will refrain from using minimum test scores as the sole criterion for admission, thereby denying certain students because of small differences in scores.
- 4.** will use test scores in conjunction with other data such as school record, recommendations, and other relevant information in making decisions.
- 5.** will educate staff in understanding the concepts of test measurement, test interpretation, and test use so they may make informed admission decisions from the test data.
- 6.** will maintain the confidentiality of test scores.
- 7.** will publicize clearly policies relating to placement by tests, awarding of credit, and other policies based on test results.
- 8.** will, in the reporting of test scores, report first on all first-year admitted or enrolled students, or both, including special subgroups (e.g., athletes, nonnative speakers) and then, if they wish, may present separately the score characteristics of special subgroup populations. Universities with more than one undergraduate division may report first by division and then by special subgroups within divisions. Clear explanations of who is included in the subgroup population should be made. Those institutions that do not require tests or for which tests are optional will only report scores if the institution clearly and emphatically states the limits of the group being reported.

9. should conduct institutional research to inquire into the most appropriate use of tests for admission decisions.
10. should counsel students to take only a reasonable number of tests and only those necessary for their postsecondary plans.
11. should refrain from the public reporting of mean and median admission test scores and instead, depending upon the requested information, report scores by any or all of the following methods
  - a. middle 50 percent of the scores of all first-year applicants.
  - b. middle 50 percent of the scores of all first-year students admitted.
  - c. middle 50 percent of the scores of all first-year students enrolled.
  - d. appropriate score bands for all first-year students applied, admitted, and enrolled.

**B.** *Secondary School Members agree that they*

1. will release and report test scores only with students' consent.
2. will avoid comparing colleges and universities solely on the basis of test scores.
3. will work with other school officials and other groups to keep test results confidential and in perspective.
4. will, in the reporting of test scores, report on all students within a discrete class (e.g., freshman, sophomore, junior, senior) who participated in college admission testing.
5. should avoid undue emphasis on test scores as a measure of students' potential and ability when representing students to colleges and universities.
6. should inform students about what tests they need for admission, where they may take them, and how to interpret the results in their own contexts.
7. should be knowledgeable about the limitations of standardized tests and counsel students with these limitations in mind.

- 8.** should inform students about the use and validity of test scores, both for admission and as measures of potential and ability.
- 9.** should counsel students and families on how test scores may be used in the admission process by colleges and universities.
- 10.** should counsel students to take only a reasonable number of those tests necessary for their postsecondary plans, without regard to the impact the test results may have on the school profile report.
- 11.** should counsel students and families about data, other than test results, that may be submitted as part of the application process.
- 12.** should counsel students about test preparation programs and inform them about alternative programs and/or approaches.
- 13.** should refrain from the public reporting of mean and median admission test scores and instead, report scores by either or both of the following:
  - a.** middle 50 percent of all students tested by discrete grade level.
  - b.** appropriate score bands of all students tested by discrete grade level.

**C.** *Independent Counselor Members agree that they*

- 1.** will release and report test scores only with students' consent.
- 2.** will avoid comparing colleges and universities solely on the basis of test scores.
- 3.** will avoid undue emphasis on test scores as a measure of students' potential and ability when representing students to colleges and universities.
- 4.** will work with other school officials and other groups to keep test results confidential and in perspective.

- 5.** should inform students about what tests they need for admission, where they may take them, and how to interpret the results in their own contexts.
  - 6.** should be knowledgeable about the limitations of standardized tests and counsel students with these limitations in mind.
  - 7.** should inform students about the use and validity of test scores, both for admission and as measures of potential and ability.
  - 8.** should counsel students and families on how test scores may be used in the admission process by colleges and universities.
  - 9.** should counsel students to take only a reasonable number of tests and only those necessary for their postsecondary plans.
  - 10.** should counsel students and families about data, other than test results, that may be submitted as part of the application process.
  - 11.** should counsel students about test preparation programs and inform them about alternative programs and/or approaches.
- D.** *All other members providing college admission counseling and/or testing services to students agree to adhere to the principles in this Statement.*

## IV. Financial Aid

This section was revised through a collaborative effort among representatives from the American Association of Collegiate Registrars and Admission Officers (AACRAO), National Association for Student Financial Aid Administrators (NASFAA), the College Scholarship Service (CSS) and NACAC. Member institutions of NACAC are encouraged to support the principle of distributing financial aid funds on the basis of proven financial need. Financial need is defined as the difference between a student's total annual educational expenses and the amount the student and his or her family is expected to pay. In other words, the equation for determining financial need is "cost of attendance" minus the "expected family contribution" equals "financial need." Members agree that financial aid should be offered to candidates in the forms of grants, scholarships, loans, or employment, either alone or in combination. Members agree that financial aid should be viewed as supplementary to the efforts of students' families when students are not self-supporting.

### A. *College and University Members agree that they*

1. will, to the extent possible, through their publications and communications, provide students, families, and schools with the most current, clear, factual and comprehensive information about their institutions' total costs of attendance (both direct and indirect), when referencing institutions' financial aid opportunities and practices, including practices for international students.
2. will utilize a consistent and equitable needs analysis methodology in determining the expected financial contribution of candidates' families and in making the expected estimates or awards of the amount of financial aid which may be available to them after documentation.
3. will notify accepted aid applicants of institutional financial aid decisions before the date by which a reply must be made to the offer of admission, assuming all requested application forms are in on time.

