GRINNELL COLLEGE

2008
Reaccreditation Self-Study Report

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Chapter 1: Introduction

A Special Emphasis

Every ten years, colleges and universities in the United States undergo a process of self-study and evaluation by an external accrediting agency. Grinnell College's accreditation is with the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The Higher Learning Commission offers the option of a "customized review process" also known as a "Special Emphasis self-study…to accredited, mature institutions that have a recent history of decennial review cycles in conjunction with their comprehensive evaluation visits and with no major interim monitoring" (Higher Learning Commission: Special Emphasis).

The College proposed to the Higher Learning Commission in November of 2006 that we conduct a Special Emphasis self-study. The Higher Learning Commission reacted very positively to our initiative and we began to negotiate a topic. Eventually, the College and the Higher Commission agreed to a "*Special Emphasis self-study* examining a question central to the College's mission: how can the College reinvigorate its traditional commitment to train leaders in public service and social justice as it enters the 21st century?"[1]

Steering Committee Process

After the Higher Learning Commission authorized the Special Emphasis question in January of 2007, the President appointed a Reaccreditation Steering Committee consisting of: Brad Bateman (Associate Dean of the College), Scott Baumler (Director of Institutional Research), Vicki Bentley-Condit (Associate Professor of Anthropology), Tom Crady (Vice President for Student Affairs), Laura Sinnett (Associate Professor of Psychology), Karen Voss (Associate Treasurer), and Henry Morisada Rietz '89 (Associate Professor of Religious Studies). The College also hired Mark Baechtel, a former term faculty member and current director of the forensics team to be a writer for portions of the Self Study. When Brad Bateman left the College to become Provost of Denison University and Tom Crady left to become Dean of the College at Dartmouth, Associate Dean of the College Jonathan Chenette and the Dean for Student Academic Support and Advising Joyce Stern '91 replaced them on the Steering Committee, respectively. At the very end of the self-study, Jon Chenette accepted an appointment as Dean of Faculty at Vassar College, and the outgoing Vice President for Academic Affairs and Dean of the College Jim Swartz and incoming Vice President for Academic Affairs and Dean of the College Paula Smith helped shepherd the process.

The Steering Committee spent several months discussing the Special Emphasis and making the questions our own. We also sought to understand how the Special Emphasis intersects with the rest of the College. We drafted a Venn diagram that helped us envision how we would inter-relate the various elements of the College and our concerns. We consulted with various constituencies of the College community who helped us refine the image that would guide our study.

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[1] "Memorandum of Understanding," 30 January 2007.

Context of Leadership:
Modeling healthy leadership;
Integrity btw what we do what we say;
Healthy constructive communication;
Governance vs. administration;
Self governance

Diversity

Academics

- Liberal Arts
- Individually mentored curriculum (IMC)
  - Distribution
  - Interdisciplinarity vs. disciplinarity
  - Integrity

Special Emphasis:
Creating
- leaders for social justice
- servants of the common good
- agents for social change

Student life

Balancing workload
Changes: technology, reinventing the wheel

Well-being:

Community morale
Efforts vs. outcome

Supported by financial, physical and human resources

Throughout the self-study process, we have been in conversation with our various constituencies, reporting to them, inviting feedback and then discussions. We have regularly reported at faculty meetings and also to the faculty's Executive Council. At a meeting of the full faculty in Spring 2008, lively group discussions helped to define and guide our Special Emphasis. We convened several groups of staff members who helped us develop our staff surveys. After we completed the staff survey, we invited staff to a series of meetings with different categories of staff members to discuss the results. We also consulted with several groups of students who first helped us refine the student survey. We then met with them to discuss the Special Emphasis question and the results of the student and alumni surveys. We have also reported regularly to the Alumni Council when they have met on campus, as well as to alumni at the 2007 reunion and the 2007 volunteer weekend. There have been notes and reports about the accreditation process in the *Grinnell Magazine*, g-mail, and the student newspaper, the *Scarlet and Black*. We have also maintained a [website](). Throughout the process we have invited and received feedback from our various constituencies through direct phone calls, emails, as well as a dedicated email address and through the website. Finally, we have given the President and the Board of Trustees regular reports and received feedback from them. It is important to emphasize that both entities have allowed the Steering Committee to ask its questions, pursue its process freely and come to its conclusions without constraint. We believe in the aggregate that the Self Study responds in intent and spirit to the questions in the Memorandum of Understanding.

Regardless of the nature of evaluation, but especially something as serious as the College's accreditation, there is inevitably a significant degree of stress involved. It was very tempting, under the pressure of the accreditation process, for us to engage in a number of new activities for the sake of accreditation in an effort to strengthen the appearance of the College. Such an approach would put the College in a position of trying to "comply" with the various criteria of the Higher Learning Commission, rather than use the accreditation process more as an opportunity to reflect upon who we are, what we do, and how we could do it better. In the pages that follow, we believe are presenting an honest snapshot, a picture in time, of Grinnell College. We believe that such an approach is more in the spirit of what the Higher Learning Commission intends and will be more beneficial to the College in the long term.

A guiding principle—taken from the College's Mission Statement—that the Steering Committee used throughout the process was that all of our activities should be *"serving the common good."* We used that to guide our various discussions, survey instruments, and engagements with our constituencies. We were intentional about our processes, but throughout we were open to the data that we would find and to the conclusions that we would eventually draw.

We have found that Grinnell is, in general, a strong and healthy institution that has accomplished a tremendous amount since the last site visit in 1998. This is in no small part due to our financial strength. But it is also due to the innovativeness of our faculty, the giftedness of our students, and the diligence of our staff and administration. That progress has not been serendipitous. Rather, it has been achieved through careful processes of visioning, planning, implementation, and review, and includes:

- re-articulation of Mission Statement;
- revision of the budget process;
- development of the Campus Plan and subsequent construction;
- implementation of the Fund for Excellence;
- development and implementation of the Strategic Plan.

Of course, these efforts have not always been accomplished without some occasional conflict or dissension, but then we are not and do not want to be a monolithic institution. And the progress continues, as we implement our ambitious Strategic Plan.

We also have found some ways that we could do things better and be more intentional than we already are. As an institution, we have been and continue to be fiscally responsible, careful stewards of our financial resources. We also strive to be environmentally and socially responsible, enabling our students to not be burdened by excessive educational debt, incorporating local foods into our dining services, being a responsible institutional citizen, and exploring ways that we can reduce our carbon footprint. We as individuals and collectively, however, have not always factored in the costs to our time and personal energy, issues that we deal with in our discussion of our Special Emphasis question. Our self-study has led us to propose several ways that we could be doing better.

Acknowledgments

A self-study could not and should not have been accomplished without the hard work and sustained efforts of a community of leaders. Members of the Steering Committee worked diligently for over a year and a half on this project. Associate Dean Kathleen Skerrett and Scott Baumler deserve special mention. Together they wrote the discussion of assessment in chapter 5. Baumler also coordinated the Alumni, Student, and Staff surveys and wrote the reports for the committee.

The Steering Committee enlisted the help of a variety of people across campus; many of them are listed here in alphabetical order: Gerry Adams, David Ainsworth, Seth Allen, Jayn Bailey '05, Elena Bernal '94, Doug Caulkins, Monica Chavez-Silva, Richard Cleaver '75, Doug Cutchins '93, Cindy Deppe, Houston Dougharty, George Drake '56, Bill Francis, Richard Fyffe, Andy Hamilton '85, Jim Hess, Amy Kalkbrenner, John Kalkbrenner, David Lopatto, Kristin Lovig, Sue Martindale, Val McKee, Jim Mulholland, Mickey Munley '87, Connie Newport, Kathleen Powell, Jim Powers, Tammy Prusha, Dan Reynolds, Tyler Roberts, Catherine Rod, Susan Schoen, Kesho Scott, Pam Sittig, Marci Sortor, Jackie Hartling Stolze, John Stone, Carlie VanWilligen, Roger Vetter, Karen Wiese '73, and Kate Worster '87. We would also like to acknowledge Eliza Willis, chair of the faculty; Mark Schneider, chair-elect of the faculty; members of the Faculty Executive Committee, Joe Cummins, Bill Ferguson '75, Kathy Jacobson, Johanna Meehan, and Sam Rebelsky; and the leadership of the Student Government Association (SGA), especially SGA President Megan Goering '08 and SGA Vice-President for Academic Affairs Eric Olson '08. We are also grateful to the members of the Alumni Council, who gave us important feedback, and to the following alumni for rich conversations, Babak Armajani '68, Merle Fischlowitz '53 and Geoff Swenson '03.

I. Section on General Issues

Chapter 2: A History of Grinnell College until 1998

> *"We saw their consecration, their hopeful enthusiasm, their self-sacrificing spirit, and felt that pioneering might be a blessed work."* Founding Grinnell Trustee Ephraim Adams, Concerning the first meeting of the Iowa Band

The past, it has been observed, can serve as prologue. Certainly this is true at Grinnell College, founded over 160 years ago in part as a response to the tumult present in mid-19th century society. To understand what the College is and what it continues to become, it is useful to look into this foundation, and the history which followed it.

This history reveals a past in which the College has striven deeply to express the ideals of service and social justice, and to inculcate in the students a sense of individual responsibility. These ideals have been tempered by the turbulent years between foundation and the present moment, helped by the College's unique location; by a faculty that takes seriously the notion that they are here not just to teach students, but to guide them in the unfolding personal adventure a liberal arts education ought to be, and by a tradition of self-governance which encourages students to regard active citizenship on campus as part of their learning experience, and a preparation for a life of leadership and service that will continue after their graduation.

A foundation in conflict–1846-1884

The origins of Grinnell College lay in the vision of a group of 11 young men, mostly Congregationalists from Andover Theological Seminary, who gathered in 1843 to head west to each found a church and together establish a college. Once in Iowa, this "Iowa Band" met Asa Turner, Reuben Gaylord, and Julius Reed, Christian missionaries with a similar vision. By 1846, the issue of slavery was already splitting American society, and the great struggle's early skirmishes were being fought out on the frontier of which the Iowa Territory was a part. That year, the "pioneers" organized the Board of Trustees of Iowa College (which would later be called Grinnell College) in the rough river town of Davenport to train the leaders this conflict required. As expressed in an 1855 address by George Magoun—then a trustee of what was called Iowa College, and later Grinnell College's first president—the institution was meant not just to educate the young, but also to provide a rallying point for American society's reformers:

> If society is too mobile and drifting, if it needs anchoring, what will anchor it so well as such as a Seat of Learning? ... There is a manifest intellectual tendency among us towards the superficial. ... Therefore the College is needed, as a constant example and tendency towards a permanent and protracted culture...[2]

In 1859, driven by "a strong local antipathy [among the citizens of Davenport] for [its] anti-slavery views and also for [its] hostility to... intoxicating liquors,"[3] the College moved to the Congregationalist colony of Grinnell. The relocation came at the invitation of the colony's founder, Josiah B. Grinnell, the young abolitionist minister who claimed to have been the recipient of Horace Greeley's advice to "Go West, young man, Go West."

Classes began at Iowa College's new location in the fall of 1861. The then progressive decision was made to make the "new" College co-educational, which was fortunate, as the institution promptly lost most of its male students to enlistment in the Union Army. The female students—enrolled in special "ladies' courses"—kept the institution going during the Civil War. Even after the war ended and the men returned, Iowa College was far from rich, and President Magoun had to engage in exhausting and nearly constant fundraising travel merely to keep the College afloat.

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[2] G. Magoun, quoted in *Pioneering,* by Alan Jones, p. 11.
[3] H. Bullen, "The First Faculty of Iowa College," *Davenport Morning News,* October 2, 1858, quoted in *Pioneering,* by Alan Jones, p. 13.

All was not bleak, however. It was in these years that Grinnell's literary societies–the precursors to the system of student self-governance which continues as one of the jewels in the crown of the College's community life—were founded. Women students created the Calocagathian Society in 1864, providing a forum for burgeoning debates on suffrage and women's changing roles in society. Other societies followed, making the College, as remembered by 1871 graduate James L. Hill, "a little republic… [and] a training school for citizenship… [where] we took kindergarten lessons in politics."[4]

"A world wide movement…"–the Gates years–1884-1900

In 1884, two years after George Magoun's retirement, the College's presidency passed to George Augustus Gates, a 36-year-old minister from New Jersey. Gates was to guide the College to a place of national prominence, putting it at the intellectual center of what would become known as the Social Gospel movement.

While there were marked differences between Gates and his predecessor, it is interesting to note how similar their thoughts were concerning the mission of the liberal arts institution. If anything, the changes in policy Gates would institute would allow a fuller flowering of seeds Magoun had planted. In Gates's inaugural address, he said:

> *I wish I had the power adequately to express my abhorrence of the bread-and-butter idea of college education. The notion, I mean, that what a college course is for is to fit its possessor to "get on in the world" better than he could without it … The AIM of a liberal education is to give larger life…. The REASON for the liberal education is this: we Americans are very much elated, as we have good reason to be, with the overwhelming magnificence of our physical resources. …Physical riches are death, unless there be stalwart ethics alongside adequately dominant. …A class of men and women must be raised up strong enough and in numbers enough and with patriotism enough, to step into the arena of practical life, and by heroic words and more yet, heroical living, by imperturbable persistence in the pursuit of high ideals–still the noise of this low and materialistic clamor.[5]*

Under Gates, enrollments soared, the curriculum expanded, the faculty grew and was given much of the autonomy that still exists as a part of Grinnell's character. In 1893, Gates arranged for a chair in "Applied Christianity" for George Herron, an assistant pastor in the Burlington, Iowa Congregational Church, whose writing had made him nationally influential in the Social Gospel movement, and whose classes, once he was installed at the College, were wildly popular. Herron also traveled nationally, preaching about the need to found what amounted to a socialist Christian state, and ministers began to flock to Grinnell to listen to his lectures.

Iowa College's seeming golden age at the forefront of the Social Gospel movement was not to last. In a denouement that could have come from the stage, as George Herron's lectures became ever more radical, his class sizes and his circle of supporters began to shrink, and conservative voices—including a large number of the College's Board members—began to call for his removal. Gates backed his protégé as long as he could, and the majority of the faculty rallied around him, waving the guidon of academic freedom. But by 1899, Herron himself decided he ought to diffuse the divisive atmosphere by resigning. The struggle had evidently soured Gates on a continuing association with the College, too; he resigned from his presidency shortly after Herron left.

Progressivism and growth–the Main years–1900-1931

Though in the aftermath of Herron's and Gates' departures it might have seemed that the notion of the Social Gospel had been toppled at the College, the changes Gates had instituted in faculty and curriculum remained. In truth, the Social Gospel at Grinnell merely changed its form, forsaking the national limelight to return to the smaller, more intimate setting of the classroom.

After Dan Bradley, a Michigan Congregationalist pastor, quickly came and went as the College's third president, in 1905 the Board plucked John Hanson Thomas Main from the faculty to replace him. Main, who had been Herron's successor in the Chair of Applied Christianity, had long been a friend to Herron and President Gates, as well as an

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[4] James A.Hill '71, quoted in *Pioneering,* by Alan Jones, p. 32.
[5] G. Gates, Inaugural Address, *The Inauguration of George A. Gates* (Grinnell 1887) quoted in *Pioneering,* by Alan Jones, p. 44.

adherent to the Social Gospel. As with Presidents Magoun and Gates, Main's inaugural address, in which he talked about the founding principles he was inheriting and would be passing forward, provides an index for the continuing development of the College's ethos. The address indicated the new president's awareness that as times change, so does the expression of its citizens' guiding values. "The problem of this generation, and of every generation, is to keep such ideals active under newly developing conditions," President Main said.[6]

In the light of what was shortly to come—a tide of social change which would sweep many of the mores of the 19th century before it, a war which would convulse the world, and the long-awaited political enfranchisement of women—these words seem prescient. Main would become known for helping the College to effect a transition from a capital of the Social Gospel movement to a center of Midwestern Progressivism, as well as overseeing the renaming of the institution to Grinnell College in 1909.

Under Main, residential halls for men and women went up on campus. The residence halls were to be run through a system of hall presidents—a structure which, along with the literary and debate societies, was an important proving ground on which Grinnell's system of student self-governance was tempered and tested.

Main had the residence halls built according to the Oxford model—a system in which men and women lived segregated in small "homes" that were ruled over by house mothers. According to one alumnus who looked in on the new arrangement, it was a definite improvement: "The back attic rooms of my day with their unkempt and unmade cots and the unregulated habits of their young men are gone. ...Grinnell has made a place for democracy. Its students need not be 'rushed' for fraternity memberships in order that the fraternity may live. The tendency toward exclusiveness, social cliques, student aristocracy of wealth, or an accentuation of group pride is missing from the one great family of all students at Grinnell."[7]

In addition to the new residence halls, Main's "Campaign for Progress," called for a group of other new buildings, including a "Men's Union," reading rooms, game rooms, a dining hall, guest rooms, and a new men's gym, as well as the College's assumption of a heavy debt load to finance the construction.

In the event, this plan may have been too optimistic: World War I broke out, and inexorably drew America into the conflict. The College's fortunes slid under its new debt, the war's effect on enrollment, and the financial turmoil which followed the peace. But while Main might have overreached in his efforts to express the College's ideals with its buildings, his plan established the character which distinguishes the campus today.

At the same time residence hall construction was going forward, Main was thinking of revamping the curriculum. As he saw it, this was necessary to "give conclusive answers to the criticisms that the modern college has failed in its great task of giving enrichment and preparation for life in our world as it is here and now."[8] Robert Burlingame '28 recalled the Grinnell of these years, calling it "a place of ferment where students and teachers alike became excited about ideas, philosophies, and events, and where no idea or philosophy or event was beyond the pale of appreciation."[9]

With Main at the College's helm and progressive-minded professors in the classroom, the College began another kind of golden age, producing graduates who would make large contributions during the coming global financial crisis of the Great Depression as architects and administrators of the New Deal, including Harry Hopkins '12, director of the Works Progress Administration (WPA); Chester Davis '11, head of the Agricultural Adjustment Administration (AAA), Hallie Flanagan '11, who directed the Works Progress Administration (WPA) Federal Theater project; and Florence Kerr '12, who served the WPA as an assistant commissioner.

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[6] J. H. T. Main, "The College: Its Ideals and Its Problems," *Inaugural Address of John Main* (Grinnell 1906), quoted in *Pioneering,* by Alan Jones, p. 66.
[7] Jacqueline Hartling Stotze, "Dreams of Brick and Mortar," *The Grinnell Magazine,* Autumn 2001.
[8] J. H. T. Main, quoted in *Pioneering,* by Alan Jones, p. 102
[9] Letter from R. Burlingame '28 to C. Payne, June 3, 1946; quoted in *Pioneering,* by Alan Jones, p. 99.

The Nollen years–1931-1940

President Main died in 1931 after more than 40 years of service as faculty member and president. As his successor, the Board chose John Scholte Nollen, who had taught Modern Languages at Grinnell from 1893 to 1907, then left to serve as president of Lake Forest College as well as with the Red Cross and the YMCA in postwar Europe. He had returned to Grinnell as Dean in 1920.

Nollen rejected the movement then prevalent at so many state schools, which were shaping education to fit the needs of business. In his inaugural address, he set out his beliefs on that head:

> The college must serve through personality. Its relation to the community must be that of Socrates to the citizens of Athens...a work of more enduring value to human society than all of the bucolic experts of his day, with all the skillful artificers and merchants and soldiers and lawyers thrown in for good measure. ...[The University], plastically responsive to the public need, has become...a many-sided professional school, absorbed in the training of men for scientific and highly specialized tasks.[10]

The universities' task, Nollen emphasized, was not Grinnell's task. In light of the desperate financial straits of the times and the pressures they produced in society, this might seem a quixotic note to strike on beginning, especially for so mild-mannered a Republican as Nollen reputedly was. However, it was precisely these conditions which radicalized the new president. His baccalaureate address, a year after he assumed his new post, might have been lifted from the text of one of George Gates'—or George Herron's—sermons at the height of the Social Gospel movement:

> To build here upon earth, an earth cleansed of its sickness and sin and blood, the foundations and the gates and walls of this "holy city," that is the task confronting the Christian of our day. ...Selfishness and greed seem to be the master passions of our day, and there is little evidence of a change of heart even now, when the fruits of these beguiling vices have turned out to be apples of Sodom and are leaving bitter ashes in the mouths of our generation. ...I charge you...to be resolutely and uncompromisingly dissatisfied with a world whose stupidity and cowardice and prejudice oppose stubborn resistance to the realization of your vision. ...You shall not, for the sake of comfort or popularity, much less for the sake of your own selfish gain, condone a social order in which predatory men wax fat by exploiting the weak and ignorant.[11]

Hard times magnified the effect of Grinnell's debt load; the faculty was trimmed of its untenured members and those remaining took a large pay cut. The student body had become more conservative than at any previous time, declaring itself to be 48 percent Republican versus 41 percent Democrat and 11 percent "socialist." A majority of male students said they were opposed to the New Deal—ironic, given the prominence of Harry Hopkins '11 in the Roosevelt administration. A group of wealthy alumni and Board quashed President Nollen's attempt to bring Hopkins onto the board, citing his status as a lightning rod for those opposed to Roosevelt's policies.

Complacency, and a period of decline–1941-1954

Nollen stepped down in 1940 and the Board replaced him with Samuel N. Stevens, dean of the University College at Northwestern University. The Stevens years were an odd mixture—self-satisfaction and moderate growth acting as a veneer over inner turmoil.

Trained as an industrial psychologist, Samuel Stevens saw education as "a powerful instrument of social control."[12] He came in with ambitious plans to reform the administration and curriculum, replacing required courses with achievement tests and a system of counseling. Almost from the beginning, Stevens chafed at the Grinnell way of doing things. In private correspondence he called the College "a small, tight little world" at which conditions were "quite different" from those to be found in a "larger, more sophisticated environment." He seems not to have

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[10] John Scholte Nollen, "The Function of the College," *Grinnell and You*, February 1932, quoted in *Pioneering,* by Alan Jones, p. 104.
[11] Ibid.
[12] Samuel N. Stevens, "Inaugural Address," Nos. 4 & 7, October 25, December 18, 1940; quoted in *Pioneering* by Alan Jones, p. 114 & 115.

understood the attitude inculcated in the student body by self-governance, and pronounced the students "morbid[ly] interest[ed]…in every detail of the total college program," and said that there were "only two members of the faculty who can be completely trusted to receive information and communicate it to no one."[13]

Many faculty veterans of the Social Gospel and Progressive years were retiring—so many, in fact, that as the 1941-42 school year began the student newspaper, the *Scarlet & Black*, predicted the opening of a new era at Grinnell:

> Few deny that Grinnell has been doing little more in the last fifteen years than grimly holding its own. …The new educational system which will open here tomorrow is much more than a bold experiment. …But its true significance lies in the fact that our college is again on the upgrade, is again forging to the front.[14]

However, as during World War I, the widening of the World War II conflict put an end to—or at least a hold on—optimistic pronouncements.

Enrollment at the College dropped significantly during World War II, though President Stevens established an officers' candidate school on campus which brought 750 young men to the College during 1942-43, and two other army units brought 1,000 soldiers during 1943-44. Pitching in for the war effort didn't mean Grinnellians rubberstamped government policies in every area, though. During the 1942-1943 school year, four college students of Japanese ancestry were forced to transfer to Grinnell from the West-Coast institutions they had been attending. Grinnell welcomed them—as was observed in a Mentored Advanced Project (MAP) produced in 2002 by George Carroll '02.[15] Some Grinnell students even forfeited some of that year's room deposit to pay for a room in Gates Hall for one of the transferees, who couldn't otherwise have afforded to stay on campus. Carroll further noted that the Grinnell community took the arrival of the students as an opportunity "to take a stand against the government's treatment of the Japanese-American population of the West Coast." The College's faculty lodged a protest against a resolution put forward in February of 1943 by Iowa state legislator C. V. Findlay. The resolution struck at the right of Japanese Americans to attend college at all, and demanded that the students attending Grinnell and other institutions be returned to internment camps. The *Scarlet and Black* also unleashed a broadside against the resolution, saying:

> There is nothing we would like better than to print here a calm, deliberative, restrained and scholarly argument against the passage of the Findlay resolution now before the legislature of the sovereign state of Iowa. But it is the particular advantage of an amendment like that to fill its opposers with such incredulity, indignation, and disgust as to render their arguments almost inarticulate. To be brief, it makes us sick.[16]

Grinnellians at this time also struck at a more entrenched form of American racism with a concerted effort to bring African-American students to campus. In a petition to faculty, the students said:

> [I]t is the sense of the group that at the present time, in a war of freedom for all peoples, we are confronted with the challenge to act. One way to help combat the rising tide of race prejudice is through active association. Perhaps one contribution which we could make, one gesture of amity, and one expression of goodwill would be in getting two or three negro students.[17]

While Grinnell had prided itself on being a progressive and even radical co-educational institution since its founding, the women's curriculum still included courses on preparation for early marriage, home management, interior design, dressmaking and child care. Also, the red-baiting spirit of the early fifties sent its tendrils into the affairs of the College, moving Trustee Fred Roberts to quiz faculty chair Thomas Hauptmann about "communistic influences" at Grinnell. Hauptmann curtly replied that there were none.[18]

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[13] Letter from Samuel N. Stevens to trustee John Heath, December 18, 1940; quoted in *Pioneering* by Alan Jones, p. 115

[14] *Scarlet & Black* editorial, September 23, 1941; quoted in *Pioneering* by Alan Jones, p. 115.

[15] George Carroll '02, Summer Associated Colleges of the Midwest/MSAC Project, "Japanese American Student Relocation: The Grinnell College Experience," 2002.

[16] Ibid.

[17] Petition from Student Seminar on World Reconstruction, March 1943, quoted in *Pioneering* by Alan Jones, p. 117.

[18] Trustee minutes, January 1950; Dialogue between Fred Roberts and Thomas Hauptmann, quoted in *Pioneering* by Alan Jones, p. 126.

During the postwar boom years, enrollments climbed, and faculty and student body (the latter standing at just over 1,100) seemed contented. President Stevens maintained an active fundraising schedule and managed to get a number of new College buildings funded, including various residence halls, a science center and the old Darby Gymnasium. Things seemed to be looking up.

Then came the Korean War. The College, already running a deficit, had its fortunes further reversed by the drawdown in enrollment and the inflation of that time. Ten faculty members were laid off, and the College's financial fortunes continued to slide, as did enrollments. President Stevens, who had entered his position suspicious of small-town provincialism, over-inquisitive students and untrustworthy faculty, began to stonewall, ruling that faculty were not permitted to speak to Board members informally.

Faculty and students, who were used to being a part of the College's decision-making process, grew combative at Stevens' strictures. The Grinnell Student Council published an open letter to the President in the *Scarlet & Black*, protesting "officially and unanimously" his "seeming lack of good faith as regards [his] promise to make available to the council a specified 'breakdown' of the college's budget."[19] Faculty groups began to meet privately to discuss the situation. Students signed petitions protesting the grading system, and demanding the establishment of a "review board" which would be involved in decision-making. Stevens refused. When Dean Fuller resigned in early 1954, the president's attempt to strong-arm the faculty into accepting his hand-picked successor failed, and then his credibility took a hit when he was caught lying to the Board about the level of Marshall Fields' contribution to funding for the Science Center. Stevens attempted to block student Ed Laing from assuming editorship of the *Scarlet & Black*—a move decried by most on campus. Stevens failed also in his attempt to engineer a Board of Trustees that was more congenial to his policies. Reading the handwriting on the wall, he resigned in 1954.

Pioneers on the New Frontier–1955-1964

When Howard Bowen stepped into Stevens' place roughly a year later, he clearly had his work cut out for him. A Keynesian economist who had headed the University of Illinois School of Commerce—a post in which he had often been a lightning rod—Bowen was no stranger to pressure or controversy. His assessment of Grinnell (from his 1988 autobiography) was to the point:

> The campus was run down. The academic facilities were plainly outmoded and inadequate. ... The grounds were not cared for and were criss-crossed with muddy-dusty dirt roads. ...Faculty salaries were well below the market for leading institutions [and faculty] were dispirited. The caliber of students being admitted...was comparatively low.[20]

Despite these problems, among his blessings Bowen counted faculty and student standouts, a loyal and active corps of alumni, and Board whom he called "a bulwark of strength."[21] There was also a multimillion dollar bequest from the estate of Fred Darby, class of 1895, which would help him begin a reversal of the College's financial slide. In his inaugural address, Bowen spoke of the necessity for society—and by implication, for Grinnell—to change its ways, or else lose the essential rights a democratic society ensured:

> [T]he fact is that our preoccupation with adjustment and conformity threatens our essential freedom of the mind. ...I believe that...society will drift to mediocrity, possibly to dictatorship, and perhaps to both, unless it contains within it a significant group of leaders with free minds–people who can think for themselves, who do not passively conform, and who have the ideas and the courage and ability to express them. Our only opportunity to produce such people is through our educational system. ...And a large part of our educational system is not geared up to do the job.[22]

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19 Open letter to president Stevens published in the *S&B,* May 23, 1953; quoted in *Pioneering* by Alan Jones, p. 134.
20 H. Bowen "Academic Recollections" (Washington, D.C. 1988), 48-49; quoted in *Pioneering* by Alan Jones, p. 141.
21 Ibid.
22 H. Bowen Inaugural Address, "The Free Mind," pps. 6,7; quoted in *Pioneering* by Alan Jones, p. 141.

Bowen broke ground for Burling Library and the Forum, added a group of talented young professors to the faculty, and set out to raise the College's profile by raising its admission standards. In 1959 Bowen also introduced a core curriculum according to the Harvard and Columbia model, requiring students to take courses in humanities and history during their first year and sophomore year. Joseph Wall '41 said this change "was predicated on the belief that the liberal arts had become too diffuse, too relativistic."[23]

The changes apparently agreed with students. The College began to graduate Rhodes Scholars (among them future Grinnell president George Drake, '56) and Wilson Fellows, and sent a climbing percentage of graduates on to graduate and professional schools.

The president also increased the Student Government Association's budget and power—a move that revived interest and participation in one of the traditional pillars of Grinnell's community life, student self-governance. Nor was the campus community's attention focused only inward: In an open letter published in 1960 in the *Scarlet and Black*, professors Baron and Westfall, inveighed against the problems of the time: "[W]e believe that our predicament requires the emergence of grassroots leadership from hundreds and thousands of places across the country. Grinnell College, with its tradition of pioneering, of idealism, and of service, ought to be one of those places."[24]

A student race-relations committee formed to make contact with civil rights workers who had been making news in the south; a group of "students for peace" picketed the Military Ball and another group of students traveled to Washington, D.C. to picket the White House in what has been called the first student anti-nuclear protest. According to *Scarlet and Black* columnist Naida Tushnet '62:

> *A new spirit has entered Grinnell, a spirit of honest evaluation, constructive criticism, open-minded discussions. ... Small fires are being kindled all over; we have an articulate and clear-thinking Student Council president, a newspaper full of ideas, controversy, opinions, and background for each student to think about.[25]*

"What Is To Be Done?"–years of struggle and transformation–1965-1975

In 1964, Howard Bowen accepted the presidency of the University of Iowa, and in 1965 Glen Leggett stepped into the College's top position. He struck immediately to the heart of the argument over students' behavior by stating his belief that the College could not and should not function *in loco parentis.* "The time is gone when the administration of a college can regulate student morality," he said.[26]

His policy would soon be put to a series of tests. Shortly after he assumed his post, students went to Washington, D.C. again to protest the Vietnam War, while another group picketed a CIA recruiter who came to campus. Letters of alumni complaints buried his desk, and his phone rang off the hook. To one disgruntled alumnus, Leggett replied that "While I by no means condone irresponsible and publicity-seeking acts of students, I respect their rights as citizens. Students, after all, are citizens; they do not give up their citizenship when they enroll at Grinnell. ...The tradition of intellectual and citizen freedom is one of Grinnell's great strengths, and I think you will agree with me that I should uphold it."[27]

Freedom, of course, is an ideal rather a fixed and concrete reality, and in the coming years Leggett and the Grinnell community would be forced constantly to re-evaluate the meaning of the word in considering the community's life. In the struggles that erupted at the College, Leggett was perhaps a stand-in for the larger target, which was authority in general. Martin Luther King may have spoken directly to student dissatisfaction when he delivered an address on campus in 1967:

> *One of the great liabilities of history is that all too many people find themselves in a great period of social change and yet they fail to develop the new mental attitudes and the new mental outlook that the new situation*

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[23] Joseph F. Wall '41, "How the Grinnell Curriculum Runs Its Course," *The Grinnell Magazine,* Fall 1997.
[24] *S&B,* February 9, 1960; quoted in *Pioneering* by Alan Jones, p. 150.
[25] *S&B,* March 18, 1960; quoted in *Pioneering* by Alan Jones, p. 150.
[26] *S&B,* September 10, 1965; quoted in *Pioneering* by Alan Jones, p. 166.
[27] G. Leggett, "Memo to Trustees and Overseers," February 22, 1966; quoted in *Pioneering* by Alan Jones, p. 166.

demands. All too many people end up sleeping through a revolution. And there can be no gainsaying the fact that a revolution is taking place in the world today. ...There will be times when you will be forced to stand amid the chilly winds of adversity but go on with the faith that unmerited suffering is redemptive. ...And so this morning I can still say: "We shall overcome."[28]

Indeed, Grinnell students did not sleep through the revolution, and it is interesting to note that the protests with which Grinnell's students responded to the events of the times often showed creativity and a puckish, particularly Grinnellian flare. In a later-infamous protest, a group of students came naked to a panel discussion in which a representative of *Playboy* Magazine took part—and won Grinnell (unwelcome) nationwide press. A women's liberation group successfully blocked the election of a Homecoming Queen, and a group of protestors chose the day of the big game to march under a Vietcong flag on campus. The arrival of a Marine recruiter on campus provoked a campus-wide protest in which the open grounds of the College were converted into a "graveyard" with white crosses. When a group of students occupied the Air Force ROTC building, the action yielded the single instance of property destruction that occurred at the College during these years of turmoil: a broken window. According to Jeff Phelps '73, who was there that day, the protestors took up a collection immediately to pay for the damage.[29]

Other demonstrations included a rising at the end of the 1968-1969 academic year in which students sought the right to vote at faculty and administration meetings, with regard to academic policy and social rules. Harassment of African-American students in town (there were over 50 enrolled at Grinnell at this time) provoked the planning of a student boycott of town merchants, and a group, Concerned Black Students, formed, and petitioned the Grinnell City Council with a list of grievances. Students organized anti-Vietnam War marches in town, and went to Washington, D.C. to participate in larger mass-actions. Martin Luther King's assassination provoked a two-day halt in classes for memorial services and small group discussions. The assassination of Robert F. Kennedy and the violent convention of the Democratic Party in Chicago (which a contingent from Grinnell observed) further darkened the mood on campus.

Then came student deaths at Kent State and the invasion of Cambodia. Grinnell joined over 200 other institutions of higher education across the nation in shutting down for two days of discussion, and the College sent a delegation— including president Leggett, two professors and two town residents—to Washington, D.C. Finals were suspended, and commencement ceremonies were cancelled.

Despite a pessimistic pall which hung over the campus, there were those, during this time who saw these many crises as an opportunity for Grinnell to return its attention to its founding principles. In stepping down from his post as Dean of the College in 1969, James Strauss '36 delivered a valedictory in which he said (in part): "[T]he college must, more closely than before, connect its education to the realities of rapid social change, social conflict, and the attendant claims of social responsibility."[30]

At this time, too, the Board made what would prove to be one of the most important financial moves in College history: $300,000 invested in the startup of Intel, a company founded by Robert Noyce '49, inventor of the integrated circuit. The investment was made at the behest of Board member Joe Rosenfield '25, who perhaps more than any other single person, deserves enormous credit for reversing the College's financial fortunes, turning it away from the constantly-in-the-red years of the Stevens presidency and elevating it to the place it occupies today as one of the best-endowed private liberal arts college in the country. In later years, Rosenfield would also captain other important efforts to build Grinnell's endowment, including the election to the Board of Trustees of his friend Warren Buffet and (as urged by Buffet) the purchase and sale of a Dayton, Ohio television station for a profit of nearly $40 million.

During the late 60s and early 70s, the faculty also launched into round of discussions centering on curricular reform. In 1970, the idea of an open curriculum was introduced, extensively debated, revised and, in 1971, passed. There would be no graduation distribution requirements with the exception of total required credits in a student's major, and a required first-year student Tutorial to build writing skills and establish a close faculty-student relationship. Joseph Wall '41 wrote of the change in his history of curricular change at the College, saying:

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[28] Quoted in *Pioneering* by Alan Jones, p. 171.
[29] Conversation with Jeff Phelps '73.
[30] J. Stauss '36, "Report," February 7, 1969; quoted in *Pioneering* by Alan Jones, p. 173.

In only one respect was the new curriculum of 1971 more restrictive than what had preceded it. An absolute maximum for the number of hours a student could take in any one department or any one division was established, thus forcing (through the back door as it were) a rough kind of course distribution. No longer could a student accumulate up to 60 hours in history, English, or music, as had often been the case in the past. And it could be argued that the new requirement of a freshman tutorial preserved some vestige of a core curriculum, but it was only a faint shadow of a core. Each tutorial was a distinct entity in content and often in method.[31]

The open curriculum, which we now call the "individually advised curriculum," established a close student relationship with a faculty advisor—their opening Tutorial professor—who would work with the student until they had declared a major and signed on with an advisor in their major department.

Also at this time, a student initiative moved the issue of the sexually segregated residence halls to the fore. After much back-and-forthing, the residence halls became co-ed, obviating the old system of hall presidents and strengthening the Student Government Association as the main body for student self-governance.

Renovation and prosperity–1980-1990

After the relatively brief presidency of A. Richard Turner, George Drake '56 became the College's first alumnus president in 1980. In keeping with his academic discipline as a historian and echoing the values expressed by previous Grinnell presidents, Drake reaffirmed the value of the College's founding ethos in his inaugural address:

I believe that our obligation to the future has been established by the history of the college, and that the proof is to be found in the accomplishments of Grinnell's graduates. ...I have said that our future is to be read in our past, and to put the matter directly, our future is to be a liberal arts college of high quality for a selected group of young women and men who show unusual dedication to truth, to excellence, and to service.[32]

Helped by Robert Noyce '49 and funds secured through its increasingly skillful grant writing efforts, the campus launched itself into the computer age, upgrading its infrastructure. The residence halls were given a multi-million dollar renovation. President Drake worked with the Board and donors to improve faculty retention and recruitment through a program of raises, funded research leaves and course-load changes. In 1988, teaching loads were reduced from six to five courses per academic year. Renovation and restoration of campus landmarks—including Alumni Recitation Hall, Mears Cottage and Steiner Hall—began, and ground was broken for the Harris Center.

Applications for admission climbed—helped along by Grinnell's ninth-place ranking among the nation's liberal arts colleges by *U.S. News and World Report*. The assessment of the Higher Learning Commission of the North Central Association in 1988 identified Grinnell's students as "extremely happy," and pointed to the College's now-venerable system of student self-governance as a large factor contributing to this satisfaction. The accreditors were concerned, however, that Grinnell's grasp on a long-term vision for the future had slipped—oddly enough, because its recent successes had brought with them a sense of complacency.[33]

President Drake created a Task Force on the Future (which evolved into a standing committee on planning), and several clear recommendations emerged from the committee's findings: the College should move to assure the continuing quality of its faculty, Grinnell should be strengthened as a "multicultural community," admission and financial aid decisions should continue to be need-blind, and the College ought also to move to improve its commitment to and facilities for the fine arts.

On other fronts, the gay rights movement came to campus and GLBT students sought recognition and enfranchisement, which they won through the establishment of the Stonewall Resource Center in 1986. Students launched protests led the College to divest itself of investments that supported the Apartheid regime in South Africa.

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[31] Joseph F. Wall '41, "How the Grinnell Curriculum Runs Its Course," *The Grinnell Magazine,* Fall 1997.
[32] G. Drake, "The Future in the Past," Inaugural Address, May 4, 1980; quoted in *Pioneering* by Alan Jones, p. 192.
[33] North Central Association of Colleges and Schools, "Report of A Visit to Grinnell College, November 14-16, 1988"; quoted in *Pioneering* by Alan Jones, p. 205.

Issues of women's rights gained momentum, as the College appointed its first female dean of faculty, Catherine Frazer, and appointments of female faculty members slowly grew. Student initiated multicultural groups also proliferated, as did the need for space to hold their meetings and conduct their activities.

Growth in facilities, diversity and the endowment–1991-1997

In 1991 Pamela Ferguson was selected to be the first woman to serve as Grinnell's president, an position she would hold until 1997. Diversity had been a serious concern at Grinnell for at least twenty years when Ferguson took office. She made it one of her immediate priorities, appointing a multicultural task force to come up with ways the College could deepen its commitment to a multi-ethnic Grinnell, including revising admission policies. Grinnell's ongoing participation in the Consortium for a Stronger Minority Presence (CSMP), now called the Consortium for Faculty Diversity, was one of the College's greatest successes in this area. During Ferguson's presidency, the conversion of CSMP fellowship-holders to tenure-track positions proved to be one of the College's most successful minority faculty recruiting strategies up to that point.

Ferguson's $75 million capital campaign, which raised $89 million, led to what trustee Nordahl Brue '67 called "the fourth rebuilding of Grinnell"[34]—a campaign which ultimately funded the renovation of the oldest building on campus, Goodnow Hall; Phase I of the Noyce Science Center; and the construction and renovation of the Bucksbaum Center for the Arts.

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[34] *S&B,* November 5, 2004.

Chapter 3: History of Grinnell College Since the 1998 Site Visit: Grinnell's "Fifth Rebuilding"

In 1998, the year of the last Higher Learning Commission's site visit, Russell K. Osgood, Grinnell's twelfth president, came to the College from Cornell University, where he had taught for the previous 18 years, rising eventually to become the Allan R. Tessler Dean of the Law School. In the years since the last site visit, the College has experienced significant physical, financial, and programmatic growth. These programs and activities include the Fund for Excellence (FFE), re-articulation of the College's Mission Statement, reorganization of the institutional structure, reforming of the budget process, development of a Campus Plan and building campaign, and the formulation and implementation of the *Strategic Plan*.

Fund for Excellence (FFE)

In his opening Grinnell Magazine interview, Osgood said:

> [G]ood things rarely come from the administrative top in a college. When I'm doing something that I think is significant, I always want other people's opinions. I will frequently talk to people outside the normal set of administrative relationships to get advice.[35]

One of the President's first official acts was to work with the Board of Trustees to implement the "Fund for Excellence," a multi-million dollar program which the Board had approved before his arrival as a "foundation within the foundation" to "support projects consistent with the [College's] core values and... institutional goals."[36] The Fund for Excellence was to be open to the entire campus community, with the intention of advancing creative proposals which had the greatest potential for improving the life of the community.

According to the 1998 reaccrediting team from the Higher Learning Commission, the fund–which was to be managed separately from the College's base budget—was evidence that the College "[c]learly...[was] not satisfied merely to articulate its mission, but is moving ahead with ideas and money to make that mission more tangible and effective." This would happen through the Fund's support for "specific initiatives... proposed by a wide array of college constituencies... that promis[ed]...to aid greatly the college's continued efforts to further the excellence and distinctiveness of its mission."[37]

A large number of programs that are now established on campus had their start as Fund for Excellence projects. These programs include several with curricular elements:

- Center for the Humanities;
- Center for International Studies;
- Center for Prairie Studies;
- Mentored Advanced Projects (MAPs);
- revived Grinnell in Washington, D.C. Program;
- inception of Japanese language instruction.

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[35] "New Compass," *The Grinnell Magazine,* Fall 1998.
[36] Denise Lamphier, *The Grinnell Magazine,* Spring 1998, p. 8.
[37] http://www.grinnell.edu/offices/president/links/NCAindex/

The Fund for Excellence also supported co-curricular programs and innovations, many of which also benefit some of our off-campus constituencies:

- Office of Social Commitment, including post-graduate fellowships in Lesotho, Namibia, and Nepal;
- expanded Career Development Office experiential learning opportunities through such things as summer internships;
- Faulconer Gallery;
- Alumni Scholars Program.

The Fund for Excellence funded land or building acquisitions and alterations, the costs of campus planning, and improvement to the technology infrastructure:

- acquisition and renovation of the Old Glove Factory;
- construction and renovation of new athletic fields;
- construction of the John Chrystal Center that houses Admission, Financial Aid, the Registrar, Institutional Research and the Cashier;
- construction of a new Facilities Management Facility;
- renovation of ARH 124 into a computer lab;
- Library Millennium Project;
- strengthening of the technology infrastructure with new servers and switches.

Finally, other initiatives strengthened our service to off-campus constituencies:

- establishment of the Office of Community Enhancement and its programs;
- re-establishment of an Iowa admission counselor and the Chicago Admission Office.

Re-articulation of the Mission Statement and Other Governing Documents

Another important milestone of the last ten years is development of a new Mission Statement and other governing documents. The year before the last site visit, the College articulated a list of core values that the faculty unanimously endorsed in 1997. Subsequently, in 1998, a group of faculty and others expanded and organized that list under three headings to form our present statement of Core Values:

- Excellence in Education for Students in the Liberal Arts:
    - varied forms of learning, in and out of the classroom and beyond the campus;
    - creative and critical thinking stimulated by the free, open exchange of ideas;
    - education that reflects on its own process;
    - excellent teaching as the highest priority of the faculty;
    - active scholarship in traditional and interdisciplinary fields;
    - need-blind admission of students with strong academic potential;
- A Diverse Community:
    - a wide diversity of people and perspectives;
    - a residential campus in a setting that promotes close interactions;
    - personal, egalitarian, and respectful interactions among all members of the college community;
    - meeting full demonstrated financial-aid need of admitted and continuing students;
    - support for professional well-being of all whose work contributes to the college;
- Social Responsibility:
    - our strong tradition of social responsibility and action;
    - our strong tradition of self-governance and personal responsibility;
    - learning from and communicating with the world beyond the campus;
    - life-long connections that support friendship, work, and learning; continuing to build institutional strength for educating tomorrow's students.

These Core Values form one of our governing documents and are often invoked in decision-making at the College.

In turn, the Core Values informed a process of reviewing and revising the College's Mission Statement, starting in 1999. The previous Mission Statement dated from 1990. After much deliberation and several drafts, the faculty recommended and the Board of Trustees formally adopted and published in February 2002 the following Mission Statement:

> When Grinnell College framed its charter in the Iowa Territory of the United States in 1846, it set forth a mission to educate its students "for the different professions and for the honorable discharge of the duties of life." The College pursues that mission by educating young men and women in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances. The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good.

Rather than signaling a new direction for the College, this Mission Statement articulates a vision—grounded in the history, values and principles of the College—for what the College does and should do as we move through the twenty-first century.

Comprehensive Campus Master Plan

Taking a cue from what Nordahl Brue said of Pamela Ferguson's presidency, president Osgood's administration has overseen Grinnell's "fifth rebuilding." As with the growth spurt during president Main's administration, the past ten years have seen a transformation of the campus. The first step in this process was the creation of the Comprehensive Campus Master Plan, developed in 1998 in response to a Board of Trustees resolution. The plan was intended to manage a program of renewal, improvement and expansion which would reflect the modern conception of the College's mission, vision and goals. The architectural firm of Shepley Bulfinch Richardson and Abbott was retained to provide proposals for what new buildings would be required, what existing buildings would need to be renovated, and how these projects would meet current or future needs. The Plan covered subjects as quotidian as parking and energy and as visionary as the creation of a campus center that would pull the campus together both physically and as a community.

Campus Construction since 1998

The Comprehensive Campus Master Plan has guided the College's ambitious building campaign since 1998. Significantly, these building projects have been undertaken with only minimal long term debt. The building program comprises two categories: 1) physical resources that directly contribute to the College's educational and residential programs and 2) infrastructural support for those programs. The building projects that contribute to the College's educational and residential programs include:

- construction of the Joe Rosenfield '25 Center (2006) which includes:
    - combined Dining Hall
    - Spencer Grill
    - classrooms/meeting rooms
    - office space for Student Affairs and other offices
    - space for multicultural and other student groups;
- construction of Phase II of the Noyce Science Center (2007);
- renovation and construction at the Conard Environmental Research Area (CERA) including:
    - construction of the Environmental Education Center, the first LEED gold-certified building in Iowa (2005);
    - construction of a 50 kilowatt wind turbine (2007);

- construction of the Athletic Center Phase I (2005);
- construction of the Athletic Center Phase II (under construction);
- overhaul of athletic fields and facilities including:
  - a new softball complex (2002),
  - renovations of the Rosenbloom Field, (2002)
  - new separate practice fields for men's and women's soccer (2002),
  - new performance soccer field (2002),
  - renovation of the Les Duke Track and Field Complex (2002),
  - a new tennis complex (2003);
- construction of four new residence halls to form East Campus (2003):
  - Kershaw Hall,
  - Lazier Hall,
  - Rathje Hall,
  - Rose Hall,
- renovation of Cowles dining hall into student apartments (2007).

The building projects that provide infrastructural support for other programs include:

- acquisition and renovation of the Old Glove Factory (1999-2000);
- construction of the John Chrystal Center (2002);
- upgrades to heating and cooling infrastructure (2002);
- renovation of the Forum;
- renovations of administrative houses along Park Street (on-going);
- acquisition and construction of a new Facilities Management headquarters;
- construction of off-site storage for the Libraries.

Smaller projects include the Creative Computing Lab, the Cultural Education Center, renovation of the Conney M. Kimbo Black Cultural Center, renovation of Mears Cottage for faculty offices, and expansion of Macy House to house the Center for Prairie Studies, the Center for International Studies, and the Center for the Humanities.

The acquisition and renovation of the Old Glove Factory, the recent establishment of the Pioneer Bookshop in downtown Grinnell, and the inclusion of a 50 meter swimming pool in the Athletic Center Phase II (under construction) also reflect the College's investment in the larger community.

Reorganization of the Administration

Over the past ten years, the College has significantly restructured the administration to keep pace with expansion and more efficiently organize resources. At the time of the last accreditation report in 1998, the College was organized under four Vice Presidents who reported to the President: the Vice President for Academic Affairs and Dean of the College; the Vice President for Development and Alumni Relations; the Vice President and Dean of Student Affairs; and the Vice President for Business and Treasurer of the College. As of May, 2008, there are nine positions that report to the President. Six of those positions are vice presidents: the Vice President for Academic Affairs and Dean of the College; the Vice President and Treasurer of the College; the Vice President for Student Affairs; the Vice President for College and Alumni Relations; the Vice President for Institutional Planning; and the Vice President for College Services. Three other positions report directly to the President, the Dean of Admission and Financial Aid, the Special Assistant to the President for Diversity and Achievement, and the Senior Counselor.

Strategic Planning and the Budget Process

The new budget process implemented in 2001 takes into consideration long range planning and draws upon a broad range of constituencies. Previously, the team working on budget was the President, Academic Dean, Treasurer, VP for Human Resources (early on) and one or two faculty members. They worked with campus staff to compile budget recommendations presented to and approved by the Board of Trustees. Now, the process is guided by a broadly-constituted Budget Steering Committee, consisting of administrators, faculty members and students.

This Steering committee allows the major constituencies of the College greater input into the budget, while also communicating that budget judgments must be made from a broad institutional point of view. A significant innovation in this process is the annual formulation and review of a five-year projection of revenues and expenditures that in turn informs budgetary decisions for the upcoming fiscal year.

The budget process is now integrated with campus planning and the *Strategic Plan* under the guidance of the Office of Institutional Planning led by the Vice President for Institutional Planning.

Development of the Strategic Plan

In the Spring of 2002, the Board of Trustees authorized the formal development of the Strategic Plan. Formulation of the plan took place over three years, and emphasized a dialogue planning process that is analogous to the new Budget Process. This extended process sought to ensure an understanding of the goals to be reached, encourage and create innovative alternatives to be evaluated, and include broad participation by the College's constituencies.

The first steps in the process included the appointment by the President of a Planning Steering Committee. In the tradition of shared governance, the President appointed the elected Chair of the Faculty to lead the Planning Steering Committee which drew upon the expertise of Board member Clinton "Clint" Korver '89, CEO and founder of DecisionStreet, Inc. A series of studies were conducted, subcommittees were formed and focus groups were convened that involved the various constituencies of the College.

The Planning Steering Committee submitted a report in April of 2004 to the Board. After reviewing this report, the Board asked President Osgood to use it to develop "a focused and viable plan for the College." The College's formal *Strategic Plan* then began to emerge with further input from tenured and untenured faculty, Board members, deans, and members of the Executive Council. The *Strategic Plan* recommends six strategies and enumerates tactics under each for achieving the significant institutional goals that emerged during the planning process:

- Strategy One: Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum;
- Strategy Two: Foster student, faculty, and staff sense of ambition, adventure, and well-being;
- Strategy Three: Advance Grinnell College as a more diverse, robust intellectual community;
- Strategy Four: Improve fiscal balance and stability of the College;
- Strategy Five: Contribute to the vitality of the City of Grinnell;
- Strategy Six: Strengthen the public profile of a) Grinnell College, b) Grinnellians, and c) the value of a Grinnell education.

Major accomplishments under the Strategic Plan

Implementation of the *Strategic Plan* has unfolded as a series of accomplishments, detailed in a pair of Strategic Plan implementation documents in 2005 and 2007, highlighted here.

Strategy One, "Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum":

Strategy One comprises three elements:

1) Launch the Expanding Knowledge Initiative;
2) Reduce reliance on temporary faculty;
3) Increase opportunities for rigorous inquiry based learning.

The Expanding Knowledge Initiative (EKI) is an ambitious plan that builds upon Grinnell's liberal arts foundation and enables the College to "take the next important step in advancing our educational mission by enhancing interdisciplinary teaching and scholarship." The Expanding Knowledge Initiative comprises several substantive proposals:

(A) the creation of an Office of Interdisciplinary Studies;
(B) the appointment of a Director of the Office of Interdisciplinary Studies;
(C) the creation and appointment of at least 12 additional tenure-track faculty positions;
(D) the re-envisioning of concentrations to meet current needs;
(E) the establishment of three Interdisciplinary Faculty Fellows;
(F) the institution of a Second-Year Retreat that invites students to reflect on their education in the liberal arts;
(G) increased opportunities for students to pursue research with faculty members.

The College has implemented or is in the process of implementing the Expanding Knowledge Initiative; it has:

- established the Office of Interdisciplinary Studies (OIS) in 2005;
- appointed Associate Dean and Vice President for Institutional Planning Marci Sortor as Director of the Office of Interdisciplinary Studies;
- appointed an Advisory Board of faculty members;
- appointed Interdisciplinary Fellows (now discontinued);
- developed plans for 15 additions to the faculty with at least 12 related to the EKI over the period of the Strategic Plan, including:
    - 4 new EKI positions which have already been appointed in earth systems science, human geography, computer science, and film studies;
    - and the approval in Spring of 2008 of 4 new positions in Islam, neurophilosophy, policy studies and Latino/a studies along with expansions of several previously shared contracts;
- established the first annual Second-Year Retreat in the fall of 2006;
- offered "Common Ground" lunches for faculty to explore mutual academic interests and develop collaborative efforts.

The Expanding Knowledge Initiative and other appointments and expansions are being examined with an eye to how the new faculty member might help the College to realize its interdisciplinary ambitions by enabling existing faculty to engage more fully in interdisciplinary teaching, for example by having a new colleague offer a departmental offering or a Tutorial course. The Expanding Knowledge Initiative appointment in Computer Science reduces that department's reliance on temporary faculty as do recent regular appointments in Physics and Psychology.

Among the ways that the College is implementing the third element of Strategy One which calls for the College to "[i]ncrease opportunities for integrative, capstone, and rigorous inquiry-based learning, such as the Mentored Advanced Project program, to focus and enhance students' education in the liberal arts" are:

- continued support of upper-level faculty-student research through the Mentored Advanced Projects (MAPs);
- construction and renovation of classrooms, laboratories and other learning spaces, such as Phase II of the Noyce Science Center, the Conard Environmental Research Area (CERA), the Creative Computing Lab, and the Cultural Education Center that nurture inquiry-based learning at all levels of the curriculum;
- offering integrative experiences off-campus by developing internship sites locally as well as through our Grinnell in Washington, D.C. program;
- the likely expansion of the newly revitalized Donald L. Wilson Program, which promotes the theory and practice of socially responsible innovation, enterprise, and leadership in the business, government, and non-profit sectors, with the goal of empowering students to explore diverse career options.

One of the most significant ways that the College is supporting new learning opportunities is through revisions to its financial aid policies. The College has instituted a one time exemption of a student's summer earnings contribution for a summer educational opportunity. This policy supports students who pursue a qualifying educational experience that offers little or no remuneration such as a College-sponsored internship that is processed through the Career Development Office, summer courses, where at least 4 credits earned are accepted by the Registrar for transfer to Grinnell College, or summer research of at least 8 weeks at Grinnell or at another research institution.

Strategy Two, "Foster student, faculty, and staff sense of ambition, adventure, and well-being".

Strategy Two has five elements:

1) Strengthen and celebrate achievement;
2) Enhance connection between College life and students' futures;
3) Complete facilities program;
4) Provide an effective technology infrastructure;
5) Strengthen College programs focused on the overall, physical, and emotional wellbeing of our students, faculty, and staff.

Element 1, strengthening and celebrating achievement, is being realized through:

- intentional public acknowledgement of faculty, student, and staff achievement through previously existing publications such as the Grinnell Magazine and the College's homepage;
- establishment of new publications such as g-mail, Grinnell News Online, and the biennial "Faculty Scholarship";
- webpages dedicated to student MAPs that receive public presentations, publications, and special recognitions
- development of digital repositories such as Grinnell's pilot repository in the Liberal Arts Scholarly Repository, hosted by the National Institute for Technology in Liberal Education (NITLE) and another version of this repository, working directly with the Longsight Group, to share academic and scholarly work produced by Grinnell students, faculty and staff.

Staff are intentionally included in element 1 and the College has enhanced opportunities and support for staff professional development related to College employment as well as providing additional funds for its Staff Educational Assistance Program.

Element 2, which seeks to enhance connection between College life and students' futures, is being realized through programs such as support of internships and expansion of the Wilson program mentioned earlier. The College has increased its post-graduate fellowships, including a new Grinnell Corps position in New Orleans.

The College is well on the way to fulfilling element 3 which calls for the completion of facilities program as evidenced by the discussion of the Comprehensive Campus Master Plan earlier in this chapter.

The College continues to provide an effective technology infrastructure, as called for by element 4. Recent accomplishments include collaboration between the College Libraries, Information Technology Services (ITS), and the Dean's office on a number of projects, including the creation in 2006-07 of the Creative Computing Lab (CCL) in the Forum near the library. The Creative Computing Lab supports media-intensive computing, creative projects, data representation, and research and provides a showcase for campus projects using new media technologies. The libraries, in turn, reconfigured the computer workstations, reference desk, and reference collection areas on the main floor of Burling Library. The renovation encourages students to use all information formats—print and electronic—in their research and to work closely with reference librarians. The College has also added a data services librarian who begins work in the summer of 2008. The Libraries and Information Technology Services have hosted several faculty workshops on digital images (PDID and ARTStor), GIS and spatial data, and other technologies.

Element 5 seeks to strengthen programs focused on the overall, physical, and emotional well-being of our students, faculty, and staff. In addition to the renovation and construction of the College's athletic facilities, the College continues to develop a variety of wellness programs through the Division of Student Affairs and the Office of Human Resources. Recent efforts include the creation in the spring of 2008 of the new position of Wellness Coordinator, who will provide programming to promote healthy lifestyles for the entire College community.

Strategy Three, "Advance Grinnell College as a more diverse, robust intellectual community"

Elements of Strategy Three include:

1) Emphasize the value of diversity;
2) Achieve and maintain a critical mass of U.S. people of color;
3) Improve and support diversity recruitment efforts.

The College has made significant progress towards fulfilling Strategy Three. Some of the progress involves formulation of policy and planning. In September 2006, the President adopted the revised Diversity Policy proposed by the Diversity Committee that brings together and develops previous policies and practices, such as the Faculty Diversity Initiative. The College has also put together the document Planning to Improve Accessibility at Grinnell College. This document provides short term (FY 2008), medium term (2-7 years), and long term (8-15) plans to improve accessibility on campus, with many of the short term plans already completed by October 1, 2007.

In 2007, the College refined the role of the chief diversity officer, now entitled Special Assistant to the President for Diversity and Achievement, from similar positions in Grinnell's history. With a focus on diversity as essential to learning and achievement, the position goes beyond the traditional affirmative action approach, which is often focused solely on race or 'institutional diversity policing,' to managing campus culture change and engaging all differences to the end of ensuring all faculty, staff, and students have equitable access to the best outcomes associated with a Grinnell education or professional experience.

In the past ten years, the College has realized substantial improvements in recruitment and retention of diverse faculty and students. With new policies and efforts in place to expand and examine the diversity of faculty applicant pools, the number of domestic faculty members in regular positions from under-represented groups has increased by 142%, from 12 to 29 people (est. Fall 08). Of the fourteen new tenure-track and regular non-tenure track appointments made during 2007-08, five (36%) are from traditionally under-represented groups. For the previous year, six of fifteen new regular appointments were faculty from under-represented groups. All in all, faculty members in regular positions from domestic under-represented groups now comprise 18 percent of total faculty, a doubling of their proportional representation since 1998.

Grinnell has expended considerable effort in recent years to foster meaningful diversity within its student population. Overall applications for admission have risen significantly over the last ten years. This has enabled us to be more selective and to approach the question of creating a diverse campus with greater discernment than before. Admission has been working to broaden our reach and range of contacts to identify other national and local programs through which the College might bring other groups of diverse students to campus. As a result, the percentage of domestic students of color in the entering 2007-08 class increased over the previous year's entering class and increased significantly above the average percentage of those students in entering classes over the last five years. The 2007-08 entering class includes the largest-ever number of new domestic students of color (88) and at nearly 20 percent of the entering class, the second-highest percentage as well. One of our most successful programs has been our partnership with the Posse Foundation, which "identifies, recruits and trains student leaders from public high schools to form multicultural teams called 'Posses.'"[38] The College brings Posse students from two sites, Los Angeles and Washington, D.C. In the fall of 2007, we had recruited our fifth cohort from Los Angeles and our third from Washington, D.C.

Grinnell also sees its contingent of international students as important additions to its efforts at cross-cultural education. The number of applications for admission received and admissions approved from overseas have increased steadily since the Higher Learning Commission's last visit, and during 2007-2008 stands at much more than double the 1997 level. One of the dramatic ways that the College is supporting the recruitment and retention of international students involves recent changes to our financial aid policies that include moving to meet the full demonstrated need of select international students.

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[38] http://www.possefoundation.org/main/learn/index.cfm

As discussed under Strategy One, the Expanding Knowledge Initiative emphasizes finding or establishing connections between disciplines and varied campus constituencies, fostering a robust and diverse intellectual community. The "Common Ground" lunches contribute to the sense of connection and community among faculty across disciplines.

The College's interdisciplinary centers have also contributed to our efforts to increase opportunities for cross-cultural communication on campus and to meet the Strategic Plan's mandate that our programs support "cooperative efforts of diverse campus groups to promote civil dialogues about contentious public and ethical issues." These include the Center for Prairie Studies' 2006 symposium "On the Move: The New Immigration" and participation in the 2008 Meskwaki Symposium, and the Center for the Humanities' 2007-08 faculty seminar, lectures, and symposium on "Thinking 'Interdisciplinarity'", and symposia on "The Resurgence of Anti-Semitism in the West" and "Religion and Violence" in the spring of 2006, and "Intolerance" in the fall of 2005.

There has also been a concerted effort to encourage programming that engages issues of diversity, respect, and difference through the Rosenfield Program in Public Affairs, International Relations and Human Rights and the Scholars Convocation series. One of the things that might not be obvious from this listing of programs is the extent to which there is synergy among them. For instance, under the Expanding Knowledge Initiative, the 2007 retreat for Second-year students—itself a recent innovation—found its theme in the 40th anniversary of the address delivered by Martin Luther King on campus: "Remaining Awake During the Revolution." The Rosenfield program picked up the same theme in a symposium later in the year, keeping the momentum of the observance alive in another context.

Strategy Four, "Improve fiscal balance and stability of the College" includes 6 elements:

1) Update financial aid policies;
2) Reconfigure international student admission and aid;
3) Continue commitment to meeting full demonstrated need of domestic students and reduce reliance on non-need-based aid;
4) Increase on-campus student population to1500;
5) Implement a sustainable comprehensive pricing policy that reflects the quality and cost of our program.
6) Increase alumni and friends giving;

At the beginning of the academic year beginning in 2007, Grinnell adopted (for entering students only) a phased tuition adjustment to more closely align Grinnell's tuition with the cost of providing the undergraduate educational experience. This resulted in a $4,200 tuition increase for this cohort of in-coming students. The tuition adjustment enables Grinnell to become less dependent on endowment spending, which by its nature is subject to market trends. By improving its fiscal balance, the College will enhance its long-term financial stability.

However, the College is also making dramatic changes to our financial aid policies. The College has been committed to "need-blind admission of students with strong academic potential" for domestic students and to "meeting full demonstrated financial-aid need of admitted and continuing students." In fact, we identify these policies as part of our Core Values. Responding to the needs of prospective and ultimately current students and their families, the College is implementing changes to our financial aid policies. For first-time students entering Grinnell in the fall of 2007 or later and receiving any non-need-based aid, the College will index the merit aid award at the same percentage as the comprehensive fee increase providing the student remains in good standing and fulfills the academic standards of the merit award. Most significantly beginning in the 2008-09 academic year, the College is capping awarded need-based student loans at $2,000 per year. Moreover, Grinnell College seeks to encourage students' experiential and educational opportunities by exempting qualified students receiving need-based financial aid from one summer's earnings contribution for qualifying educational experiences that offer no or minimal remuneration. The College also is moving to meet the full demonstrated need of select international students, who historically were eligible to receive an aid package covering up to 85 percent of their need. The combination of loan capping with our educational and residential program will enable us to produce graduates to "serve the common good" free from the burdens imposed by large student loan payments.

Enrollment growth

The College has been increasing new student enrollment gradually over the period allocated for Strategic Plan implementation, in careful coordination with growth of residence hall capacity and faculty size, and to allow the campus community and the academic program to adjust smoothly and to coordinate with adjustments to the merit aid policy. The enrollment growth is charted in the student demography headcount in the Institutional Snapshot.

Engaging alumni and friends in the growth process

Ensuring that alumni and friends of the College have become vested in the College's achievement of its goals for growth and stability, there has been on-going work on a Plan of Engagement that features increased funding for regional events, an increase in the number of events, and adequate staffing for these activities. We are currently implementing a web-based data system called Raiser's Edge that will enhance our fundraising and alumni engagement activities. Personnel from the Office of College and Alumni Relations, with the advice and assistance of the administration and the Board, have worked throughout the implementation of the Strategic Plan to involve, engage, and match alumni/friend gift interests to the College's highest tactical priorities. These efforts have yielded good progress in increasing participation in and overall giving levels to the Pioneer Fund as well as producing an uptick in planned giving dollars considered in relation to funds under management. Capital fundraising campaigns have largely been successful.

Grinnell College Five-Year Gifts and Donors
** Year End Figures **

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	Five-Year average
Gifts							
Pioneer Fund	**$3,146,608**	**$3,095,579**	**$2,558,566**	**$2,532,678**	**$2,497,222**	**$2,732,334**	**$2,683,276**
Unrestricted	*$2,538,960*	*$2,369,712*	*$2,054,128*	*$1,842,340*	*$1,952,119*	*$2,178,711*	*$2,079,402*
Restricted	*$607,648*	*$725,867*	*$504,438*	*$690,338*	*$545,104*	*$553,623*	*$603,874*
Capital	**$3,174,494**	**$2,884,664**	**$4,557,720**	**$2,741,680**	**$2,987,943**	**$1,321,830**	**$2,898,767**
Planned Giving	**$4,154,521**	**$5,706,451**	**$1,100,993**	**$3,022,681**	**$2,112,304**	**$5,073,574**	**$3,403,200**
Realized Bequests	*$1,205,792*	*$3,463,986*	*$1,023,249*	*$2,786,416*	*$1,824,840*	*$1,581,669*	*$2,136,032*
Life Income Gifts	*$2,948,729*	*$2,242,464*	*$77,744*	*$236,265*	*$287,463*	*$3,491,905*	*$1,267,168*
Other	**$2,690,227**	**$1,757,712**	**$2,148,239**	**$1,561,347**	**$1,864,336**	**$1,874,772**	**$1,841,281**
Board of Trustees (duplicated above)	*$1,731,826*	*$1,906,264*	*$2,951,123*	*$1,657,174*	*$1,607,995*	*$1,001,349*	*$1,824,781*
TOTAL (Without Bequests)	**$11,960,058**	**$9,980,419**	**$9,342,268**	**$7,121,970**	**$7,636,964**	**$9,420,840**	**$8,700,492**
ABSOLUTE TOTAL	$13,165,850	$13,444,405	$10,365,517	$9,908,386	$9,461,804	$11,002,509	$10,836,524
Donors							
Pioneer Fund	**10197**	**9558**	**9569**	**9272**	**8924**	**9660**	**9,397**
Restricted	*564*	*570*	*801*	*1040*	*829*	*572*	*762*
Unrestricted	*9780*	*9142*	*8916*	*8401*	*8260*	*9214*	*8,787*
Capital	**526**	**462**	**504**	**521**	**446**	**357**	**458**
Planned Giving	**44**	**33**	**33**	**32**	**35**	**53**	**37**
Realized Bequests	*26*	*24*	*24*	*24*	*24*	*30*	*25*
Life Income Gifts	*18*	*9*	*9*	*8*	*11*	*23*	*12*
Other	**12**	**13**	**19**	**14**	**17**	**21**	**17**
Board of Trustees	*94*	*96*	*101*	*94*	*91*	*84*	*93*

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	Five-Year average
Total Unique	**10521**	**9860**	**9876**	**9586**	**9221**	**9933**	**9,695**
Alumni (AL/ST)	7145	7157	6878	6729	6756	6976	6,899
Parent Current	714	571	403	541	200	152	373
Parent Former	1583	1080	1396	1163	1058	1364	1,212
Corporations and Businesses	200	171	191	195	233	241	206
Estates - were PF now deceased	26	24	24	24	26	31	26
Foundations	21	23	29	25	29	42	30
Friends	698	707	824	791	798	1014	827

VSE -- includes soft credit gifts	2007-2008*	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Mailable Alumni	19560	19207	19462	19411	18925	18615
Solicitable Alumni	18554	18749	18726	18677	18217	18085
Alumni Donors	7182	7199	6929	6764	6795	7044
Percent participation	38.71%	38.40%	37.00%	36.22%	37.30%	38.95%
* Estimation						

Strategy Five, "Contribute to the vitality of the City of Grinnell"

The College continues and is expanding its contributions to the life of the City of Grinnell. The Office of Community Enhancement (OCE) initially established under the Fund for Excellence in 2000, coordinates many of the College's local philanthropic efforts. In terms of financial support to the greater Grinnell community, in 2007 the College has completed pledges made to several community organizations, including the Grinnell Regional Medical Center's "Blueprint for Health" campaign, and made a gift to support its purchase of echocardio equipment. The College deeded land to the town's Library building project as well and made a large monetary gift to the Library fundraising effort. The town recently embarked on a major expansion of its Public Safety Building, a project for which the College also pledged substantial financial support. Grinnell has also continued to invest in projects and initiatives mounted by the Grinnell-Newburg School District, focusing its philanthropic attention on projects likely to enhance infrastructure and improve educational excellence. The College has contributed a total of $870,000 to high school expansion (theater, science labs), grant writer support, superintendent program support, and the middle school's technology campaign. The College has also made several mini-grants for educational projects, and recent in-kind gifts have gone toward the purchase of scientific furniture, computer and scientific equipment at the high school and middle school. In FY 2007, the College gave the first installment of $50,000 on a $250,000 pledge to help renovate science labs at the high school along with a one-time "goodwill" gift to welcome the new school superintendent to give her flexibility in programming initiatives. In addition to acting as the institution's liaison to the Grinnell community, the Office of Community of Enhancement administers a program of community mini-grants which are intended to provide a catalyst for small-to-mid-sized projects addressing issues of importance to Grinnell's faculty, students and staff. Past grants have gone to such initiatives as the Kites Over Grinnell Festival, the Bike Patrol for the Police Association, playground enhancement at Fairview Elementary and the Summer Arts Camp. Additionally, the Office of Community of Enhancement oversees a program of "goodwill" donations directed to organizations at which College employees volunteer.

In April of 2007, the College opened the Pioneer Bookstore in the commercial district that serves the local community. In 2007-08, the College began construction of Phase II of its Athletic Center, which will include a 50 meter pool to facilitate our continued outreach to and support of high school swimming.

Strategy Six, "Strengthen the public profile of a) Grinnell College, b) Grinnellians, and c) the value of a Grinnell education"

To establish a strong, clear, and accurate image of Grinnell College beyond the campus, the administration felt it was necessary to propound a "positioning statement" to bring focus, continuity, and reinforcement to the College's message. The message of "No Limits" was thought to capture the College's openness and to make it attractive to students who were looking for an institution which would help them reach ambitious life goals. The College enlisted the services of Mark Edwards of Edwards and Company to develop this theme, create a new viewbook and help the College with a marketing campaign. Of the various parts of the Strategic Plan, Strategy Six is the one whose implementation has occasioned conflict and controversy—in particular the "No Limits" campaign. Strong voices among the faculty, in particular, have described the notion of "No Limits" as counter to the ethos of self-governance and sound decision making we seek to cultivate in our students.

In addition to the "No Limits" campaign, the College has been expanding its efforts to publicize its strengths and the accomplishments of its students, staff, faculty and alumni as discussed under Strategy Two element 1.

Living up to our legacy

The last ten years of the College's history reveal a period of prosperity, growth and expansion in endowment, student body, facilities, and programs. The growth has been strategic and intentionally aligned with our mission. The College has consistently used a process of *visioning*, *planning, implementation, and review*. These deliberative and deliberate processes have enabled the College to make substantive improvements that are sustainable and enduring.

Throughout all the changes of the past ten years, there has been remarkable continuity in the College's adherence to its founding principles of service and support for social justice–thanks largely to administrators and faculty who have been steadfast in their belief in these principles' continuing importance to the community, the nation and the world.

Chapter 4: Issues Raised from 1998 Site Visit Report

Strengths, challenges, advice and suggestions

According to the Higher Learning Commission's 1998 report, the evaluation team found much to applaud. The strengths the team identified were:

1) The faculty are passionate about liberal arts education and their involvement in student learning;
2) Student self-governance is a concept, a work-in-progress, a set of high expectations, and a tradition that is at the core of student experience and a source of student pride;
3) The college enjoys strong administrative leadership that complements and supports the institution's distinctive qualities;
4) The dedicated Board of Trustees is re-examining its organization, its membership, and its functions with the campus community;
5) During a time of institutional stress, the college has successfully articulated its mission and reaffirmed its core values;
6) The college has impressive fiscal resources, and practices continuous budgetary discipline;
7) The support staff exhibits a high degree of friendliness and an admirable work ethic;
8) The college has an attractive and unusually well-maintained campus and facilities.

The 1998 evaluation team also identified a group of "challenges" requiring attention, and offered a series of "advice and suggestions" for improvement.

Challenges:

1. Individually and collectively, the faculty need to find a satisfying balance among teaching, scholarship, and service to the community;
2. The college community should hold itself to high standards of critical, reflective, and reasoned argument, so as not to confuse tolerance with avoidance of healthy conflict;
3. Although space for multicultural activities is a priority in long-range planning, the need is no less now, and should be addressed for the short term;

Advice and Suggestions for Institutional Improvement:

1. The college should renew its commitment to diversity in its faculty and staff, including women and men of color, and women in the senior administration; Meanwhile, it should recognize and celebrate the many kinds of diversity already here;
2. The college's multiplicity of long-range planning efforts should be integrated and sustained;
3. Recent initiatives in support of junior faculty should be developed and strengthened;
4. In order to better encourage international study, the college should review its policies and practices, including the consideration of developing more Grinnell-sponsored programs led by Grinnell faculty;
5. The college should strengthen technical support for computing services and for training the users. An aggressive replacement plan for computing equipment is necessary to stay current;
6. The college should continue the good work it is doing to strengthen relationships and service to the city of Grinnell and to its development.

The College responded with a series of processes and initiatives to come to grips with these challenges at all levels–student, faculty, staff and administration.

> **Challenge 1: "Individually and collectively, the faculty need to find a satisfying balance among teaching, scholarship, and service to the community"**

While the College's various communities have made progress on many of the 1998 review team's recommendations, attaining a "satisfying balance" remains a serious challenge. There are a number of factors that contribute to this situation. 1) The College has a long standing and valued tradition of shared governance by faculty. 2) The College attracts and retains faculty who have high expectations of themselves and are committed to teaching and scholarship. 3) The College has seen significant growth over the past 10 years in its endowment, student body and programs.

The Self-Study Committee has found that balance is an issue cutting across nearly all campus constituencies, not just the faculty. In discussions with members of each of the major communities on campus, the authors of this document repeatedly encountered the culture of overwork, imbalance and stress identified in the1998 report. We believe the entrenched nature of this culture presents a significant challenge to our ability to answer the question providing the foundation for our Special Emphasis—that is, how do we "reinvigorate [Grinnell's] traditional commitment to train leaders in public service and social justice as it enters the 21st century?" Therefore, while we will discuss the efforts we have made to seek the balance called for the by 1998 evaluation team, we will address the issue of balance and wellbeing, in the larger context of the entire campus community, in the Special Emphasis part of this self-study.

Speaking specifically to the situation of the faculty, the 1998 reviewers referred to the College's system of faculty committee governance as "complex and burdensome" and a block to the perennial effort to establish the right mix of teaching, work in service positions and scholarship. While the necessary balance of teaching, scholarship and service (as well as attention to physical health) remains for the most part an ideal rather than an accomplished reality on our campus, this is not for lack of effort on the part of the administration and various faculty committees. Significant portions of Strategies 1-2 of the Strategic Plan (discussed in **chapter 3**) are pertinent to the issue of balance among the faculty. We can trace our efforts to come to grips with the challenge in a number of ways: a) through actions conducted within faculty shared governance; b) through initiatives in support of scholarship; c) through initiatives in support of curricular innovation; d) through increasing compensation for supervision of students' independent study; and e) through reducing the number of faculty supervised internships and off-campus study programs. We address initiatives undertaken on behalf of pre-tenure and early career faculty in a separate section, below.

a) Faculty governance

Following the Higher Learning Commission's 1998 report, the Faculty Organization Committee and the Dean's office moved to bring down the service workload by reorganizing the major faculty committees, reducing their numbers and streamlining their functioning, and cutting their membership. For instance, during the 1999-2000 academic year, a number of committees with similar missions were consolidated to form a pair of new committees–the Instructional Support Committee (ISC) and the Committee for the Support of Faculty Scholarship (CSFS). The Instructional Support Committee was broadly tasked with encouraging and supporting curricular development and an effective infrastructure for teaching and learning, while the Committee for the Support of Faculty Scholarship was constituted to provide unified oversight and consistent guidelines for a broad range of opportunities supporting faculty scholarship. More recently, separate committees overseeing our off-campus study programs in London, in Washington D.C. and in the rest of the world merged into a single Off-Campus Study Board. However, a recent review of the Faculty Activity Reports suggests that committees and service activities continue to proliferate. Moreover, the Faculty Organization Committee (FOC) finds some imbalance in the way that work and responsibility is distributed among the faculty, with some faculty members overburdened, while others are underused. The Faculty Organization Committee plans to initiate a conversation in the fall of 2008 among faculty about our shared governance, emphasizing that it should be "shared." Their goal for the discussions is to have a better distribution of committee workloads among our faculty. In addition, the ongoing expansion of the faculty under the Expanding Knowledge Initiative and regular appointments by at least 15 positions also seeks to reduce reliance on temporary faculty and thus spread out faculty governance responsibilities.

b) Support for scholarship

In 1998, department budgets were increased to cover faculty's miscellaneous research expenses, and a cumbersome application process for covering of these expenses was eliminated. The position of Coordinator of Faculty Academic Support Assistants was added, both to ease the supervisory burden for faculty and to provide more skilled and reliable supervision and training for academic support staff. The budget for professional and research travel support for faculty was also increased.

More recently, support for scholarship has yielded additional pre- and post-tenure research leaves, more grants available through external agencies such as the Mellon Foundation and the Howard Hughes Medical Institute (HHMI), and additional summer research grants. The July 2007 Dean's report from the Committee for Support of Faculty Scholarship (CSFS) cited awards of 41 grants to 40 faculty members during the academic year 2006-07, as well as 37 grants to 37 faculty members for summer research—funds totaling over $150,000 from the base budget. The Committee for Support of Faculty Scholarship also made recommendations on grants for 94 student-assisted summer research projects, including Mentored Advanced Projects and Directed Summer Research conducted by students and faculty during the summer of 2007—funds which exceeded $340,000, of which three quarters were from institutional funds and a quarter provided by grants from the Howard Hughes Medical Institute, Mellon (Oberlin collaboration) and Lilly. The College also spent nearly $85,000 for other scholarship support and travel for faculty in named chairs. The Committee for Support of Faculty Scholarship also awarded 131 faculty members over $183,000 for professional meeting travel, with nearly $30,000 awarded to 40 faculty members for additional travel.

The College has also opened new avenues for competitive paid leaves. For example, Grinnell has participated with Amherst, Oberlin, Pomona, Reed, Smith, Wesleyan and Williams in the Andrew W. Mellon Foundation's Faculty Career Enhancement grant program, which funds a variety of workshops, paid leaves, summer stipends, collaborative efforts, faculty exchanges and research opportunities for faculty at these institutions. The College has also actively worked with sister institutions on projects to advance faculty careers and job satisfaction. During the 2001-02 academic year, the College received a $600,000 grant from the Mellon Foundation, shared with Oberlin, to support collaborative approaches to helping faculty stay engaged and productive throughout their careers. Initiatives funded by the grant include the hiring of student research assistants during research leaves; a streamlined faculty activity reporting system; symposia and faculty development workshops; support for research and teaching collaborations between faculty at the two institutions; and a study aimed at helping senior faculty members to ensure that their concluding years of service are productive and rewarding. Under the auspices of this grant, Grinnell and Oberlin have held two Chairs' Retreats and a retreat for recently tenured faculty. At these events, twenty to forty faculty members from the two institutions gathered to discuss such issues as leadership, developing a vision for the department, enhancing diversity, balancing service with other faculty duties, dealing with deans and governing councils, and handling difficult personnel issues.

The College has participated, since the 2004-05 academic year, in the Associated Colleges of the Midwest's Mellon Faculty Career Enhancement Grant (ACM/FaCE) program, which funds leadership and diversity workshops, faculty exchanges, "enhancing scholarly agendas" research grants, and other opportunities. A follow-up ACM FaCE grant is currently supporting multi-campus and interdisciplinary workshop and research collaborations.