- 4.** will state clearly policies on renewal of financial aid which will typically include a review of their current financial circumstances.
- 5.** will permit first-year candidates for fall admission to choose, without penalty, among offers of financial aid until May 1. Colleges that solicit commitments to offers of need-based and/or merit-based financial aid prior to May 1 may do so provided those offers include a clear statement that written requests for extensions until May 1 will be granted, and that such requests will not jeopardize a student's status for financial aid. Candidates admitted under an early decision program are a recognized exception to this provision.
- 6.** will not publicly announce the amount of need-based aid awarded to individuals; however, amounts of no-need scholarship awards to individuals may be a matter of public record.
- 7.** will not knowingly offer financial aid packages to students who have committed to attend other institutions unless the students initiate such inquiries.
- 8.** will not award grants, including scholarships, or final financial aid packages to students who have not submitted admission applications. Institutions may provide estimated aid packages and information regarding scholarship programs prior to the time an application is filed. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception to this provision and are viewed in the same light as an early decision agreement.
- 9.** should refrain from using financial need as a consideration in selecting students. This provision shall not apply to international students who are ineligible for United States federal student assistance.
- 10.** should, to the extent possible, within the institutions' capabilities, meet the full need of accepted students.

**B. *Secondary School Members agree that they***

1. will refrain, in public announcements, from giving the amounts of financial aid received by individual students; however, amounts of no-need scholarship awards may be a matter of public record.
2. will not make guarantees of any financial aid or scholarship awards.
3. should not encourage students to apply to particular colleges and universities to enhance their high schools' statistical records regarding the number or amount of scholarship awards received.
4. should advise students who have been awarded financial aid by non-collegiate sources that they have the responsibility to notify the college of the type and amount of such outside aid.

**C. *Independent Counselor Members agree that they***

1. will refrain, in public announcements, from giving the amounts of financial aid received by individual students; however, amounts of no-need scholarship awards may be a matter of public record.
2. will not make guarantees of any financial aid or scholarship awards.
3. should advise students who have been awarded financial aid by non-collegiate sources that they have the responsibility to notify the college of the type and amount of such outside aid.

**D. *All other members providing college admission and financial counseling services to students agree to adhere to the principles in this Statement.***

**V. *Advanced Standing Students and the Awarding of Credit***

**A. *College and University Members agree that they***

1. will design placement, credit, and exemption policies to augment educational placement opportunities, not to recruit students.

2. will evaluate student competency through the use of validated methods and techniques.
3. will define and publish in the institutions' preadmission information the policies and procedures for granting credit.
4. will evaluate previously earned credit, published by the admitting college or university, in a manner which ensures the integrity of academic standards as well as the principle of fairness to the students.

**B.** *Secondary School Members agree that they*

1. will alert students to the full implications of college and university placement, credit, and exemption policies with regard to their educational planning and goals.
2. will make students aware of the importance of accreditation.
3. will make students aware of the possibilities of earning credit through both nontraditional educational experiences and examinations and alternative methods of instruction.

**C.** *Independent Counselor Members agree that they*

1. will alert students to the full implications of college and university placement, credit, and exemption policies with regard to their educational planning and goals.
2. will make students aware of the importance of accreditation.
3. will make students aware of the possibilities of earning credit through both nontraditional educational experiences and examinations and alternative methods of instruction.

**D.** *All other members providing admission counseling services to students agree to adhere to the principles in this Statement.*

## Admission Jargon and Timetable

There are a few terms volunteers should fully understand to help make your experience as positive as possible:

- **Inquiry**  
A student's name received by the Office of Admission and subsequently listed in the admission file as an "inquiry."  
Inquiries come from a variety of sources, including self-initiated requests for information, contact with a college or alumni representative through a college day/night program, or a referral (perhaps by an alumnus).
- **Viewbook**  
Most senior inquiries are sent a viewbook and an application for admission. The viewbook is designed as a resource for information regarding Grinnell College.
- **Applicant**  
An inquiry who applies for admission becomes an "applicant."
- **Admit**  
An applicant who is accepted for admission is called an "admit."
- **Paid**  
An admitted student who pays his/her \$200 (non-refundable) Advance Tuition Deposit is a "paid." The student has made a commitment to enroll at Grinnell.
- **Early Decision**  
Available only to first-year students who decide that Grinnell is clearly their first choice, Early Decision is a commitment to enroll, and those accepted must withdraw applications to other colleges/universities. Students may not apply to more than one institution as an Early Decision candidate.

### Admission Timetable

	<b>Application Postmark</b>	<b>Decision Mailed By</b>	<b>Applicant Reply Date</b>
<b>Early Decision I</b>	November 20	December 20	January 20
<b>Early Decision II</b>	January 1	February 1	February 15
<b>Regular Decision</b>	January 20	April 1	May 1
<b>Spring Transfer</b>	December 1	December 20	January 1
<b>Fall Transfer</b>	May 1	May 20	June 1

## College Fairs

College fairs are a great way to reach students and parents who are going through the college search. At college fairs, you will be assigned a table in what is referred to as a “browsing area,” where students and their parents can stop by to ask questions and pick up admission information.

Another less popular format is the presentation. In a presentation, College representatives are assigned to a room or area, and students and parents select several schools to visit throughout the evening. The college representative gives a short presentation about the College, followed by a question/answer period. We will let you know if a school has chosen the presentation format when we ask you to represent Grinnell College.

### Before the College Fair

- After you agree to represent Grinnell College at a college fair, you will receive a copy of the invitation, including details about time, location, parking, etc.
- A few weeks prior to the fair, you will receive a box of materials for use at the fair. See *College Day/Night Packets* to see what will be included.
- Review materials sent to you by the Office of Admission.
- Plan to arrive at least 30 minutes before the program to set up your materials. Occasionally, the college fair coordinators will sponsor a dinner or a snack for the representatives. This is a good time to meet high school counselors and other representatives.
- Dress for college fairs is business casual unless otherwise stated.