Strategy Two of the Strategic Plan seeks to "foster student, faculty, and staff sense of ambition, adventure, and well-being." Under element 1 of this strategy, the College "celebrates achievement" through intentionally publicizing faculty work through existing and newly created publications that include the Grinnell Magazine, g-mail, the website, the biennial "Faculty Scholarship" and the development of digital repositories such as Grinnell's pilot repository in the Liberal Arts Scholarly Repository. Element 5 of Strategy Two seeks to strengthen programs focused on the overall, physical, and emotional well-being of our students, faculty, and staff. In addition to the renovation and construction of the College's athletic facilities, the College continues to develop a variety of wellness programs through the Office of Human Resources. Recent efforts include the creation in the spring of 2008 of the new position of Wellness Coordinator, who will provide programming to promote healthy lifestyles for the entire College community.
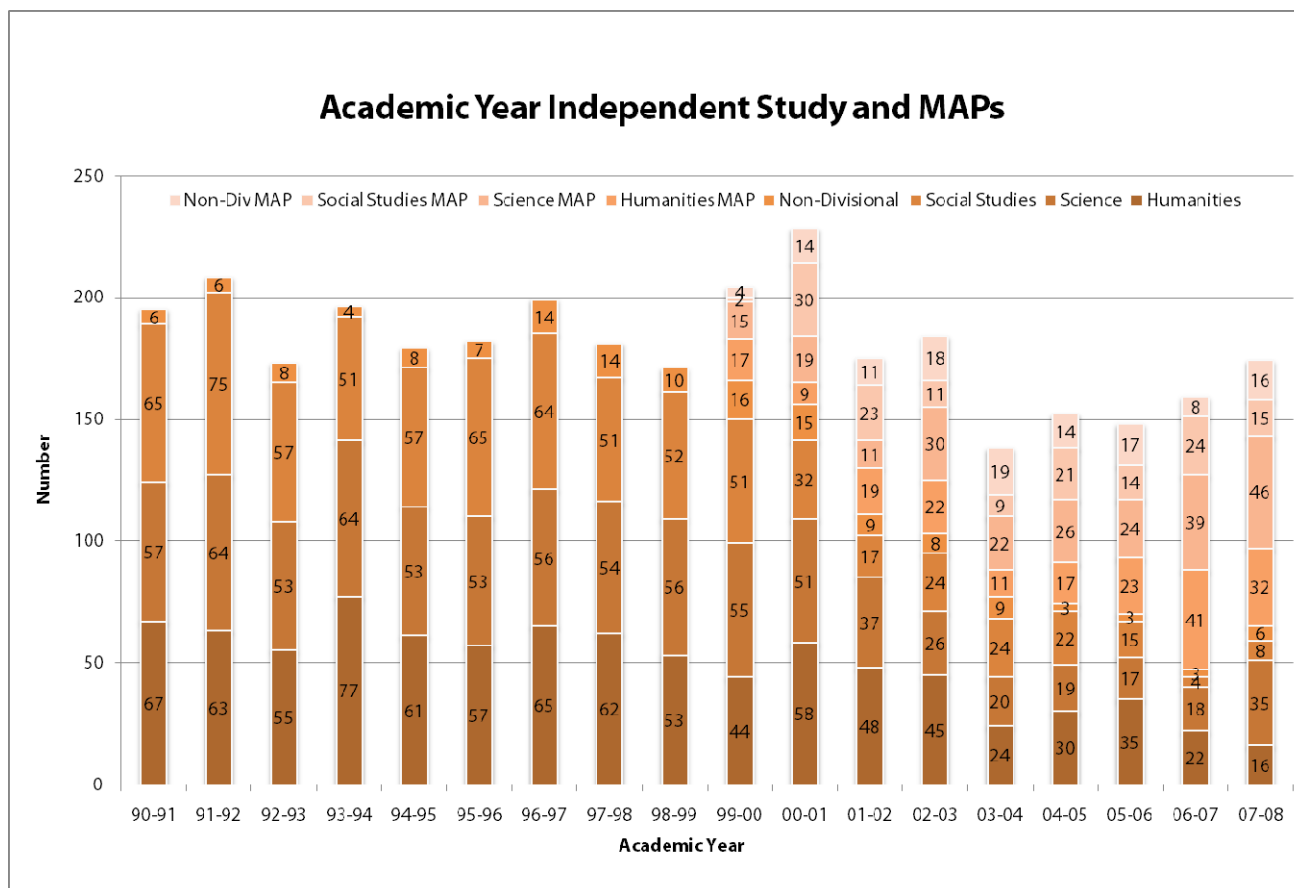
c) Support for curricular innovation

First through the Fund for Excellence (FFE) and now through several strategies of the Strategic Plan, the College supports innovative projects that promise to refresh our approach to our curriculum, reinvigorate our faculty and freshly engage our students. Among the most significant curricular programs inaugurated under the Fund for Excellence that continue today are: Center for the Humanities, Center for International Studies, Center for Prairie Studies, and Mentored Advanced Projects (MAPs). The Expanding Knowledge Initiative (EKI), an important element of Strategy One, responds to faculty desires to enhance "interdisciplinary teaching and scholarship." To that end, under the Expanding Knowledge Initiative, the College has established the Office of Interdisciplinary Studies (OIS) and offered "Common Ground" lunches for faculty explore mutual academic interests and develop collaborative efforts.

The College also has continued its tradition of offering multiple faculty symposia, development seminars and workshops in the summer (e.g. the summer 2008 faculty development workshops), for which participants receive stipends, as well as providing financial support for faculty discussion and reading groups during the academic year. These events are important parts of Grinnell's faculty culture, providing not only ongoing training, scholarly interaction and interdisciplinary curricular conversations, but also serving an important community-building function in bringing faculty members together around subjects of pedagogical and scholarly interest.

d) Independent study

The last accreditation review team suggested that the College review "the distribution of and recognition for supervision of independent study, as these responsibilities are unevenly spread among the faculty and continue to grow." In particular, the team noted a concern that was "expressed by some of the science chairs, and elaborated upon by the division chair, center[ing] around research mentoring which represents some of the best teaching in the science departments. The faculty devotes a great deal of time, including evenings and weekends, to instructing students in research skills and helping them advance their research projects. For these efforts, which are obviously time consuming but which the faculty clearly enjoy and at which they are highly successful, they receive no teaching credit."

During the 1998-99 academic year, the College began seriously to study its policies concerning student independent study, inaugurating an experimental capstone project. Grinnell's experiment culminated in the creation in 1999-2000 of the Mentored Advanced Projects (MAPs) program. Mentored Advanced Projects have proven not only to be an area in which meaningful learning has been taking place, but also as a way of rewarding faculty who conscientiously answered students' desire for independent study opportunities but were doing so without proper compensation. Faculty leading MAPs are now given a one-sixth course credit which may be used in future. In the academic year 1998-99, there were 171 uncompensated independent study projects with faculty members. By comparison, in 2007-08, there were 65 uncompensated independent study projects and 109 compensated MAP's. In addition, there were also 78 MAPs in the summer of 2007 and 81 in the summer of 2008. The discussion continues between faculty and the administration to consider ways to compensate other independent studies.

Academic Year Independent Study and MAPs

Legend: Non-Div MAP · Social Studies MAP · Science MAP · Humanities MAP · Non-Divisional · Social Studies · Science · Humanities

Number (y-axis), Academic Year (x-axis)

Academic Year	Humanities	Science	Non-Divisional	Humanities MAP	Science MAP	Social Studies MAP	Non-Div MAP
90-91	67	57	65				6
91-92	63	64	75				6
92-93	55	53	57				8
93-94	77	64	51				4
94-95	61	53	57				8
95-96	57	53	65				7
96-97	65	56	64				14
97-98	62	54	51				14
98-99	53	56	52				10
99-00	44	55	51	16	17	15	4
00-01	58	51	32	15	9	19	30 / 14
01-02	48	37	17	9	19	11	23 / 11
02-03	45	26	24	8	22	30	11 / 18
03-04	24	20	24	9	11	22	9 / 19
04-05	30	19	22	3	17	26	21 / 14
05-06	35	17	15	3	23	24	14 / 17
06-07	22	18	3 / 1	41	39	24	8
07-08	16	35	8 / 6	32	46	15	16

e) Reducing number of faculty supervised internships and off-campus study programs

The College has moved to reduce another under-recognized drain on faculty time and energy: the supervision of internships. While Grinnell continues to strongly support experiential learning, we have acted to reduce the number of internships in which students may engage for credit, a designation which requires faculty supervision. This has not greatly affected students' experiences, as they have reported they value the experience more than any credit they might receive for it. Supervision and quality control are provided by our Career Development Office.

Another important action, taken during the 1998-1999 academic year, has had far-reaching salutary effects on service workload. This was the College's review of and reduction in the number of off-campus study programs in which it had been participating. The number of students participating has not been reduced. The move benefited both faculty and students by reducing the number of programs, thus allowing for closer monitoring of the remaining programs, ensuring that we preserved our relationship only with those that meet our standards for academic rigor and experiential quality, and fit with the College's educational objectives.

> **Challenge 2: "The college community should hold itself to high standards of critical, reflective, and reasoned argument, so as not to confuse tolerance with avoidance of healthy conflict"**

The 1998 reviewers noted that they had encountered concerns about classroom climate, particularly with regard to students of color. They recount that:

> *"Individuals cite problems such as students of color being called on to speak for a racial group, assumptions about students' abilities or ideologies being expressed directly as well as implicitly through advice given, and the failure of faculty to model proactive intervention in the face of stereotyped comments by other students."*

As the reviewers noted last time, "these problems are not unique to Grinnell, but they provide a compelling opportunity for faculty discussion and learning that can be both educational as well as essential if the college is to continue to make progress toward implementing its mission in "serving students, educating citizens and leaders, and expecting and respecting social diversity."

The College has responded to these concerns through a variety of strategies: a) facilitating discussions about multiculturalism; b) encouraging course development that enabled discussions of race and ethnicity to become integrated into our curriculum; c) creation of an administrative position on diversity that reports directly to the President (currently, the Special Assistant to the President for Diversity and Achievement); and d) implementing strategies to increase diversity of the faculty and students (which will be discussed later in this chapter under "**advice and suggestion 1**").

In the years immediately following the last accreditation visit, the College funded several efforts to address, in constructive and useful ways, the issue of our campus climate. For example, the Fund for Excellence supported the ACE Fellowship awarded to Professor Irene Powell to study issues of multiculturalism at peer schools, including Macalester and Scripps Colleges. We had a national expert on multiculturalism visit to discuss with all students how to address issues of campus climate. Additionally, the College reviewed and revised the student orientation activities pertaining to multicultural sensitivity.

The curriculum, naturally, is central in Grinnell's efforts to promote diversity and cultural literacy. **Chapter 3, Strategy One** and **Strategy Three of the Strategic Plan** emphasize initiatives that support interdisciplinary coursework and scholarship that "engage the diversity of the world [and different] approaches to knowledge." In the years following the last site visit, the College funded the development of new courses as well as units in existing courses through the Race and Ethnicity Curricular Development committee to integrate discussions of race and ethnicity in the curriculum. More recently, in 2006-07, the College received an ACE grant to study the impact and educational value of our internationally diverse student body.

Other efforts continue on campus. For example, New Faculty Orientation in 2007 included a two hour session on "A Culture of Diversity" led by an associate academic dean and the Special Assistant to the President for Diversity and Achievement. For the summer of 2008, two professors are offering a faculty workshop on "Teaching Race, Ethnicity, Class and Gender at Grinnell." In the Spring of 2008, a number of LGBT/Queer students were the target of hate incidents. The campus overwhelmingly turned out in support of the targeted students and a number of campus-wide and small group discussions emerged as part of the response.

> **Challenge 3: "Although space for multicultural activities is a priority in long-range planning, the need is no less now, and should be addressed for the short term"**

Prior to the last accreditation visit, space dedicated to multicultural activities was limited to a small office in the basement of the Forum—then Grinnell's multi-purpose public meeting space—and the Conney M. Kimbo Black Cultural Center, the center for African American activities. Since that time, the College has developed more dedicated space for the purpose of creating community, programming and safe space for students identifying with the more traditional under-represented groups on many campuses. These groups are not limited to race, but also include international students, some religious diversity and gender identity. With the opening of the Joe Rosenfield '25 Center in 2006, came a series of six suites designed to house various multicultural groups. Each suite is comprised of an office and a common lounge space for gathering and smaller activities. Each suite also has some storage space and each area also has designated to it another storage location within the general program area. As part of this configuration, there are two industrial kitchens for student programming. One of the kitchens is a kosher kitchen and is designated for exclusive use by the Jewish Student Organization (Chalutzim). The second kitchen is a multi-use kitchen where preference is given to the multicultural groups, but is available for general use as well. The organizations also have a high priority for use of a room (can also be divided into two rooms) with just under 1,000 square feet of space for programming. The six suites, two kitchens and large room comprise one large programming component of the building. The suites (2,225 sq ft.) and the kitchens (475 sq ft.) total approximately 2,700 square feet and the large room adds an additional 993 square feet of space. Organizations currently using the suites are the International Student Organization (ISO), Concerned Black Students (CBS), African Student Union (ASU), Future Black

Lawyers of America (FBLA), Students Organization of Latinas/os (SOL), Chalutzim (Jewish Student Organization), Asian American Coalition (AAC), and StoneCo (GLBTQ).

The Stonewall Resource Center (SRC) which also includes a library has been recently moved from temporary space to a new permanent location. The new location has a total of 1,163 square feet of space. The space has an office, the library (over 1,500 in collection), a lounge and storage.

The Conney M. Kimbo Black Cultural Center (BCC) went through some extensive renovations since the last review. Recent updates included addition of two computers with a printer, oak bookcases with lockable glass doors for cataloging and storing published collections, new common area furniture and the refinishing of the hardwood floors.

In addition to the three challenges discussed above, the 1998 review team provided a list of six items under "**advice and suggestions for institutional improvement."**

> **Advice and Suggestion 1: "The college should renew its commitment to diversity in its faculty and staff, including women and men of color, and women in the senior administration; Meanwhile, it should recognize and celebrate the many kinds of diversity already here"**

In addressing the above recommendation, the College has avoided looking at diversity in a monolithic way, instead shaping its definition of diversity—at least as it is expressed on our campus—to take in issues of ethnicity, culture, class, political ideology, economic background, physical ability, geography and nation (see, e.g. Presidential Statement on Diversity). Fourteen percent of our students come from countries other than the United States, and we have students attending from all fifty states. We also strive, in our financial aid and need-blind domestic admission policies, to ensure economic diversity. Because of our need-blind admission practices and our commitment to meeting full need for domestic students and improving need-based aid for international students, a student's ability to pay tuition should not be a primary factor in his or her attendance here.

We believe these efforts have worked together to foster a more diverse and inclusive atmosphere at the College. As the 1998 reviewers noted, "[T]here are important geographical, religious, familial, gender, and sexual orientation differences [at the College] that enrich the student body. Grinnell is a better learning environment as a consequence of these matters."

Diversity in the Strategic Plan

We are very aware that, in order for diversity among our students to continue to be meaningful, it must be reflected in the makeup of our faculty and staff as well. One measure of the seriousness with which the College took the 1998 reviewer's recommendation about faculty and staff diversity is the prominence given to the issue in the Strategic Plan. In fact, the third of its six sections is dedicated to the findings and recommendations of a Subcommittee on Improving Diversity which reported to Grinnell's Committee on Strategic Planning. The Subcommittee worked to define diversity in terms that were meaningful on our campus, formed a set of goals for achieving diversity at the College, and offered a specific set of recommendations for action which would help Grinnell to reach these goals. The recommendations were gathered under four headings: "Making the Campus More Aware of the Need for Diversity," "Diversifying the Student Body," "Diversifying the Faculty and Curriculum" and "Diversifying the Staff."

The College refuses, any longer, to offer its rural location as an excuse for failing to diversify its student body and faculty. Since 1998 Grinnell has mounted a number of important initiatives with which it has made significant progress in achieving the educational benefits of a diverse learning community. These efforts may be organized around a) gender equity, b) ethnic diversity within the executive administration, c) ethnic diversity within the faculty, d) ethnic, economic, and physical capability diversity within the student body, and e) ethnic diversity within the staff.

a) Gender equity

While advancing faculty, staff and student diversity remains a high priority for Grinnell, the College has seen greater success in improving gender equity among the faculty. A Mellon-funded study conducted in the Spring of 2004 by Elizabeth McKinsey, Professor of English and former Dean at Carleton, explored issues of career vitality among faculty

nearing retirement at Grinnell and Oberlin. In the Grinnell-specific portion of the study, McKinsey indicated that women faculty members she had interviewed here felt they were carrying heavier teaching, advising, and service loads than their male counterparts. In their reported experience, a smaller proportion of eligible female faculty than male faculty received the competitive leave awards they had applied for. Women were less likely to achieve elevation to full professor than men with comparable years of service and were less likely than men to be elected to important faculty committees such as the Executive Council and the Committee for Support of Faculty Scholarship. The Dean's Office, however, could not find evidence in the course enrollments, number of advisees, or committee memberships for heavier loads borne by women faculty members.

In 2004, acting on McKinsey's recommendation, female faculty organized the College's Scholarly Women's Achievement Group (SWAG), a support group initiative dedicated to helping female faculty to advance each other's research and writing. A year-end survey of its membership indicated that for a great majority of group members SWAG had boosted morale and decreased their sense of isolation.

In 2007-08, approximately 46 percent of the faculty at the College are women, a gain of ten percent since 1999. With the recent appointments of Paula Smith (English, Academic Dean and Vice President for Academic Services), Marci Sortor (History, Associate Dean and Vice President for Institutional Planning), Kathleen Skerrett (Religious Studies, Gender and Women's Studies, Associate Dean) and Leslie Gregg-Jolly (Biology, Associate Dean), women hold four of the most significant academic posts at Grinnell. At the time of the Higher Learning Commission's 1998 visit, none of the three vice presidents were women; now two of seven vice presidents are women, and one additional post reporting to the President, the Special Assistant for Diversity and Achievement, is also filled by a woman.

b) Ethnic diversity within the executive administration

At the time of the 1998 accreditation, one of the three vice presidents was a person of color. In the decade since, while the number of vice presidents reporting to the president has grown to seven, none of these positions is currently occupied by a person from a minority group, though the Senior Counsel and the Special Assistant for Diversity and Achievement are from domestic minority groups. The College recognizes that diversity within the executive administration requires further efforts.

c) Ethnic diversity within the faculty

In September of 2000, the College launched its [Faculty Diversity Initiative (FDI)](). Begun under the auspices of the Executive Council, the initiative revamped Grinnell's recruitment process to make diversity an essential consideration in the interview and appointment process.

Prior to the Faculty Diversity Initiative, whenever a department wanted to retain or add a regular faculty position, it would send a memorandum to the Executive Council, the Dean and the President which outlined the department's curricular needs (including a discussion of enrollment pressures) and discussed the department's contributions to such all-college priorities as Tutorials and concentrations. After the Faculty Diversity Initiative, each memorandum has also included a discussion of ways the proposed position might help to advance diversity at the College– suggesting, for example, how the subject-area might be broadened or delineated with alternatives, so as to attract a larger pool of qualified candidates who add diversity. Departments have been encouraged, where possible, to structure position descriptions in ways that might attract a more diverse applicant pool without seriously compromising curricular needs. Search chairs are required to meet with an Associate Dean and commit, in the memorandum, to a specific set of steps to build a broad and diverse applicant pool. If departments fail to follow through on these steps, the College will decline requests to bring candidates for on-campus interviews.

While shaping these memoranda, departments have also been encouraged to look into the availability of diverse candidates in the relevant pool, as a way of indicating the likelihood of success in attracting candidates who can enhance diversity. The discussion of diversity in these memoranda helps the Executive Council consider diversity as one of the factors in making recommendations to the President regarding the allocation of faculty lines. For faculty recruitment, our definition of diversity is multi-dimensional, involving diversity of person, pedagogy, or curricular emphasis.

The Faculty Diversity Initiative also includes a policy for "opportunity appointments" when a diverse candidate comes to the attention of a department. In this part of the initiative, department chairs, in consultation with the Dean, are encouraged to consider the curricular needs of the College in exploring the creation of an additional faculty line. Departments pursuing such appointments consider several possibilities, including the candidate's primary appointment in one department with specified contributions to other departments, concentrations, or general education, as well as appointments made to leave-proof a department partially or completely. Such appointments are normally made at the entry level; however the College also considers appointments at higher levels when relevant candidates are already tenured elsewhere.

The Faculty Diversity Initiative specifies Grinnell's ongoing participation, along with 37 sister institutions, in the [Consortium for Faculty Diversity at Liberal Arts Colleges (CFD)](#)—an initiative which brings highly qualified pre- and post-doctoral fellows to Grinnell to teach part-time and conduct research. CFD Fellows have a departmental mentor, who provides support and information about the department and the College, as well as help at the end of the fellowship term in finding a full-time position, preferably at a liberal arts institution. In addition, in cases where departments wish to make a case for hiring a fellow to a tenure track position at Grinnell, the Faculty Diversity Initiative specifies that this may be done without opening the position to a nationwide search. It is worth noting that Grinnell's participation in the Consortium for Faculty Diversity has been more than nominal: the College has played a guiding role in this program, earning us national visibility among scholars of color and a reputation for national leadership in advancing the cause of diversity on liberal arts campuses. Dean Jim Swartz directed the Consortium for Faculty Diversity program (then called Consortium for a Stronger Minority Presence, or CSMP) for eight years, a period during which Grinnell was its administrative host. In the summer of 2006 administration of the program moved to DePauw University.

One index of the College's success in its faculty diversity efforts is the fact that since the 1998 accreditation, the number of diverse tenured and tenure-track faculty at the College has increased by two-thirds, from 12 to 20, and we estimate that this number will have grown to 26 by the beginning of the 2008-09 academic year.

Number of Domestic Non-Diverse and Diverse Faculty Members in Regular (excluding Library and PE) Positions
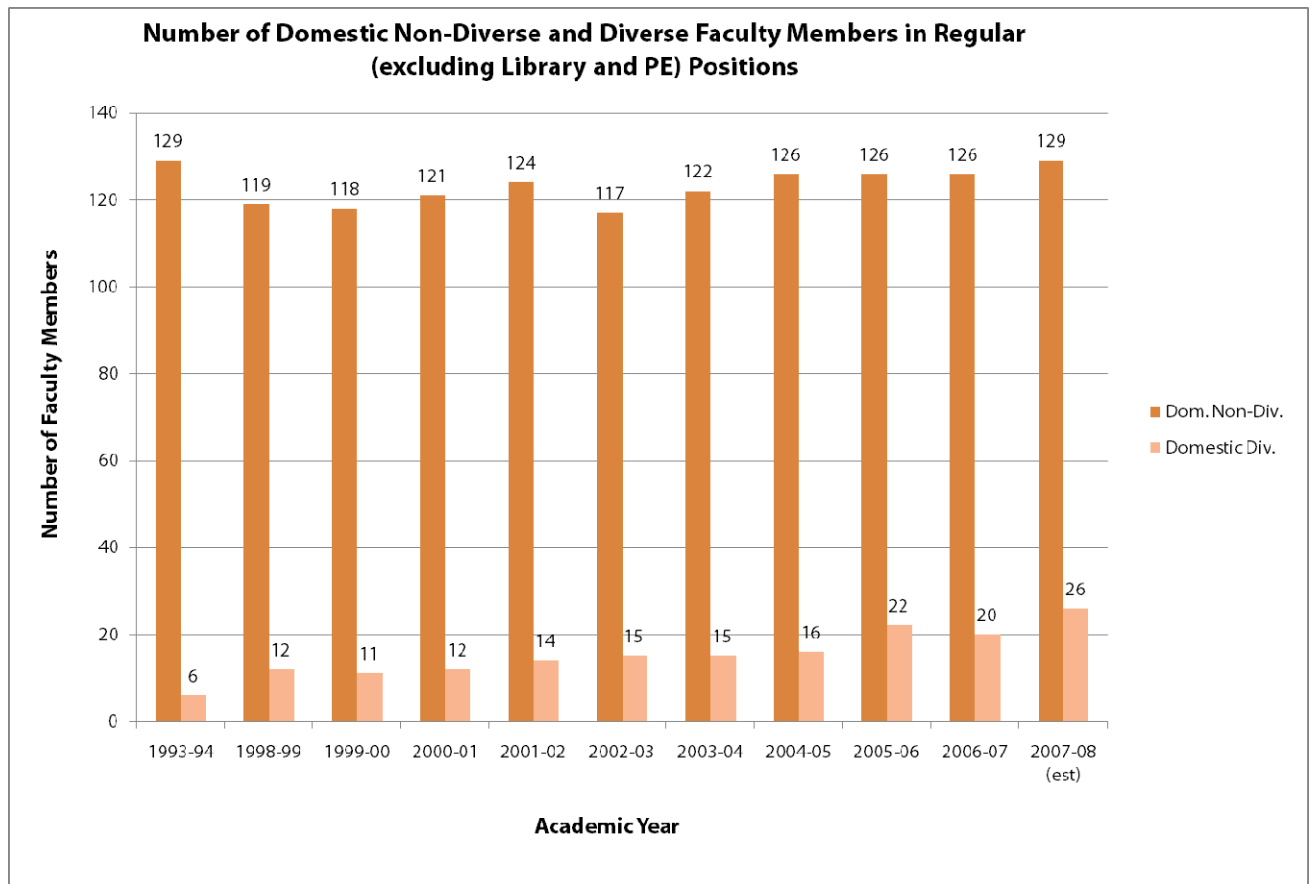
The cohort of faculty members appointed during the 2004-05 academic year included the largest group of diverse faculty ever recruited by the College during a single year, and all but one remain at the College. Six of fifteen new tenure-track appointments made during 2006-07 were faculty from under-represented groups. In 2007-08, five of eleven tenure-track appointees were from under-represented groups. All in all, faculty members from domestic minority groups now represent 17 percent of total faculty, a gain of nearly seven percent since 1999.

An indicator of our success is the fact that other colleges have begun to approach us to study our procedures in pursuing a more diverse campus. During 2006-07, then-Associate Dean Brad Bateman (now Provost and Executive Vice President at Denison University) made presentations on the subject at Beloit College and Lawrence University, and he made another presentation at a diversity conference at Colorado College in the fall of 2007. Dean Jim Swartz was invited to present at a meeting of the Associated Colleges of the South, the Associated Colleges of the Midwest, and the Coalition for Faculty Diversity at Liberal Arts Colleges concerning Grinnell's policies.

d) Ethnic, economic, and physical capability diversity within the student body

While the 1998 recommendation focused particularly on diversity among faculty and staff, Grinnell has made considerable efforts to enhance meaningful diversity and its educational impact within the student population as well. Increasing student diversity is a high priority in the Strategic Plan, and the College has put policies in place in order to encourage deeper and more meaningful dialogue about issues of difference on our campus.

Applications for admission have skyrocketed in recent years, with a dramatic rise of 50 percent between 1999 and 2005. For the 2007-08 academic year, we received 3973 admission applications, the highest number in the College's history. The increase in applications has enabled us to be more selective than in the past and to approach the question of creating a diverse campus with even more discernment than before.

The College's Office of Admission has continued its efforts to recruit an ethnically more diverse student body, while also valuing our Iowa location and the importance of this locale to the college experience of students who come here from urban locations. In 1999, for example, the Office of Admission added two counselors initially funded by the Fund for Excellence and now part of the operating budget—one focusing on recruitment of new students from Chicago and the other on recruitment from the state of Iowa. These moves helped the College to seek students in an urban area with a large concentration of qualified minority students while also increasing applications from students in our home state.

In recent time, Admission has been working to broaden our reach and range of contacts to identify other national and local programs through whom the College might bring other groups of diverse students to campus. Grinnell has been working to become more visible in places where there are growing populations of potential students of color—strengthening our admission efforts in these places, as well as consulting data sources such as the Western Interstate Commission for Higher Education (WICHE) to obtain projections of changing demographics of high school graduates by state and ethnicity. These data will enable Admission to target strategically geographic areas with large and growing student-of-color populations—efforts which the College will monitor closely for effectiveness. As a result of these and other efforts, the percentage of domestic students of color in the entering 2007-08 class increased over the previous year's entering class and increased significantly above the average percentage of those students in entering classes over the last five years. The 2007-08 entering class included the largest ever number of new domestic students of color (88) and at nearly 20 percent of the entering class, the second-highest percentage as well.

Of course, our admissions form only part of the picture. The College is also creating, reviewing and strengthening its support for admitted diverse students to improve their retention and success. Retention is part of the reason the College recently recruited its fifth Los Angeles and third Washington, D.C. cohort from the Posse program, which brings groups of highly qualified enrolled students together and fosters long-lasting supportive relationships among them which have proven to make the difference between success and failure in a highly competitive and intellectually rigorous environment like Grinnell. While the Posse program is focused on leadership training, its high concentration of students of color also makes it a valuable de facto addition to the range of initiatives which increase campus diversity.

We know that economics are often a part of the retention question for students, regardless of ethnicity. Our support for diversity on campus takes in questions of economic class as well as gender, nationality and ethnicity. Grinnell has a long-established policy of need-blind admission for domestic applicants, and we have consistently worked with students and their families to meet their full demonstrated and documented financial need. As the Higher Learning Commission noted in its 1998 report, "Grinnell's policies ensure that the ability to pay does not influence admission to the College nor to any of its academic and social programs once here. That is a quiet but powerful policy that ensures uncommon levels of social and economic diversity." With an eye toward continuing these traditions and helping students meet the financial challenge of attending college, in 2007 and 2008 the College instituted a variety of new student-oriented financial measures that are discussed under **Strategy Four in chapter 3**.

Diversity derives not only from people with different ethnic and economic backgrounds, but people with different physical capabilities as well. Grinnell has strengthened its efforts to recruit, retain, and provide essential services for students with disabilities. The Ad-hoc Committee on Issues of Disability at Grinnell College was formed in the summer of 2004, and includes members from the faculty, staff and student body. The Committee seeks to raise awareness of disability-related issues on Grinnell College campus; encourage faculty to include issues of disability within existing courses, and eventually expand curricular offerings to include the study of disability as a field of knowledge; and enhance recruitment of students, faculty and staff with disabilities or people who have family members with disabilities. Beginning in 2005, the Committee organized an annual Disability Awareness Week with speakers,[39] films, roundtables, walking tours, and technology fairs. In conjunction with Marci Sortor and Mark Godar of Facilities Management, the Committee participated in the first phase of an accessibility audit, which resulted in significant changes, including automatic doors at the entrance and a handicap accessible bathroom on the first floor of Burling Library; a new ramp at Mears Cottage; and a proposed virtual map of the entire campus that will highlight accessibility impediments. Other improvements are in the works, for example, renovations to administrative houses on Park Street are underway to make them more accessible. The Committee has begun to formulate strategies, analogous to those already employed with respect to race and ethnicity, to further diversify the Grinnell community. The Committee also has facilitated a number of curricular developments, including a joint Tutorial on disability and medical anthropology, taught by Maria Tapias (Anthropology) and Ralph Savarese (English) and a new English seminar on memoirs of disability, taught by Ralph Savarese.

Grinnell also sees its contingent of international students as important additions to its efforts at cross-cultural education. The number of applications for admission received and admissions approved from overseas have increased steadily since the Higher Learning Commission's last visit, and during 2007-08 stand at much more than double the 1997 level. The 2007-08 cohort of international students came to Grinnell from Bangladesh, Canada, Columbia, Ecuador, Ghana, Guyana, India, Indonesia, Malaysia, Mexico, Nepal, the Peoples Republic of China, Pakistan, Russia, South Africa, South Korea, Turkey, Ukraine, and the United Kingdom. With a $10,000 grant from the Innovation Fund of the Internationalization Forum of Chief Academic Officers of the American Council on Education, during the 2006-07 academic year the College conducted a study involving focus groups, surveys, transcript analyses, interviews and student gatherings to measure the impact of international students' presence on campus. In June of 2007, a faculty and staff workshop convened to analyze the information and arrive at a strategy for maximizing the impact of this student cohort while ensuring that they receive the support they require to gain full benefit from their Grinnell education.

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[39] Speakers have included Peter Blank, Professor of Law at Syracuse University and an expert on the ADA; Rosemarie Garland-Thomson, Professor of Women's Studies at Emory University and founder of disability studies in the humanities with her book *Extraordinary Bodies*; Stephen Kuusisto, Professor of English and Disability Studies at the University of Iowa and author of *Planet of the Blind*; Brenda Brueggemann, Professor of Disability Studies at The Ohio State University, an expert on Deaf culture and editor of the interdisciplinary journal, *Disability Studies Quarterly*; and Lennard Davis, Professor of Disability Studies at the University of Illinois-Chicago and recent scholar-in-residence at the Grinnell Humanities Center.

e) Ethnic diversity and the staff

In addressing the question of diversity among the staff, it is necessary to distinguish between exempt and non-exempt staff. With non-exempt staff, Human Resources conducts local searches, while it conducts national searches for many exempt staff positions. The latest census data for Grinnell show that nearly 95 percent of the population is Caucasian. In Poweshiek County that figure is nearly 97 percent, and for the State of Iowa nearly 95 percent. Clearly, recruiting employees of color from the local or state populations presents large challenges. The College has moved nonetheless to increase the diversity of the applicant pool for open staff positions through participation in pertinent job fairs and by undertaking other initiatives focused on recruiting from diverse employment pools in nearby markets.

During 2007, Grinnell took a lead role in the effort to increase regional diversity by sponsoring the Iowa Diversity Conference. The College has also developed new marketing materials to promote its diversity awareness, and recruited at a recent multicultural job fair as well as sending job postings to several diversity websites. Grinnell Human Resources staff also attended the Iowa Regional Diversity Summit.

> **Advice and Suggestion 2: "The college's multiplicity of long-range planning efforts should be integrated and sustained"**

Among the issues the 1998 evaluation team identified, one of the most prominent was what the Higher Learning Commission perceived as the College's need to "integrate and sustain" its "multiplicity of long-range planning efforts." Following the Higher Learning Commission's report, the administration and faculty moved to do just that through a revision of the College's Mission Statement, the adoption of a Campus Plan, the formulation of a Strategic Plan, and the development of a long range budget process as discussed in **chapter 3**. The Office of Institutional Planning was created to integrate implementation and review of the Campus Plan and the Strategic Plan with the budget process under the leadership of the Vice President for Institutional Planning. The mission of this office is "[t]o guide, and to serve as a resource for, sustainable, collaborative institution-wide strategic and budget planning processes."

> **Advice and Suggestion 3: "Recent initiatives in support of junior faculty should be developed and strengthened"**

Given Grinnell's tradition of faculty self-governance and departmental autonomy, success in this area has traditionally depended on the culture and leadership present in individual departments. Over the last ten years, however, Grinnell has engaged in a number of program changes aimed at welcoming new faculty more intentionally into our community and ensuring that they receive assistance in finding resources and addressing concerns as they proceed toward tenure.

Following the 1998 evaluation team's recommendations, the College moved to clarify its guidelines and regularize its schedules for all faculty reviews. The College also created a new pre-tenure, one-semester research leave to supplement the existing Harris Fellowship program pre-tenure faculty competitive, year-long leave.

Grinnell has also worked over the last ten years to improve faculty salaries relative to our peer institutions, especially for pre-tenure faculty. In October of 1999, the Faculty Budget Committee endorsed a long-term goal for the setting of faculty salary levels, recommending that the College set faculty salaries at 105 percent of the average salary at each rank of our comparison group of Colleges. The Committee expressed concern that assistant professor salaries continued to be low relative to peer institutions, and there has been considerable effort over succeeding years to improve salaries for all faculty, but with particular attention paid to untenured faculty on tenure track, including a series of substantial raises in addition to merit pay. While we have not yet reached the Faculty Budget Committee's 1999 105 percent goal, improving faculty salaries continues to be an institutional priority. In extending offers to faculty candidates who are receiving competing offers from other institutions, the College has been willing to negotiate when salary was a deciding factor in the candidate's decision.

New faculty members now participate in an extensive orientation process to acquaint them with the academic culture at Grinnell, resources for teaching and research, best practices for pedagogy and syllabus design, and traits of

Grinnell students. This orientation, which took about two hours at the time of the 1998 site visit, now stretches for two days. New faculty continue to meet monthly throughout the first year to consider topics ranging from faculty review processes to support for research to working with academic support labs to enhance student success. Resources for new faculty are also available on a website maintained by the Dean's office.

New faculty may participate in an optional mentoring program, coordinated by the Dean's office, in which they meet regularly with an experienced faculty member outside their department to discuss teaching, research, or balancing personal and professional demands. Approximately six to eight such mentor pairings are established each year.

Grinnell offers a number of summer workshops intended to support faculty in increasing their pedagogical skill sets. Faculty attending these workshops—on subjects as diverse as incorporating oral presentations into the classroom, mentoring and advising students, using technology, and teaching writing across the curriculum—receive a stipend. An important outcome of these workshops is a stronger sense of common purpose and community resulting from the connections faculty members forge across disciplines.

Another group of workshops which has proven to be particularly important are a series of four that prepare faculty for leading a Tutorial. The Tutorial is a distinctive component of Grinnell's curriculum—the only required course and the gateway to the Grinnell experience for all first-year students. Tutorials are heterodox in their subject material— faculty members are encouraged to be creative, picking whatever themes they wish to pursue, and to choose their own approaches—but are specific in the skills they seek to develop, emphasizing writing, argumentation and critical thinking. Each department assigns its faculty members, on a rotating basis, to teach a section of the Tutorial, and this is often one of the ways young faculty "win their spurs" with their new colleagues. The Tutorial workshops–along with an extensive list of resources compiled to help faculty members design successful Tutorial courses– contribute greatly to the ongoing conversations about pedagogy and effective teaching at Grinnell.

One of the most important resources for new faculty is the Early Career Faculty Group, initiated by a group of untenured faculty in 2004 with the encouragement and monetary support of the Dean's office and the Instructional Support Committee. The group was started to help early career faculty mentor and support each other and to provide a forum for discussing issues of pedagogy, scholarship, faculty review procedures and expectations, and work/life balance. An example of the group's activities was the two-day workshop they arranged in April 2008, led by consultant Beth Luey, on turning a dissertation into a book. The group's regular meetings provide a venue for developing positions on campus issues, planning professional development programming, and building social networks. In 2007-08, the group brought a motion to the faculty that passed, regularizing sharing department review letters with the faculty members under review. The Early Career Faculty Group professional development activities include lunch meetings in which senior colleagues speak about issues such as the review process, how to balance service with other commitments, getting research done in the Grinnell context, and securing funding for research. Since 2004, there have been two to six such sessions per year, funded by the Dean's office. In addition to sessions for the whole group, they have organized specialized meetings and programming for subgroups: for example, a series of events for temporary faculty including CV review, mock interviews, and job search best practice. Another sub-group formed around the theme of "get the dissertation done." Recently, they have formed another new group led by a temporary faculty member, which is the post-dissertation group, focused on taking the next step in research after the dissertation is complete. In the spring of 2008, that group read and discussed a book that gives advice to new faculty members. In addition to the official programming, the Early Career Faculty Group provides an important venue for socializing and support, helping new faculty to find a place here at Grinnell. They organize various social opportunities, from informal gatherings on Fridays to a progressive dinner in which they spent an evening going to several (6-7) houses for dinner with a different course at each house. The success of this group is receiving interest from our peers. In the spring of 2007, Karla Erickson, one of the early leaders of the group, spoke about it at an ACM Faculty Career Enhancement workshop for department chairs.

Finally, spousal and partner employment continues to be an issue in our hiring process, and a large percentage of those declining our offers have been faculty for whom this was a major consideration. The College has attempted to enhance spousal employment opportunities by partnering with other institutions belonging to the Dual Career Network headquartered at the University of Iowa.

Advice and Suggestion 4: "In order to better encourage international study, the college should review its policies and practices, including the consideration of developing more Grinnell-sponsored programs led by Grinnell faculty"

2006-07 was a record year at Grinnell for student off-campus study. The College had students studying in off-campus programs in 32 countries and in the United States, with a total of 228 student-semesters spent enrolled in these programs, including ten students who attended the relatively new (established in fall 2001) Grinnell-in-Washington program and another 35 students who attended the fall 2006 Grinnell-in-London program. On average, over half of our graduates study in an off-campus program sometime during their college career.

These statistics are one indicator of the strength of international studies at Grinnell. Others include the active development of new international curricular emphases through additions of faculty members in earth science and geography; the strength of our international student contingent, which constitutes approximately 13% of the student body; a vibrant host family program for international students that has received national recognition; and the expansion of our Grinnell Corps programs for recent alumni offered in partnership with educational and environmental organizations in Greece, Lesotho, Macao, Namibia, and China.

The Center for International Studies (CIS)—also new since our last accreditation—is another important part of our effort to ensure a rich and multi-faceted international curriculum, on campus and off. The Center has participated in reviews of our Off-Campus Studies (OCS) programs, working to ensure that Grinnell continues to offer high-quality options for our students. During the 1999-2000 academic year, as a result of a study of the programs in which we had been participating, we reduced the number of approved off-campus studies programs from 107 to 70. We continue to evaluate program sites, sending staff and faculty to judge their quality. We are very selective about the off-campus study programs to which we send students, participating only in those we believe are carefully administered and a good fit with our students and our curriculum. In recent years, we have selectively expanded off-campus study opportunities, including a neuroscience program in China.

A cornerstone of the Center's efforts to internationalize the College has been to bring to campus distinguished writers, artists, cultural figures, and scholars for extended visits. These visitors teach mini-courses, team-teach seminars, and present their own work. The Center for International Studies oversees two visiting scholar programs-the John R. Heath Professorship, and the International Fellows Program (IFP). The John R. Heath Professorship is an endowed professorship bringing to the Grinnell College campus distinguished scholars, political figures, writers, artists and others who will contribute to international understanding in the liberal arts context. The International Fellows Program sponsors shorter visits by international scholars and cultural figures and has been utilized by all divisions in the College. There are two basic categories of visitors: those who teach or participate in the campus curriculum mainly in a foreign language represented in the Grinnell College curriculum and those who come to campus to teach in English.

Through the umbrella of the Center for International Studies, the College has also been sponsoring a series of faculty development opportunities which often culminate in study tours. These programs have focused on London, China, South Africa, and Japan. While the College secured a Freeman Foundation grant which supported the study tour of Japan, most of the programs have been funded through the College's base budget. The most recent seminar in 2006-07, took a comparative approach to genocide studies, with examination of the unfortunately numerous twentieth-century cases, such as the Holocaust, Armenia, Rwanda, East Timor, Cambodia, Bosnia, and Sudan. This seminar culminated in a study tour to Poland and Germany. A group is currently planning the next study tour, on the Mediterranean region, scheduled for 2009.

More recently, an Internationalization Taskforce has been working on envisioning the future of international education at Grinnell. The taskforce is chaired by an academic associate dean and comprises a broad constituency that includes the chair of faculty, a member of the faculty Executive Council, the president of the Student Government Association, the director for the Center for International Studies, the Dean of the College, and a Board member. This group has proposed strategies for making internationalism pervasive across all four years of a Grinnell education and in as many disciplines as possible. They have also discussed adding more Grinnell-run programs, but this idea has not emerged as a top priority, in part because we wish to continue to offer a pluralistic list of non-

Grinnell programs and we are hesitant to have to put downward pressure on attendance in those programs to produce sufficient enrollment in Grinnell run programs.

> **Advice and Suggestion 5: "The college should strengthen technical support for computing services and for training the users. An aggressive replacement plan for computing equipment is necessary to stay current"**

Since the last site visit, the College has worked to ensure its technological capabilities are current and relevant to today's challenges by engaging in a wholesale remaking of its technological infrastructure. The College continues to provide an effective technology infrastructure, as called for by elements 3- 4 of Strategy Two discussed in **chapter 3**.

At the time of the last site visit, the College was dependent on a computing environment still largely networked through several VAX mainframes, a system which had been in place since the 1980s. After the 1999 reorganization of Information Technology Services (ITS), we began to convert the campus to a more distributed computing model with a more elegant user interface and a more seamless communications experience, supported by a group of ITS "teams." The then newly appointed Instructional Multimedia Technology Specialists (IMTSs), now renamed as Curricular Technology Specialists (CTSs), focus on helping faculty use technology effectively to enhance teaching and learning. The Curricular Technology Specialists are housed nearby the faculty they serve most intensively, with one specializing in the sciences, another in the languages, and a third in the arts. Plans are in place to add a Curricular Technology Specialist to support quantitative and qualitative research and teaching methodologies in the social sciences as the budget permits.

Use of message boards and other online discussion mechanisms such as a course management and internet portal have come to be an increasingly common part of the classroom experience. The College has added three departmental computer labs to support curricular applications specific to a variety of disciplines, including an art lab; computer-based music composition lab, and several generally accessible computer equipped classrooms in the Noyce Science Center. The Libraries and Information Technology Services regularly host several faculty workshops on digital images (PDID and ARTStor), GIS and spatial data, and other technologies that have the potential of opening new areas of competency, facilitating collaboration, increasing administrative and instructional efficiency, easing workload across the College's constituencies, and enriching class time. These are some of a multitude of opportunities faculty, students and staff are given throughout the year to improve their computer and information technology literacy. In consequence, the numbers of faculty using technology in the classroom have steadily increased. In one survey of funded curricular development projects, the numbers of faculty making use of technology in the classroom increased from less than five in 1995-1996 in each of the three divisions to more than 70 during 2000-01.

Information Technology Services (ITS) has steadily worked to make sure all of the College's classrooms are equipped with connections to the College's network and internet and that the majority of classrooms are equipped with up-to-date projection systems with a user-friendly interface. Information Technology Services has instituted a schedule that replaces all College computer workstations every four years to ensure that the campus is kept technologically up-to-date. All of the wiring and switching apparatus on campus has been replaced or updated as well, and the College's 56 Kbps connection to the Internet has been upgraded to a 55 Mbps connection. This 1,000-fold increase in bandwidth reduces if not eliminates service limitations. All of the College's residence hall rooms are now network-capable, with wired and wireless connections. Additionally, the Forum—formerly Grinnell's equivalent to a student union space near the library—has been adaptively reused to consolidate Information Technology Services in a more central and publicly accessible space. Thus the College is realizing its goal to support, as the Strategy Three states, "inquiry-based learning and... scholarship [with] technology-rich spaces that promote collaborative learning and research, widespread access to databases and multimedia production."

Prominent in this transformation has been the development of the [Creative Computing Lab (CCL)](#), a space equipped with state-of-the-art multimedia workstations configured for the needs of faculty and students interested in making more extensive use of computer technology in the classroom or in doing interdisciplinary media-oriented computing. The libraries, in turn, have renovated the main floor of Burling Library to encourage students to use all information formats—print and electronic—in their research. The Creative Computing Lab and the renovation of the main floor of Burling helped the College simultaneously to realize two of its Strategic Plan ambitions—that of

providing a "more central and visible location for curricular technology support" and of encouraging, under the supervision of the Instructional Support Committee, "the closer integration of library and information technology services."

> **Advice and Suggestion 6: "The college should continue the good work it is doing to strengthen relationships and service to the city of Grinnell and to its development"**

Grinnell College is deeply aware of its responsibilities to Grinnell the community and recognizes that the community is an important asset to the College. As discussed in **chapter 3**, Strategy Five of the Strategic Plan expresses the College's commitment to "contribute to the vitality of the City of Grinnell." The College, as a good citizen, adds to the life of the town in a number of ways: monetarily, by contributing in meaningful ways to the community's economic and social health; socially, through voluntary involvement in the pillars of the community's collective life; educationally, by ensuring that support for a vigorous and rigorous intellectual life is demonstrated beyond the bounds of campus; and recreationally, by providing facilities and resources which strengthen the fabric of community life. In all these areas and at all levels of town life, the College can provide ample evidence of its involvement.

In addition to its philanthropic efforts coordinated since 1998 by the Office of Community Enhancement discussed in **chapter 3**, the College has invested materially in the improvement of the townscape. The College purchased and renovated the historic Old Glove Factory preserving its architectural character to house number of administrative departments, opened the Pioneer Bookstore in downtown specializing in literary titles and books of local and state interest, and invested in the renovation and reopening of the town's movie theater, The Strand. The Athletic and Fitness Center Phase II includes a 50 meter pool to accommodate the needs of the high school swimming program.

Other contributions to area schools include the Advanced Scholars Program, that enables area high school students to enroll in classes at the College on a space-available basis with no tuition charge. Local retirees are also able to audit classes at no cost. Grinnell College students regularly visit classrooms from preschool through high school, donating their time and attention as tutors, coaches and mentors as a way of giving back to the community. Grinnell's Ninth Semester education program contributes to the educational mission of both the College and the local schools, placing Grinnell-trained student teachers in classrooms throughout the area.

Members of the town and the general public regularly attend academic, cultural and athletic events at the College which are free and open to the public. Examples of some these events that relate to creating leaders for social justice are described in **chapter 7**, including events sponsored by the Rosenfield Program in Public Affairs, International Relations and Human Rights and Peace Studies Program, as well as Convocations and Thursday Forums.

Another important force encouraging outreach to the community is the Center for Prairie Studies. Under its Director, Jon Andelson (Anthropology), the Center for Prairie Studies has sponsored multiple programs that demonstrate the College's appreciation for, and interest in, its location on the prairie and in the local community, including guest speaker presentations and symposia on subjects ranging from the health of the family farm and the creation of sustainable and environmentally responsible models for agriculture through the prairie environment and the culture it has fostered in the College's Midwest environs. The Center for Prairie Studies has been important in engaging our students with the community by developing courses and research projects, supporting student initiatives, internships, and volunteerism. The Center for Prairie Studies has also fostered a strong connection between the College community and local food producers by helping to found Compass Plant CSA (Community Supported Agriculture), a cooperative arrangement between local buyers and growers that provides locally grown fruits, vegetables and meats to members of the community.

A research project conducted by a group of students directed by Jon Andelson on "Local Food and Grinnell College Dining Services" contributed to the College adopting the Local Foods Statement. In addition to purchasing more of its foods locally, Dining Services has partnered with a local farmer in the Dining Waste Compost Project.
In February 2007, Dining Services was recognized for its efforts in local food purchasing and recycling by the Sustainable Endowments Institute.

The Conard Environmental Research Area (CERA)—an environmental science field station which the College established on 365 acres of farmland acquired in 1968—has been an important adjunct to our science curriculum, but it has proven to be another important venue for outreach to our host community as well. As expressed in CERA's mission statement, the field station exists "to preserve and, through restoration, recreate a part of Iowa's vanishing natural heritage, providing a resource for the entire College, local schools, environmental groups, clubs, and the general public." With service to the larger local public such an explicit part of its mission, most of CERA's programming has aspects of public education built in. There are multiple events—many of them co-sponsored by the Center for Prairie Studies—that are open to the public during each season, including wildflower walks, prairie burns, art events, and public lectures.

The Faulconer Gallery, originally funded by the Fund for Excellence, is the College's main space for the display of art from the College's collection, art created by students and faculty, and traveling exhibitions. The gallery's statement of purpose holds that it exists "to serve as a cultural resource for our communities on and off campus." Through the activities of Leslie Wright, the gallery's Director, and Tilly Woodward, the gallery's Curator of Academic and Community Outreach, the Faulconer Gallery offers numerous educational programs geared to the general public which are widely advertized.

In **chapter 5** under criterion 5, we discuss other ways that the College as an institution as well as individual and groups of students, faculty and staff are active members of the community. We also discuss how students' volunteering locally is an important part of developing leaders for social justice in **chapter 7.**

As is true of any longstanding relationship, though, things have not always been smooth between the College and the town. Recently, for example, the City considered closing of a section of 8th Avenue that cuts across campus between Park and East Streets. While this made sense, given the location of the new Joe Rosenfield '25 Center (the campus's new "heart") on that stretch of thoroughfare, many in the town saw it as an encroachment on public access on the College's part, and the proposal was met with opposition. The resolution has since been altered to both the College's and the town's satisfaction.

Other issues raised in 1998 visit

In the 1998 report of a comprehensive visit, the evaluation team noted other issues throughout the report that we will briefly address here.

> *"Recently the campus community has expressed concern about supposed 'micro-management' by the Trustees, who have acknowledged this as an issue. One of the challenges for the new president will be to establish a new and effective balance between the Board of Trustees and the campus."* —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

The current president has established an effective balance between the Board of Trustees and the campus while also fostering increased openness and communication between the two. In 2001, the Student Government Association successfully lobbied the Board of Trustees to open Board and committee meetings to student representatives. Members of the Board host open forums with students and meet informally with departments and other groups of faculty over dinner before Board meetings on campus. The Board also attends open receptions and receives regular presentations by faculty members on diverse aspects of the College. At times, however, there is a question whether faculty members are speaking as individuals or representing the perspective of the faculty as a whole. The President and the Chair of the Board regularly provide faculty with upcoming Board agendas and reports after meetings.

> *"[N]o teaching credit is being given for curricular development….Faculty in the science departments, especially in biology, wrestle with the task of how to teach science to all students on campus, taking into account the needs of the diverse student population….The limited time that the faculty has available and can afford to expend on these efforts impedes the desired progress."* —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

Following the last accreditation visit, the College applied for and received in August, 2000, an Undergraduate Biological Sciences Education Program grant from the Howard Hughes Medical Institute (HHMI) followed by two

additional HHMI grants in 2004 and 2008, respectively. These grants support a variety of projects, including course development to establish a Biological Chemistry major and a Neuroscience concentration. Moreover, work supported by the grants sought to integrate teaching and learning across the science departments, developing courses to help students apply concepts and techniques from the physical sciences to questions and approaches used in the biological sciences and vice versa. An important component of this program involves course releases for faculty in the biological sciences (biology, biological chemistry, and psychology) and the physical sciences (physics, chemistry, mathematics, and computer science) to audit each others' courses in order to modify and enhance their own courses

> *"There are some clear fault lines between the applied arts and the theoretical and historically based aspects of the disciplines that seem to be expressed in a hierarchy of value, situating the latter with the preeminent status."* —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

As the reviewers predicted, the Bucksbaum Center for the Arts provides the applied arts with a prominent facility on campus. The College has also integrated evaluation of work in the performing or visual arts into faculty review processes. Through the Expanding Knowledge Initiative, the College is encouraging collaborative efforts both among the applied arts as well as between the arts and other disciplines. For example, Sam Rebelsky and Janet Davis from Computer Science and Matt Kluber from Art received a National Science Foundation grant that will enhance the use of computers in art courses while also integrating art into computer science courses.

> *"In general there is a sense of a strong teaching community, but less of a sense of a community of scholars."* —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

Here, the 1998 reviewers were reflecting comments that they had heard from some faculty, and they noted a variety of efforts to address these issues that were already in place in 1998. Those efforts have increased substantially over the last ten years. As mentioned earlier in this chapter, the Early Career Faculty Group and the Scholarly Women's Achievement Group (SWAG) are important resources that support development of a scholarly community. The College recognizes faculty's scholarly accomplishments in the biennial "Faculty Scholarship" publication. The College's three Centers, the Center for the Humanities, the Center for International Studies, and the Center for Prairie Studies have been important venues to create communities of scholars. For example, the Center for the Humanities hosts a faculty seminar that meets throughout the academic year organized around a particular theme and includes distinguished visiting professors. Initiating students into an intense community of scholars, the seminar invites up to five students a year to participate in this seminar. The Center also regularly organizes and sponsors a "works in progress" lunch, where faculty share their ongoing research with one another. The development of the Mentored Advanced Project (MAP) is also fostering a sense of a community of scholars that transcends the divide between faculty and students. Other important efforts are discussed under Strategy One in **chapter 3**, including implementation of the Expanding Knowledge Initiative (EKI) with the establishment of the Office of Interdisciplinary Studies (OIS) and "Common Ground" lunches.

The reviewers also reported concerns expressed by the social studies chairs that "despite great improvements from ten years ago, there is still a significant gap between Grinnell investment in the arts and in the sciences, and investment in the social studies (and humanities) with respect to facilities and office space." Bucksbaum Center for the Arts was an important step forward, dedicated in 1998. Some of the more demoralizing facilities included faculty offices in Carnegie that did not have windows. The College has rectified that situation by moving the History and English departments into Mears Cottage and significantly renovating classrooms and office spaces in Carnegie in 2002-03. Only modest renovations have occurred in ARH and Steiner, and further enhancement of these spaces is a rising priority.

> *"The team believes that the Student Handbook sends unwanted signals that Grinnell might be more of a "rule" place than it really is. There are too many rules; it is too thick. We were told that it was not always as big. The team suggests that the college, and especially its students, review the Handbook, shrink it, and find ways to keep it slim and in keeping with the concept of self-governance."* —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

The Student Handbook has been reviewed; nevertheless, it has further expanded over the last ten years. In part, this has been the result of more Federal regulations and the need for the College to continue to protect its integrity. In addition, while the College's long-standing tradition of self-governance is alive, students continually ask for transparency in policies and procedures. The College has responded to those requests by being more explicit in its Student Handbook. Houston Dougharty, who became the Vice President for Student Affairs in the spring of 2008, plans to alter the handbook over the next few years, beginning by converting it to an on-line only document and by conducting a thorough policy audit that will streamline the document, as well as make it more community-values based and less rules-oriented.

Open Curriculum, Academic Advising, and Assessment of Student Achievement

Finally, we should address one of the distinct features of Grinnell, its so-called "open curriculum," and the assessment of student achievement. The 1998 review team found that "[c]areful tracking of distribution patterns outside the area of concentration reveals that a substantial majority of the students distribute themselves well." They understood that "[g]iven the educational philosophy of choice reflected in the open curriculum, there will invariably be some students who will depart from a required distribution pattern, and some of them will have reasonable and probably even persuasive reasons for making the choices that they make." They did suggest that "[i]t may be useful to become informed about the students who do not choose a standard distribution pattern to understand the reasons for the choices they make." Admittedly, we have not become more informed about students who do not choose a widely encouraged distribution of courses. When we have participated in comparative transcript analyses with other institutions, we have found that our students occasionally lag behind students at other colleges with distribution requirements in the percentage who choose to take courses in particular areas such as math, lab science, languages, or the arts; but when we look at the percentages who take two, three, or four courses in those areas, our students exceed the standards set at distribution-oriented institutions. We have worked hard over the last ten years to cultivate more intentional approaches to academic advising and articulating the meaning of a liberal arts education for our students.

The College has made significant progress in the last ten years to ensure that students, with their faculty advisors, are crafting intentionally liberal educations. One of major shifts is in our language. Rather than speaking about an "open curriculum" which sometimes implied the right to take whatever one wants to, we now tend to think about the curriculum as "individually advised": positively tailored to a student's interests, needs and goals. We have implemented a number of processes that help to facilitate this emphasis. One tool is the crafting of a four-year plan of courses that a student proposes to take. Preparing a tentative four-year plan is required for the declaration of a major or a concentration and for application for off-campus study. Some faculty members ask entering students to propose a two- or four-year plan to facilitate the advising process from the first semester onward. Other advisors are using the goal of a MAP to help students think about a curriculum that would culminate in a final mentored project.

As part of the Expanding Knowledge Initiative envisioned in the Strategic Plan, the College began offering an annual Second-Year Retreat in the fall of 2006. A significant portion of the retreat is intended to give students a focused opportunity to think about a liberal arts education and preparing to declare a major. Presentations and discussions were facilitated by faculty, staff and alumni. The Second-Year Retreat was followed on campus with a Majors and Concentrations Fair which gave students another resource as they consider their major and seek a major advisor.

> *"A major issue for Grinnell assessment is, and should be, the question of whether and to what degree the college's own professed aims of providing a broad liberal education are being achieved in its open curriculum, through advising and other means. Grinnell has done some very careful statistical analyses, based upon the assumption that one measure of breadth is study across the college's three divisions. Summer workshops conducted extensive transcript analysis to determine whether (unspecified) breadth requirements were, in the view of participating faculty, being met by the students whose transcripts were analyzed. Subsequently, faculty were asked to define their criteria for breadth, based upon their initial determinations. As a result of these transcript analysis workshops several striking results were identified. First, most Grinnell students (approximately 80%) were viewed as having sufficient breadth in their programs of study, although of course in colleges with required distribution 100% of students would have such breadth. Second, out of the process, four specific curricular models of ideals of what constitutes appropriate breadth were identified by groups of participating Grinnell faculty members. This is not surprising in itself, since it might be expected that nearly any faculty member at a liberal arts college has some*

conception of what constitutes the required breadth of study to constitute a liberal arts education." —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

The College has made significant use of the extensive transcript analysis conducted in preparation for the 1998 accreditation visit. The vision of the four curricular models of an individually advised curricular that were identified by the faculty were incorporated into the document "Elements of a Liberal Education," which for several years was used by the academic dean to evaluate four year plans proposed for double and independent majors. That document is prominently published in the College Catalog and available on the College website. It gives prospective students realistic models of what a Grinnell education will look like and it is widely used by faculty in advising and by students as they think about a liberal education and craft their four-year plan.

The planning and implementation of our vision of a liberal education has proceeded in a number of ways. An important process mentioned earlier is the expanded use of a four-year plan. The College provides significant resources for both faculty and students in planning and implementing students' individualized curricula. One of these resources is the Office of Academic Advising housed in Student Affairs. Led by a team of academic support counselors, this office provides a wide range of services and resources to students and faculty, including individualized counseling for students to help facilitate academic advising, choosing a major, and crafting a liberal education. The office also offers workshops, such as "Choosing a Major." The office annually publishes an Advisor's Handbook, which is distributed to every faculty member, and has compiled a rich website of "Advising Resources for Faculty: a Toolbox," including the following materials, "Setting Clear Expectations with Advisees for Pre-Registration" and "Setting Clear Expectations with New Advisees: First Sunday Tutorial Meeting."

The Office of Academic Advising also works with the academic deans and the Tutorial and Advising Committee to provide additional resources for Tutorial advisors. Together they plan an annual series of workshops for both experienced and new Tutorial professors. Since the Tutorial professor is also an entering student's first academic advisor, the College provides Tutorial professors with resources to help students begin to think about and craft their individualized liberal education. Tenure-track faculty members often teach at least one Tutorial before their third-year review and almost always before their tenure review. Thus, activities associated with the Tutorial provide an important common experience for professors at Grinnell. Each professor receives a handbook with resources on advising for a liberal education and may participate in a summer workshop on the same topic.   Additional advising resources are provided on the Tutorial website "Advising in an Individually Advised Curriculum."

The College also offers faculty in general a variety of workshops during the summer and through the academic year on advising and the liberal arts. Since the summer of 2003, the College has offered summer faculty workshops focused on "advising and mentoring." Initially sponsored by our Lilly grant, these workshops bring together new and veteran faculty members "to discuss some of the challenges that we face as advisors, the relationship between advising and mentoring, and the best advising and mentoring practices on campus as we engage students from a variety of backgrounds in the liberal arts." One of the themes of these workshops has been to help faculty think broadly about their role as advisors and develop ways to mentor students intentionally. This workshop has been one of our best attended over several years. Since the summer of 2004, the College also has offered a summer faculty workshop on the Meaning of a Liberal Arts Education. These workshops, originally sponsored by our ACM Mellon initiative on "Engaging Students in the Liberal Arts" and then by our Lilly grant, provide faculty with an opportunity to discuss the meaning of liberal education at Grinnell and how that affects the ways in which we advise and teach students.

As mentioned earlier, the Second-Year Retreat focuses on helping students think about their declaration of a major within the context of their individually advised curriculum. Among the various sessions is one entitled "Charting the Course(s) of My Liberal Arts Life," which has students evaluate and discuss a set of anonymous transcripts to stimulate thinking about what constitutes a liberal education.

Finally, the College has in place mechanisms to assess and evaluate our programs aimed at enhancing advising and thinking about liberal education at Grinnell. Participants in workshops submit evaluations covering the impact and quality of the programs. A Tutorial and Advising Committee that includes faculty, an associate dean, and the director of Academic Advising, is charged to

"[r]eview the tutorial evaluations filled out by students (end-of-course evaluations) and the evaluations that the faculty fill out on tutorial. It also discusses the feedback that the Associate Dean and Director of Academic Advising and the Associate Dean of the College get from the tutorial lunches they organize in the fall to talk with all of the tutors in small groups about their tutorial. Any issues that arise from the lunch discussions and from the evaluations are taken up by the committee."

Tutorial evaluations are a significant part of faculty complete, tenure, and promotion reviews. Moreover, for these reviews, the dean surveys all recent Tutorial advisees and major advisees and asks questions about a candidate's effectiveness as an advisor. The Second-Year Retreat, formerly overseen by the Office of Interdisciplinary Studies, is now overseen by the Office of the Associate Dean which plans, implements and reviews the event. Their evaluation of the retreat includes a participant survey.

While most of our efforts concentrate on helping students craft an individually advised curriculum that reflects our conceptions of the liberal arts and on assessing our success, we also periodically return to a transcript analysis to ensure that our students are receiving a broad liberal education. We received significant confirmation of this in a 2004 study that the Dean of the College conducted in conjunction with his counterparts at two peer institutions, one of which stipulates distribution requirements for its students. The results of that transcript analysis show that Grinnell students fall only slightly short in breadth of disciplines studied, compared to the peer institution with distribution requirements, and exceed that institution significantly in the depth to which they explore disciplines outside their major fields of study.

Percent of Students Taking Courses in Each Area						
	Grinnell			Peer College		
	at least 1 course	at least 2 courses	at least 3 courses	at least 1 course	at least 2 courses	at least 3 courses
math/computer science	92%	62%	35%	83%	42%	23%
languages	86%	69%	49%	86%	56%	31%
arts	79%	58%	43%	93%	70%	39%
sciences	96%	75%	51%	98%	68%	51%
social studies	99.9%	99%	95%	96%	87%	76%
other humanities	96%	84%	64%	95%	80%	57%
physical education	41%	34%	17%	98%	65%	41%

As we are currently implementing the Expanding Knowledge Initiative, we realize that our students' curricular choices should change as we move into an era of greater interdisciplinary study. Thus, the College is in the process of designing metrics to measure the impact of the Expanding Knowledge Initiative on students' curricular choices and educational outcomes.

"[T]he team also learned that within the open curriculum there is an unstated distribution requirement not unlike one or another of the four curriculum models or ideals. Specifically, for any student wishing to participate in study abroad or desiring to apply for early graduation, there is a fairly strong distribution requirement across the three divisions…. Hence for some students, who opt late for off-campus study or early graduation, it comes as a surprise and an obstacle to implementing their otherwise reasonable educational plans." —1998 Report of a Comprehensive Evaluation Visit to Grinnell College

In a vote during the 2006-07 academic year, the faculty eliminated these distribution requirements for off-campus study. They eliminated them, as well, for independent majors and double majors. Students who seek to graduate after just six or seven semesters still must fulfill a distribution of at least twelve credits per division.

Conclusion

Since the last accreditation visit in 1998, the College has seen substantial growth and change in its financial and physical resources, its academic programs, and the services we provide our students. Through much of that change, the College has been guided by the advice and concerns of the accreditation reviewers, most importantly in the call to "integrate and sustain" its "multiplicity of long-range planning efforts." The College has embraced this challenge through concerted efforts at visioning, planning, implementing and assessing.

Chapter 5: The College and the Higher Learning Commission's Five Criteria for Accreditation
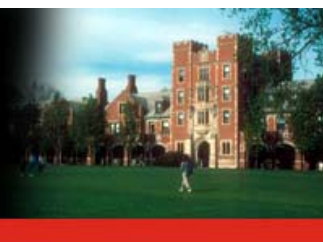
Our review has revealed identifiable themes which run through the best of our programs and processes: our tradition of faculty and student self-governance; our openness to examination, discussion and debate; an emphasis on inclusivity in the conduct of our business, even when that inclusivity slows things down; and scrupulous attention to due process and the maintenance of accountability.

We have found there is a consistent theme, too, in the way new initiatives evolve here: a period of *visioning*, during which we weigh a proposal for the likelihood it will help us to make progress in fulfilling our institution's historical mission; a period of *planning,* during which we try to construct an outline of operations likely to yield success and accountability; a period of *implementation*—by far the most time-intensive period—during which we work to set a program in place and fine-tune its operations; and finally, a period of *review,* during which we work to assess the success or failure of the initiative and make appropriate adjustments.

Criterion One: Mission and Integrity

> **Criterion One: Mission and Integrity**: *The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.*
>
> **Core Component 1a:** *The organization's mission documents are clear and articulate publicly the organization's commitments.*

Grinnell today is guided in its operations and evolution by a quartet of documents: its Mission Statement, a statement of the College's Core Values, a document titled A Grinnell Education, which offers a concise statement of what four years at Grinnell ought to add up to, and the College's Strategic Plan.

Collectively, these documents provide a consistent articulation of the College's mission, values, goals and current organizational priorities. The Mission Statement, Core Values, and Strategic Plan, which emerged from conversations involving Board members (who include alumni), administration, faculty and students, along with the statement of purpose represented by *A Grinnell Education,* have been and continue to be publicly distributed through the College's major publications. The development of these documents paved the way for the multi-year period of the Strategic Plan's implementation. The history of these documents are briefly discussed in **chapter 3** and in **chapter 4** under **Advice and Suggestion 2**.

From the beginning, the Four Documents have served multiple purposes. Two of them—the Mission Statement and *A Grinnell Education*—have audiences both within and outside the College, conveying Grinnell's sense of itself to various campus constituencies as well as to potential students and potential donors. These documents figure prominently in Grinnell's catalog, viewbook, website and student and faculty handbooks, as well as being folded into various other documents in which the College addresses its internal and external audiences. When they were framed, the statement of the College's Core Values and the Strategic Plan were primarily conceived of as internal documents that would help guide the College's ongoing decision-making process as it attempted to integrate its planning and administrative functions. The documents are available on the College's website. The Strategic Plan is meant to function as a development document as well.

Core Component 1b: *In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

A concern with diversity, both as it is expressed on the campus and in the understanding the College promotes of the world beyond the campus, pervades Grinnell's mission documents. In its Mission Statement, the College emphasizes that it strives to "provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances." In its statement of Core Values, the College devotes the second of its three sections to stating its definition for the ideal "Diverse Community," envisioning it as involving: "a wide diversity of people and perspectives... a residential campus in a setting that promotes close interactions... personal, egalitarian, and respectful interactions among all members of the college community... [a policy of m]eeting full demonstrated financial-aid need [for] admitted and continuing students...[and] support for professional well-being of all whose work contributes to the College."

A Grinnell Education emphasizes a model of "active learning [which] extends to participation in the global community…. Grinnell offers a geographically and culturally diverse environment for living and learning." The document also emphasizes that the College's model of intense mentorship and student self-governance combine intentionally to provide students with "residence in a community of cultural and global diversity."

Strategy Three of the Strategic Plan is devoted to "advance[ing] Grinnell College as a more diverse, robust intellectual community." This Strategy is focused on improving diversity on campus and includes "achiev[ing] and maintain[ing] a critical mass of U.S. people of color, in particular African-Americans, among students, faculty, and staff."

One important section of the campus communities' efforts on behalf of diversity deserves a further and separate mention: the creation of Grinnell's Statement on Diversity and our Diversity Policy. The process through which the College arrived at these two documents offers a snapshot of the visioning, planning, implementation, and assessment process.

During the "visioning" phase of the College's position on diversity, the President and the Executive Council each developed and (in late 2000) issued a guiding statement on diversity at the College, with the President's statement providing a vision for a Grinnell in which a concern for diversity would be woven into the fabric of its operations, and the Executive Council's statement providing a picture of what Grinnell ought to do to ensure the diversity of its faculty. From this beginning, the College was able to move into the "planning" phase, convening a Diversity Steering Committee whose membership includes faculty, students, and administrators. This committee worked to prepare a comprehensive, institution-wide Statement on Diversity, issued in the spring of 2005, along with the Diversity Policy, issued in September of 2006, with which the College would move forward into its "implementation" phase (already begun, through such programs as the Faculty Diversity Initiative) to build the "diverse, robust intellectual community" which fits with the College's vision for its ideal learning community. The "assessment" phase has started: the Special Assistant to the President for Diversity and Achievement now issues periodic reports on behalf of the Diversity Steering Committee which will enable correction and formation of further policy.

Efforts to realize the College's ideals of diversity are discussed in **chapter 4** under Challenge 2 and Advice and Suggestion 2.

Core Component 1c: *Understanding of and support for the mission pervade the organization.*

The Mission Statement*,* the statement of the College's Core Values; the *A Grinnell Education* document*,* and the College's Strategic Plan have guided the development of important policy statements which the College uses as guides in various operations. In addition to the aforementioned statement on Diversity, these include, but are not limited to, Grinnell's Investment Policy, Tuition Policy, and revamped financial aid policies, Copyright Policy, and a series of policies that express our commitment to environmental responsibility.

Moreover, departments, academic centers and offices were also charged with developing their own mission statements and goals. At this writing, most academic departments have engaged in the process. An examination of self-studies conducted by various departments reveals that they have been looking at ways in which their curricula

and practices reflect or fulfill the College's Mission Statement, and in fact, many departments have used the text as the basis for their own mission statements. Regardless of whether a department has an explicit mission statement or not, most are working to ensure their programs contribute to the larger institutional mission.

Today, the Mission Statement, Core Values, *A Grinnell Education,* and the Strategic Plan govern the visioning, planning and implementation of the College's educational efforts, budget process, and operations. For FY 2009, well over $4,000,000 of new expenditures (salary, non-salary, and BM&E) supports the strategic plan. Additional support is provided for the need-based loan cap initiative, enabling graduates to serve the common good without the burden of a heavy educational debt limiting their post-graduation goals.

Grinnell's mission documents also influence day-to-day operations. *A Grinnell Education* is a valuable tool for advising, as faculty work with students to craft a four-year academic plan. Departments use the Mission Statement, Core Values and the Strategic Plan in departmental self-studies. In presenting proposals for new programs, curricular changes, and hiring, applicants often invoke the Strategic Plan, making a case that their proposal is in line with College priorities. The College's recent Staff Survey as part of the accreditation process found that fully 82 percent of respondents said they understood Grinnell's mission. Seventy-seven percent said they value and believe in the College's mission, and 76 percent said they believed their work contributes to the mission's accomplishment (see **Staff Outlook Survey: Results Set 1, Figure 3**). Increasingly, constituencies of the College understand and see their work in light of the language in the four foundational documents.

> **Core Component 1d:** *The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

The way the College promotes both effective leadership and supports collaborative processes through its practices and structures is influenced by its core values, namely "personal, egalitarian, and respectful interactions among all members of the college community" and "our strong tradition of self-governance and personal responsibility." Reflecting those values, the College has worked to become increasingly transparent in its operations and collaborative in its strategic decision making processes within the past ten years. In addition, the College has the appropriate structures that allow its various constituencies to exercise their roles and responsibilities effectively.

The By-Laws and Policies of the Trustees of Grinnell College clearly delineate the roles and responsibilities of the Trustees,[40] the Officers of the Corporation,[41] the President of the College, [42] the Vice-President for Academic Affairs and Dean of the College,[43] and the Faculty.[44] In addition to these offices specified in the By-Laws, other groups participate in the governance and administration of the College, including students, and alumni. Each of these groups has its own governance and administrative structure with significant mechanisms for collaboration and communication.

Board of Trustees

As determined by the laws of the State of Iowa for not-for-profit organizations, the Board has final responsibility for the governance and operation of the College.[45] The role of the College's Board of Trustees is, and always has been, to assure the "great and lasting good" of Grinnell College.[46] Within the past ten years, the Board has revised its

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[40] Article IV, "The By-Laws and Policies of the Trustees of Grinnell College."
[41] Article V, "The By-Laws and Policies of the Trustees of Grinnell College." The officers are the Chair of the Board, the President of the College, one or more Vice-Chairs, a Secretary, and a Treasurer.
[42] Article VIII, "The By-Laws and Policies of the Trustees of Grinnell College."
[43] Article IX, "The By-Laws and Policies of the Trustees of Grinnell College."
[44] Article X, "The By-Laws and Policies of the Trustees of Grinnell College."
[45] Articles II, IV, and cf. X(3), "The By-Laws and Policies of the Trustees of Grinnell College."
[46] The Board now consists of not less than sixteen and not more than 32 regular members, at least one-quarter (1/4) of whom are alumni or alumnae of the College. All trustees are elected by the Board. Each trustee serves a term of four years and is eligible for re-election for three consecutive, full terms. A trustee who has served three full, consecutive terms may not be re-elected unless at least one year has elapsed since the end of the person's most recent term. The officers of the corporation consist of a Chair, the President of the College, one or more Vice-Chairs, the Secretary, and the Treasurer of the College. The Chair is the presiding officer

organization and membership policies. The Board holds three regular meetings each year. It may also hold special meetings as necessary.

The Board fulfills its responsibility through an organized structure of sub-committees, each of which has a clearly defined mission.[47] These sub-committees are: Executive; Academic Affairs; Audit and Assessment; Budget; Buildings and Grounds; Development; Investment; Student Affairs; Trustees and Trustee Organization; and Nominating. [48]

In the Spring of 2001, the Board voted to open attendance on its various standing and ad hoc committees to student representatives, as well as opening attendance at Board meetings to the president of the Student Government Association. Long a student request, this matter was pushed forward in consultation with President Osgood by then-Student Government Association President Paul Ford '02, who had listed it as a major goal for the year of his administration.

President and Administration

The By-Laws empower the President as the Chief Executive Officer to "have charge of the administration and governance of the College."[49] The President is responsible to and regularly reports to the Board and its Executive Committee. The President presides at faculty meetings and the faculty's Executive Council. As has been discussed in **chapter 4**, the President has significantly reorganized the College's administrative structure over the past ten years. This reorganization has been strategic, while also being sensitive to the changing needs of the College and the skills of its personnel. These changes provide clear, responsive and efficient mechanisms for reporting.

Faculty

The faculty—through its divisions, departments, centers, concentrations and various standing and ad hoc committees—is charged with working with the President to set "the educational policies of the College, including the requirements for admission, the courses of study, the conditions for graduation, the rules for ascertaining proficiency of students and for the assignment of honors and the times of general examination."[50] The curriculum is arranged into three divisions: Sciences, Social Studies and Humanities, each with its own meeting schedule and chair. Individual departments[51] largely govern themselves and manage their particular curricula according to their own visions and in consultation with the division. Additionally, faculty from various departments staff and teach courses associated with the Center for Prairie Studies, Peace Studies, and various interdisciplinary concentrations.[52]

While the faculty meets once or twice a month as a whole, much of its business is conducted through the Executive Council and the more than thirty-five standing committees that have faculty representation, and a variety of additional ad hoc committees. Depending on the committee, faculty members may be elected, appointed or nominated under the auspices of the Faculty Organization Committee (FOC) or appointed by the President.

The Executive Council consists of the elected Chair of the Faculty, elected chairs of each of the divisions, two elected at-large members, the President (non-voting, chair) and the Dean of the College (non-voting member). In the President's absence, the Dean of the College, and after the latter, the Chair of the Faculty, act as Chair of the

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of the Board of Trustees and is elected by the Board; he or she holds office for a term of two years and may be re-elected for two terms (http://www.grinnell.edu/offices/president/trustee/).

[47] Article VI-VII, "The By-Laws and Policies of the Trustees of Grinnell College."

[48] The mission and membership of each of these subcommittees are available at http://www.grinnell.edu/offices/president/trustee/.

[49] Article VIII, "The By-Laws and Policies of the Trustees of Grinnell College."

[50] Article X(3)(A), "The By-Laws and Policies of the Trustees of Grinnell College."

[51] In the Sciences Division, departments include: Biology, Chemistry, Computer Science, Mathematics and Statistics, Physics and Psychology; in the Social Studies Division, departments include Anthropology, Economics, Education, History, Physical Education, Political Science and Sociology; in the Humanities Division, departments include: Art, Chinese and Japanese, Classics, English, French, German, Music, Philosophy, Religious Studies, Russian, Spanish and Theatre and Dance.

[52] Interdisciplinary Concentrations include: American Studies, Global Development Studies, Russian, Central and Eastern European Studies, East Asian Studies, Latin American Studies, Technology Studies, Environmental Studies, Linguistics, Western European Studies, Gender & Women's Studies and Neuroscience.

Executive Council. The Executive Council is the coordinating body in communications and relations between the faculty, the President, the Dean of the College, and at times the Board of Trustees. The Executive Council is empowered to request that any other committee report to it concerning questions under consideration and to perform and commission studies of specific problems. More specifically, the Executive Council oversees the curriculum, advises the president on new appointments to the faculty, and recommends commencement speakers and candidates for honorary degrees. The Executive Council has also traditionally functioned as the faculty's long-range planning committee.

In addition to the Executive Council, the major standing Committees with faculty representation specified on pages 17-28 of the Faculty Handbook are Faculty Personnel Committee, Faculty Budget Committee, Curriculum Committee, Faculty Organization Committee, Committee on Academic Standing, Admission and Financial Aid Committee, Admission Board, Instructional Support Committee, Physical Education Committee, Public Events, Teacher Education Committee, and Committee for the Support of Faculty Scholarship.

Students

Student self-governance has a long tradition at the College, stemming from the time when the College became a residential campus during the early part of the 20th century. Then-president John Hanson Thomas Main decided to allow the students themselves to oversee the residence halls in their operations, seeing the residence halls as a laboratory for democracy-in-action which had the potential for teaching lessons in citizenship through living in community.

Over time, the system of dorm presidents evolved to the current system in which the Student Government Association (SGA) is the main governing agent of the student body at the College. The Student Government Association's by-laws charge it with "allocat[ing] student funds, represent[ing] students to the College administration and faculty, encourage[ing] student debate, solicit[ing] student opinion, and address[ing] any other needs of the students." These issues are decided through the action of the Student Government Association President, Cabinet and Joint Board[53], which comprises senators elected by the students from among their numbers living in residence halls and off-campus residences. The Cabinet[54] and Joint Board receive recommendations from and approve actions by a variety of standing committees[55] and also work together to provide representatives to those College committees that include students in their memberships.

Alumni

The tradition of self-governance continues beyond graduation. The College has an active Alumni Association that is governed by the Alumni Association Council and by class committees. The Alumni Association Council is a group of 26 Grinnell College alumni and two student representatives who meet twice a year on campus, whose purpose is to foster strong connections between alumni and the College, and among the 18,000 Grinnell alumni located in 50 states and 55 nations.

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[53] Two Senators each are elected from the following residence hall clusters: (a) Main, Cleveland, and James (b) Younker and Smith (c) Langan, Rawson, Gates, and Clark. Three Senators each are elected for the following residence hall clusters: (a) Haines, Read, and Loose (b) Lazier, Hannibal Kershaw, Rose, and Rathje (c) Cowles, Norris and Dibble. Three Senators are elected to represent students in all off-campus College-owned housing (OCCO) and off-campus non-College-owned housing (OCNCO) students; as well as students studying off-campus. At least one Senator comes from each OCCO and OCNCO.

[54] Cabinet members include the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, and a group of appointed Cabinet Officers including a Treasurer, Assistant Treasurer, Student Services Coordinator, All-Campus Events Coordinator, Administrative Coordinator, Concerts Chair, Film Chair, Director of All-Campus Event Security and Joint Board Presiding Officer.