### During the College Fair

- The high school counselors/fair coordinators or student ambassadors greet and check in the college representatives. Please be sure to check in to find out where to set up.
- At your table, arrange materials so travel pieces, reply cards, and other materials are easily accessible.

- Please remain behind the table and do not give any promotional items away.
- Wear your alumni admission volunteer badge.
- Smile, be positive, enthusiastic, and professional.
- As students approach the table, offer to answer any questions that they may have. Remember that many students are just beginning their college search and will have few questions at this point.
- Encourage them to fill out a reply card to be added to our mailing list and to receive more information. Please make sure the cards are filled out legibly. If a parent is picking up information for a student, ask them to take a reply card to be filled out by the student and mailed directly to the Office of Admission.
- Remind students that applications and other admission information will be mailed directly to them once they complete a reply card.
- If you are asked a question you cannot answer, please write the question on the reply card, and someone from the Office of Admission will answer it. Or you may give them the Office of Admission's toll-free number (800-247-0113) and ask them to call us directly, or let them know that you will find out the answer and call them back. (This makes a great impression!)
- Tell the student what it was like for you, X number of years ago, and what you have observed when you have visited since.
- Be courteous to colleges near you at college fairs.
- Do not allow students to fill out Grinnell College reply cards at the tables of other colleges/universities.
- Encourage a campus visit!
- **Never** compare or speak negatively about other colleges/universities. Encourage students to seek out their own information regarding different institutions.
- **Never** call students to your table at college fairs; allow them to choose the tables they would like to visit.
- **Do not** make a statement of admissibility to a prospective student. The Admission Board and the dean of admission have this responsibility.

## **After the College Fair**

- If appropriate, leave leftover admission materials in the counseling office for future use.
- Complete the college day/night program evaluation form. This is very important to the Office of Admission, because it is used to evaluate which college fairs to attend each year.
- Return the reply cards, any leftover materials, the banner, and the college day/night evaluation form to the Office of Admission as soon as possible. The names of the students you contacted are entered into the database so they can receive additional information. The banners are circulated around the country to cover other fairs, so it is important to return them as soon as you can.
- Call the Office of Admission if you received any questions that you were unable to answer.

## **Interviewing Prospective Students**

Interviewing can be a great way to get to know prospective students better and a very important part of the college selection process. The Office of Admission may ask a GRASP volunteer to conduct an off-campus interview for a student who is unable to visit campus. These conversations offer the opportunity to learn more about the student; for the student to present thoughts, ideas, and questions that may not come out in an application or recommendations; and to encourage the student to apply.

### **Before the Interview**

- After you agree to conduct an interview, you are responsible for contacting the prospective student to introduce yourself and set up the date, time, and location of the interview.
- The location of your interview should be in a public place (coffee shop, bookstore, library, or high school)—a location that is safe and appropriate for both you and the student. The student’s parents are welcome to attend, but please do not include them in the actual interview. Invite them to join you after the interview to ask questions and share information about Grinnell College.
- If you are having trouble contacting the student, please let the Office of Admission or the GRASP regional coordinator know.
- If, once you have contacted the student, they inform you that they no longer wish to have an interview, please make the Office of Admission aware of this.
- Review the section of suggested interview questions in your handbook.
- Review admission materials.
- Review the interview form that you will fill out after the interview.

## **During the Interview**

- It might be difficult to know how to start an interview—the first few minutes can be awkward. Make small talk. Ask them how they became interested in Grinnell or what other institutions they are considering. Talk informally before getting into the academics and extracurriculars.
- Introduce yourself and tell them a little about your background.
- Encourage the student to relax and enjoy the interview. Try to build a rapport.
- Try to get the student talking as soon as possible, and remember, the student is supposed to be talking 90 percent of the time.
- The more freedom you give the student to answer a question, the more information you will receive.
- Ask open-ended questions about the student’s academics, interests, accomplishments, activities, and goals. Listen and respond to their answers.
- Don’t ask personal questions or seek confidential information.
- Don’t cut off a student’s response too quickly; try to let the student complete the thought or idea completely.
- Try to respond within a reasonable time to avoid tension-building pauses in the conversation.
- Share information about Grinnell College when appropriate, but avoid the “hard sell.”
- Share your experiences and thoughts about Grinnell College when appropriate.
- Respond to questions when you know the answer, and write down the questions you can’t answer. You or a staff member from the Office of Admission can get back to the student with an answer.
- Enjoy meeting and getting to know the student.
- Be positive and supportive, but don’t promise admission to anyone.
- Encourage a campus visit!

## After the Interview

- Offer your e-mail or phone number so the student can get back to you with additional questions, if needed.
- Offer the Office of Admission's phone number: 800-247-0113.
- Complete the interview form.
- Return the interview form and any questions that you couldn't answer to the Office of Admission.

## Grinnell College Interviewing Guidelines

Please use the interview form to provide us with your impressions of the student. We have devised this form to simplify the evaluation process and give you direction in conducting the interview. Please support your impressions. We expect to see some written narrative in addition to the checked boxes. The interview form will go in the student's file and will be considered during the evaluation of the student's application.

These guidelines are intended to lead you through the evaluation process as you complete the form. Naturally, each interview will differ, depending on the nature of the student being interviewed. However, we hope that this will give you a *general framework* within which to make your assessment. The categories and charts are not meant to restrict you, but rather to give structure to your discussion with the student and to identify those characteristics we deem important in our deliberations. We encourage and invite your honest impressions of the student, so be candid.

In the chart ratings, we define the terms in the context of high school students in general. Remember that these students do not necessarily share our worldview, or even that of college students, and we must be careful not to judge them by such criteria. Make an evaluation based on what you would expect from a high school student and rate them accordingly (i.e., "above average" for a high school student). You are welcome to complete your comments on a separate sheet of paper, but please attach the form and the chart evaluations with it. *Thanks!*

## **Academics**

While a discussion of academic progress should not be the sole focus of the interview, we do want to know how a student is faring academically. You need not ask for an account of the transcript. The interview should focus less on the numbers (grades and scores), and more on an interpretation of those numbers. Do they indicate any strengths or weaknesses in the student's academic program? Ask how challenging they feel their high school curriculum is, if they've taken advantage of the opportunities available to them, and if they feel prepared to take on Grinnell's academic rigor. Indications of their motivation and intellectual curiosity will give us an idea of what type of applicant they are.

## **Extracurricular Activities**

We seek a diverse student body that brings with it a variety of talents and abilities. Ask what clubs or sports they are involved in outside of class, if they have a job or internship, if they are active in their religious or local community, how they spend their summers, and so on. Many of our applicants spend their free time exploring creative interests such as poetry, music, dance, or art, and we should endeavor to find out about these pursuits as well. While students may not pursue the same activities at Grinnell, we do expect them to add to the vitality of the campus.

## **Personal Qualities**

We are looking for students who come from varied backgrounds and experiences. We want to know what makes this person "tick." Ask questions that identify how students regard themselves. Are they confident of their own abilities and comfortable with themselves? How have their life and/or high school experiences shaped them? Try to assess how well they interact with others, how they regard others' opinions, and how well they articulate their own. Basic questions such as what they like, what they believe in, and what they are passionate about can also be very telling. We seek students who have a commitment to personal as well as intellectual growth. Students come to Grinnell to learn from, as well as to educate, one another.

### **Attitude/Familiarity**

Comment on students' expectations of Grinnell as well as their knowledge of the institution. Do they understand and appreciate not only the intellectual environment, but also the social climate? (Grinnellians reflect a multitude of ideas, abilities, and beliefs; they should not be cast from a single mold.) Does the student strike you as someone who will be open-minded and receptive to criticism? Will Grinnell and the student benefit reciprocally? Questions of this nature should lead you to an assessment of their match with the institution.

### **Overall Impressions/Comments**

Use this space to reflect briefly on all of the aforementioned questions, and to summarize your thoughts about the applicant. Your level of enthusiasm should be supported by your comments. Discuss also any extenuating circumstances, such as a learning disability, difficult home or school environment, or experiences that may have affected the student's academic or personal progress. Remember that the interview is only one part of the application process, so don't feel that your assessment will be absolute when we render our decision. However, as the person who has had direct and personal contact with the student, you have a unique perspective to offer those of us who will review the student's credentials. Any thoughts you have to offer will be greatly appreciated.

## Sample Interview Questions

### I. Academics

1. How would you characterize the academic atmosphere in your high school? Do you feel you have been challenged?
2. If you were chosen principal of your high school, what would you change and why? If you had to work within the constraints of your high school system, what changes would you make and why?
3. Describe the characteristics of the teacher who influenced you most in high school.
4. Of your grades and scores, which do you think is the true indicator of your academic abilities?
5. Have you had a class in which you struggled? If so, which one and why? And on the other side of the coin, in what class have you been more motivated and why?
6. What was the most challenging writing assignment you have faced?
7. Why are you planning on attending college?
8. What areas of study do you hope to explore in college that you have not had the opportunity to pursue in high school?
9. What do you hope to gain from the college experience?

### II. Extracurricular Activities

1. What activities are you involved in outside of the classroom? Do you hold any leadership roles?
2. How did you get involved in these activities?
3. If you could only participate in one extracurricular activity, which would you choose and why?
4. What accomplishment are you most proud of in your high school career?
5. What do you hope to participate in at college?

### **III. Personal Qualities**

1. What do you like best about yourself?
2. Give me three adjectives that best describe you.
3. What characteristics make you special or unique?
4. How would your friends describe you? Teachers?
5. Are you satisfied with your accomplishments, growth, etc., to date?
6. What conversations do you have at the dinner table?
7. How do you react when you find yourself in a conversation with someone who has very different opinions than you, some of which you may even find offensive?
8. If you could write anything in your high school newspaper (no censorship), about what would you write?
9. If you were given a year off of school to do anything, anywhere, and money were no object, what would you do, with whom and why?
10. What quality in yourself do you most admire?
11. What is your favorite book? What makes it special? Can also use class, activity, or friend.

### **IV. Attitude/Familiarity**

1. How did you find out about Grinnell College?
2. What criteria did you use to create your college list?
3. Which characteristics about Grinnell College are especially appealing to you?
4. What continues to attract you to Grinnell College?

### **V. Other**

1. Is there anything that you came to this interview wanting to talk about?
2. Is there anything that you want to make the Office of Admission aware of? Something that they might find unusual in your application or something that you feel you cannot do justice to on paper?
3. What are your concerns, if any, about the college search/selection process?

## Grinnell College Interview Form

Student's name: \_\_\_\_\_

Interviewer's name: \_\_\_\_\_

Date: \_\_\_\_\_

**Academics:** This part of the evaluation need not detail specific coursework and grades. Rather, it should reflect the student's preparedness in the context of Grinnell's academic rigor.