[55] SGA Standing Committees include the student programming committee (SPC), the All-Campus Events (ACE) Committee, the Election Board, the Student Services Committee, the Concerts Committee, the Film Committee, the Reform Committee and the Campus Safety and Security Committee.

Shared Governance

The College has a long tradition of shared governance on campus that strives to bring together administrators, staff, and students to work together on committees. Transparency and inclusivity at the highest level is exemplified through the on-going Budget Steering Committee, whose members include students, faculty members, and administrators in leadership positions, but also by most of the major standing committees specified on pp. 17-28 of the Faculty Handbook: Curriculum Committee, Committee on Academic Standing, Admission and Financial Aid Committee, Instructional Support Committee, Physical Education Committee, Public Events, and the Teacher Education Committee as well as more than half of the other standing committees with faculty representation.

Core Component 1e: *The organization upholds and protects its integrity.*

The College upholds and protects its integrity through policies and practices that are transparent and reflect due process, and through relationships of accountability.

The financial integrity of the College is affirmed by its oversight by the Board of Trustees and external audits of the College's finances. The Board approves the College's audited financial statements each fall, and periodically reviews presentations on major expenditure areas of the College. Administrators report regularly to the Board about the status of the in-year budget, providing quarterly reports on the current budget and variances, and provide a final report on June 30, at the end of the fiscal year.

The College is annually audited by an external accounting firm, currently Deloitte-Touche LLP, and the resulting financial statements have for the last three years been posted publicly on the website. Grinnell requires in all of its major capital project contracts that the contractor keep an open book policy whereby the College can come into their offices at any time to audit the accounting records relevant to that project, and regularly holds open forums concerning budget issues, investment and spending policies, and other important financial and operational matters. The College's Investment and Endowment Spending Policies, Annual Reports of the Investment Committee and tax returns (Form 990) have also been posted publicly on the website for the last three years, and the College ensures that its various policies conform to the Internal Revenue Service's regulations; for example, the College's Travel Policies, Procedures and Allowable Expenses are consistent with Internal Revenue Service Code 274.

The College's many successes are reflected in the ratings assigned to its bonds by two rating services; Standard & Poor's and Moody's Investor Service. In June of 2008, Standard & Poor's assigned its AAA/A-1+ rating on Iowa Higher Education Loan Authority's bonds issued for the College, citing Grinnell's "impressive endowment;" "healthy finances with strong revenue diversity, good operating performance and positive investment returns;" and "stable enrollment, with very strong student quality and solid demand metrics."

Also in June of 2008, Moody's assigned its Aaa/VMIG1 rating on Grinnell College's Series 2008 Revenue Bonds, similarly citing the College's "exceptional financial resource cushion;" and "consistently strong annual operating performance."

The College also strives to be open about its operations with audiences outside the campus. Most recently, for instance, in February of 2008, the College responded to an inquiry by the U.S. Senate Finance Committee directed to 136 colleges and universities concerning endowments and access to higher education. The College's response is publically available on the College's website.

Board of Trustees

The "By-Laws and Policies of the Trustees of Grinnell College" clearly define the College's purpose "exclusively for charitable and education purposes so as to qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 as amended from time to time (the "Code"), and to continue to be exempt from federal income taxation under Section 501(a) of the Code (or any corresponding provision of any future federal income tax

law)." [56] The "By-Laws" have a clear "Conflict of Interest Policy" and "Confidentiality Policy of Board-Related Materials." [57] The Executive Committee of the Board is charged with administering the "Conflict of Interest Policy."[58]

Students

Grinnell publishes its Student Handbook to ensure that the College is operating in accordance with federal regulations, and to provide students with a reference to help them to be responsible citizens of the campus community. The Handbook is prepared with input from all involved offices and areas of the College, and includes information on the College's academic, administrative and residential policies, including due process for academic infractions, and the code of expected community conduct and due process under student self-governance observed for other infractions. The Handbook also contains information about the Family Educational Rights and Privacy Act (FERPA) and students' rights regarding their educational records under the act. The Student Handbook is being revised over the summer of 2008.

Faculty

The Faculty Handbook, published under the auspices of the Dean of the College, is available in hard copy and online. The Handbook delineates the organization of the faculty and articulates the policies and procedures for the faculty's shared governance and due process. It incorporates guidelines for promotion, tenure, and salary reviews (which have been thoroughly reviewed and updated over the past decade) and summarizes the membership and duties of major campus committees such as the Personnel Committee and the Personnel Appeals Board. Since the last accreditation review, the process of changing the Faculty Handbook has been clarified so changes require a vote of the faculty and approval by the President and the Board of Trustees. Since the fall of 2006, an Ad Hoc Task Force appointed by Executive Council has studied and worked on a proposal to clarify faculty voting right and processes. Drafts of the proposal have been presented at faculty meetings in the spring of 2008 and a revised version probably will be presented to the faculty for a vote in the fall of 2008.

Staff

The College has an Office of Human Resources whose goal is to provide effective and efficient communication and administration of: College policies, procedures and guidelines related to employment, affirmative action, performance communication, staff training and development, employee and labor relations, and applicable Federal and State compliance. The College's benefits and insurance policies and changes are communicated through memoranda, emails, and the College's website. The College is currently reviewing and updating its Staff Handbook, which was last revised in 1997.

Research

The College has review mechanisms in place to ensure that research is conducted ethically, responsibly, and in accordance with federal and state regulations. These mechanisms include the following, which are mandated in the Faculty Handbook Appendix IX: the Institutional Review Board (IRB), which oversees research involving human participants; the Institutional Animal Care and Use Committee (IACUC), which reviews research involving animal subjects; the Institutional Biosafety Committee (IBC), which evaluates research utilizing potentially hazardous biological materials; and the Office of Institutional Compliance, which encompasses issues of research integrity, conflict of interest and the duties of the College's Regulatory Compliance Officer.

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[56] Article II, "The By-Laws and Policies of the Trustees of Grinnell College."
[57] "The By-Laws and Policies of the Trustees of Grinnell College."
[58] Article VII(1)(C), "The By-Laws and Policies of the Trustees of Grinnell College."

Criterion Two: Preparing for the Future

Criterion Two: Preparing for the Future: *The organization's allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

The comprehensive Strategic Planning process undertaken by the College since the last accreditation visit directly addresses our need to prepare for the future. As stated in the Plan, "During the past five years, we have laid the groundwork for this strategic plan and have already moved forward in several key areas. We reaffirmed our mission statement and our core values. We have increased the size of the applicant pool and have improved selectivity overall. We have created more opportunities for faculty to prosper at Grinnell. We have developed exciting new curricular initiatives. We have entered an active facility construction phase. We have pursued financial practices that enable us to respond to our challenges and opportunities. This plan is designed to move us to the next stage, focusing our efforts on the future."

Core component 2a: *The organization realistically prepares for a future shaped by multiple societal and economic trends.*

Grinnell's preparations for the future are complex and multifaceted, involving financial policies and procedures, campus planning, and curricular planning.

Financial Planning

In addition to the plans and accomplishments discussed in chapter 3 under Strategy Four, much of our work to ensure the College's future depends upon a foundation of sound financial planning, both in terms of investments and expenditures. As set forth in the Investment Policy, the mission of the endowment is to provide predictable and stable financial support for the College's mission as a liberal arts institution. Consistent with our responsibility to achieve intergenerational equity, Grinnell's investment strategy focuses on long-term growth of capital rather than short-term returns, with the expectation of preserving or enhancing the endowment's real purchasing power in perpetuity.

The College intends that its endowment shall be invested to ensure long term growth of its capital rather than to maximize annual income or short term returns all designed to provide predictable and stable financial support for the College's mission as a fine liberal arts college. Total return is expected to preserve or enhance the real purchasing power of the endowment in perpetuity. –Excerpt from Investment Policy Statement, February 8, 2008

The current Investment Policy was affirmed by the Board of Trustees on February 8, 2008. It had last been approved October 24, 2003.

The Investment Policy requires periodic review of the Endowment Spending Policy by the Board of Trustees, most recently at its meeting of April 24-26, 2008.[59] The Board evaluated and affirmed the Endowment Spending Policy in light of long-term inflation-adjusted performance expectations and the College's mission. The College's Endowment Spending Policy is referenced in and required to be consistent with the Investment Policy. The distribution (payout) is currently calculated as four percent of the twelve-quarter moving average endowment market value, determined annually as of December 31. The calculated distribution is allocated annually between the College's operating budget and strategic (including capital building and replacement) initiatives. This allocation is approved by the Board of Trustees as part of the annual budget process.

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[59] The previous *Endowment Spending Policy* was approved by the Board of Trustees on April 30, 2004.

Administrators report regularly to the Board about the status of the in-year budget, providing quarterly reports on the current budget and variances, and provide a final report on June 30, at the end of the fiscal year. The Variance Analysis details the actual revenues and expenditures as of quarter-end. It projects, based upon these actuals, how the budget year will end. The quarterly report becomes more significant as the fiscal year unfolds. For the first quarter report on September 30, there are only a few areas that can be projected with any certainty, i.e. net tuition revenues, for example. The report at December 31 is easier to project as there are only six months of estimates. At March 31, it becomes easier yet with only three months of estimates. At each juncture, decisions can be made regarding fiscal activity for the balance of the fiscal year. Projecting year-end results is useful in managing the current year budget and staying within budget parameters. Projected surpluses allow for budget flexibility and thoughtful discussion regarding fiscal activity for the balance of the year. Conversely, projected deficits allow us to put spending "brakes" on and manage toward a balanced budget at year's end.

In its Budget Planning process, the College uses models based upon past actual experiences and provides departmental areas with a mechanism to articulate any changes or trends in their respective areas. Review of previous spending habits helps departments determine whether they are building the next year's budget in a realistic manner. This step is especially useful since academic department chairs most often serve a term of only two years.

Physical Planning

As discussed in chapter 3, the College has engaged in an aggressive building program guided by the Comprehensive Campus Master Plan with the aim of providing a strong physical foundation for the 21st Century. The President regularly updates and reports on the progress of the Campus Plan. Planning and construction have been guided by several values: 1) providing people-centered, community-building, aesthetically pleasing space; 2) maintaining the heritage and history of Grinnell while also being innovative in design; and 3) building environmentally sustainable facilities.

Strategy One, Strategy Three and the Expanding Knowledge Initiative

Strategy One, especially the Expanding Knowledge Initiative (EKI), and Strategy Three represent the College's direct efforts to prepare its curriculum and its students for a future "shaped by multiple societal and economic trends." These Strategies aim to convey this multi-faceted reality as the subject of our classes and to allow students to gain experience recognizing and working within multi-disciplinary contexts in addressing societal issues.

Strategy One of our Strategic Plan—"Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum"—features the Expanding Knowledge Initiative as the first of its three primary elements. Planning for implementation of the Expanding Knowledge Initiative has involved most of the College's departments and faculty. We have devoted three years to stimulating discussions about areas for curricular expansion and forms of

collaborative teaching; we have surveyed departments and concentrations regarding their expectations for participation in the Expanding Knowledge Initiative; and we have identified the next steps in weaving the Expanding Knowledge Initiative fully into the curriculum. For a summary of the plans and accomplishments of Strategy One and Three, **see chapter 3**.

> **Core component 2b:** *The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

The College's careful management and stewardship of its financial resources and the careful planning and execution of its *Campus Plan* provide a solid basis for the College's educational mission. Planning and implementation of the Fund for Excellence/Capital Reserve Fund and the Strategic Plan discussed in **chapter 3** demonstrate a history of the College achieving its goals and demonstrates that the College is prepared to "respond to future challenges and opportunities."

Financial Resources

The foundation for the last decade's growth in Grinnell's programs, enrollment, faculty, infrastructure and curriculum has been the College's sound financial footing, enhanced by prudent leadership, strategic and comprehensive budget planning, strong returns on investments and attendant growth in endowment. Figures 1-3 give some idea of the performance of Grinnell's endowment investments, for periods ending June 30, 2007, the growth in the College's total net assets, and the concomitant growth in its endowment adjusted for the Consumer Price Index (CPI) and Higher Education Price Index (HEPI), proof that the College has preserved the purchasing power of the College's endowment.
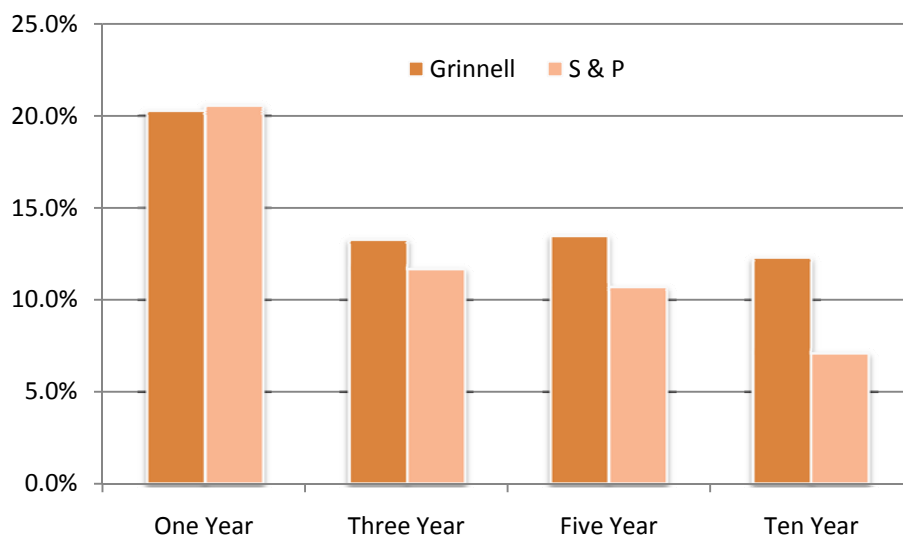
Figure 1: Grinnell's endowment investment performance for periods ending June 30, 2007
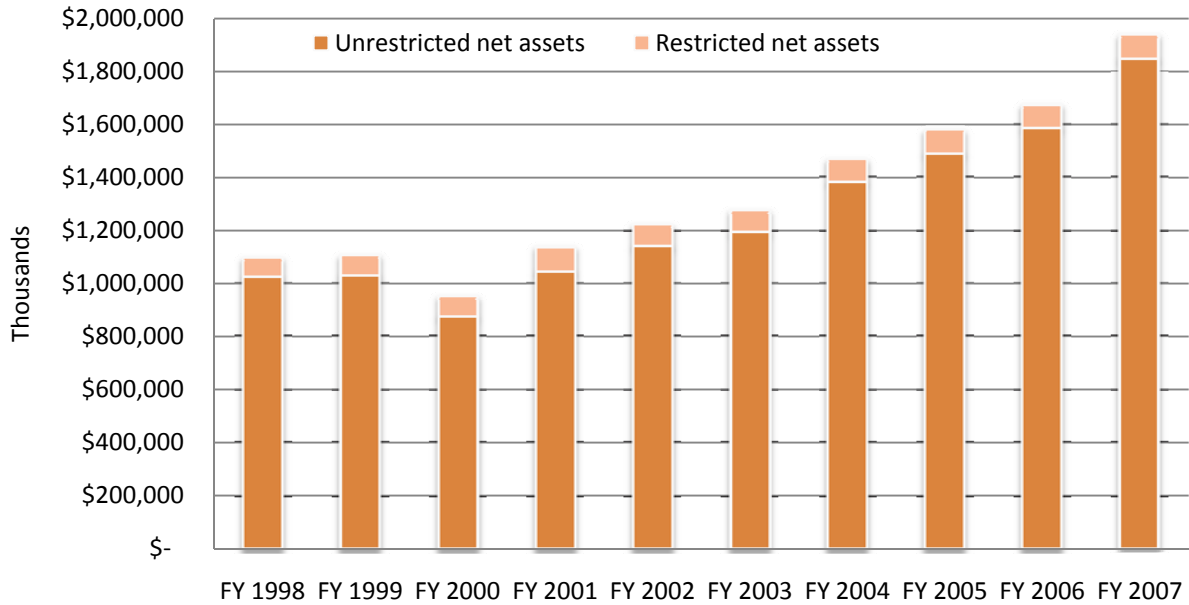
Figure 2: Net asset growth (in thousands)
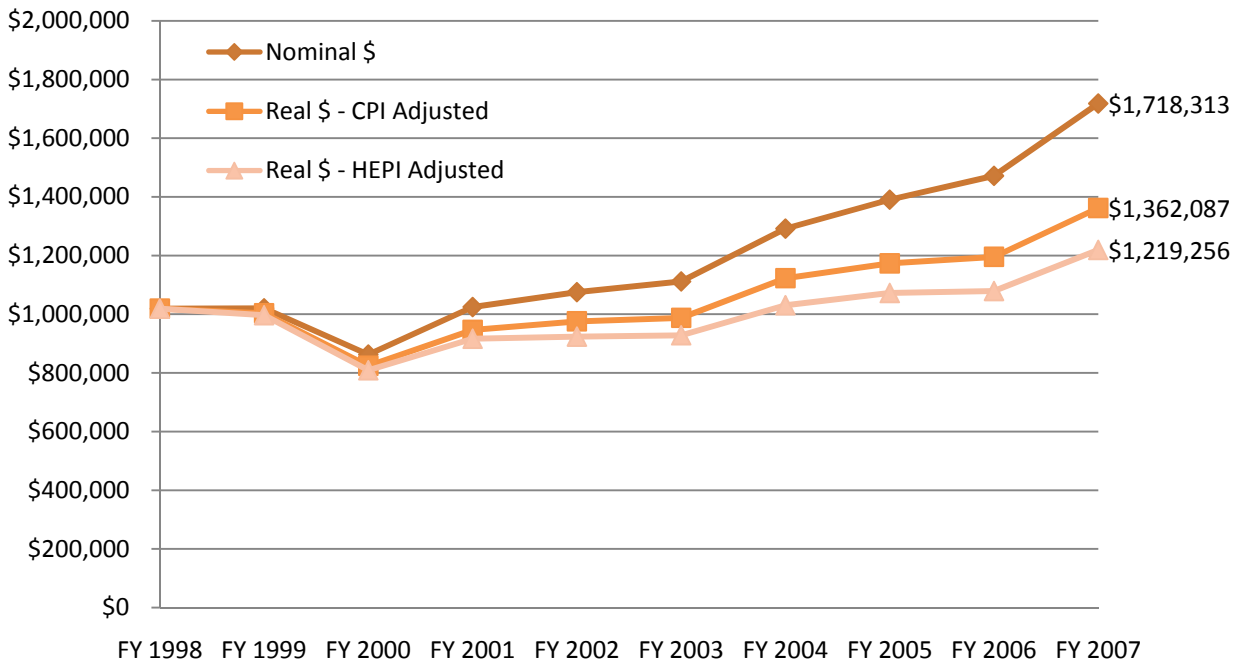
Figure 3: Growth in Grinnell's Endowment (in thousands)

A study for FY 2007 conducted by the National Association of College and University Business Officers lists Grinnell as having the 40th largest endowment and as 10th in endowment assets per student. Over the last 10 years (FY 1998 to FY 2007), the endowment has grown 68.6%, net of endowment support for operations of the College. During that period, endowment growth variables have included $16,661,000 in endowment contributions; $1,068,977,000 in investment returns; a $379,780,000 reduction for endowment support for operations of the College, and $6,593,000 for other reductions including term endowment maturities.

"True" endowment funds (donor restricted; their corpus cannot be spent) stood at 29 percent ($298,448,000) of the endowment as of June 30, 1998, with "quasi" endowment funds (designated by the Board of Trustees; the corpus of these funds may be spent at the Board of Trustees' discretion) standing at 70 percent ($710,214,000) of the total. Approximately one percent ($10,386,000) of the endowment at this time was a "term" endowment (donor-restricted; the corpus could not be spent until after a stated period or occurrence). Since 1998, restricted endowments have increased by $233,651,000 (a 75.6% increase) while unrestricted endowments have increased by $465,614,000 or 65.6%.

Grinnell's endowment is…

"Term" endowment $10,386 1%

"True" endowment $298,448 29%

"Quasi" endowment $710,214 70%

$1,019,048
June 30, 1998
(in thousands)

"True" endowment $542,485 32%

"Quasi" endowment $1,175,828 68%

$1,718,313
June 30, 2007
(in thousands)
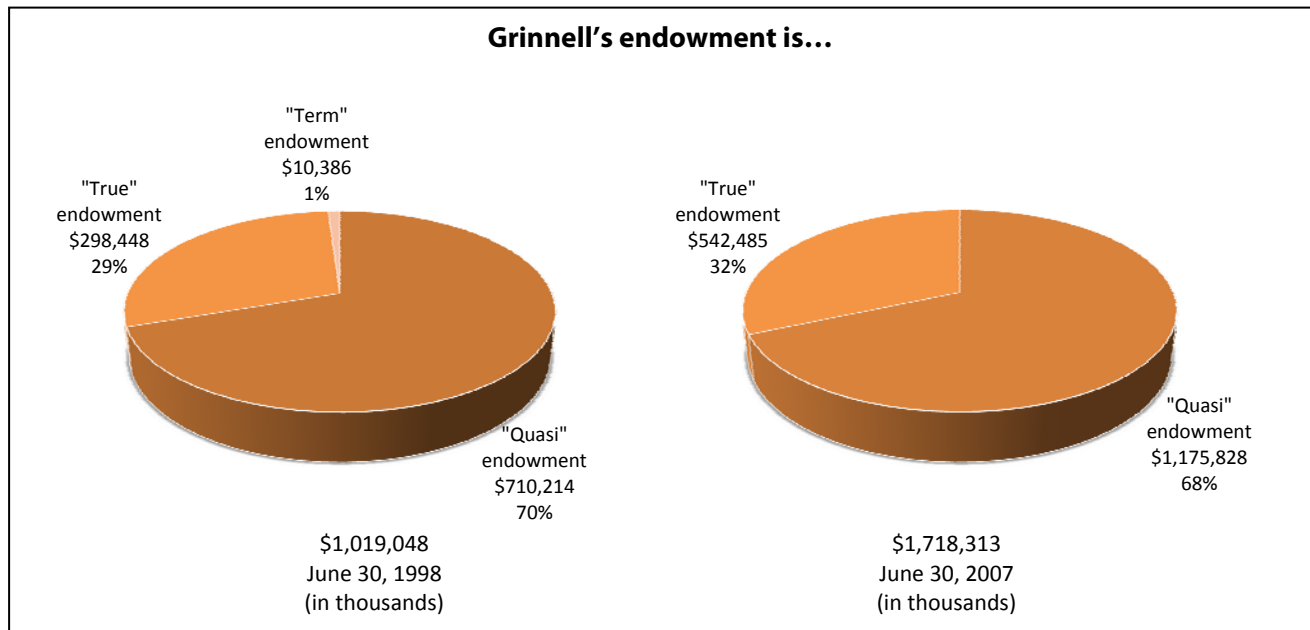
Physical Resources

Preparing for the College's future has meant ensuring that our physical resources support our educational mission. As detailed in **chapter 3**, the College has engaged in an aggressive building program that comprises two categories: 1) physical resources that directly contribute to the College's educational and residential programs and 2) infrastructural support for those programs. The building program has been undertaken without taking on substantial long-term debt. While we have borrowed some money as bridge financing, through the capital reserve and fund raising, we have been able to construct these facilities without taxing the future. This provides for substantial financial stability and flexibility for future leaders without committing them to fund projects completed in the past.

In its construction and renovation plans, the College has been mindful of its environmental impact. In its Statement of Environmental Responsibility, the College has said that it "believes that as a liberal arts institution with a strong social commitment, we have a duty to the environment, society, and future generations to be leaders in environmental stewardship, education, and policy. Grinnell College is therefore committed to incorporating environmental responsibility into policies, decisions, and daily life on campus." A section of the Campus Plan provides "Sustainability, Energy and Infrastructure Recommendations and Guidelines;" (pages 80-84) and the College has adopted a number of policies including Grinnell College Environmentally Responsible Building Guidelines and Grinnell College Setpoints Policy, and monitors its environmental impact indicators.

> **Core component 2c:** *The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

Grinnell has multiple processes for measuring its success in meeting goals, whether those goals are financial, academic, student-related, or related to the performance of personnel. Discussion of the ways that the evaluation

and assessment processes inform strategies for continuous improvement of the academic programs is provided in the section on "Open Curriculum, Academic Advising, and Assessment of Student Achievement" in **chapter 4** as well as in the discussion of **Criterion 3**.

Support for evaluation and assessment processes

The College's Office of Institutional Research is charged with providing internal research support for administrative offices, academic departments, and faculty committees. It does this through administration of course evaluations and research reports, collection of information for the Common Data Set, tracking of information on comparison schools, support for strategic planning, research concerning the College's financial statements, and participation in the University and College Accountability Network (U-CAN) and the National Survey of Student Engagement (NSSE). Data and reports gathered and produced by the Office of Institutional Research are presented to and used by administrative offices, academic bodies and individual faculty to evaluate their work and develop strategies for improvement. Selected reports are publically available on the College's website.

Strategic Plan metrics

To improve the College's ability to measure its performance in meeting the Strategic Plan goals, Associate Dean and Vice President for Institutional Planning, Marci Sortor has been working with the Board of Trustees toward a system of **Strategic Plan metrics** which will permit more accurate progress assessment. Vice President Sortor reports that "progress on assessment related to the strategic plan has been dramatic this past year, and the purpose and nature of the metrics developed by the various committees of the Board of Trustees changed significantly as a result. Over the past year and with the leadership of the Board of Trustees Audit and Assessment Committee, the Trustee committees have worked to expand their metrics to include committee-specific and institution-level indicators. In most cases, the committees are largely done with the development of metrics. There still remains a good deal of work developing processes for collecting, evaluating, and reporting on data. The committees also will need to take the next step of setting goals for many of these indicators. I expect that goal setting will entail a good deal of work but that it will stimulate productive discussion among the Trustees and college leadership regarding their vision for Grinnell College." See discussion of **Core Component 3a (iii)**.

Financial analyses

The College performs multiple self-assessments to aid it in its decision-making processes. Of primary importance is the aforementioned variance analysis, performed and reported to the Board four times each fiscal year. This analysis, which compares budgets to actual income and expenditures, enhances the College's ability to respond to unanticipated circumstances. The College also yearly updates each strategic section of its five-year budget model to aid in projecting performance and needs.

Over the past many years, the Budget Committee of the Board of Trustees has asked that the administration report to the Committee on various expenditure areas of the College regarding "best practices." Areas reviewed to date are facilities management, technology, fundraising, and employee benefits. A presentation was also made on Grinnell's first year of dining in the new Campus Center. The next two expenditure areas to be reviewed are library and instruction.

Office Reviews

Surveys and administrative unit reviews are used to collect data, create or modify policies and processes and analyze the effectiveness of current operations as well as to gather information to inform adjustments in operations to meet future campus needs. Various offices and departments have their own accountability mechanisms in place that are used to improve their effectiveness, with most of them providing publicly accessible reports.

The College Libraries participated in LibQUAL, a national survey of libraries that measures the community's expectations and perceptions of library services and reported results at a faculty meeting as well as to the Instructional Support Committee. Further discussion of the libraries assessment work is discussed under **Core Component 3d**.

The new Vice President for Student Affairs, Houston Dougharty is developing a plan for assessment and review for the Division of Student Affairs to be unveiled in the fall of 2008. The goal is to institute a decennial cycle of reviews for each of the programs and departments in the Division (July, 2008 draft of Assessment and Review: Division of Student Affairs).

The Office of Facilities Management maintains a project page which extensively documents the various phases of capital projects that are either underway or completed, along with copies of the President's semi-annual Facilities Reports to the Board of Trustees. In 2005, the College engaged the services of Sightlines, LLC, an independent facilities advisory firm that had created a process to measure and monitor the performance of physical assets on college campuses. Not only does this allow us to compare ourselves to other institutions in the data base from year to year, it has become a useful tool to improve our effectiveness.

In November of 2002, the Office of Dining Services submitted itself to a peer review by a committee of dining professionals and fellow members of the National Association of College and University Food Services (NACUFS). During their visit, team members toured the dining facilities, met with students, dining staff and other campus administrators and enjoyed meals in the dining halls, the Forum Grill (since closed to make way for a similar facility in the Joe Rosenfield '25 Center) and Grinnell House. A comprehensive, written report comparing Grinnell College dining and catering services, products and practices with specific guidelines as set by the NACUFS organization was used by the dining management and staff to develop their services.

The Office of College Services conducts periodic surveys to gauge campus needs and check on the College's performance in providing services related to dining, computing, retail, employee or student resources and other services within its purview. The following links represent complete or, in some cases, summarized results of recent surveys and review processes: Human Resources Survey of Managers - Staff Training Needs (Summer, 2007), Wireless/Mobile Telephone Survey (Fall, 2004), Copy Connection Employee Survey (Fall, 2003), College Book Store Student Survey (Spring, 2003), Off-Campus Catering Client Survey (Summer, 2002), Dining Services Student Survey (Spring, 2002), Human Resources Employee Survey (Spring, 2002).

An example of the way that assessment informs the College's actions may be seen in the assessment of student needs and construction projects. The physical environment is important for student wellness, productivity, and engagement, and the College has paid close attention to student voices in its infrastructure planning. In 2000 we conducted a needs assessment survey to help identify student priorities for new construction activities. We asked students to rank proposed building projects in order of urgency. Collectively, they placed new residence halls first, a new campus center second, and a new physical education/athletic center third. Roughly six years later, the College had matched these priorities very well. The East Campus residence halls were completed in the fall of 2003, the fitness center was finished in the summer of 2005 (with more physical education and athletic space to come), and the Joe Rosenfield '25 Center was completed in the fall of 2006. A follow-up student housing survey in 2004 indicated that residents were significantly more satisfied with their housing than in 2000. Including a notable improvement in first-year student satisfaction, students across years and locations reported better ratings. Essentially, the ability to "decompress" the residence halls resulted in more comfortable living environments.

> **Core component 2d**: *All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

The process of the formulation of the Strategic Plan narrated in **chapter 3** demonstrates the way that planning involving the different constituencies is Mission-driven on a macro-level. As discussed under **Criterion 1**, the Mission Statement and the Strategic Plan—along with the Core Values and A Grinnell Education—inform the major decision-making processes at the College, including the formulation and implementation of various policies, financial planning, building construction, down to the departmental and office level, even the micro-level of crafting students' individually advised curricula. The Strategic Plan Implementation Reports, which have been updated regularly since the Strategic Plan was formally adopted, show how activities in various areas connect directly to the fulfillment of the six strategies.

Criterion Three: Student Learning and Effective Teaching

Criterion Three: Student Learning and Effective Teaching: *The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

Our goals for student achievement are expressed in the following excerpt from the Mission of the College: "The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good." Our assessment activities flow from the College's core value of "an education that reflects on its own process."

> The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and abilities to serve the common good.

We seek to cultivate the value of each person in our community through educational processes that develop intellectual agility, critical responsiveness, and mutual care. We aim to graduate value-bearing citizens who enter the world with daring and discipline, prepared to seek in the midst of complex, even overwhelming, situations how to serve the common good. In this regard, our most significant assessment bears on our students' achievements and character as they express what they have learned in their lives with others. Grinnell College is proud of the preparation and ambition we instill in our students as life-long contributors to new learning: In a recent study from the National Science Foundation of the baccalaureate origins of science and engineering doctoral recipients, Grinnell ranked 8th among all institutions. Further, we are pleased that, among undergraduate institutions with less than 5,000 students, we have typically been among the top ten schools whose graduates go into the Peace Corps. These achievements are the realization of an educational program that is rigorous, rich in opportunity, intensively mentored, and based on a strong, consistent tradition. Such achievements by our students exemplify the lived outcomes of a liberal arts education made possible through a broad, rigorous, and innovative academic program.

Assessment is a key dimension of planning and revising that program. Before our re-accreditation in 1998 we developed an Assessment Strategy that was responsive to our culture of departmental autonomy. Each department was responsible for setting out its learning goals for students, and for designing curricula and standards of evaluation in support of those goals. This process has become a required part of every departmental Self-Study, and so is formally undertaken by each department at least once per decade. Some departments engage in this process more frequently.

Departmental assessment plans designed pursuant to the 1998 self-study centered on the compilation of student portfolios, which, depending on the discipline, included writing samples taken from various points in the students' career, written records of oral examinations (e.g. in foreign language courses), products of work in the fine arts, and answers to examinations. The plan called for departments to conduct summer assessment seminars to review the contents of the portfolios. In response, some departments engaged in systematic revision of their curricula. We describe two case studies of major revisions to departmental curricula in response to **Core Component 3b(ii)** below; in each case these efforts attracted outside funding for their innovative design.

After a period of several years, many departments found the portfolio evaluation system was inefficient; that is, the new insights generated from this form of assessment did not repay the continuing demands on faculty and student time to collect, review and analyze the materials. In our experience, inefficient methods of assessment that produce redundant information lose faculty members' and students' support.

Some departments, though, have sustained other discipline-based assessment efforts, such as exit interviews, "town hall" meetings, or incorporating Educational Test Service (ETS) Major Field tests or GRE tests into evaluations, when these have continued to provide useful data to improve teaching effectiveness and student learning. The Chemistry department administered the GRE to its majors to validate learning outcomes, but discontinued the practice when it became evident that the department was not gaining any new knowledge through the practice. Similarly, the Math and Computer Science department asked its majors to take the Educational Test Service (ETS) Major Field test in order to validate outcomes. However, as they explained in their 2008 Self-Study, their students performed very consistently in the top ranks over a number of years, so the department and the students were not learning anything new. They have, therefore, discontinued the requirement as an annual assessment.

Over the past decade, the College has moved toward the development of campus-wide learning goals and the design of rubrics and schedules for assessing them. These new measures have been developed around the College's Mission Statement, and focused on distinctive programs at Grinnell College, with responsiveness to our Individually Advised Curriculum. For example, our first-year Tutorial program emphasizes writing skills and information literacy, and our Mentored Advanced Project (MAP) research program emphasizes students' ability to acquire, evaluate and contribute to new knowledge. Our locally designed rubrics can be coordinated with national standardized instruments, such as the CIRP, NSSE, and FYILLAA (now Research Practices Survey) as well as our Senior Survey of graduating students.

Institutional assessment initiatives

♦ **Writing assessment**
Established fall 2003, faculty members use a common rubric to assess students' writing abilities at multiple points in time.

♦ **Research skills & information literacy**
Faculty members directly assess student performance at the completion of each Mentored Advanced Project. A *Research Practices Survey* is used to identify habits and attitudes of incoming students.

♦ **Advising & curricular choices**
The *Advisee Survey* is part of each faculty review. Transcript analyses are conducted for each department review, and the Tutorial and Advising Committee reviews student curricular behavior.

♦ **Global outlook**
Includes work being sponsored by the American Council on Education (*Articulating the Value-Added by International Students*) and the Teagle Foundation (*A Collaborative Effort in Value Added Assessment of Student Learning*) that is being extended by on-campus programming.

♦ **Campus climate**
A broad array of surveys and studies (indirect measures) used for planning and to provide context for the other assessment initiatives.

Our ultimate goal is to have a campus-wide assessment program, with ongoing scheduled assessment events that enable us to track students' academic maturation longitudinally using multiple measures that can be cross-referenced. The elements of this new strategy are in place. We continue to generate consensus for this philosophy among faculty, students and staff, to make our administrative structures more cohesive in support of it, and to ensure the technological bases for creating secure, flexible and accessible inventories of data that allow us to maximize responsiveness to queries.

Our Individually Advised Curriculum offers multiple, progressive opportunities to set goals for student learning and achievement, and to evaluate and improve teaching effectiveness. In response to **Core Component 3a**, we describe measures of student learning that the College undertakes. In **Core Component 3b**, we set out specific assessment activities of teaching effectiveness. We also provide information about results, analysis, and examples of how our practice, policy and budget planning are responsive to what we learn from these inter-related processes. In **Core Component 3c** we set out different learning environments that enable us to foster a culture of diversity and to strengthen students' abilities in multiple contexts. Finally, in **Core Component 3d** we describe the resources that we marshal and develop in support of the priorities of the College's educational program. In many instances, we have tried to give a sense of the dynamism of our culture of assessment through specific examples.

Core Component 3a: *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

3a(i): In this section, we focus on campus-wide measures of student learning outcomes. In each case, we describe the development and analysis of an assessment activity that is coordinated with a specific objective of our Mission statement. There has been intensive faculty involvement in the design of the goals and rubrics, the administration and testing of instruments, and the response to data analysis. In addition, our leadership structures ensure that responsibility for assessment is integrated with responsibility for planning the educational program and setting budget priorities.

"Speak and write persuasively, even eloquently…"

The first-year Tutorial program is designed to introduce first-year students to the demands of college-level writing, speaking and information literacy. In the third week of the semester, the Tutorial instructors make an initial assessment of their students' writing abilities using the Writing Assessment Inventory. This instrument was developed at Grinnell College using criteria advanced and tested by Grinnell faculty. It was introduced campus-wide in 2003.

Writing Assessment Rubric

Structural coherence
1.   Written work has a clear central claim, idea, or focus. [CENTRAL CLAIM]
2.   Written work maintains its unity of focus. [MAINTAINS UNITY]
3.   Opening passages announce the central question or claim. [OPENING]
4.   Closing passages leave the reader with a clear sense of the central claim or focus. [CLOSING]
5.   Each paragraph advances the central claim or intensifies the central focus. [STAYS FOCUSED]
6.   Sentences and paragraphs form a reasonable and clearly connected sequence. [CONNECTED]

Conventions
7.   Written work demonstrates competence in standard grammar, punctuation, spelling, and idioms. [GRAMMAR]
8.   Information is used to support a central claim and is presented in conventional and appropriate forms (quotations, footnotes, figures, etc.). [USE OF INFO]

Intellectual engagement
9.   Writing reveals a narrative voice that is engaged intellectually with the topic. [ENGAGEMENT]
10. Writing acknowledges and grapples with the complexity of the material. [COMPLEXITY]

The Writing Assessment Inventory tracks the elements of design, structure and style of effective writing. It does this so well that some Tutorial faculty share it with students as a way to help them focus on the key elements of composition. The Tutorial offers intensive opportunities to generate direct measures of students' writing and speaking abilities. Faculty members assess students' writing abilities at the beginning of the Tutorial and again at the end of the fourth and seventh semesters. **Figure 4** demonstrates that overall our students make significant gains in writing effectively by the end of the fourth semester.

Direct assessment: Faculty ratings of students' writing skills
Percent of students rated *generally adequate* or *consistently excellent* on each of ten criteria, 1ˢᵗ & 4ᵗʰ semesters

■ Beginning of first semester
■ End of fourth semester
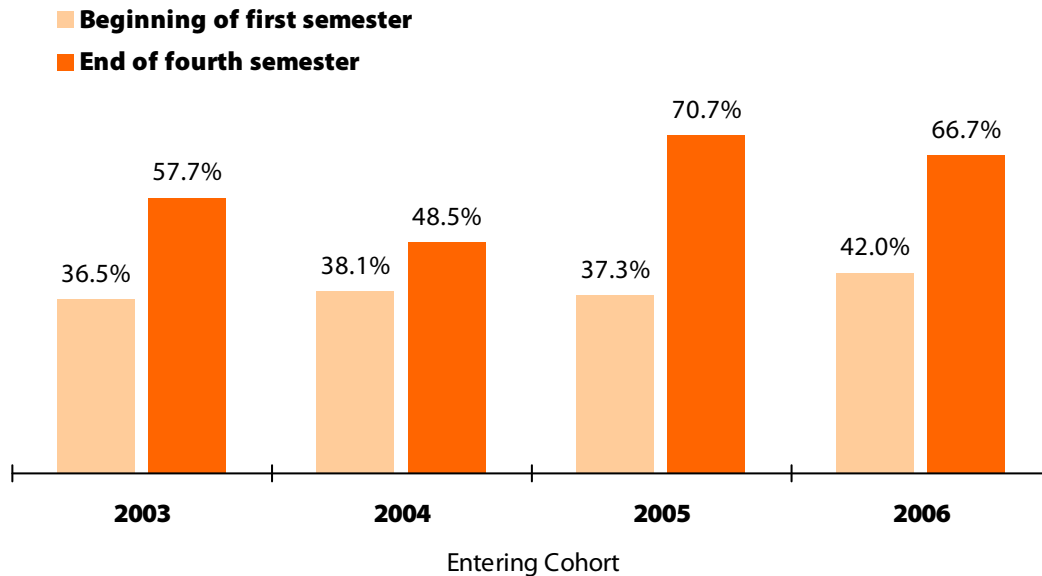
Matched pair cohorts with sample sizes of 85, 97, 75, & 69, respectively.
Rating scale: Consistently excellent | Generally adequate | Variable quality, usually some problems | Student needs significant work on this.
Dimensions (criteria): *Central claim*, *maintains unity*, *opening*, *closing*, *stays focused*, *connected*, *grammar*, *use of info.*, *engagement*, *complexity*.

Figure 4: Direct assessment: Faculty ratings of students' writing skills

"Evaluate critically both their own and others' ideas…"

Since 2005, Grinnell faculty have helped to develop a multi-college First-Year Information Literacy in the Liberal Arts Assessment (FYILLAA). FYILLAA was a grant-based term project, to which Grinnell contributed design expertise and testing opportunities. A national project, now called the Research Practices Survey (RPS), is being continued through the Higher Education Data Sharing Consortium to which we belong. We have made plans to continue using this assessment instrument, with a focus on longitudinal development, to inform our programmatic innovation. Librarians, faculty members, and curricular technology specialists at Grinnell have been involved with FYILLAA and will continue to be involved in the administration and analysis of RPS data.

Using the Research Practices Survey, we investigate the habits and attitudes of incoming students to better understand the research, information literacy, and critical thinking skills of students. The initial results from FYILLAA indicated that a) attitude and performance are linked; b) there may be confusion about the scholarly application of electronic and paper sources of information; and c) men and women tend to use different strategies for identifying and organizing research materials (see **Figure 5**).