	No Basis	Below Average	Average	Above Average	Excellent
Performance					
Motivation					
Rigor of coursework					
Intellectual curiosity					

### Comments:

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### Extracurricular Activities:

	No Basis	Below Average	Average	Above Average	Excellent
Leadership					
Breadth of involvement					
Depth of commitment					

### Comments:

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**Personal Qualities:** Discuss the student’s respect for others’ opinions, comfort level with self, and ability to articulate his or her own values and opinions.

	No Basis	Below Average	Average	Above Average	Excellent
Open-mindedness					
Self-confidence					
Interpersonal relationships					

**Comments:**

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**Attitude/Familiarity:** Comment on the Grinnell-specific aspects of your discussion.

	No Basis	Below Average	Average	Above Average	Excellent
Enthusiasm					
Knowledge					
Match					

**Comments:**

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**Interviewer’s level of enthusiasm for student:**

(low) 1 2 3 4 5 (high)



## Contacting Prospective Students By Telephone

At various points throughout the year, you may be asked to telephone students who have expressed interest in Grinnell. These calls may be an informal contact to answer questions the applicant may have, a follow-up call to an on-campus visit, a congratulatory call to students who have been admitted to the College, or a more targeted call, perhaps informing them about a college major, extracurricular group, or professional preparation at Grinnell.

The Office of Admission will always identify the purpose of the phone call. Here are a few samples. These are mere outlines; the calls may take any form that feels comfortable to you as the caller. Talking with prospective students on the telephone is a quick, effective, and personal way to provide students with additional information about Grinnell.

### Introduction:

“Hello my name is \_\_\_\_\_. I am an alumnus/alumna of Grinnell College and an admission volunteer. I’ve learned of your interest in Grinnell through the Office of Admission and I’m calling to offer a graduate’s perspective of the Grinnell experience. Is this a good time to talk? Great!

### Purpose I:

“I understand that you have visited Grinnell College, and I wanted to see how your visit to campus went and answer any questions that you might have at this time.”

- How was your campus tour?
- Did you sit in on a class?
- Did you spend the night on-campus?
- Did you meet with any faculty, coaches, or staff?

**Purpose II:**

“I just wanted to remind you of the January 20 deadline. You may have or will soon receive an e-mail or letter from the College letting you know what is missing from your file, and please keep in mind that there may be a lag-time between when Grinnell receives something from you and when it is entered into the College database. This is due to the fact that at this time of the year more than 10,000 documents are received in a short time period. At any rate, I hope you keep Grinnell on your list and I am happy to answer any questions you have.”

- How did you become interested in Grinnell College?
- Have you had the opportunity to visit the College?

**Purpose III:**

“I am calling to congratulate you on your admission to Grinnell College”

- Have you heard from any other colleges?
- What are the most important factors for you as you make your college decision?

**Closing:**

- “Are there any questions about Grinnell College that I may be able to answer for you?”
- “Best of luck in your college decision.”

**Reminders:**

- Take advantage of any opportunities to interject personal experiences of your own that relate to something the student mentioned.
- Always encourage campus visits! To arrange a campus visit please call 800-247-0113.
- Students love to talk about themselves. If the conversation seems to be slow, skip the format and just ask the student about their academic and extracurricular interests.

**In addition, here are some things to think about:**

- 1.** During your call, take a few seconds to **familiarize yourself** with the student by asking about his/her hometown, interests, and/or high school. Remember to talk about your experiences and opportunities.
- 2.** If you are unable to talk directly with the student, **talk with a parent** or leave a message; parents' questions and concerns may be different than a students'.
- 3.** **Smile** when you talk on the phone; your listener can hear it!
- 4.** The value of the call is not always just content, but the sheer fact that you called. **Contact itself is valuable.**
- 5.** You always have your **interest in Grinnell College** as a common bond.
- 6.** **Avoid** asking questions that can be answered with a simple "yes" or "no," as that can stifle communication.
- 7.** Please notify the Office of Admission if a student needs further contact and/or more information, and if there are changes in the information about the student (address, phone number, year of graduation, etc.).
- 8.** A follow-up to your call with a personal note or postcard would be very appropriate. You may include your business card (with home and business phone numbers) along with the note, so that students have a local source for more information.

## **Special Events For Prospective Students and Parents**

The Office of Admission can always use the help of alumni. Three popular events where alumni help is greatly appreciated and needed are:

### **Information Sessions**

The Office of Admission organizes these programs in areas where we have numerous inquiries. Alumni may be asked to attend the program to provide assistance and to get to know some of the students in your area. In areas where we have smaller numbers of inquiries, information sessions may be held at the home of an alumnus. The format of the program is a brief presentation about the College by the staff member from campus, followed by questions and, of course, refreshments.

### **Receptions**

Many alumni host special informal gatherings in their area during the fall, winter, or spring breaks. Current and prospective students are invited, and it is a wonderful opportunity for prospective students to continue to get a feel for the Grinnell community.

### **Picnics**

Summer picnics are a great way for new and current students to get to know one another. The picnic also helps to ease some of the jitters new students may be feeling. This informal gathering helps new students answer some of the more “practical” questions, such as what to bring and what to expect during the first year of college at Grinnell.

## **Book Award**

Each year, Grinnell College awards the “Grinnell College Book Award” at various high schools across the country. The recipient of the Grinnell College Book Award should be a junior who has taken a demanding college preparatory curriculum and ranks in the top 10 percent of his or her class. The winner should be a student who has demonstrated excellence and leadership outside the classroom. The recipient should also maintain a high level of open-mindedness and sensitivity to social issues. Depending on the location of the school, we would like to have a Grinnell alumnus/a present the award.

## Referring a Student

### To refer a student:

1. Call 800-247-0113
2. Write: Office of Admission, John Chrystal Center, Grinnell College, Grinnell, IA, 50112
3. E-mail: <askgrin@grinnell.edu>
4. Complete the referral form at: <[www.grinnell.edu/alumni/admissionreferral](http://www.grinnell.edu/alumni/admissionreferral)>.

When referring a student to the Office of Admission, the following information is **required**:

1. Student name
2. Current grade in high school and/or year of high school graduation
3. Street address, city, state, zip code
4. Telephone number

Additional **helpful** information:

5. E-mail address
6. Name of high school currently attending
7. Student activities in high school
8. Community activities
9. Academic interests
10. Outstanding achievements, honors

**Your** name, address, phone number, and year of Grinnell graduation are also encouraged.

## Academic Majors and Programs

### Humanities Division

Art  
Chinese and Japanese  
Classics  
English  
French  
German  
Music  
Philosophy  
Religious Studies  
Russian  
Spanish  
Theatre

### Science Division

Biology  
Biological Chemistry  
Chemistry  
Computer Science  
General Science  
Library <sup>1</sup>  
Mathematics  
Psychology  
Physics

### Social Studies Division

Anthropology  
Economics  
Education <sup>1</sup>  
History  
Physical Education <sup>1</sup>  
Political Science  
Sociology

### Interdisciplinary Concentrations

American Studies <sup>2</sup>  
East Asian Studies  
Environmental Studies  
Gender and Women's Studies  
Global Development Studies  
Latin American Studies  
Linguistics  
Russian, Central, and  
Eastern European Studies  
Technology Studies  
Western European Studies

### Academic Support Laboratories

Library Lab  
Math Lab  
Reading Lab  
Science Learning Center  
Writing Lab

### Distinguished Programs

Center for Prairie Studies  
Center for the Humanities  
Center for International Studies  
Noun Program in Women's Studies  
Peace Studies Program  
Rosenfield Public Affairs Program

<sup>1</sup> Majors not offered.

<sup>2</sup> American Studies was available as a major prior to 2002–03.

**Major Fields of Study**

- Humanities 33%
- Science 31%
- Social Studies 34%
- Independent Majors 2%

**Student:Faculty Ratio**

- 9:1

**Average Class Size**

- 17; about two-thirds of all classes have fewer than 20 students

## Financial Aid

- Some families may become instantly disappointed once they hear the comprehensive fee. If they do, the most important piece of advice you can give a family about financial aid is that Grinnell is extremely generous with financial aid.
- Grinnell’s financial aid deadlines are: November 20 for Early Decision I; January 1 for Early Decision II; and February 1 for Regular Decision. Candidates for financial aid must submit the Free Application for Federal Student Aid (FAFSA) and the Grinnell College Application for Financial Aid.
- Students are notified of their financial aid packages when they receive their admission decision.
- Grinnell provides a financial aid award using a combination of grants, work, and loans. The two primary types of aid at Grinnell are “gift” (scholarship and grants) and “self-help” (loans and campus work).
- Grinnell budgeted nearly \$21 million for scholarships and grants in 2005–06 and about \$23 million for 2006–07. About 90 percent of Grinnell College students receive some form of financial aid.

## **Athletics**

- Nearly one-third of all Grinnell students participate in intercollegiate sports.
- Grinnell employs 11 full-time coaches who are also full faculty members.

### **Women's Varsity Teams**

- Basketball
- Cross country
- Golf
- Soccer
- Softball
- Swimming and diving
- Tennis
- Track and field, indoor
- Track and field, outdoor
- Volleyball

### **Men's Varsity Teams**

- Baseball
- Basketball
- Cross country
- Football
- Golf
- Soccer
- Swimming and diving
- Tennis
- Track and field, indoor
- Track and field, outdoor

### **Nickname:**

- Pioneers

### **Colors:**

- Scarlet and black

### **Memberships:**

- Midwest Conference
- NCAA (Division III)

### **Physical Education Facilities:**

- Physical Education Complex
- Rosenbloom Field and Stadium
- Eight-lane, 400-meter Granutan synthetic track
- Six all-weather tennis courts
- Baseball, soccer, and intramural fields
- New Athletic Facility and Fitness Center

## ***Admission Information***

### **Location**

Grinnell is located in a community of about 9,100 residents. It rests in the central part of the state and is about a one-hour drive to either Iowa City or Des Moines.

### **Diversity**

Grinnell's student population comes from all over the country and the world. Students come from every state, the District of Columbia, Puerto Rico, and about 50 other countries (15 percent domestic multicultural students, 11 percent international students).

### **Activities**

Grinnell students remain very busy. There are numerous plays, concerts, and recent films. In addition, over 100 student organizations and 20 intercollegiate varsity sports schedule events throughout the year. All this is available to students at no charge.

### **Admission Criteria**

There are three components to making an admission decision.

- 1.** Fifty percent of the decision weighs on the student's academic record and choice of curriculum in high school. The admission staff is looking for a challenging course of study that includes college preparatory classes, such as Advanced Placement (AP) or honors classes when available.
- 2.** Twenty-five percent of the decision is based on either the SAT or ACT scores. Weaker scores do not necessarily eliminate students from admission, particularly for students who have been successful in a challenging curriculum.
- 3.** The final 25 percent is the promise of contribution. This consists of the student's extracurricular involvement, the essay, the recommendations, and the admission interview (although not required, we do highly recommend one).