Incoming students & information literacy
Benchmark scores for entering students

		Grinnell	All colleges
Experience	Utilization of sources	58%	59%
	Consultation with instructors and librarians	43%	47%
Attitudes & approach	Time management in pacing research*	62%	65%
	Enjoyment of research*	44%	40%
	Conceptual sophistication of research beliefs	37%	36%
Application	Competence in applying research skills*	59%	53%

■ **Grinnell** ■ **All colleges**
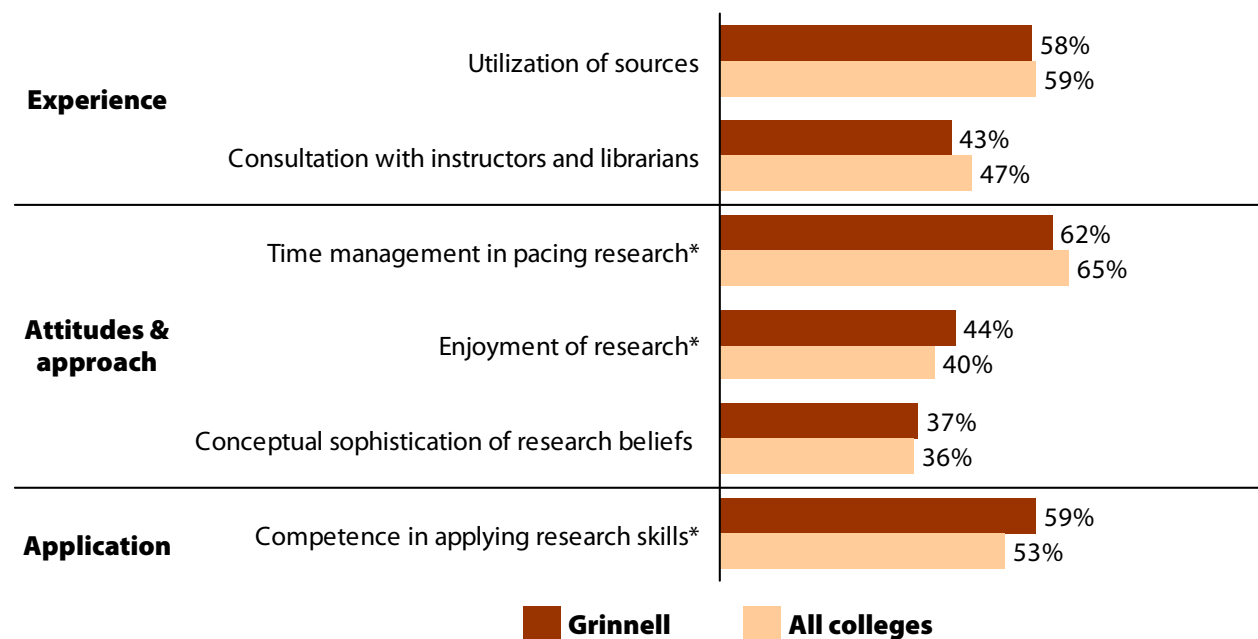
Scores are expressed as a percent of total possible points on a diagnostic research practices questionnaire. Asterisks indicate significant differences from the comprehensive sample (p<.05).

Fall 2006 First Year Information Literacy in the Liberal Arts Assessment (FYILLAA), Grinnell's N = 181. Twenty colleges participated in this developing program in the fall of 2006. FYILLAA is now known as the Research Practices Survey (RPS).

Figure 5: Incoming students and information literacy

As we discovered more about how our entering students use electronic and journalistic sources—and how they think about what they are doing—we saw the need to develop scheduled learning goals for their maturation. Our librarians have initiated the development of a four-year curriculum for information literacy that will support our strategic focus on inquiry-based learning in the twenty-first century. For the past few years, a librarian has been assigned to each first-year Tutorial to support instruction in students' ability to use electronic information critically and constructively.

 "Acquire new knowledge…"

In 2002, after four years of experimentation, the faculty approved regularization of a campus-wide program of Mentored Advanced Projects (MAP), four-credit courses that are individually advised by a faculty member (who receives 1/6 course credit to support this form of teaching). To qualify for a MAP, a student must propose a project of discovery or creation that a) builds on prior course work, b) demands an integrated application of skills and knowledge to a new project, c) and will generate planned scholarly products that can be potentially shared with an audience beyond Grinnell College. The College offers other opportunities for independent study under faculty guidance in all four years, but MAP students must have completed at least four semesters. Faculty members meet their MAP students face-to-face at least once a week.

In the experimental phase of the MAP program, we used an assessment instrument, which unfortunately did not inspire any inquiries or improvements. Assessment activities that do not generate interest among students or faculty need to be revised. Therefore, we asked Professor David Lopatto to design a rubric that would parallel the Writing Assessment Inventory—with ten questions and a graduated scale of achievement. Since Spring 2003, faculty mentors have been required to rate each student who has completed a MAP using this instrument. This MAP assessment instrument was based on a "stages" theory of epistemological development in college-age students and

was tested by faculty members across divisions. (The MAP Assessment Instrument is set out in **Figure 6** and the cumulative data from 2003-08 are set out in **Figure 7**.) Other indicators of the success of the program include publications, conference presentations and undergraduate awards resulting from our students' MAP work.

In a broad-based study on campus of attitudes toward the MAP program, we interviewed students and faculty to discover what students learn from their independent projects and what instructors gain from mentoring them. Students' responses indicate that they enjoy their experiences and learn from them. Attitudes and opinions vary among faculty members, but one thing is consistent: they are excited to talk about their students' work. The Curriculum Committee read through these interviews and led discussions among faculty members in divisional meetings on that basis. As a result there have been some changes to the MAP program, especially to streamline the application procedures, and to ensure students are prepared for the advanced nature of the project.

Rubric for Mentored Advanced Projects

Faculty members are asked to assess students' MAP work using the framework outlined below. The descriptions are considered as hierarchical, with the most sophisticated expression of each skill listed last. Respondents are asked to choose the description that best fits the student's skill level (understanding that students will occasionally perform better or worse). Detailed descriptions for each of the ten dimensions are available through an online form.

1. Independence
- Student is largely passive; depends on instructions and needs supervision
- Student works independently with little supervision
- Student has independent ideas; works with little or no supervision
- Student takes ownership of project, works as scholarly collaborator

2. Research design
- Student can follow a structured plan if provided, but does not contribute to the design of the project
- Student can propose a research plan or method, but is unable to evaluate it or to consider alternatives
- Student can propose several methods but cannot judge between them
- Student can make reasonable decisions about design and methodology

3. Intellectual curiosity
- Student is passive
- Student asks questions for clarification
- Student asks questions that expand the topic
- Student asks creative (and appropriate) questions and introduces information that changes the nature of the topic

4. Critical reading
- Student has trouble understanding content
- Student can summarize material but cannot place it in context
- Student can place material in context but does not think independently
- Student thinks independently about the material

5. Sources of information
- Student does not search for information
- Student relies on summaries and secondary sources
- Student does incomplete search, finds some of the kinds of sources that a researcher should consult
- Student does comprehensive search for a sufficient amount and appropriate range of sources

6. Use and integration of information
- Student cannot tell which information is relevant
- Student uses only one kind of information (e.g. a text)
- Student can use several types of information but does not link them
- Student links several types of information to present a coherent argument

7. Judging information
- Student believes what s/he reads
- Student responds to conflicting materials by saying everything is relative
- Student takes a position but does not make a supported argument
- Student makes an argument based on evidence

8. Argumentation
- Student reports on a topic without reference to an argument
- Student reports on arguments in the field but takes no position
- Student makes an assertion but does not make an argument
- Student makes a well-reasoned argument

9. Evidence
- Student does not use evidence
- Student uses evidence without judging its quality
- Student manipulates evidence to fit his/her preconceptions
- Student considers relevant evidence fairly

10. Factual and theoretical context
- Student does not relate findings to their appropriate disciplinary context
- Student attempts to relate findings to their context, but does so in an incomplete or flawed way
- Student usually relates findings to their appropriate disciplinary context
- Student consistently relates findings to their appropriate context as a means of analysis

Figure 6: Map Assessment Instrument

Direct assessment: Faculty ratings of students' research & critical thinking skills
Percent of students rated as *advanced* on each of ten evaluative items, from MAP report forms

Item	Percent
Independence	80.0%
Research design	90.5%
Intellectual curiosity	88.0%
Critical reading	94.7%
Sources of information	95.2%
Use & integration of info	96.8%
Judging information	95.2%
Argumentation	95.0%
Evidence	92.4%
Factual & theoretical context	90.7%
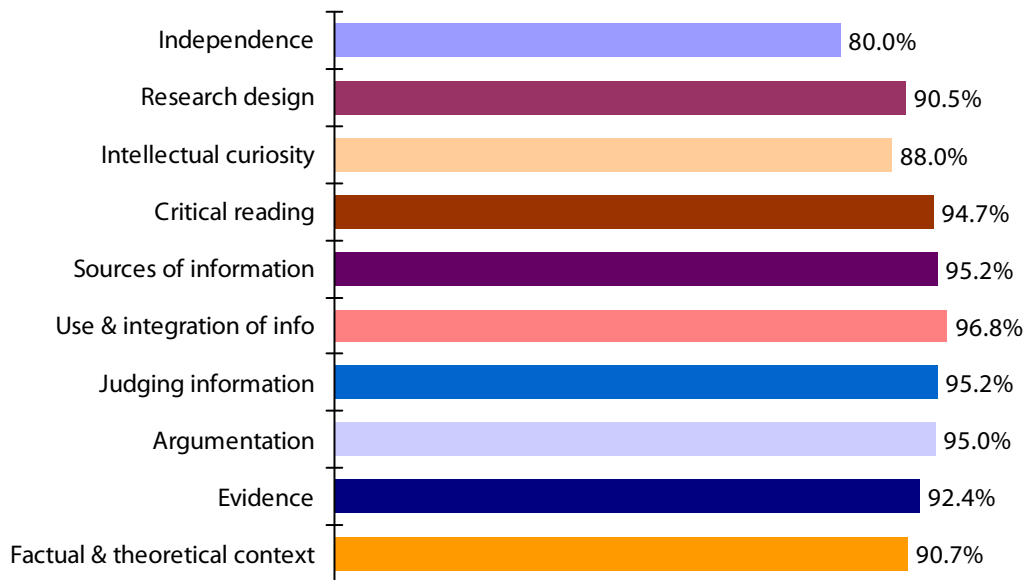
Based on results from Fall 2003 through Spring 2008 for which complete sets of ratings were available (all ten criteria) using the revised rubric; N = 524. Rating scales vary by item; each is a four-point scale with verbal anchors. Students who were rated in the top two categories in each of the ten dimensions were labeled as *advanced* for this presentation.

Figure 7: Cumulative data from 2003-08

"Prepared in life and work to use their knowledge and their abilities to serve the common good"

In the eighth semester, we ask students to take the Senior Survey. This provides indirect measures of student learning outcomes, and enabling us to correlate students' own sense of the value of what they have learned with other direct measures of learning outcomes. Indeed, results of the Senior Survey show that senior students do report that the College has greatly enhanced their ability to think critically and write effectively. They also predominately assert that the College has prepared them very well to extremely well to use their knowledge and skills to serve the common good (see **Figure 8**). But seniors report they have experienced less enhancement of their ability to use technology or to speak persuasively. We are responding to these findings by introducing a summer faculty workshop on "Teaching Oral Communication Skills." We have also included more focus on oral communication skills and pedagogical strategies for enhancing students' abilities in our Tutorial instructors' orientation programs.

The Senior Survey indicates two areas that we want to foster in our students' individually advised curricula—using quantitative reasoning more effectively, and providing opportunities for students to become more fluent in the use of technology. Our next Assessment initiatives need to focus attention on evaluation of what and how our students learn methods of quantitative analysis across the curriculum. Our new Creative Computing Lab is aimed at providing students with new opportunities to become more adept in the use of technology.

Senior Snapshot surveys: Leadership & the common good

How well did Grinnell College prepare you to use your knowledge & abilities to serve the common good?
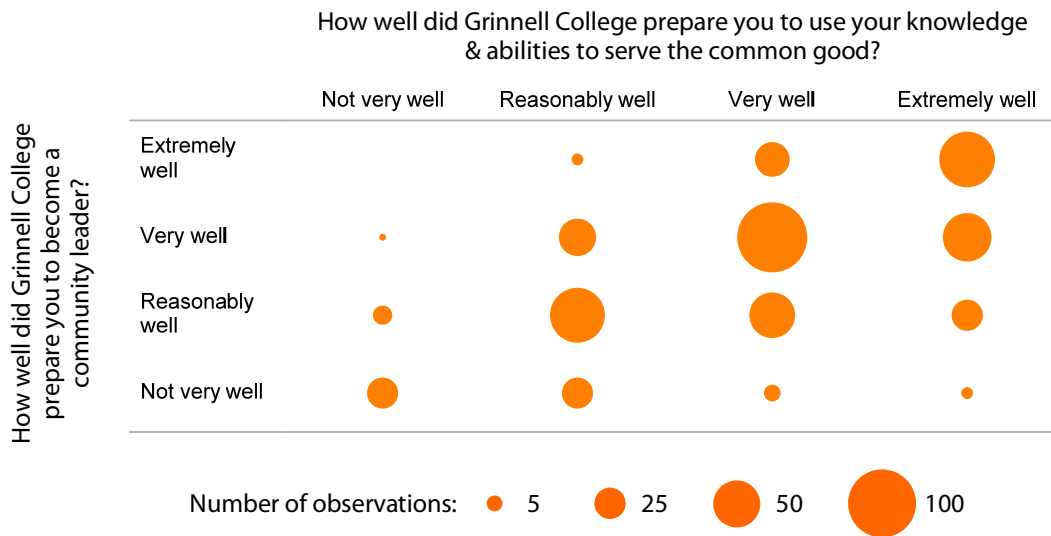
Figure 8: Response from Senior Survey

In addition, we canvas student engagement in activities that promote involvement, commitment and leadership. In the Spring of 2005, Grinnell administered the National Survey of Student Engagement (NSSE) survey to first-year and senior students. Seventy-one percent of Grinnell students responded to that survey. The NSSE organization processed data from 529 four-year colleges that participated in the survey that year, and created five institution-level benchmarks. Our students' responses placed Grinnell College in the top 10% of all institutions nationally for the Level of Academic Challenge benchmark. As compared to our peer institutions, Grinnell students reported that they more frequently read books for enjoyment or enrichment; attended music, art, and theater events; tried to better understand someone else's view; learned something that changed the way they understood concepts; and examined the strengths and weaknesses of their own views. Our first-year students reported spending significantly less time memorizing facts than their peers at other institutions, and spending more time analyzing, evaluating arguments and information, and applying theories and concepts to practical problems. These findings corroborate our assessment that the College promotes widespread practices and habits among students that foster strong learning outcomes consistent with our goals and values. The 2008 benchmarks will be available in the fall of 2008.

Further, in 2006, Grinnell became one of 35 colleges across the nation participating in the *Parsing the First-Year of College* project coordinated by researchers at The Pennsylvania State University (now partnered with the Wabash National Study of Liberal Arts Education). This comprehensive study explores how students' experiences and engagement relate to the development of critical thinking skills. For this project we surveyed faculty members, first-year students, and key staff members, and administered a critical thinking assessment to a sample of first-year students.

We found that nearly three-quarters of the faculty agreed that the institution "systematically assesses students' first-year experiences," and that 86 percent felt Grinnell College "helps students get off to a good start academically." Eighty-nine percent said they encourage students to integrate into their courses things students are learning in other courses. We hope to pursue these lines of inquiry, and how they connect to one another, and we look forward to receiving comparative data when the comprehensive national results are made available.

Assessment activities enable us to track the progress of our students' maturation in relation to the priorities of our educational mission. But the most important benchmark of success is our students' preparation to use their knowledge in their work and lives for the common good. We offer two examples of their achievement.

Case study: NSSE

In the spring of 2005, Grinnell College conducted its inaugural administration of the National Survey of Student Engagement (NSSE). This survey marked an important milestone for campus climate research, as the College had considered this survey instrument several times in the five years preceding its use but it had not been brought into action.

Now, not only are we using NSSE to maintain an assessment focus centered on student learning, but Grinnell was among the first set of schools in the nation to release NSSE results publicly through USA TODAY (2007). Plus, we are making plans to use NSSE results in a portfolio of performance indicators for Trustee reporting.

NSSE, which was developed with support from Pew Charitable Trusts and cosponsored by The Carnegie Foundation for the Advancement of Teaching, was developed to assess college students' level of engagement in various aspects of the institution. Below are suggestions from the Center for Postsecondary Research for incorporating NSSE results into institutional change efforts, and how these suggestions are followed at Grinnell.

Make sure faculty and staff understand and endorse the concept of student engagement.
We presented NSSE results in both faculty and administrative settings — at a faculty meeting, Executive Council, Dean's Group, and the Office of Admission.

Collect results from enough students so the information is usable at the department or unit level.
Considerable effort was given to bolstering response rates. In 2005, 71% of invited students responded. Nationally, the average response rate was around 40%. In 2008, about 60% of Grinnell College students participated. From the outset, we made plan to administer NSSE triennially. In this way, first-year students will be surveyed again as seniors. In time we will have sufficient data to offer drill-downs and cross-tabulations to departments.

Understand what student engagement data represent and use the results wisely.
To help connect the dots, Grinnell sponsored researchers from the NSSE organization to conduct interviews and focus groups. Grinnell's results are included in the national *Connecting the Dots* report.

Report student engagement results in a responsible way.
Grinnell shared its findings through a USA TODAY project to promote a better understanding of collegiate quality issues. This expanded our student learning reporting, furthered our external transparency and accountability purposes, and strengthened a national conversation about best practices in undergraduate education. NSSE affirmed Grinnell's character in terms of its *level of academic challenge*.

Don't allow the numbers to speak for themselves.
In addition to the meetings listed above, we discussed results in many individual meetings and created a concise web page to help communicate the results. Students in a behavioral health course used an in-class presentation of NSSE results as a touchstone for a class project.

Examine the results from multiple perspectives.
We've used NSSE data in conjunction with issues involving international student issues, Student Affairs programming, advising relationships, and the Second-Year Retreat. Selected datasets were made available to instructors of introductory statistics classes to encourage students to interact with "real world" data. We administered the Faculty Survey of Student Engagement (FSSE) in the spring of 2008 to actively and directly incorporate faculty voice. We piloted the Beginning College Survey of Student Engagement (BCSSE) in the fall of 2007.

Link the results to other information about the student experience and complementary initiatives.
Content describing learning communities led to discussions of NSO "pod" structures, tutorial communities, and "friendship clusters" at the Second-Year Retreat. Service learning, has been a faculty luncheon topic. Focus groups hinted at student frustration in describing MAPs, which led to program clarification efforts. Questions about the *supportive campus environment* results provided a backdrop for our reaccreditation *Staff Outlook Survey*.

Don't go it alone.
Grinnell is sharing NSSE data with peer institutions through the Higher Education Data Sharing Consortium. We have also facilitated informal exchanges to support faculty workshop conversations.

Our graduates are highly prepared to enter graduate programs in advanced fields. As we mentioned above, in a 2008 National Science Foundation study of the baccalaureate origins of science and engineering doctoral recipients, Grinnell ranks 8th among all institutions. For our size, this is an achievement of our alumnae/i of which we are very proud. In another study of baccalaureate origins, adjusted for size of institution, of doctoral recipients in various fields, Grinnell ranked first for foreign languages, second for economists, and third for anthropologists (see **Figure 9**).

Doctoral Degrees Obtained by Grinnell Graduates, 1995-2004

- For its size, Grinnell College produces a proportionately large number of Ph.D.s, ranking 10th among all U.S. institutions.
- Grinnell ranks 13th in per capita production of female Ph.D.s.
- Adjusted for institutional size, Grinnell ranks particularly high nationally in the production of:
  - Foreign language doctorates (1st)
  - Economists (2nd)
  - Anthropologists (3rd)
  - Chemists (6th)
  - Linguists (7th)
  - Biological scientists (9th)
  - Mathematicians and statisticians (11th)
  - Psychologists (11th)
  - Sociologists (11th)
  - Historians (18th)
  - Physicists (20th)

Source: 2005-06 HEDS *Weighted Baccalaureate Origins Study*

Figure 9: Doctoral Degrees

In addition, among colleges and universities with less than 5,000 undergraduates, Grinnell College has been among the top seven producers of Peace Corps volunteers in four out of the past six years (see **Figure 10**). In 2008, we tied for 11th place among volunteer-producing colleges with less than 5,000 undergraduates. Since 2002, between 9% to 13% of the class has entered post-graduation service opportunities, such as Teach America or Grinnell Corps. These statistics exemplify our effectiveness in graduating students who are intellectually sophisticated, effective writers, eager and confident in acquiring new knowledge, and prepared in life and work, and aspire to serve the common good.

Peace Corps

	2001	2002	2003	2004	2005	2006
Alumni Volunteers	16	19	27	23	22	19
National Rank	#7	#11	#4	#7	#7	#12

- More than 300 Grinnell alumni have served in the Peace Corps since it was founded in 1961.
- George Drake, alumnus and former president of the college, is listed on the Peace Corps website as a *Notable Former Volunteer*.
- Grinnell alumni have served in 89 countries, from Afghanistan to Zambia. The greatest number of alumni who have served in a single country is 14, a record shared by Togo and Colombia.

Rank is among small colleges and universities (fewer than 5,000 undergraduates); based on calendar years.

Source: Peace Corps, Office of Social Commitment

Figure 10: Peace Corps

3a(ii): Leadership, Analysis, and Innovation

Multiple, scheduled opportunities for assessment are necessary to provide information that can be used as the basis for strategic innovation of our educational program. By creating a holistic portrait of how and what students learn, we can see opportunities for improvement as well as issues to resolve. In order to demonstrate how the College uses assessment in the development of new programs and processes, we offer two examples. These examples demonstrate how faculty are involved in the design of goals and processes, and how assessment feeds into academic planning and budget priorities:

Example # 1 Pilot Portfolio Project: In 2007, faculty and administrators were perplexed by the results of our Writing Assessment Inventory. Analysis showed that students made progress in effective writing through the first four semesters; however, there seemed to be a slight drop-off in their seventh semester (see **Figure 11**). This data was from one class, but we still wanted to begin our response immediately in order to improve the information and insight we gained from this assessment activity.

Faculty ratings of students' writing skills
Percent of students rated *generally adequate* or *consistently excellent* on each of ten criteria, 1st, 4th, & 7th semesters

35.2%	66.7%	63.0%
Beginning of first semester	**End of fourth semester**	**End of seventh semester**

Matched triples for 2003 cohort; 54 observations.
Rating scale: Consistently excellent | Generally adequate | Variable quality, usually some problems | Student needs significant work on this. Dimensions (criteria): *Central claim, maintains unity, opening, closing, stays focused, connected, grammar, use of info., engagement, complexity.*

Figure 11: Faculty ratings of students' writing skills

We began two initiatives as a result. First, the results were reviewed in summer workshops. Then, preliminary questions and responses were brought to the Writing Advisory Committee, which encompasses faculty representatives from all divisions, the Director of the Writing Lab, a member of Institutional Research, and an Associate Dean. This committee recommended changing the scale of responses (not the questions themselves) to allow for finer discrimination in faculty members' evaluations of the different elements of a student's writing skills. We were concerned that the analysis may have been showing "ceiling effects" in the evaluation of seventh semester students.

Second, to show greater detail, we introduced a focused Pilot Portfolio Project (PPP) that will add twelve new students each year for the next four years. These students will keep a portfolio of written work over their four years at the College, along with reflections on their experiences of learning to write. Their portfolios will be reviewed each summer by a group of faculty members as well as instructors from our Writing Lab. The purpose of the summer workshops is to learn more about *how* our students learn to be effective writers and what faculty members and

Writing Lab instructors can do to intervene more successfully. A further purpose is to support faculty development as we learn how to design assignments and make responses that improve teaching effectiveness. The first Portfolio Project workshop meets August 2008.

Example #2 Undergraduate Research Initiative and Independence: In 2006, David Lopatto, reviewed the compiled data from our MAP assessment surveys, and produced a report about students' research skills for faculty. He found that faculty members rated most MAP students highly on most criteria. Faculty mem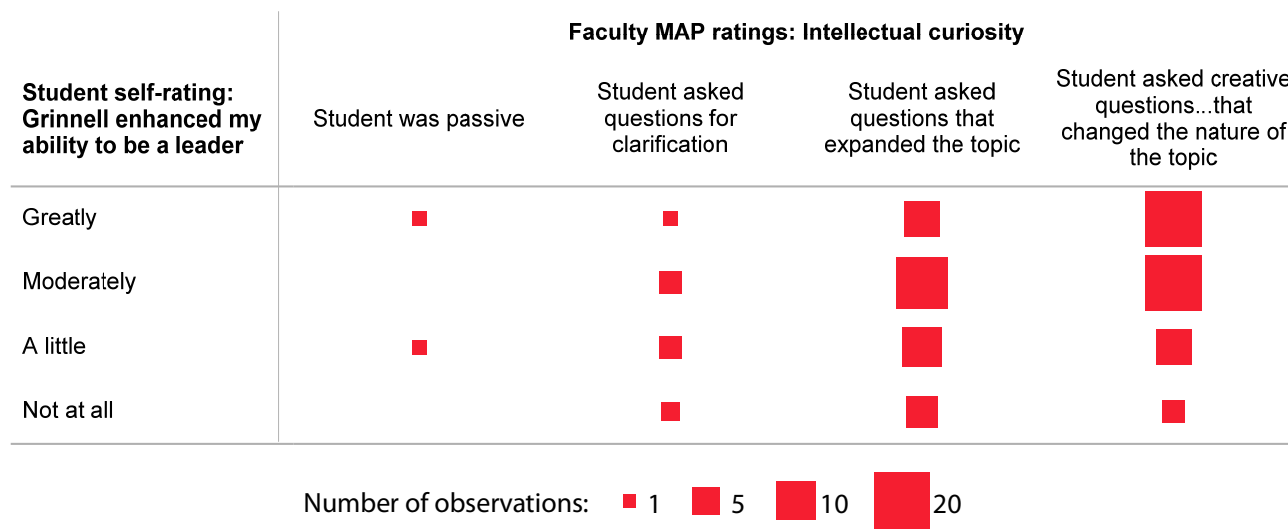bers noted, however, that the weakest outcomes tended to be around students' abilities to make independent intellectual contributions to the project.   We wondered what accounted for students' different levels of maturity in this regard.

The Office of Institutional Research looked for correlations that might help us identify the factors that support students' initiative and independence. The Office of Institutional Research compared the MAP data with data from the Senior Survey, and discovered a positive correlation between students' sense of having acquired leadership skills at Grinnell College and faculty members' assessment of their intellectual initiative and agility (see **Figure 12**).

Direct & indirect assessments: Preliminary investigations into the relationship between intellectual curiosity and leadership

Correlation between faculty ratings of students' intellectual curiosity (via MAP evaluations) and students' self-ratings of enhanced leadership skills (via senior surveys)

Student self-rating: Grinnell enhanced my ability to be a leader	Faculty MAP ratings: Intellectual curiosity			
	Student was passive	Student asked questions for clarification	Student asked questions that expanded the topic	Student asked creative questions...that changed the nature of the topic
Greatly	■	■	■	■
Moderately		■	■	■
A little	■	■	■	■
Not at all		■	■	■

Number of observations: ■ 1   ■ 5   ■ 10   ■ 20

Matched data from student senior survey responses and faculty MAP evaluations. N = 94 [rho(92)=.264, p<.05].

Figure 12: Relationship between intellectual curiosity and leadership

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Correlating direct and indirect measures helps us learn more about how our students attain high levels of achievement. Further, multiple measures of assessment teach us more about how students integrate knowledge gained in the classroom with social and practical skills gained in other contexts. This both reinforces the importance of diverse learning environments and opportunities in our educational program, and it helps faculty advisors direct students to opportunities that may advance their growth. Thus in the Second-Year Retreat, we encourage students to plan their co-curricular activities in ways that enhance their intellectual confidence and versatility.

3a(iii): Institutional Structures and Assessment

Assessment of teaching effectiveness and student learning are coordinated and led by the Office of Academic Affairs. The Vice President for Academic Affairs and Dean of the College has final responsibility for oversight of assessment at the College. The Executive Council monitors the plans and results of assessment activities, and the Dean's Office

coordinates direct assessment of student learning across academic programs.[60] The Office of Academic Affairs works closely with the Office of Institutional Research to pose relevant queries and problems, discuss the suitability of various instruments, and work to schedule and coordinate assessment activities that lead to holistic knowledge about how and what our students learn. Academic deans participate in all department reviews, oversee the Tutorial and MAP programs, and are involved in faculty promotion reviews. Thus, the academic leadership of Grinnell College has detailed knowledge of programs that are designed to fulfill the mission of the college as well as the processes of assessment.

Faculty members are involved throughout the design of assessment activities and the analysis of data. For example, both the Writing Assessment Instrument and the MAP Assessment Instrument were designed with faculty initiative and testing. The Writing Advisory Committee, the Curriculum Committee, the Tutorial and Advising Committee and the Personnel Committee all demand assessment data for their work and are involved in refining assessment processes. In addition, these committees are able to make policy proposals in response to data analysis. Because of the extensive involvement of faculty in the College's shared governance, we are careful to ensure that our assessment activities are respectful of faculty expertise, time, and autonomy.

The Office of Institutional Research, in consultation with the Dean's office, plans and follows the schedule of assessment activities, ensuring that multiple complementary methods provide a holistic view as well as specific information for planning and budget priorities.   Our next goals for our Assessment Strategy are to organize data in inter-connected inventories so that we can more frequently and flexibly validate findings by comparison. The Office of Institutional Research and the Dean's Office are currently working to design technological and administrative structures that will support "inquiry-based assessment" to parallel our initiatives in "inquiry-based learning."

In order to ensure that assessment activities are reported to and integrated into the highest level of decision-making at the College, the Board of Trustees has established a schedule and a set of institutional metrics to enable reporting of key indicators of teaching effectiveness and student learning to the Board of Trustees. These include assessment of the quality of the new faculty candidate pool, the results from the National Survey of Student Engagement (NSSE), faculty salary merit scores (assigned every three years), and an Alumni Outlook Survey. The Board of Trustees' Committee on Academic Affairs, in consultation with the Dean of the College, has been working on its own set of metrics for the educational program.

The Board's attention to the academic program at this level enables the College to be innovative and responsible for its use of resources. For example, as Grinnell College learned more about the significance of undergraduate learning in research environments (through assessment activities we discuss below), we began to experiment with mentored advanced projects across the curriculum. This eventually became our Mentored Advanced Projects program. Although it is an expensive program, and requires significant resources to sustain it, the results of our student learning assessment have been so powerful that we conclude it is a responsible use of student, faculty and College resources.

Summary of Core Component 3a

In this section, we have provided an overview of direct and indirect measures that enable us to track our students' maturation in effective writing, critical thinking, ability to acquire and evaluate new knowledge, and to contribute to common projects of discovery and creation. Both the goals and our assessment of outcomes are derived from and integrated with the mission and core values of the College. We have described how assessment and analysis leads to changes in our educational program and our assessment processes. Faculty and administrative leaders are involved in establishing learning outcomes, designing rubrics, and responding to assessment analyses. We have worked to develop leadership processes that ensure cohesive and significant responses to assessment and analysis in our academic and budget planning.

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[60] 29-SEPT-1997 Staff Analysis of Institutional Report to Grinnell College from the Higher Learning Commission of the North Central Association of Colleges and Schools.

Core Component 3b: *The organization values and supports effective teaching.*

In this section we will show how Grinnell College supports teaching effectiveness. We outline first, processes to promote the excellence of individual faculty members, second, the development of innovative departmental curricula, and third on the excellence of college-wide programs, such as the Tutorials and MAPs.

3b(i): Individual Faculty Members

End-of-Course Evaluations

Faculty members are expected to provide detailed syllabi for their courses to students, which set out learning goals, assignments, and standards of evaluation. Faculty members are expected to schedule appropriate, progressive opportunities for direct measure of students' development over the course of the semester. In a campus culture that prizes close faculty-student interactions, faculty responses to students' work are direct, extensive and focused on preparing students for the next level of difficulty.

End-of-course evaluations filled out by students enable faculty members to track students' responses to the effectiveness in their contribution to student learning of their course materials, assignments, classroom pedagogy and advising. Faculty members receive numerical summaries of these evaluations as well as the direct qualitative comments that students make in response to the prompts. The numerical summary of end-of-course evaluations (EOC) for faculty members are published each year in the Grinnell Factbook by the Office of Institutional Research.

The Tutorial program has its own end of course evaluation form, which focuses especially on teaching effectiveness with respect to the learning goals, writing, oral communication and critical thinking. One of our observations as a result of our analysis of Tutorial end-of-course evaluations is that we need to better prepare Tutorial instructors to help students improve a range of oral communication skills: participation in discussion, preparation of significant questions, and public presentations. Our Tutorial end-of-course evaluations show that students consider that the Tutorial program is highly successful in enhancing their ability to think critically and write effectively. However, they experience less enhancement of their abilities in oral communication. Since this difference seems to get passed on through their college careers, as demonstrated in the Senior Survey, we are experimenting with ways to assist Tutorial instructors in becoming more effective teachers of oral communication skills.

All faculty who are scheduled to teach in the Tutorial program in the fall semester each year are expected to attend three orientation workshops in the preceding spring semester and one before classes begin. These meetings enable us to give focused attention to areas in the program that need particular improvement. In addition, during the fall semester, we schedule three further luncheon meetings among the Tutorial instructors to enable them to talk with each other about particular pedagogical difficulties and strategies for resolving them.

Reviews

Tenure-track faculty members undergo three reviews during their first six years at the College: interim (in the second), complete (in the third year), and tenure (in the sixth year). Each review involves progressively more depth of investigation and reflection on the faculty member's demonstrated capabilities over time. The reviews are layered, with the department gathering a dossier of required evidence, and providing a letter of detailed assessment in support of a positive or negative recommendation for renewal of the faculty member's contract. For promotion reviews, this evidence and recommendation are reviewed by a committee comprised of all elected representatives of all departments in the division. The divisional committee then makes a recommendation, which is reviewed, with all supporting evidence, by the College-wide Personnel Committee, comprised of elected faculty members from all divisions, the Dean of the College, and the President. In the case of contract renewals the department recommendation goes directly to the College-wide Personnel Committee. This committee reviews all the evidence, including the department and divisional committee recommendations, and then votes on its own recommendation to the President.

Teaching effectiveness is the highest priority at every layer of assessment of faculty members. While we desire faculty members to be active scholars producing peer reviewed products, no one can attain tenure at Grinnell

College on the basis of an outstanding scholarly record alone. Demonstrated evidence of excellent and effective teaching is the first concern. We expect faculty members to model the modes of inquiry, creation and discovery that we want to impute to our students. A significant portion of every faculty review, therefore, focuses on assessment of teaching effectiveness. As part of the review process, the faculty member prepares a context statement, half of which is devoted to reflection and self-assessment of teaching. Other members of the faculty member's department are required to visit several class sessions of the colleague under review and to analyze course syllabi, other class materials, and examples of assignments, in order to provide detailed assessment of the faculty member's teaching effectiveness.

In addition, each department has a Student Educational Policy Committee (SEPC), comprised of elected students from among the department's majors. Pursuant to a faculty member's review, the SEPC conducts interviews with students and surveys current majors about the faculty member's teaching effectiveness. The inclusion of students in these processes not only helps inform the department of student concerns and perspectives, but it also creates a learning opportunity for students. Through these processes, students think about the effectiveness of the curriculum, pedagogy, construction of courses, and advising techniques in achieving learning goals.

Finally, the Dean's office sends out a survey to a sample of students and alumni/ae who completed courses with the faculty member. One of the questions asks respondents to explain whether and how their impressions of the faculty member's teaching effectiveness may have changed over time. We also ask respondents to articulate the characteristics of an excellent instructor and use that as a basis for assessing the faculty member's teaching effectiveness with that of other Grinnell faculty members.

Following the review, the Dean sends a letter to the faculty member, communicating the recommendation of the Personnel Committee. The Dean's letter outlines strengths and weaknesses identified in the dossier, with particular focus on helping the faculty member improve in teaching effectiveness. Therefore, the review process is not only a process of evaluation; it is also a process for encouraging faculty development on an individually tailored basis.

Merit Scores

Every three years, tenured faculty members are reviewed and assigned a merit score that is used to calculate the merit portion of their salary increase. Faculty members are asked to provide descriptions of course design, innovation, and pedagogical strategy. They have an opportunity to discuss changes to assignments or methods of evaluation. The merit score review process notes innovation and responsiveness to changing curricular and student needs. In establishing scores, the Faculty Budget Committee establishes a relative ranking among teaching, scholarship and service, with teaching effectiveness garnering the highest proportion of the score.

3b(ii): Support for Curricula

Departmental Self-Studies

Every Grinnell academic department performs a self-study every ten years to gauge whether that department's academic programs are up-to-date, rigorous, and appropriately organized for students and whether students—both majors and non-majors—are meeting the learning expectations of the department's faculty and the aims of liberal learning. The Office of Institutional Research assists departments with developing student and alumni surveys, transcript analyses, documentation of learning goals, interview protocols, or learning outcomes assessment activities. Alumni surveys of the most recent ten years of graduates with majors in the department in question are usually a part of this process; these surveys include questions regarding what jobs and/or further education the person has pursued since graduation, how the major has contributed to their pursuits, and what other comments they have on the department's program. Transcript analysis questions are also tailored to address identified departmental issues. Departments use the data collected to revise and develop individual courses and their curriculum as a whole, and to articulate staffing needs. A team of external reviewers then visits and prepares a report submitted to the department, Executive Council and Dean of the College.

The Assessment Plan formulated before the 1998 re-accreditation envisioned that the main locus of assessment work would be within academic departments. Thus, each department formulated an assessment plan to evaluate how

they were fulfilling their educational mission. After a few years of assessment, some departments decided to review their curricula in a systematic way. We give two examples below:

Example #1: The biology department, like many in the nation, struggled with the exploding discipline of biology. Departmental colleagues had not been able to come to terms with how to limit the content so that effective student learning could occur. However, when they sat down to list learning goals for the curriculum, they found that they really focused upon the kinds of questions a biologist asks and how a biologist goes about trying to answer those questions. The members of the department then designed an inquiry-based introductory course, where the research topics varied from section to section and were related to the scholarly area of the faculty instructor in the course. But teaching a shared understanding of the nature of biological inquiry is consistent across the sections. This highly innovative approach has attracted funding from the National Science Foundation and Howard Hughes Medical Institute.

An assessment activity of this approach to the introductory course showed that it has been very successful. On the first day of the course, students took a short written exam testing their knowledge of some factual information, data analysis, and experimental design. Similar questions were embedded in the midterm or final exams. In addition, a survey was given at the end of the course asking students to assess their own learning gains in the course. Most students enjoyed the process-driven style of the course and we documented substantial increases in their knowledge of factual information, experimental design, and data analysis. Students also had a better understanding of how biological knowledge is accumulated and where to look for new information. Finally, assessment showed dramatic improvement in student writing and students themselves felt their writing improved significantly. The biology department believes that the *Introduction to Biological Inquiry* course prepares students well for mid- and upper-level courses that include a substantial research component and for independent research.

Example #2: The Religious Studies Department went through a process of review at a time when the last of the three senior faculty members who had led the department for over twenty years was moving to senior faculty status. In a manner similar to the Biology department, it was clear that a small department could not offer "coverage" of the field of the study of religion. The department decided to focus on core concepts and methods that enable students to ask pertinent questions of religious phenomena and of the epistemological issues in considering "religion" as a category. The review process enabled the department to articulate learning goals for each level of the curriculum, and then produce a plan that sought to give the curriculum greater structure with emphasis on theoretical approaches to the study of religion. The department introduced a new introductory course focused on case studies that are structured around theoretical categories (such as "the sacred" and "sacred space") instead of religious traditions (such as Judaism, Christianity, Islam). The department implemented a 300-level theory and methods course as a prerequisite for upper level seminars and all faculty members now offer topically oriented upper level seminars in their area of expertise, in place of a single Senior Seminar. These new curricular changes were funded with a grant from the National Endowment for the Humanities.

Summer Workshops for Faculty Members

In addition to support for innovation of departmental curricula, the Dean's Office organizes summer workshops for faculty members on topics of particular concern. Recurring topics include teaching students how to write effectively, advising in our liberal arts curriculum, teaching students a range of oral communication skills, and how to use technology effectively in the classroom. These workshops are led by experienced faculty members, and are attended by faculty members from across divisions. They provide opportunities for early career faculty to learn from more experienced colleagues, and they can often be useful settings to discuss in a preliminary way assessment analysis that leads to program or process innovation. All faculty participants in summer workshops are paid stipends.

Summary of Core Component 3b

In this section, we have demonstrated that the College values and supports effective teaching. We have rigorous processes for reviewing our tenure-track faculty, which are designed to evaluate and improve their teaching effectiveness. Our merit incentive structures place significant weight on teaching excellence. In addition, the College has facilitated systematic revisions of departmental curricula to ensure that our educational program is innovative, challenging, and effective.

Core Component 3c: *The organization creates effective learning environments.*

Students develop abilities to put learning into practice through exposure to multiple learning environments. Our Individually Advised Curriculum is balanced by an intensive system of faculty advising and abundant opportunities for students to learn in the classroom and beyond.   We expect students to develop with their advisors individually advised programs that have breadth as well as depth. We encourage students to participate in co-curricular opportunities that complement their academic program and allow them to develop various skills. This means, however, that there are many facets of our educational program to integrate.