## **Applicant Profile for the Class of 2010:**

- Applicants: 3,703
- Accepted students: 38 percent were admitted
- Enrolled students: 406
- Enrolled students who graduated in the:
  - Top 10 percent of their high school class: 64 percent
  - Top 25 percent of their high school class: 90 percent
- Median Test Scores:
  - SAT: 1390
  - ACT composite: 31

## **Deadlines**

Application deadlines are: November 20 for Early Decision I, January 1 for Early Decision II (meaning Grinnell is the student's first choice and a binding contract), and January 20 for Regular Decision candidates. Decision notifications are mailed by December 20 for Early Decision I, February 1 for Early Decision II, and April 1 for Regular Decision. Applicants must reply by January 20 for Early Decision I, February 15 for Early Decision II, and May 1 for Regular Decision.

## **Curriculum**

Grinnell's open curriculum allows for unusual academic flexibility. Open curriculum means that Grinnell imposes no core requirements beyond the First-year Tutorial. However, there are departmental requirements for majors. Students work closely with their academic advisers to design a liberal arts education by taking a variety of courses in all areas. The professor who teaches the tutorial is also the student's academic adviser until the student declares a major. Through this process, students and faculty work together to develop a solid liberal arts course of study.

To graduate from Grinnell, a student must complete at least 124 credit hours and the requirements for a major. With the exceptions of transfers, students must also have three full years in residence and complete the First-year Tutorial.

## **Departmental Questions**

One of the most difficult questions to answer is, “How good is the \_\_\_\_\_ department?” Try to determine what specifically the student wants to know about the department, and then address your response accordingly. You may also tell the student that additional information about the department can be mailed to them from the Office of Admission or found on the website < [www.grinnell.edu](http://www.grinnell.edu)>. Please get the student’s name, address, and area of interest if additional information needs to be sent.

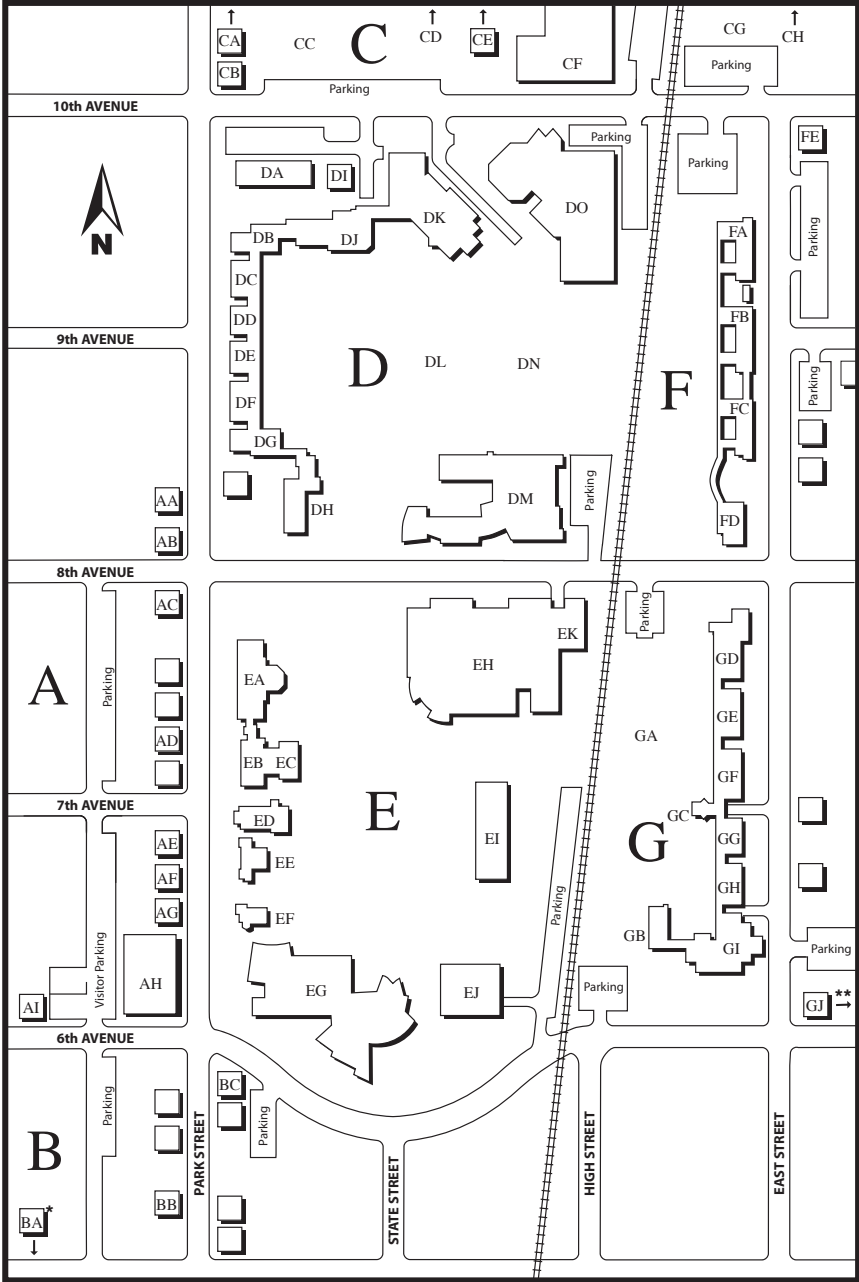
## **Difficult Questions**

Students will try to get representatives to compare Grinnell with peer institutions. Don’t make comparisons. Encourage the student to gather as much information as possible to make a responsible decision, and try to “get a feel” for the different campuses.

## **Graduates**

- Generally, one year after graduation 30 percent of Grinnell graduates have gone on to graduate or professional school; 50 percent are working; 10 percent are traveling; and 10 percent are doing volunteer work
- Through the Career Development Office, Grinnell provides extensive counseling to help student define and achieve their goals.