Transcript analysis

We identify six elements of a liberal arts education that we want students to experience: foreign languages, quantitative analysis, fine arts, social studies, natural sciences, and effective writing. In Fall 2007, the faculty Tutorial and Advising Committee requested that the Office of Institutional Research begin a transcript analysis project based on these six elements of a liberal arts education. Initially, the Office of Institutional Research did an analysis to see if students are continuing to pursue courses in a distribution across academic divisions as they have done in the past. In particular, we are interested in the breadth of course work that students take outside the division in which their major department is. We find that science students continue to be the most broadly educated of our students in courses across divisions. In summer workshops for faculty members on advising, we therefore reflect on the importance of encouraging humanities students to take more courses in the science division. We also encourage science departments to ensure that their curricula offer entry-level courses appropriate for non-majors. Transcript analysis helps us to learn how our students find paths through our educational program in consultation with their faculty advisors.

In 2006-07, the faculty voted to remove course distribution requirements as a prerequisite for student participation in off-campus study programs. We were concerned that this change might have an effect on the breadth of courses that our students take. Preliminary analysis of transcript information indicates that distributional patterns for students who were subject to the distribution requirements policy were not, on average, considerably different from students who were not subject to the requirements. The proportional distribution of coursework across the three major divisions of the curriculum varied more by major than by off-campus study status.

In the fall of 2008, we will work with department chairs to code courses for the six elements of a liberal arts education that each course advances. This will enable us to give a more nuanced, and less divisionally based assessment of the portfolio of liberal arts that students achieve. Faculty discussion of transcript analysis helps the faculty become self-consciously reflective about the key elements of a liberal arts education, and what we think an excellent transcript should look like. These discussions aid in the development of our faculty as advisors and are used in summer workshops.

Our individually advised curriculum enables students to attain breadth as well as depth in the liberal arts. Yet they do so with a tailored sense for their own passions, aspirations, and weaknesses that need strengthening.

Average number of credits earned in each division, all graduates, by student major
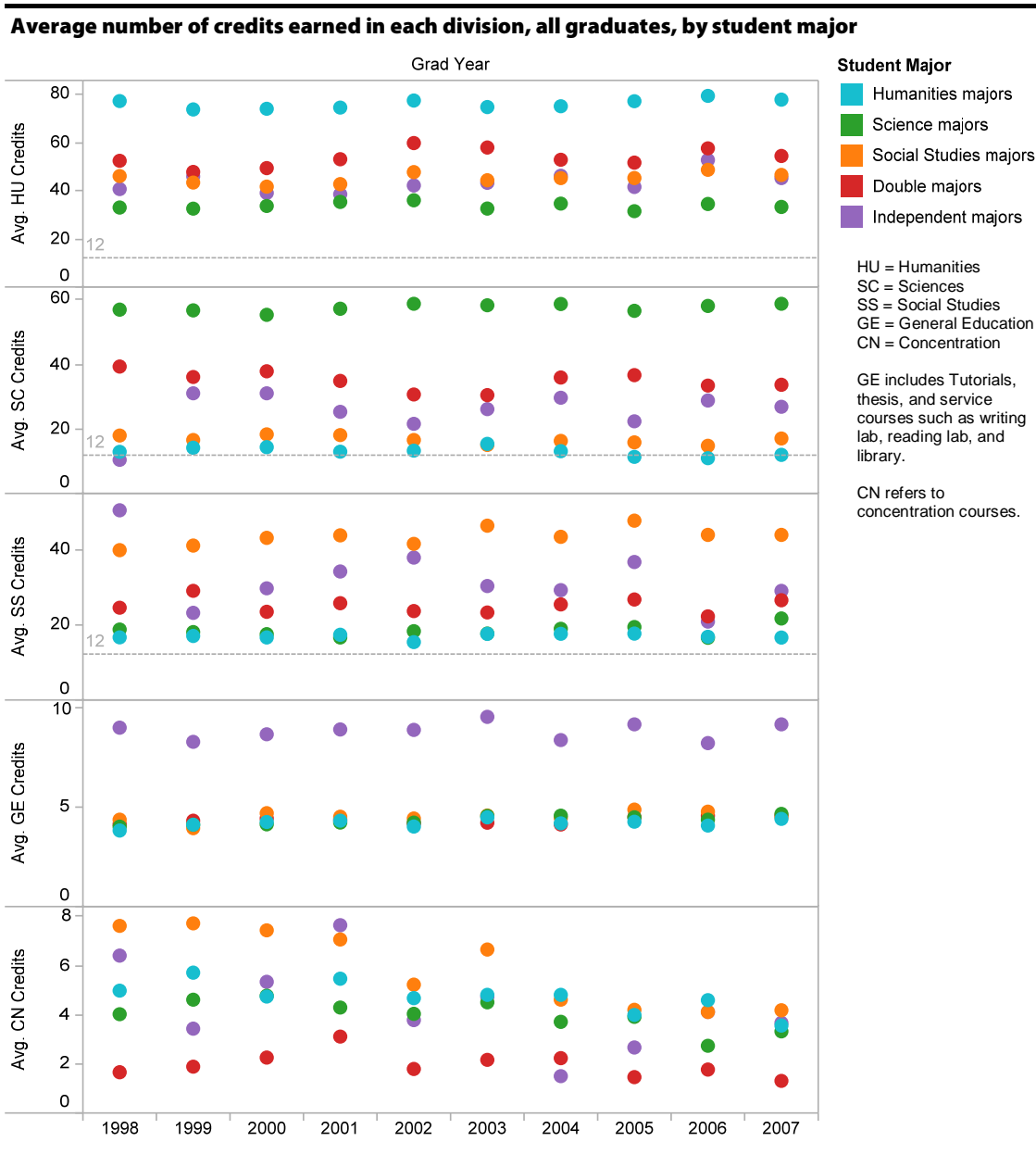
Figure 13

Grinnell Science Project

In the early to mid-1990's Grinnell College noted a problem: domestic students of color were not graduating with science majors in proportion to their expressed interest in science and women were underrepresented in the graduates in physical sciences, mathematics and computer science. Further analysis pointed to poor performance (one full grade point lower) on the part of students of color in introductory math and science courses. Grades in introductory science courses did not correlate with SAT scores or high school performance, but with social factors like being a first-generation college student, graduating from a high school where fewer than half of the students went to college, or being a student of color. Introductory science grades for women interested in physical sciences and mathematics were comparable to those for men but women persisted less frequently than men. We designed a program to deal with these risk factors including a special week-long pre-orientation program, substantial curricular and pedagogical change and increased opportunities for student-faculty research. After a decade of these changes

(collectively called the Grinnell Science Project) we find that domestic students of color who participate in the pre-orientation program earn grades in science courses nearly as high as those of majority students and well above a comparison group of students who do not participate. The percentage of domestic students of color who graduate with science majors has increased from 5-10% to 15-20% and the number of women completing majors in the physical science, math or computer science has more than doubled. Ongoing analysis of this data and faculty discussions about what is working and not working in the curriculum and pedagogy has informed continual improvement. Also encouraging is that none of the faculty founders of this program continue to lead it and the most active faculty participants all joined the college since the program's inception. This demonstrates a faculty culture that embraces commitment to the goals and methods of the program.

Second-Year Retreat

In 2006 Grinnell College inaugurated a Second-Year Retreat to provide an opportunity for students to reflect on their liberal arts education and to think about their futures. Prior to the initial retreat, we conducted focus groups to explore the experiences and needs of second-year students. This information was used to refine the retreat and has also been used in a faculty workshop on academic advising. In the spring of 2007, focus groups with second-year students—those who attended the retreat and those who did not—were conducted to understand the impact of the retreat. This information is fed back into the retreat planning process. We identified a phenomenon we described as "friendship clusters" and this concept is being used to inform outreach efforts for the 2008 retreat.

Transcript analysis provides effective opportunities for students as well as faculty to reflect on the goals of a liberal education. Therefore, for the past two years, we have held a session at our Second-Year Retreat where second-year students work in small groups with a faculty facilitator to analyze and discuss actual Grinnell student transcripts (with identifying information removed). These discussions have a remarkable effect on the ways that students think about planning their overall academic program with their advisors. Student evaluations of the Second-Year Retreat indicate that students found this to be a valuable exercise.

Off-campus Study

The College provides students with the opportunity to study at Grinnell-in-London and Grinnell-in-Washington, DC programs as well as approximately 70 other programs in the United States and abroad. Over half of our students attend a semester off-campus program during their college career. Through our curricular offerings and advising system, and through the Office of Off-Campus Study and the Center for International Studies, the College seeks to integrate on-campus and off-campus experiences that enhance students' global understanding. The College qualifies students for rigorous programs off-campus that are demonstrably integrated with the coursework that individuals have pursued on campus. During the application process to study off campus, emphasis is placed on selecting an appropriate program compatible with the student's academic goals.

We developed a survey to research students' attitudes, confidence, and skills before and after their semesters abroad. This instrument was administered in 2006-07, and it became clear from this trial that we needed to illuminate and refine high-level goals and objectives first. This set a stage for our involvement with the Innovation Fund of the Internationalization Forum of Chief Academic Officers of the American Council on Education (ACE), which in turn led to a faculty workshop where a list of learning outcomes for "global outlook" were developed. We can now envision that the survey approach will be revised and used again.

Meanwhile, David Harrision, the Director for the Center of International Studies at Grinnell, has led a group of faculty from Grinnell and our peer colleges in developing assessment methods (which would include essays and portfolios) for global understanding, as well as inventories of opportunities for enhancing students' learning outcomes in this area. Harrison's work is part of a Teagle Foundation-funded project known as the *Collaborative Assessment for Liberal Learning* to which Grinnell contributes.

The College also combines off-campus study with internships opportunities, especially through our Grinnell-in-London and Grinnell-in-Washington D.C. programs. For the Grinnell-in-London program, students may choose between traditional classes or classes plus an internship and a required internship seminar. In the Grinnell-in-

Washington, D.C. program, a ten-week internship is embedded in the semester. Students work at the internship Monday-Thursday for approximately 32 hours each week with classes only on Fridays.

Internships and Externships

The College has an extensive offering of other internship and externship opportunities that are administered by the Career Development Office. The College offers both credit-bearing internships and non-credit bearing internship opportunities. Students earning academic credit for an internship work with a faculty sponsor, maintain a daily journal, and complete a final scholarly paper or project during the internship. Other internships are non-credit bearing, but are eligible for support from a variety of grant programs that are either funded by or administered by the College. These programs include topical programs in prairie studies, global development, business, gender and women's studies, international relations, applied technology, world population control, writing, religious leadership, environmental studies, arts & museum administration, Chinese studies and conflict resolution. Finally, there are several internship opportunities, typically with Grinnell College alumni, which are offered with a stipend exclusively to students at Grinnell through the Grinnellinks program.

Externships are non-credit bearing opportunities for students to shadow alumni at home and in the workplace for three to seven days. The externship allows students to explore a particular career while also having the "chance to … observe the balance between work and home life [and] see how [alumni] integrate their values into their day-to-day lives."

Summary of Core Component 3c

We promote student learning in multiple learning environments. An individually advised curriculum allows us to tailor a liberal arts program that is responsive to each student's passions and challenges. Through programs, such as the Grinnell Science Project, Second-Year Retreat, and extensive Off-Campus Study opportunities, we cultivate students' learning and ambition through exposure to different kinds of pedagogy and experience. Multiple effective learning environments combine to enable a culture of diversity as the basis for a rigorous, versatile liberal arts education.

Core Component 3d: *The organization's learning resources support student learning and effective teaching.*

Instructional Support Committee (ISC)

The Instructional Support Committee is devoted to generating venues and allocating funds for efforts that promise to improve teaching effectiveness on campus. These include: teaching and learning discussion groups, teaching colloquia, reading groups, faculty weekend seminars, and summer workshops on such topics as the teaching of writing, the teaching of oral communication skills, the arts of advising and mentoring, and uses of technology in teaching and learning. The Instructional Support Committee supports faculty-faculty tutorials, which promote collaboration across departments, to help ensure the rigor of new, interdisciplinary courses and to prepare faculty members who want to team-teach a class together. In addition to workshops, discussion groups, seminars, and other gatherings, we provide modest stipends for curricular development projects in targeted areas.

Faculty members can apply to the Instructional Support Committee for funding to support attendance at teaching-related professional meetings and workshops, beyond the one scholarly meeting that is fully funded for each faculty member. The College also secures external grants to provide stipends for faculty to develop courses or course modules supporting the goals of the grant-funded project--for example, use of technology in teaching or development of diversity in the curriculum. Faculty work individually or together in workshops to develop new pedagogical techniques, modules for courses, and/or new courses.

Writing, Reading and Math Labs

The college has several "labs" that assist students in the improvement of the basic skills we want students to gain: writing effectiveness, quantitative reasoning, and critical thinking. The Writing lab is staffed by the Director and four writing instructors who meet with students for scheduled appointments to help them scaffold their approaches to writing assignments.   The Writing Lab also produces a regular pamphlet that focuses on particular tactics for improving assignments or for offering effective feedback on student work. In addition, the Writing Lab instructors participate in the Pilot Portfolio Project to ensure that the project is informing our ability to improve pedagogy around student's writing at multiple levels.

The Director of the Reading Lab offers initial testing of students' reading efficiency, comprehension and vocabulary. Students can work with the Director over the course of the semester to improve their reading efficiency and effectiveness, develop critical analysis skills, and organize their study habits. The Director offers strategies for students for whom English is their second or third language. International students make up a disproportionate number of the constituency; so this is one of the ways that we are able to support student learning in a diverse environment.

The Director of the Math Lab and the Math lab instructor organize tutoring and support for students in Math, Statistics, and Computer Science. Our practice of training peer tutors gives both the peer tutors and the students who seek help new contexts for learning. Tutors often work very closely with faculty members to improve learning outcomes.

Science Learning Centers and Peer Mentors

In order to support inquiry-based classes in the Science Division, the College's Science Learning Center trains peer-mentors to work with students in these courses. The Director works closely with the mentors who staff courses in the natural sciences, and lead their own sessions for interested students.

In 2004, Professor David Lopatto, in consultation with Grinnell faculty, developed the Classroom Undergraduate Research Experience (CURE) to compare students' learning outcomes in research settings with outcomes in classroom settings. While the classroom setting did not replicate the outcomes in research settings, the inquiry-based format courses, such as the Biology department's introductory curriculum, did achieve many of the same goals, though at less intensity.   The use of student mentors enables experimentation with research-based or workshop-based pedagogies.

In 2007, the Science Learning Center completed a self-study to assess what mentors were learning about teaching and about science. We learned that mentors were not only learning a great deal about science and about teaching, they were also gaining confidence in science vocations. The self-study revealed that 86% of Grinnell peer mentors go on to science careers. As a result of this discovery, the science division has initiated a new study of peer mentors, which is funded by HHMI. This study will investigate how peer mentors learn to teach and how their teaching affects their levels of achievement and aspirations as scientists. The Director of the Science Learning Center will participate in this study, and she has already gathered qualitative data on how peer mentors' pedagogical philosophies develop.

Grinnell College Libraries: Assessment and Planning

We envision the academic libraries as an information commons for the campus community: the digital, print, media, and technology resources we hold are managed for the good of the whole community, and—ideally—the norms that govern the use of those resources within the priorities set by the College mission. The librarians are giving greater attention to ways of assessing how services and collections are supporting student learning, faculty research, and community development. They track the numbers of books loaned (not just owned), numbers of databases searched and articles downloaded, and numbers of instructional sessions taught. They are developing new tools for collecting feedback from users, and—most important—are placing greater priority on responding to that feedback through formal planning.

With the College's focus on inquiry based learning, access to scholarly work is critical to the educational experience. Thus, the Grinnell College Libraries are important resources for learning and teaching. Increasingly, scholarly resources are digitally stored and transmitted. In 2006, we began tracking the number of searches and text downloads from electronic reference sources and aggregator services and found the College community performed over 311,000 searches with over 182,000 downloads. Nevertheless, the importance of physical books and journals remains. In the same year, students borrowed nearly 35,000 volumes—a number that is comparable to most previous years. There has been, however, a slight decrease in numbers of books and articles received from other libraries for our users, but at over 2,200 each, the rates are still fairly high.

The Grinnell College Libraries report circa 200 data items to four state and national surveys for aggregation and comparison with other academic libraries. These surveys are evolving, and the Libraries have begun to collect new data as new questions are asked. For example, for 2007 the librarians calculated for the first time the total number of searches and full-text downloads conducted by the campus communities in our databases and electronic journals.

The Libraries have a history of seeking feedback from users on targeted services and for planning new initiatives. For example, since at least 1995 they have solicited feedback from students who use the "Library Lab" consultation service, and a "feedback" button has been part of the Libraries' Web site from its beginning. They solicited faculty and student feedback for the design of the Interactive Instruction Facility (1997-98) and the Computer Commons (2007) in Burling Library, and for design and selection of seating (2003-2006) in Kistle Science Library. The librarians instituted a "student comment" bulletin board in Burling Library in 2007, and the Librarian of the College responds directly to each posting. They have also made organizational changes to increase communication between the Libraries and the faculty through a reorganized "consulting librarian" program. There is also increased communication between the Libraries and students through a reorganized and expanded Libraries Student Educational Policy Committee (SEPC).

In February and March 2007, the Libraries surveyed the entire Grinnell College community to find out how well they are serving campus needs. They used a national survey instrument called LibQUAL which measures the gaps between minimum expectations for library service at Grinnell College, desired level of service, and perceptions of the actual service levels for "Affect of Service" (how courteously and responsively library staff serve its users), "Collections and Access" (how well our collections of books, journals, and databases—and such services as the catalog, the website, and interlibrary services—provide access to the information needed), and "Library as Place" (how well our physical facilities serve campus needs for space and technology). The survey also included an option for making free-text comments on any subject. Altogether, 278 students, faculty, and staff participated in the survey and 114 gave us comments. They shared the results with academic administration, with the faculty (at a faculty meeting in Nov. 2007), and with the community at large through their website.

In 2006-07, the librarians conducted a series of "service reviews" for core operations (such as circulation, cataloging, interlibrary services, special collections, collection development, etc.) to identify their strengths and challenges. All library staff and librarians were encouraged to participate, ask questions, and make suggestions. They have recently undertaken two planning cycles (for the six-month period January-June 2007 and the year July 2007-June 2008). These planning cycles were largely tactical, focused on issues identified in the service reviews, the LibQUAL survey, and other assessments. All library staff and librarians participated, as did members of the student staff.

In December 2007, the librarians launched a strategic visioning and self-study planning process intended to include an external review in the spring of 2009. The self study will focus on the areas that the librarians believe will make the most difference to us and our users over the next three to five years. Based on environmental scans within and outside the College (including assessment data already collected by the Libraries and the College), the self-study will articulate opportunities for the Libraries' program to increase its impact on student and faculty learning in addition to decreasing constraints on the Libraries' effectiveness. To help assure that the perspectives of the Libraries' users are included, six of the seven project teams will include as members students, faculty, and administrators from outside the Libraries.

Collaborative Activities with Other Institutions of Higher Learning

Grinnell College supports faculty and staff collaboration on assessment projects with other institutions of higher learning. We avow a responsibility to the common good through improvement and innovation in liberal arts education. Grinnell College has been a test-bed for assessment rubrics as we endeavor to create an excellent educational program for the twenty-first century. We are active participants in consortia aimed at designing and sharing effective assessment instruments. We will outline two examples of intensive involvement:

Example 1: Collaborative Assessment for Liberal Learning (CALL): Since 2005, we have contributed to a four-year Teagle-funded project with Macalester, St. Olaf's and Carleton Colleges. The purpose of this consortium is to develop, test and share assessment instruments among these peer schools. We have contributed four teams of faculty, each dedicated to the study of one of four criteria: Critical Thinking, Global Understanding, Quantitative Reasoning, and Effective Writing. While the other three colleges used resources to experiment with the College Learning Assessment (CLA) instrument on their campuses, Grinnell College determined to pursue assessment strategies that remain close to our mission and our concerns. We have been active contributors to the project, sharing our Writing Assessment Instrument and our MAP Assessment Instrument with our peers. We have been asked to share our MAP Assessment Instrument by four other liberal arts colleges as well. We have also modeled our Pilot Portfolio Project on a campus-wide initiative that was developed at Carleton College. In Spring 2008, we hosted a mini-conference for the CALL consortium on assessment of Global Understanding among undergraduates. This conference built on a Grinnell faculty workshop that convened in the summer of 2007 to establish learning goals for Global Understanding. Under the leadership of David Harrison, our new faculty Director of the Center for International Studies, the participating schools decided to develop inventories of international opportunities that their students have, and to discern what learning goals already exist in departmental courses that impact global understanding. This conference was so engaging that the participants plan to meet again in September.

Example 2: Expertise on Undergraduate Science Research: For another example, Grinnell College has been a national leader in the study and assessment of undergraduate learning in research environments. In 1999-2000 the National Science Foundation gave an Award for the Integration of Research and Education (AIRE) to ten outstanding liberal arts colleges. In 2000, Grinnell College was one of the recipients in recognition of the extensive involvement of undergraduates in our science division faculty members' research projects. With state-of-the-art facilities and a faculty of active scientists, the College has become an excellent test-bed for assessing what and how students learn in different science environments. With partners from Hope College, Wellesley College and Harvey Mudd, David Lopatto of Grinnell College and Elaine Seymour of the University of Colorado received the first NSF Research on Learning and Education (ROLE) grant. This collaboration conducted research which led to a survey instrument for students that would enable us to assess what and how students were learning in science research environments. This project was refined in a subsequent initiative on the Summer Undergraduate Research Experience (SURE). Because so many of our science students are involved in faculty members' laboratories during the summer, Grinnell was an excellent venue to test the new instrument. This instrument is now used by 75 different institutions to provide indirect measures of student learning through science research at research institutions and liberal arts colleges.

Conclusion of Core Component 3d

These programs demonstrate that the College has committed extensive targeted resources to realize the goals of our mission through multiple learning environments. We contribute to leadership and collaboration in the development of assessment strategies to improve student learning and teaching effectiveness in liberal arts colleges.

Conclusion of Criterion 3

In this section on Criterion 3, we have outlined developments in our assessment strategy since our last re-accreditation. After a few years of experimenting with departmentally based assessment projects, we made revisions to curricula and departmental assessment processes that were more in tune with the effective realization of student learning. We have been working towards campus-wide assessment of shared goals that are clearly laid out in the College mission statement. Faculty members, academic deans, staff and students have been involved in discussion

of learning objectives for our educational program, the development and testing of instruments designed to measure learning outcomes, and the analysis that informs program innovation and budget priorities.

The College has many routine systems for evaluating teaching effectiveness that match the high priority we give to excellent teaching and advising. Faculty members are regularly reviewed in the years before tenure, and for salary merit appraisals after tenure. Assessment of teaching effectiveness is vertically integrated from end-of-course evaluations and detailed Student Educational Policy Committee reports to the data and analysis provided for metrics to the Board of Trustees.

The College is actively engaged in collaborative and leadership roles for creating assessment rubrics for liberal arts institutions that well help improve learning outcomes and enhance teaching effectiveness. We devote considerable resources to sustaining exceptional levels of achievement among our students and faculty.

The Dean's office continues to work toward restructuring assessment tasks and duties. We are considering the establishment of a central advisory board for assessment. The board should be representative of major constituencies across campus (such as students, faculty including librarians, institutional research, alumni/ae, student affairs). We want our assessment efforts to support an *inquiry-based* approach to assessment. In our outlook, this means data collection operations will need to be as systematic as ever. To enable a flexible and responsive query framework we need a solid inventory of information. Foundational information would then be augmented with special collections to suit the inquiry at hand. Over the past three years, the Office of Institutional Research has been laying the groundwork for this type of system. The Office of Institutional Research has intentionally been collecting and storing information in ways that facilitate synthesis, inventorying many local and campus-wide activities to enhance institutional assessment opportunities. Developing the technological links, architecture, and metadata for these systems will take leadership, time and resources, and many departments across campus will be collaborating to bring these investigative tools to fruition.

Our ultimate goal is to graduate value-bearing citizens who enter the world with daring and discipline, prepared to seek in the midst of complex situations, ways they may use their knowledge and capabilities to serve the common good. We aspire to treat our students as persons whom we can expect to honor this mission. These expectations are reflected in the methods we use to assess our teaching effectiveness and their achievements.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

> **Criterion Four: Acquisition, Discovery, and Application of Knowledge:** *The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

> **Core Component 4a:** *The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

The College demonstrates through its statements, financial investments, and actions that it values and enthusiastically supports a life of learning. Enshrined in our Mission Statement is our commitment to

> *educating young men and women in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances.*

Faculty, administrators, and staff of the College individually and collectively model for our students life-long learning.

Over the last ten years, the College has engaged in two major initiatives which dramatically demonstrate its support for a life of learning. First, the Board of Trustees established the Fund for Excellence in 1998 with available revenue from the endowment payout beyond what was used for the base budget. Under the Fund for Excellence, the President solicited proposals from the campus community for ideas that would strengthen the College and its ability

to fulfill its mission. Among the ideas initially funded through the Fund for Excellence were the Mentored Advanced Projects (MAPs), a revived Grinnell-in-Washington, D.C. program, and the establishment of the interdisciplinary Centers for the Humanities, International Studies, and Prairie Studies. When the Fund for Excellence expired in 2001, these and other initiatives were assessed, and successful ones were rolled into the College's base budget. In its place, the Trustees established the Capital Reserve Fund which operates outside of the base budget and is controlled by the Trustees for large capital expenditures such as building construction and renovation. Continued support for innovative learning and teaching is expressed in the Strategic Plan, especially through the Expanding Knowledge Initiative (see **chapter 3**).

The College supports the continued scholarly development of its faculty. The College provides several research leave programs for regular, fulltime faculty (including Physical Education faculty and Library faculty, but excluding temporary or term replacement faculty). Fulltime, regular faculty at the assistant professor level may typically apply for a research leave or a Harris Fellowship in their third or fourth year at the College and take the leave the following year. Research leaves are for one 3-course-semester. The Harris Fellowship is an endowed competitive program that provides a leave at full salary for one academic year and up to $6,000 in research or travel funds. For Associate Professors and Professors the College provides sabbatical leaves and study leaves. Sabbatical leaves provide full salary for one 3-course-semester or half salary for two semesters. Associate Professors and Professors in regular, full-time appointments are eligible for a first sabbatical leave in the year after they are promoted to Associate Professor, or their seventh year at the college, whichever is later. However, faculty members who have taken either a research leave or a Harris Fellowship are eligible for the first sabbatical leave in the second-year after the year of a successful tenure review, or their eighth year at the College, whichever is later. After the first sabbatical leave, faculty will be eligible for a sabbatical leave each seventh year. The College also offers faculty in regular full-time appointments the opportunity to apply for competitive, paid study leaves for one 2-course-semester. These leaves are to be used for scholarly projects and may either be coupled with a sabbatical leave to extend it to one year at full pay, or provide a leave at the mid-point between regular sabbatical leaves. Substantial grants from foundations such as Mellon and HHMI have further enhanced support for faculty leaves in recent years.

The faculty Committee on Support of Faculty Scholarship (CSFS) oversees the College's scholarly support programs, including travel to professional meetings, leaves, and funding for scholarly projects. The College provides funds for each full-time faculty member to attend one professional meeting per year (generally covering travel, registration, lodging, and meal expenses). In addition, faculty may apply, on a competitive basis, for support of travel to attend additional professional meetings. The Committee for Support of Faculty Scholarship also administers a fund to support faculty scholarly activities requiring travel to study sites or collections, purchase of supplies or materials, or student assistance. The total amount of funding available is approximately $1000 per faculty member per year. The range of awards is up to $4000. The College maintains a separate fund that pays for student stipends, supplies, and travel associated with faculty collaborations with students on scholarly projects. The College also encourages and supports the preparation and submission of grant proposals through the Office of Corporate, Foundation, and Government Relations.

In 2004, the College expanded its policy for Senior Faculty Status, allowing faculty members to propose to go on Senior Faculty Status in the academic year in which the faculty member turns 61 (previously it was 64), removing the maximum age of 70 for when a faculty member can begin Senior Faculty Status, and setting the maximum term of SFS at five years (previously seven years [see Faculty Handbook, pp. 49-50]). Faculty proposing senior faculty status seek the Dean of the College's approval for a plan for professional activities that would be the equivalent of a half-time faculty appointment. While on Senior Faculty Status, faculty members receive 55% of the compensation they would have received as full-time faculty members.

Administrative staff members regularly participate in their professional organizations. Many of them contribute their skills and talents to those organizations by positions of leadership, presenting on their work and through publications. The College also supports the continued professional development of its administrators and staff. Regular employees are eligible to participate in professional and personal development by enrolling in one course per semester at the College tuition free. If the course is job-related, the employee does not have to make up the time spent in class. Employees may also take courses at other institutions if they are not available at Grinnell College, although the employee may not take such a course during regular working hours without special permission. The College provides some funds for the cost of tuition and required books (Staff Handbook).

The College publically acknowledges the scholarly achievements of students and faculty through publications such as the Grinnell Magazine, g-mail, and the webpage. The College publicizes faculty members' scholarly accomplishments in the biennial "Faculty Scholarship" publication. The College also publicizes on its webpage the public presentations, publications, and special recognitions received by its students whose MAPs are publically recognized. The College is using new technology in collaboration with eight other schools to form the Liberal Arts Scholarly Repository to share student and faculty scholarship both on and off-campus.

> **Core Component 4b:** *The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

Grinnell's distinctive "individually advised curriculum" that is tailored to a student's interests, needs and goals requires thoughtfulness on the part of students and intentional mentoring on the part of faculty advisors. The guiding document *A Grinnell Education* rightly begins "[a]t the center of a Grinnell education is intensive mentoring of students by the faculty."

The College has a number of processes that help to facilitate the intentional design of a curriculum that has breadth as well as depth. One tool is the crafting of a four-year plan of courses that a student proposes to take. Preparing a tentative four-year plan is required for the declaration of a major or concentration or for an off-campus study application. Many faculty members ask entering students to propose a two or four-year plan to facilitate the advising process from the first semester onward. Another tool is the decennial reviews of academic departments. There, departments are challenged to consider not only how they are providing depth within the discipline to their majors, but also how they are contributing to the breadth of education for non-majors who take their courses

The College then employs various transcript analyses to ensure that students are acquiring a breadth of knowledge and skills (see "Open Curriculum, Academic Advising, and Assessment of Student Achievement" in **chapter 4** and **Criterion 3c** of this chapter). The discussion of **Criteria 1 and 3** provides evidence that the College's institutional assessment emphasizes the broad learning goals of our Mission Statement. These include the ability to "speak and write persuasively," "evaluate critically," "acquire new knowledge," and be "prepared in life and work… to serve the common good" (see **Core Component 3a**).

The College is also participating in the Teagle Foundation-supported Collaborative Assessment for Liberal Learning (CALL). This project provides an opportunity for Grinnell to work with Carleton, Macalester and St. Olaf on "evaluating our use of current assessment instruments, exploring or developing new ones, and using the results to improve teaching and learning."[61] The project focuses on four learning outcomes, with each institution taking the lead on one of the four: effective writing (Carleton), analytical reasoning (Macalester), critical thinking (St. Olaf), and global understanding (Grinnell).

In addition to breadth, the faculty and administration is seeing the looming challenge as exploring ways to assess how students are learning to integrate the knowledge, skills and ways of thinking that they are learning in a variety of disciplines. With our Strategic Plan and its emphasis on promoting interdisciplinarity, the College is working on articulating learning goals and developing metrics to measure the effectiveness of interdisciplinary courses and curricula. For example, we have developed and are continuing to develop ways to assess how students' individually advised curricula enable then to effectively engage the world with a global outlook drawing upon and integrating a variety of disciplines.

> **Core Component 4c:** *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

Globalization is an important aspect of preparing for life and work in the 21st century. In 2006-07, the College applied for and received a $10,000 grant from the Innovation Fund of the Internationalization Forum of Chief Academic Officers of the American Council on Education (ACE). This grant was used to study the interactions that take place in classrooms, residence halls, and co-curricular settings among the constituents of our internationally-diverse student

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[61] From "Project Description: 'An I-35 Consortium: A Collaborative Effort in Value Added Assessment of Student Learning."

body and how they contribute to Grinnell's international education. We gathered information from focus groups, surveys, transcript analyses, and student life activities to determine the impact and educational value of an internationally diverse student body. In June 2007, we held a faculty/staff workshop to analyze this information and identify steps we might take to enhance that value and impact. Among the fruits of the workshop is a list of ten global understanding learning outcomes.

Grinnell is developing assessment of the effectiveness of a college curriculum for preparing students to live in a global world. The College's particular contribution to the Collaborative Assessment for Liberal Learning (CALL) project is focused on articulating learning goals and developing ways of measuring learning outcomes for international studies. David Harrison, director for the Center for International Studies is taking the lead in that effort.

The College regularly surveys its students and graduates to assess the effectiveness of our curriculum to meet the challenges of a diverse and technological society. The vast majority of Grinnell alumni indicate that the College moderately or greatly enhanced their abilities to understand world issues, appreciate different cultures, and use technology.

Understanding world issues
Percent of alumnae/i indicating that Grinnell College *moderately* or *greatly* enhanced their abilities to understand world issues

Class Year
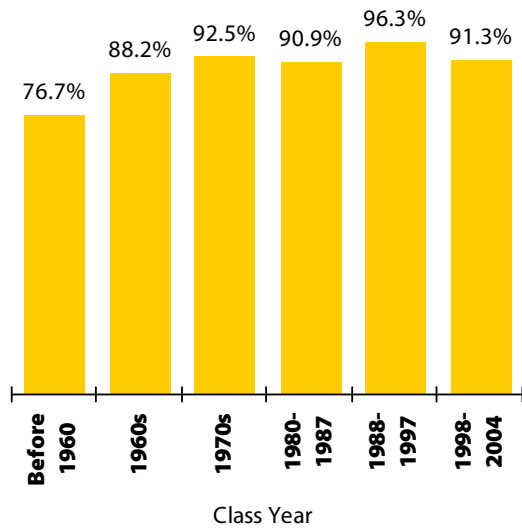
Alumni surveys administered to reunion clusters in 2006, 2007, & 2008. N = 1,194. Rating scale: Greatly | Moderately | A little | Not at all.
Source: College & Alumni Relations, Institutional Research.

Appreciating different cultures
Percent of alumnae/i indicating that Grinnell College *moderately* or *greatly* enhanced their abilities to appreciate different cultures

Class Year

Alumni surveys administered to reunion clusters in 2006, 2007, & 2008. N = 1,194. Rating scale: Greatly | Moderately | A little | Not at all.
Source: College & Alumni Relations, Institutional Research.
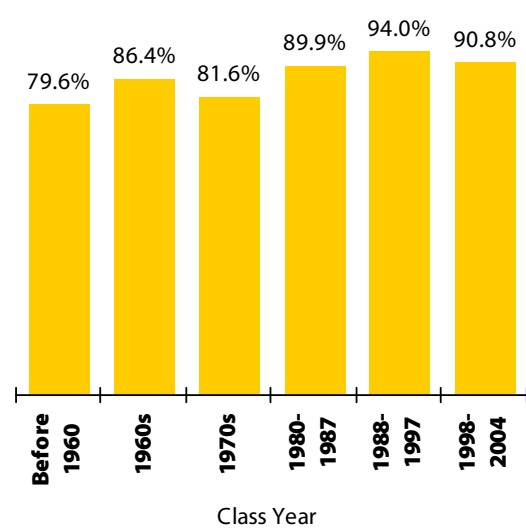
Keeping pace with technology
Percent of alumnae/i indicating that Grinnell College *moderately* or *greatly* enhanced their abilities to use technology
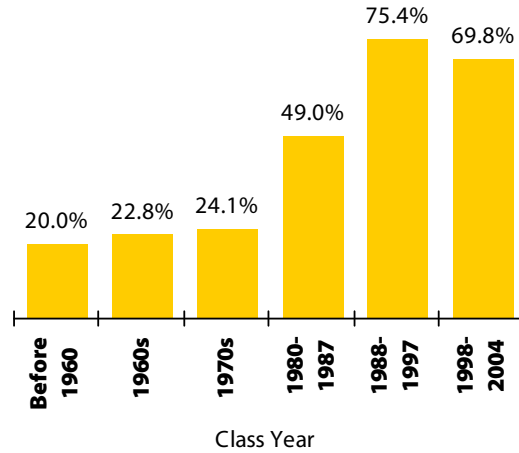
Class Year

Alumni surveys administered to reunion clusters in 2006, 2007, & 2008.
N = 1,194. Rating scale: Greatly | Moderately | A little | Not at all.
Source: College & Alumni Relations, Institutional Research.

Students exercise the knowledge, skills, and dispositions necessary to engage a diverse world with one another. Compared to national benchmarks, a significantly higher percentage of Grinnell students report having frequent serious conversations with students of a different race or ethnicity than their own.

Learning about diverse beliefs and backgrounds from each other
Percent of students who indicated they *often* or *very often* had serious conversations with students who are very different from them in terms of religious beliefs, political opinions, or personal values

First-year students   Seniors
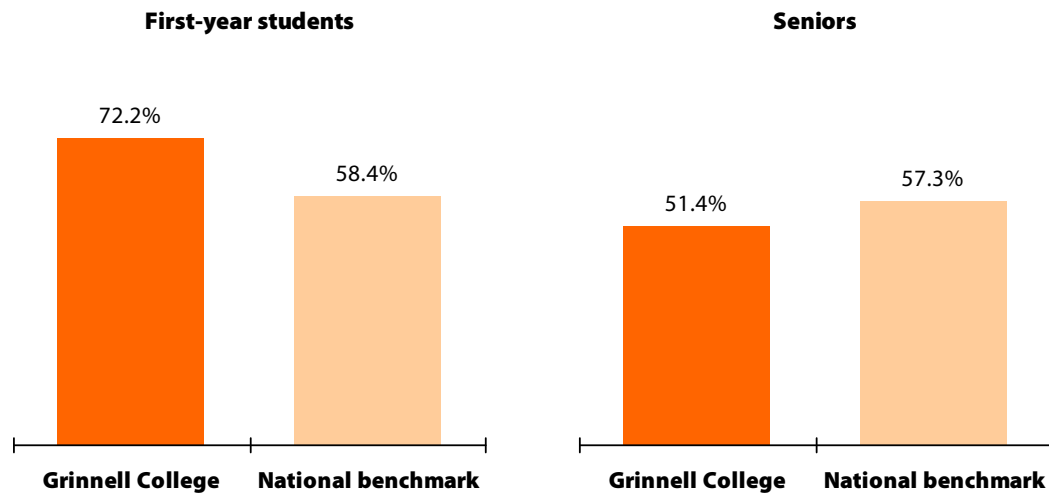
Rating scale: Very often | Often | Sometimes | Never.
Source: National Survey of Student Engagement, Spring 2005.

Core Component 4d: *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Through its policies and actions, the College ensures that faculty, students and staff acquire, discover, and apply knowledge responsibly. At Grinnell, this effort includes several elements: 1) teaching about academic integrity in the first-year Tutorial and upholding standards of integrity through our academic honesty processes, 2) encouraging responsible use of intellectual property through the development and implementation of our revised copyright policy, 3) supporting student and student/faculty/staff organizations dedicated to social justice, environmental responsibility, and advocacy, and 4) ethical research.

From the outset of their Grinnell studies, students are taught that sources of knowledge, ideas, and ways of thinking need to be honestly, accurately, and appropriately acknowledged. The College publishes thorough and specific information about its expectations of academic honesty in the Student Handbook and in *Academic Honesty: Scholarly Integrity, Collaboration, and the Ethical Use of Sources*, which are distributed to new students and Tutorial faculty each year. Moreover, first-year students receive instruction about academic honesty from their Tutorial professors and are required to complete an academic honesty exercise focusing on quotation, paraphrase, and citation. Charges of academic dishonesty are heard by the faculty members on the Subcommittee on Academic Honesty of the Committee on Academic Standing according to procedures spelled out in the "Student Handbook" and the "Faculty Handbook." On occasion, the Committee on Academic Standing brings the issue of academic honesty before the faculty, for example at the April 7, 2008 faculty meeting when the associate dean who chairs the committee led a brief discussion about collaborative learning and the challenges it presents to academic honesty.

In addition to honestly representing knowledge, members of the College community are expected to respect ownership of knowledge, ideas, works of art, media, and software among other things. A Copyright Taskforce spent two years, 2005-07, revising the College's Copyright Policy with two primary goals; first, to ensure that we model and follow ethical standards in the College's operations, and two, to encourage the exercise of the rights available to producers and users of intellectual property to the extent allowed by law. The College's revised Copyright Policy was adopted in 2007. Implementation of that policy includes campus education efforts with students, faculty, and staff, including discussion at meetings and presentation by guest scholars who specialize in copyright law, fair use, Creative Commons, and other key concepts. Faculty and the libraries comply with U.S. copyright law through the proper use of reserves and electronic reserves. Information Technology Services also encourages responsible use and distribution of intellectual property on the World Wide Web and other digital media.

The College has policies and review mechanisms in place to ensure that research is conducted ethically, responsibly and in accordance with federal and state regulations. These mechanisms include the following which are mandated in the Faculty Handbook Appendix IX: Institutional Review Board (IRB), which oversees research involving human participants; Institutional Animal Care and Use Committee (IACUC), which reviews research including animal subjects; Institutional Biosafety Committee (IBC), which evaluates research utilizing biohazards; and the Office of Institutional Compliance, which deals with issues of research integrity, conflict of interest and the duties of the college's Regulatory Compliance Officer. Each of these entities provides educational resources on their websites and guidance to groups and individuals on campus. In addition, faculty, teaching research based courses typically require student engagement with these educational tools.