## CAMPUS FACILITIES

Alumni Recitation Hall (ARH) .....	EA
Athletic and Fitness Center .....	CF
Baseball Diamond .....	CD
Book Store .....	EC
Bucksbaum Center for the Arts .....	EG
Burling Library .....	EJ
Carnegie Hall .....	EB
Clark Residence Hall .....	DC
Cleveland Residence Hall .....	GH
Conney M. Kimbo Black Cultural Center .....	CB
Cooling Plant .....	EK
Cowles Residence Hall .....	DJ
Darby Gym .....	CF
Dibble Residence Hall .....	DB
East Residence Hall .....	FA
Faculty House .....	AB
Facilities Management ** .....	GJ
Forum .....	EI
Gale Observatory .....	CE
Gates Residence Hall .....	DD
Goodnow Hall .....	EF
Grinnell House .....	BB
Haines Residence Hall .....	GF
Harris Center .....	DK
Harry Hopkins House .....	AE
Heating Plant .....	DI
Herrick Chapel .....	ED
James Residence Hall .....	GG
Jane Springer Athletic Field .....	CC
Joe Rosenfield '25 Center .....	DM
John Chrystal Center .....	AH
Kershaw Residence Hall .....	FC
Langan Residence Hall .....	DF
Lazier Residence Hall .....	FD
Les Duke Track .....	CD
Loose Residence Hall .....	GD
MacEachron Field .....	DL
Main Residence Hall .....	GI
Mears Cottage .....	GB
Nollen House .....	AG
Norris Residence Hall .....	DA
Noyce Science Center .....	EH
Old Glove Factory * .....	BA
Physical Education Complex (PEC) .....	DO
Preschool Lab .....	AD
President's House .....	CA
Rawson Residence Hall .....	DE
Read Residence Hall .....	GE
Rose Residence Hall .....	FB
Rosenbloom Football Field .....	CD
Smith Residence Hall .....	DG
Soccer Field .....	CH
Softball Diamond .....	CH
Steiner Hall .....	EE
Student Publications .....	DM
Tennis Courts .....	CG
Volleyball Courts .....	GA
Ward Field .....	DN
Windsor House .....	BC
Yunker Residence Hall .....	DH
1102 Broad Street .....	AI
1127 Park Street .....	AF
1233 Park Street .....	AC
1321 Park Street .....	AA
1432 East Street .....	FE

## CAMPUS PROGRAMS AND SPACES

Academic Advising .....	DM
Accounting * .....	BA
Admission .....	AH
Alumni Relations * .....	BA
Athletics .....	DO
Audio Visual Services .....	EA
Bob's Underground Coffeehouse .....	GI
Career Development Office .....	AF
Cashier/Bursar .....	AH
CERA Director .....	AE
Chaplain .....	AC
College and Alumni Relations * .....	BA
College Services .....	EI
Communication .....	BC
Community Enhancement * .....	BA
Community Service Center .....	AF
Conference Operations and Events .....	DM
Corporate, Foundation, and Government Relations .....	AG
Craft Workshop .....	GC
Dean of the College .....	AH
Development * .....	BA
Dining Hall .....	DM
Dining Services .....	DM
Donor Services * .....	BA
Experiential Learning, Center for .....	AF
Falconer Art Gallery .....	EG
Financial Aid .....	AH
Flanagan Arena Theatre .....	EG
Health Center .....	EI
Help Desk .....	EI
Human Resources .....	BA
Humanities, Center for the .....	EE
Information Technology Services .....	EI
Institutional Research .....	AH
International Student Services .....	DM
International Studies, Center for .....	GB
Mail Services .....	DM
Multicultural Affairs .....	DM
Off-Campus Study .....	GB
Pioneer Fund * .....	BA
Prairie Studies, Center for .....	AE
President of the College .....	AG
Print and Drawing Study Room .....	EJ
Reading Lab .....	AA
Registrar .....	AH
Roberts Theatre .....	EG
Security Department .....	FE
Social Commitment, Office for .....	AF
South Lounge .....	EI
Special International Programs .....	GB
Stonewall Resource Center .....	DM
Student Affairs .....	DM
Student Government Association .....	DM
Student Housing .....	DM
Treasurer * .....	BA

\* The Old Glove Factory is on the southwest corner of Broad Street and Third Avenue

\*\* Facilities Management is located on the east edge of Grinnell at 1917 6th Avenue

# 2006–07 Academic Calendar

*All dates are inclusive*

**August 19-23** .....New Student Orientation  
Saturday-Wednesday

**August 23** .....Registration  
Wednesday, 1:30 p.m.

**August 24** .....First-semester classes begin  
Thursday, 8 a.m.

**September 15–17** .....Family Weekend  
Friday-Sunday

**October 13-23** .....First-semester recess  
Friday, 5 p.m.  
Monday, 8 a.m.

**November 22-27** .....Thanksgiving recess  
Wednesday, 5 p.m.  
Monday, 8 a.m.

**December 8** .....First-semester classes end  
Friday, 5 p.m.

**December 11-15** .....First-semester  
Monday-Friday examination period

**December 15** .....First-semester ends  
Friday, 5 p.m.

**January 20** .....Residence halls open  
Saturday, 8 a.m.

**January 21** .....Registration  
Sunday, 2 p.m.

**January 22** .....Second-semester classes begin  
Monday, 8 a.m.

**March 16-April 2** .....Second-semester recess  
Friday, 5 p.m.  
Monday, 8 a.m.

**May 11** .....Second-semester classes end  
Friday, 5 p.m.

**May 14-18** .....Second-semester  
Monday-Friday examination period

**May 21** .....Commencement  
Monday, 10 a.m.