Criterion Five: Engagement and Service[62]

> **Core Component 5b:** *The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

The College serves a variety of constituencies, both on and off-campus. As an educational institution, our students are at the heart of what we do. Faculty, administrators, and staff all work to fulfill our student-centered mission. Off-campus, we have our network of alumni/ae and by extension the people whom they serve through their professions, their volunteering, and their personal lives. Other off-campus constituencies include parents and guardians, prospective students, and high school counselors. Finally, we fulfill our responsibility to society at large through our graduates, but also through our institutional actions. We start locally by being a responsible citizen in the City of Grinnell and Poweshiek County. We also understand that in the twenty-first century the local has global implications, and we reflect that understanding through our investment policies, purchasing policies and environmental stewardship, for example.

Since faculty, administrators and staff receive consideration elsewhere in this self-study, we will focus here on our off-campus constituencies. The College engages these constituencies through several interrelated offices. The Office of College and Alumni Relations includes a number of functions, under the management of Vice-President of College and Alumni Relations Mickey Munley '87. The office includes the following:

- Alumni and Community Relations coordinates efforts to maintain strong ties with the College among Grinnell's alumni body, through programs including: Reunion and Alumni College; Alumni Council; class committees; class letters; and alumni gatherings held around the world.

- Communication coordinates and implements the College's communication, marketing, and media relations programs. They publish the quarterly *The Grinnell Magazine* for alumni, parents, faculty, and friends of the College and, between issues, *g-mail* with news, notes, and achievements from the College community; maintain the Grinnell website; handle media relations; and provide writing, design and editing services for publications intended for off-campus audiences.

- Conference Operations and Events maintains the College Calendar, a comprehensive list of events and reservations on campus; publishes the Campus Memo, a weekly listing of events and opportunities during the academic year; provides logistical and planning support for Commencement, building dedications, Public Events concerts, Convocations, and other large-scale events; and coordinates and supports summer programs on campus among other events.

- Development coordinates a number of fundraising programs and support functions, including: the Pioneer Fund, the College's annual giving program; major gifts, large commitments, usually in the $25,000 to $500,000 (and higher) range; planned giving; and donor stewardship.

- Alumni and Donor Services manages and maintains an extensive alumni/friend database and provides services for other team members including mailing lists, reports, and more.

The Office of Admission and Financial Aid works with our prospective domestic and international students and their parents or guardians as well as high school counselors. The Admission staff travel extensively throughout the United States and internationally, meeting with potential students, families and high school personnel while also hosting programs on campus.

The College intends the campus to be an open and welcoming place for members of the town and the general public and an important cultural, intellectual and recreational resource. Most attractions and events on campus are free and open to the public, although free tickets may need to be picked up in advance. A list of events is published in the local newspaper each week. Major events include the scholar's convocations and other lectures, Faulconer Gallery exhibitions of significant historical and contemporary art on a rotating basis, cultural as well as popular films

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[62] For Criterion Five, we will treat the Core Components in the following order, 5b, 5a, 5c, and 5d.

on campus, performances in the four performance spaces in the [Bucksbaum Center for the Arts](#) ([Robert's Theatre](#); the [Hallie Flanagan Studio Theatre](#); the [Wall Performance Lab](#); and the [Sebring-Lewis Hall](#)) and athletic competitions. Grinnell residents are welcome to use the College Libraries and may obtain [free borrowing privileges](#). Others use some of our athletic facilities through arrangements with the city's Parks and Recreation Department. In addition, our Advanced Scholars program allows qualified area high school students to take most courses at Grinnell College for credit free of charge on a space available basis.

Efforts have been made to improve accessibility at events for people with disabilities. A new accessibility map of the campus is being developed. Real-time captioning is a regular part of Convocations and an American Sign Language interpreter signs at Commencement.

Recognizing that one department cannot, and probably should not, fully represent the College to community constituencies, the College engages the City of Grinnell and the larger area through a number of offices and instruments, including the [Office of Community Enhancement](#) and the [Community Service Center](#) as well as through individuals that serve on various boards and campus groups that volunteer in the community. The Office of Community Enhancement works with representatives of local government and organizations to promote cooperative ventures through grants and other support from the College. The Community Service Center connects students with volunteer opportunities both on and off campus. The Community Service Center encourages students to view service as experiential learning and as an opportunity to make a difference in their community. These projects develop a sense of civic responsibility in participants and strengthen ties between the College and the community.

Various individuals throughout the College serve on community boards at the College's behest. For example, the Faculty Organizational Committee appoints a faculty member to serve on the [Mid-Iowa Community Action](#) (MICA) board of directors, currently sociology professor Chris Hunter. The College is also represented on the board of the Greater Grinnell Development Corporation, which owns and develops the Industrial Park area. Other staff members serve on the boards of directors of the [Grinnell Area Chamber of Commerce](#) and Grinnell Renaissance.

As individuals, members of the College community are actively involved in a variety of organizations and institutions in town and in the greater community. 83 percent of the College's staff responding to our reaccreditation survey reported that they were involved in activities in the larger community. Many of our faculty and staff also serve in [leadership positions in town](#). In addition, the Office of Community Enhancement's Volunteer Initiative Program recognizes and financially supports volunteerism by faculty and staff. Started in 1999, the Volunteer Initiative Program contributes $100 to community organizations for which employees volunteer a significant amount of time.

Finally, there are a number of College groups and individuals that contribute to the life of the larger community. Examples include the following:

- College students provide most of the staff for the local Big Brothers/Big Sisters program.

- A free Community Meal on Tuesday nights was begun in 2000 by the [Social Justice Action Group](#), a part of the College's [Center for Religion, Spirituality, and Social Justice](#). Meals are held at Davis Elementary School, and a number of local organizations provide the food on a weekly basis. The involvement and commitment of the students has been vital to what has become a community institution.

- The [Grinnell Corps fellow in Grinnell](#) is a Grinnell graduate who works for a local organization. Local community groups apply for a fellow in a competitive process. Currently the fellowship is dedicated to working with the school district.

- [Grinnell Youth Conservation Corps](#) is a joint city and College initiative that pairs a college student (paid by the College) with three to four high school students (paid by the city) to work on projects in city parks over the summer. For the past few years, the focus has been on Arbor Lake, the city's largest park. The Center for Prairie Studies oversees the College portion of this program. The program fosters a shared responsibility for our natural resources as well as bonds between College and high school students.

- A Davis Project for Peace was awarded to four College students implementing a local foods project in Grinnell. There is a component that will involve working on local foods initiatives at the high school. The Office of Community Enhancement gave a mini-grant for this project and coordinated an additional donation from Imagine Grinnell.

Core Component 5a: *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

The College nurtures and maintains lines of communication with its various constituencies and regularly solicits information and feedback from them in order to better serve their needs. In practice, the College emphasizes developing working relationships and partnerships with these constituencies in order to facilitate multilateral lines of communication and service. The College also uses instruments such as surveys and websites that provide feedback informing these partnerships.

The College has cultivated a strong network of alumni, family and friends including the Alumni Council, the alumni class committees, regional planning committees, and various volunteer programs. The Alumni Council meets twice a year on campus and works with College and Alumni Relations to identify needs and plan programming for alumni. College and Alumni Relations also works with the various class and regional planning committees to engage their classmates and involve them in the life of the College. Once a year, the College organizes a volunteer weekend for class committee members to gather, provide feedback, and plan events. Grinnell alumni, family, friends and students volunteer for the College in a number of ways as well. For example, they work with the Office of Admission through the Grinnell Regional Admission Support Program (GRASP) and serve as resources for the Career Development Office. Through all these working relationships, alumni have an active role in determining the College's interactions with them. The College also solicits other feedback from alumni to assess their needs. For example, participants in alumni events provide feedback that is used to plan future events. Thus, the College is attentive to the needs and desires of its alumni constituents.

The College is also attentive to the needs and expectations of prospective students and their parents or guardians as well as high school counselors. We offer individual and programmed visits to prospective students and their families. The Office of Admission solicits feedback on its programs through surveys and also sends out an admitted student questionnaire every other year. The admission staff travel extensively throughout the U.S. and abroad visiting high schools for prospective students, and they receive feedback from high school counselors through the relationships that they develop. Once a year, we fly-in and host a group of high school counselors for a program in order to help them convey the distinctiveness of Grinnell more effectively to their students.

The College seeks collaborative relationships with the town of Grinnell and the surrounding community. The Office of Community Enhancement's philosophy on working with the larger Grinnell community is to develop partnerships. Thus, this office works with local officials and citizens to ensure that the College's contributions to community projects are beneficial to those constituencies. Large scale infrastructure improvements need commitment and input from the entire community. The resulting sense of community ownership—of high school improvements and a new library, for example—is a vital part of small-town life. On a smaller scale, the Office of Community Enhancement's successful mini-grant program, now in its seventh year, also demonstrates our commitment to partnerships. The mini-grant program encourages grass-roots initiatives for improvements to the Grinnell community. College-directed initiatives are specifically excluded; the program targets community organizations and offers modest funding for innovative ideas.

The Community Service Center also fosters partnerships between the College community and individuals and organizations off campus. The Community Service Center functions as a clearinghouse for individual and group volunteer activities and assists over 350 students in their participation in more than 20 volunteer programs both on and off campus. Many of these organizations and opportunities are the initiative of people in the community.

Core Component 5c: *The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

Since the College has well-developed working relationships with alumni and volunteers and they have an active role in determining the College's interactions with them, the College is consistently responsive to those constituencies.
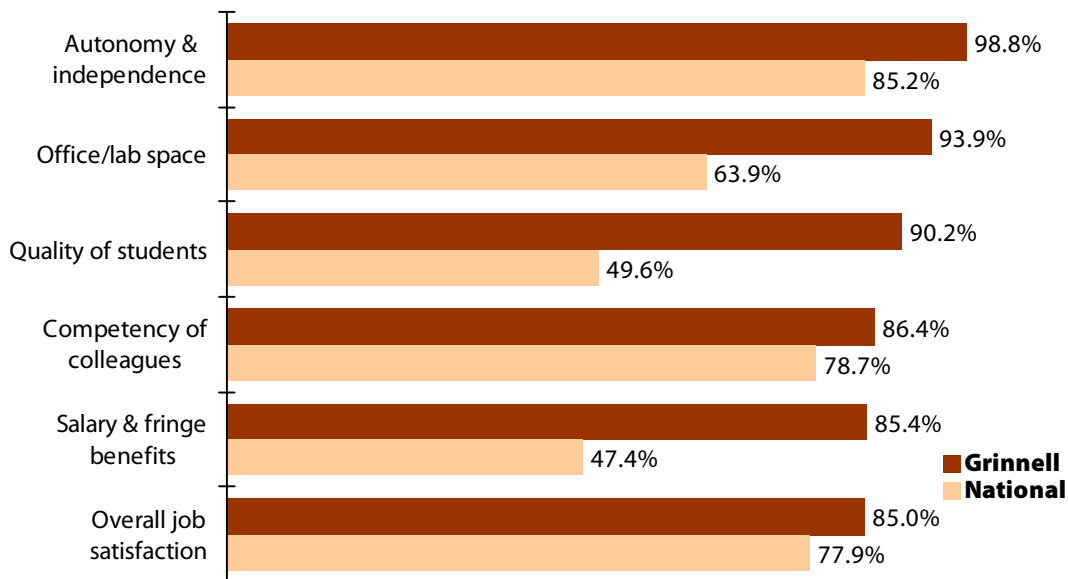
Responsiveness to the local community is ever-evolving. Two recent initiatives reflect that evolution. One, the Community Council brings together students, administrators, faculty and townspeople to strengthen connections between the College and the wider community through events at a variety of venues. The other, the Community Education Council, partners the College, the local hospital's education coordinator, Iowa Valley Community College, and the Mayflower retirement home to focus on improving access to educational opportunities throughout the town.

One of the dramatic ways that the College has been responsive to our constituencies is through recent changes to our financial aid policies. The College has been committed to "need-blind admission of students with strong academic potential" for domestic students and to "meeting full demonstrated financial-aid need of admitted and continuing students." In fact, we identify these policies as part of our Core Values. Responding to the needs of prospective and ultimately current students and their families, the College is implementing changes to our financial aid policies for 2008 that limit loans awarded within need for incoming students to $2,000 per year, index merit aid awards to the same percentage as the comprehensive fee increase, and forgive summer earnings expectations for one summer designated by the student in order to participate in an approved social commitment endeavor or an academic learning experience related to an educational objective (see **chapter 3, Strategy 4**).

Core Component 5d: *Internal and external constituencies value the services the organization provides.*

The College's internal and external constituencies value the services the College provides, often in measurable ways. For example, in the 2004-05 HERI Faculty Survey, 85% of Grinnell respondents were satisfied or very satisfied with their job, compared to 77.9% nationally. In particular, a significantly greater percentage of Grinnell faculty cite office and lab space, quality of students, and salary and benefits as satisfying than does the national pool.

Sources of satisfaction most frequently identified by Grinnell College faculty members

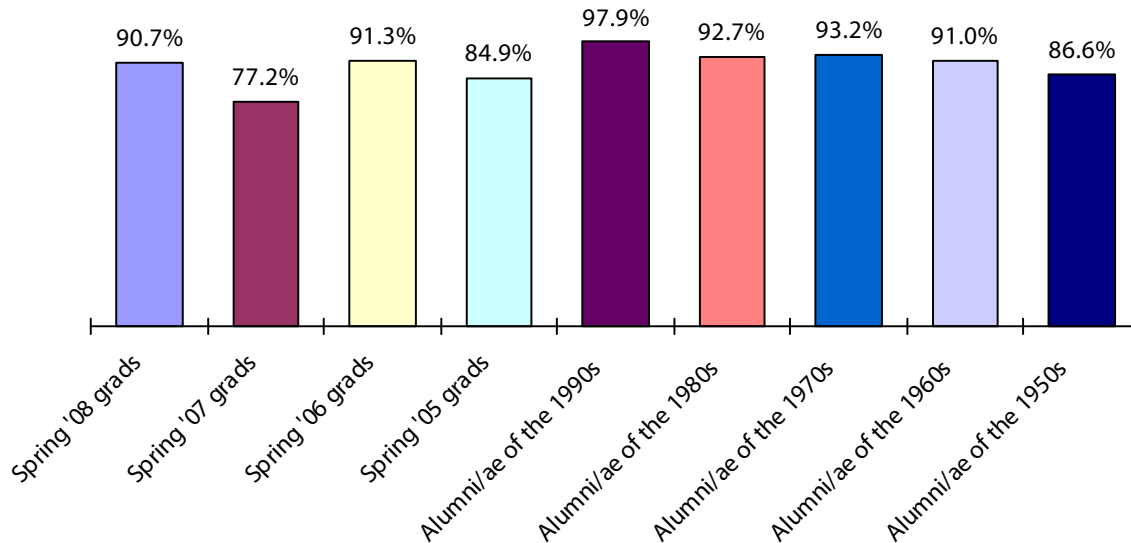| Source	Grinnell	National
Autonomy & independence	98.8%	85.2%
Office/lab space	93.9%	63.9%
Quality of students	90.2%	49.6%
Competency of colleagues	86.4%	78.7%
Salary & fringe benefits	85.4%	47.4%
Overall job satisfaction	85.0%	77.9%

Respondents who marked *Satisfied* or *Very satisfied*. Response scale: Very satisfied | Satisfied | Marginally satisfied | Not applicable. N = 82.

Source: Grinnell College results from the 2004-05 HERI Faculty Survey & *The American College Teacher: National Norms for the 2004-05 HERI Faculty Survey*, all institutions.

The vast majority of graduating seniors and alumni would "definitely" or "probably" would recommend Grinnell College to a friend or relative as a place to attend college.

College endorsement
How likely is it that you would recommend Grinnell College to a friend or relative as a place to attend college? Percent responding *definitely* or *probably* would.

Category	Percent
Spring '08 grads	90.7%
Spring '07 grads	77.2%
Spring '06 grads	91.3%
Spring '05 grads	84.9%
Alumni/ae of the 1990s	97.9%
Alumni/ae of the 1980s	92.7%
Alumni/ae of the 1970s	93.2%
Alumni/ae of the 1960s	91.0%
Alumni/ae of the 1950s	86.6%

Rating scale: Definitely would | Probably would | Maybe | Probably not | Definitely not.
Source: Senior Snapshot surveys and 2006-07 alumni surveys.

The Staff Outlook Survey that the Reaccreditation Steering Committee administered provides evidence that staff value the services the College provides. 77% of all respondents "agreed or strongly agreed" that they value and believe in the mission of the College. Only 2% "disagreed or strongly disagreed" (Staff Outlook Survey, **Figure 3**). Seventy-eight percent of respondents indicated they "probably" or "definitely would" recommend Grinnell College to a friend or relative as a place to attend College. Eighty-one percent said they "probably" or "definitely would" recommend Grinnell College as a place of employment (Staff Outlook Survey, **Figure 6**). Comments on the question of recommending Grinnell as an employer most frequently speak to general qualities of the workplace, highlight a good benefits package, confirm that they have recommended Grinnell, or qualify the response. About half of the responses to the question, "What do we, at Grinnell College, do right?" refer to fringe benefits, including the employee benefits package, facilities, training and professional development, concerts and events, and community and family-friendly perks.

There is also evidence that external constituencies value the College's work. The College remains very attractive to prospective students and their families. Our acceptance rate has declined and yield improved substantially (2007 Report on Admission). For the entering class of 2008, the College saw the largest number of total applicants in the College's history and the largest Early Decision applicant pool in 15 years.

There is a high level of alumni participation in events sponsored by the College.   Reunion is the largest Grinnell alumni event each year, attracting over 1,000 alumni, friends, and family. Alumni giving rates, however, have not always matched their participation in other ways. There is a perception among some alumni that the size of the College's endowment makes their donations unnecessary in comparison to other organizations they care about. The College has recently stabilized its alumni and development staff, including the appointments in 2007 of a new Director of Alumni Relations and a new Director of Development, and the alumni giving rates have improved recently.

Members of the town and the general public regularly attend academic, cultural and athletic events at the College. A number of local residents participate with faculty, students, and staff in groups such as the Community Chorus and the Symphonic Concert Band. The official website of the City of Grinnell includes a link to the College on its homepage. In the *City of Grinnell: Comprehensive Plan* adopted in 2004, one of the objectives is to engage others in the Plan, and includes "Organize volunteers, use college interns, employ work-study students, and rely on a combination of public and private effort to accomplish plan objectives" (p. 41). The Office of Community Service Handbook attests to the large number of other entities and organizations that register with the College seeking student volunteers. In turn, these organizations often mention the contributions of the College and its members to their efforts, such as Imagine Grinnell does throughout their 2007 annual report. Copies of some of the letters the College has received from recipients of grants may be found in the resource room.

II. Section on Special Emphasis

Chapter 6: Posing the Questions

Seeking to maximize the benefits of the decennial accreditation process for formative reflection and conversation rather than compliance, the College requested permission from the Higher Learning Commission to engage in a 'special emphasis' self study that "focus[es]… on one or more issues that are critical to significant advancement and improvement in the achievement and realization of its mission and vision."[63] The College's Mission reads, in part:

> When Grinnell College framed its charter in the Iowa Territory of the United States in 1846, it set forth a mission to educate its students "for the different professions and for the honorable discharge of the duties of life." The College pursues that mission by educating young men and women in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that **knowledge is a good to be pursued** both for its own sake and **for the intellectual, moral, and physical well-being of individuals and of society at large**.…The College aims to graduate women and men who …are prepared in life and work to use their knowledge and their abilities **to serve the common good**. (emphasis added)

Eventually the College and the Higher Learning Commission agreed to a "*special emphasis self-study* examining a question central to the College's mission: how can the College reinvigorate its traditional commitment to train leaders in public service and social justice as it enters the 21st century?" ("Memorandum of Understanding," 30 January 2007.) The College community is proud of myriad ways that its graduates historically have engaged the world around them to make it a better place. The wording of both the Higher Learning Commission's understanding of a Special Emphasis and our Memorandum of Understanding rightly assume that the College is already training leaders for social justice; the question is not whether we are doing that (and thus a question of compliance), the question is a challenge of how can we do that better.

Leading Questions

The impetus for the Special Emphasis arises from the perception that while our students' desire "to change the world," they tend to eschew in recent decades the label of "leadership".[64] This desire to effect positive change in the world while rejecting a traditional link to leadership has been seen by the administration as an untenable and perhaps ineffective self-understanding in our student body, which the administration has sought over the past 10 years to rectify, an effort that has met resistance on the part of some faculty and some alumni/ae.

The College conducted a series of studies in the late 1990's and early 2000's that have led to this perception. In those studies there is evidence that Grinnell students valued making a positive difference in the world. For example, in a report "Who Comes to ACM Colleges?: An Examination of Fall 2002 Freshman Survey Data" [Special Version for Grinnell College], Grinnell students along with their ACM counterparts tend to report social commitment goals more often than the national pool.

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[63] "Through this arrangement, an institution seeks Commission authorization to focus study on one or more issues that are critical to significant advancement and improvement in the achievement and realization of its mission and vision." Higher Learning Commission: Special Emphasis

[64] The Memorandum of Understanding erroneously cited a 1997 Kane & Krukowski Report, the final draft of which does not engage this question.

Social Commitment	Grinnell	National Data	Range of ACM Colleges
Goal to influence the political structure	30%	23%	15 – 34%
Goal to influence social values	45%	35%	34 – 50%
Goal to help others in difficulty	71%	55%	57 – 71%
Goal to clean up the environment	35%	17%	13 – 41%
Goal to participate in community action	34%	18%	21 – 41%
Goal to promote racial understanding	52%	28%	25 – 55%

In another study, "Grinnell College's First-Year Students, 1995-2003," the then director of Institutional Research summarized the results by saying "Compared to the national population, students at Grinnell and its peer colleges[65] are …more likely than the national population to want to participate in community action, be involved in environmental cleanup, keep up to date with political affairs, help promote racial understanding, and develop a meaningful philosophy of life."

	Grinnell	Peer Average	National
Participate in community action	36%	34%	23%
Be involved in environmental cleanup	32%	28%	17%
Keep up to date with political affairs	51%	57%	34%
Help promote racial understanding	48%	43%	30%
Develop a meaningful philosophy of life	70%	62%	39%

In 1999, the Office of Institutional Research publicized a study conducted by then current students, "A Culture of Confusion: Grinnell's Messages about Careers." This study focused on the messages that students receive at Grinnell about their future career plans, and in particular messages about business careers. The student researchers conducted a series of interviews and a preliminary survey, followed by a survey of 200 students. They found that many of the most strongly encouraged activities fell "into two major categories, which could be labeled life-long learning and social activism," the former more encouraged by professors and the latter by peers.

Messages (score reflects the perceived level of encouragement for this option)			
1. Further your education	346	13. Acknowledge you're privileged	141
2. Work to better humanity	344	14. Have a research career	139
3. Intellectually stimulating work	341	15. Take a few years off	131
4. Take stance in community/world	322	16. Have an artistic career	122
5. Maintain individuality	307	17. Work in K-12 education	76
6. Environmentally friendly work	298	18. Have a prestigious career	61
7. Join the Peace Corps	285	19. Be self-employed	58
8. Be an activist	267	20. Own your own business	43
9. Do something you excel at	250	21. Have a career in business	-85
10. Work in academia/higher ed	184	22. Make money a priority	-169
11. Work in human services	175	23. Work for big corporation	-172
12. Internationally focused work	172		

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[65] The peer institutions with available data were Amherst, Bowdoin, Carlton, Colorado, Davidson, Macalester, Oberlin, Swarthmore, Washington & Lee, Kenyon and Reed.

The student researchers also found first-year students tended to "have a more clear-cut opinion on what Grinnell is saying about" particular messages than do seniors. They theorized that "[s]eniors, however, have been around the messages for a while and have heard more points of view on the messages. They have more opportunities to meet a variety of people, take different classes, and participate in discussions involving both sides of the message, thus exposing themselves to the full extent of Grinnell culture and its opinions. Results indicate that they are perhaps realizing that there are more sides to the issues than they heard and saw as first years."

There is also some evidence from those early studies that Grinnell students eschew leadership, although there is some ambiguity. In the study cited earlier, "Who Comes to ACM Colleges?: An Examination of Fall 2002 Freshman Survey Data" [Special Version for Grinnell College], Grinnell students along with their ACM peers tended to be less interested in traditional leadership roles than the national student population.

Leadership	Grinnell	National Data	Range of ACM Colleges
Self-rated leadership ability above average	55%	64%	52 – 66%
Goal to raise a family	57%	73%	47 – 76%
Goal to have administrative responsibility	14%	40%	14 – 41%
Goal to be well-off financially	29%	75%	29 – 74%
Goal to succeed at own business	16%	44%	16 – 46%
Goal to be a community leader	32%	32%	25 – 45%

Notably, Grinnell students provided the lowest figure in range of ACM Colleges for the goal to have administrative responsibility at only 14 percent compared to 40 percent nationally, to be well off financially at 29 percent compared to 75 percent nationally, and to succeed at own business at 16 percent compared to 44 percent nationally.

In the other study cited earlier, "Grinnell College's First-Year Students, 1995-2003," the then director of Institutional Research also summarized the results by saying "Compared to the national population, students at Grinnell and its peer colleges[66] are less likely to want to obtain recognition from colleagues, become successful in their own business, have administrative responsibility, or be well off financially."

	Grinnell	Peer Average	National
Obtain recognition from colleagues for contributions to my special field	42%	45%	53%
Become successful in my own business	16%	24%	40%
Have administrative responsibility for others' work	15%	21%	39%
Be very well off financially	36%	44%	74%

The data from that study, however, also show that Grinnell students are comparable to the national average in aspiring to become a community leader (32% for both populations) and influence social values (39%). Moreover, that study also shows that Grinnell students value at higher rates than the national average becoming accomplished in a performing art, making a theoretical contribution to science, create artistic work, write original works.

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[66] The peer institutions with available data were Amherst, Bowdoin, Carlton, Colorado, Davidson, Macalester, Oberlin, Swarthmore, Washington & Lee, Kenyon and Reed.

	Grinnell	Peer Average	National
Become accomplished in a performing art	21%	22%	16%
Make a theoretical contribution to science	20%	18%	17%
Create artistic work	19%	20%	16%
Write original works	30%	28%	15%
Influence social values	39%	41%	39%
Become a community leader	32%	34%	32%

Following up on these results of surveys of Grinnell students, the then director of Institutional Research conducted a series of interviews among a stratified random sample of 28 faculty members in the spring of 2002. Her report, "Faculty Views of Leadership in Student Culture, Spring 2002" found that "[t]here was general agreement that, as a group, Grinnell students are not very interested in leadership." She discerned two perspectives among faculty for this, with slightly more of the interviewees subscribing to the first rather than the second: "Perspective #1: Grinnell students have the potential to become leaders but don't see themselves that way, because they misunderstand leadership and underestimate themselves" and "Perspective #2: Leadership requires a number of qualities our students don't have or don't like." Her study, however, also distinguished two subgroups at Grinnell, domestic students of color and international students. She reported that several faculty members noted that latter students are more likely to see themselves as leaders and intend to end up in leadership positions. She notes that these observations are supported by the following student survey data:

Grinnell First-Year Student Survey Data by Ethnic/National Background, 2001 and 2002 averaged			
	US White Students	US Students of Color	International Students
Self-rated leadership ability above average	55%	70%	50%
Have administrative responsibility very important life goal	8%	30%	30%
Become a community leader very important life goal	28%	44%	30%

Excursus on notions of leadership for social justice and the for-profit world

Discussions of leadership and social justice at Grinnell sometimes overlap with discussions of the goal of careers in the for-profit and business sectors of society. In the aforementioned study "A Culture of Confusion: Grinnell's Messages about Careers," the student researchers found that "'Have a career in business,' 'make money a priority in choosing a career,' and 'work for a big corporation' were the only activities thought to be more discouraged than encouraged by Grinnell overall." When they asked students about the connotations of "business," they reported that "most responses fell into the following categories: money/greed, hierarchical and rule-bound, exploitive of people and society, long hours of hard and boring work, and little contact with other people." They also reported that many of their informants "indicated that they thought working in business, working for big corporations, and making money are directly opposed to social activism. Social activism and business, therefore, are seen as mutually exclusive." The authors of the study suggested that a career in business "seems more discouraged by peers than by professors."

In a follow-up study "Alumni Reflections on Grinnell's Messages about Careers," the student researchers facilitated five focus groups (one in Grinnell, one in Iowa City and three in Washington, D.C.) of a total of 25 alumni. They asked their informants about their life after graduating from Grinnell, "what they felt Grinnell encouraged and discouraged them to pursue in terms of a career, and how this affected the course of their post-Grinnell lives." Among their findings, the student researchers noted that "[c]areers in business and getting an MBA are discouraged, as exemplified by several alumni who received an MBA and were embarrassed to admit it. However, many realized that they could still lead a Grinnell lifestyle while working in business and that social activism and a career in business were not diametrically opposed."

Grinnell's Traditional Commitment?

The Memorandum of Understanding rightly begins with a brief review of the history of Grinnell.

> Grinnell College's traditional ethos was formed at the turn of the last century when it became a national center for the Social Gospel movement. The College's leaders made a conscious decision to secularize the rhetoric of the Social Gospel during the first two decades of the 20th century and the products of the classes that graduated in those decades became the model for what it means to be a Grinnell College graduate: socially concerned, dedicated to public service, and a leader in making the world a better place. This ethos is often seen to be manifested in the fact that Grinnell (together with Harvard and Wisconsin) was one of the three top undergraduate sources of New Deal administrators.

The narratives of history, however, are just that, narratives. They are constructed accounts dependent upon the choices of the author. Indeed, we could tell the history of Grinnellians who are leaders for public service and social justice by beginning with our founders. In 1843, a group of congregational ministers known as the Iowa Band set out from Andover Newton Seminary to "individually found a church and together to found a college." They were tea-totaling abolitionists who were committed to transforming the ills of society that they saw around them. That spirit of Christian social activism would manifest itself in the Social Gospel movement, championed by Professor Herron and President Gates. The story would continue with Harry Hopkins '12, Chester Davis '11, Paul Appleby '13, Hallie Flanagan '11, and Florence Kerr '12 who would become the principle architects of President Franklin D. Roosevelt's New Deal. This narrative could continue through the activism of students protesting the Vietnam War and promoting women's right, through the push for divestment of the College's endowment from South Africa in the late 1980's through our current students and alumni/ae who are serving in the Peace Corps, Grinnell Corps and other service programs.

There are, however, other ways to craft a narrative about the history of Grinnellians who are leaders for public service and social justice. We might as easily craft another narrative that begins with J.B. Grinnell another congregational minister who founded the town of Grinnell. That narrative would paint J.B. Grinnell as a shrewd businessman and developer who chose the site of the prospective town having learned that this would be the spot where the north-south and east-west rail lines would intersect (we would call that insider information today). He had a vision of making the world a better place and in his urban planning, set aside a plot of land in the middle of the developing town for an institution of higher learning; that site is now the center of campus. That narrative might trace itself through Robert Noyce '49, who was not just the inventor of the micro-chip, but was also an innovative entrepreneur who founded Intel Corporation and introduced a "casual working atmosphere…[b]ut along with that open atmosphere came responsibility…. [H]e gave his young, bright employees phenomenal room to accomplish what they wished, in many ways defining the Silicon Valley working style was [one of] his …revolution[s]" (PBS documentary *Transitorized*). One might trace that narrative through Ron Gault '62, former CEO of business development and client relations for JP Morgan in South Africa and James Lowry '61, an entrepreneur and consultant who facilitates corporate development of minority businesses. That narrative might continue through Joe Rosenfield '25—lawyer, business leader, philanthropist, whose contributions and fiscal leadership helped build the College's large endowment.

Narratives of Grinnellians as leaders in science and technology would certainly mention Robert Noyce '49, the co-inventor of the integrated circuit and co-founder of Intel, Corporation, and Nathaniel Borenstein '80 who designed the MIME protocol used for email. Those narratives might also include the chemists William A. Noyes class of '1879, who made pioneering determinations of atomic weights and his son W. Albert Noyes '19; Clair Patterson '43 who accurately calculated the age of the earth and whose subsequent activism led to legislation to remove lead from the environment, and Thomas Cech '70, co-winner of the 1989 Nobel Prize in Chemistry. Other researchers include noted expert on breast cancer, I. Craig Henderson '63; James Wolf '57, who played a leading role in the nationwide United Network for Organ Sharing; and Margaret Tolbert '79, a leading atmospheric scientist.

Other Grinnellians have made important contributions in literature—including James Norman Hall '10, Amy Clampitt '41, Edward Hirsch '72, and David Mura '74—and in the performing arts: Frank J. Cooper '26 (stage name Gary Cooper), Walter Koenig '58, Peter Coyote '64, Herbie Hancock '60, and Emily Bergl '97. Others have been critics and

journalist, such as Gary Giddins '70, jazz columnist for the *Village Voice*, Roberta Smith '69, art critic for the *New York Times*, David Feldman '71, the author of *Imponderables*, and the Pulitzer prize winner Robert Hodierne '68.

There is a rich history of athletics at Grinnell. College teams won the first games of football and baseball played west of the Mississippi. Among our heritage of prominent athletes, one might mention world record holder and Olympic medalist Frederick Morgan Taylor '26; Hap Moran '26, an all-pro halfback for the New York Giants; Sean Cotton '97 who is playing professional American football in Europe; Jacob Chavez '01, the first player in Grinnell College history to play professional baseball; and Veronica Platzer '87, who was inducted into the NCAA hall of fame and is an assistant coach for the US Rowing women's Junior National Team. In recent years, Grinnell's men's basketball coach, David Arseneault has developed a new style of playing, which uses a full-court press, an emphasis on three-point shots and quick substitutions of five players at a time. The ingenuity and success of what is called "the System" led to Grinnell being the first division III basketball team to be featured on a nationally televised regular season game on ESPN 2 in February, 2005. Since its inception, "the System" has been adopted by a number other teams. Perhaps the most important way that the tradition of student- athletics manifests itself today is with Grinnell leading the Midwest Conference in Academic All-Conference honorees for the past five years.

Grinnellians have also been leaders in education. Frank W. Cyr '22, known as "the father of the yellow school bus," was an educator who advocated that school buses be painted yellow for safety. Alumni have served as presidents and leaders of other institutions of higher education, including Paul Risser '61, the acting director of the Smithsonian Museum of Natural History who was the chancellor of the Oklahoma State System of Higher Education and former president of Oregon State University and Miami University of Ohio, and Kathryn Mohrman '67, former president of Colorado College; currently that list includes Wallace Loh '65, provost at the University of Iowa, and Mary Sue Coleman '65, David Maxwell '66, and John Schwaller '69, the current presidents of the University of Michigan, Drake University, and the State University of New York at Potsdam, respectively. Others are making their mark by supporting the needs of public schools. For example, Sandra J. Stein '88, chief executive officer of NYC Leadership Academy, a non-profit organization formed in 2003 by Michael Bloomberg, the mayor of New York, among others, to train leaders and principals for public schools.

Beside the New Dealers, many Grinnell alumni/ae have been leaders in national and international politics. Joseph Welch '14, head attorney for the United States Army, confronted Senator McCarthy during the Army-McCarthy hearings, finally exclaiming, "Have you no sense of decency, sir, at long last? Have you left no sense of decency?" an exchange that is often credited with halting Senator McCarthy's inquisition. There is a long history of Grinnellians who have served in elected office, including Senators William Kenyon 1890, Charles Rawson '37, and George A. Wilson 1904, who was also Governor of Iowa, and Representatives Otha Wearin '24, Alan Wheat '72, Tom Railsback '54, and Thomas Cole '71. Others have served in government service, including former deputy ambassador to the United Nations and former director of the Arms Control and Disarmament Agency Kenneth Adelman '67 and former assistant secretary of State for African Affairs and former ambassador George Moose '66. Others have made their mark on history in other countries, including Sen Katayama 1892, co-founder of the Japan Communist Party, K.C. Wu '23, who was mayor of Shanghai and governor of Taiwan Province,[67] and John Garang '69, leader of the rebel Sudan People's Liberation Army and later vice president of Sudan.

As an institution, the College has been a leader as the first four-year College west of the Mississippi. Grinnell was among the first colleges in the Midwest to admit woman as regular students. Grinnell had the first student newspaper west of the Mississippi. Its curriculum has often led the way, with the first undergraduate department of political science in 1883 and one of the earliest to form an American Studies department. Professor Grant Gale pioneered the 3:2 program in engineering. Our service program, which has now developed into Grinnell Corps, sent graduates overseas on service projects many years before the establishment of the Peace Corps. In 1971 Grinnell moved to an "open curriculum" (today known as an "Individually Advised Curriculum"), and innovated a system of first-year Tutorials. Today, one of the ways that Grinnell leads is through its environment consciousness, with the Environmental Education Center at CERA to be the first building in Iowa to be designated with the LEED gold rating, and by using its endowment to enable students to pursue vocations for the common good without the burden of a large education debt.

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[67] Wu was on the cover of *Time, August 7, 1950*.

We could add to these histories other narratives that tell other stories. Some of these stories are more widely disseminated, such as that of Murray McMurray '10, the business leader and a scout master who inspired a character of Lemuel Siddons in the book and then the 1966 Disney movie *Follow Me Boys!* We could add numerous stories of Grinnellians whose leadership and contributions to the common good may not be widely known. Stories of public school teachers, nurses, people reducing their carbon footprint and stay-at-home parents.[68] The list goes on.

In representing these different, and perhaps at times competing or conflicting narratives, the intention is not to confuse, but rather, it is to gesture towards the rich resources which we have in the stories that we tell of ourselves that open up possibilities as we construct our visions for being leaders for social justice in the twenty-first century. Perhaps too, it is possible to gain an authentic image of Grinnell that relishes the multiplicity of voices and perspectives, which refuses to be limited to a single vision, a single narrative.

Thus, as we pursue answers for our Special Emphasis question, we must remain sensitive to multiplicity of ways that we are training our students and preparing them to lead diverse lives personally and professionally and to engage the world to make it a better place. So we ask, "How can the College reinvigorate its traditional commitment to train leaders in public service and social justice as it enters the 21st century?"

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[68] At the 2007 reunion, a panel of alumni/ae reflected on how their Grinnell experience influenced their parenting.

The phrasing of the Special Emphasis question is important—the question is not "are we doing something" but rather "how can we do it better." The Steering Committee has compiled a list of ways that the College already is working to create leaders for social justice. In order to provide some sense to this list, we have arranged them by categories which roughly span the overarching, less tangibles values and mores of the broader Grinnell culture, down to the individual and often informal personal interactions between people. These categories at once help to organize and group different elements and programs. At the same time, there are significant overlaps between the categories.

Macro/cultural

↓

Policy

↓

Academic

Programmatic

Student Life

Grinnell and Beyond
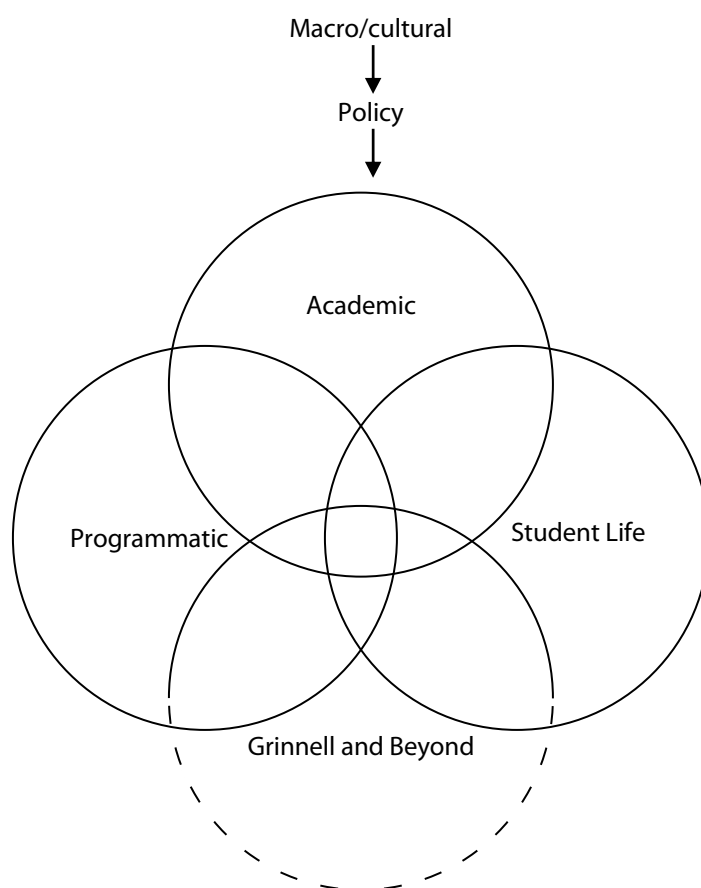
Macro-Cultural Values and Ideals

On the macro-level, the cultural values and ideals of the College shape our overall efforts to produce leaders for social justice, agents for the social change, and servants of the common good. As discussed in the chapters on Grinnell's history with its founding as a center of abolitionist activity in the 1850s and its status as one of the first colleges in the nation to admit women to pursue the Bachelor of Arts degree, the College has a strong historic commitment to making society and the world a better place. We have long valued ideals of inclusivity—thus, we do not have fraternities or sororities—leading by example, egalitarianism and diversity. At the heart of our values is a recognition that society is made up of individuals living in community with one another—the needs, desires, and

dreams of both the individual and the community are both highly valued. Thus, rather than dictating specific outcomes such as the skills for a particular job or career, the College provides resources for students to develop their own intellectual skills and form social values that will enable them to engage effectively the seen and unforeseen challenges of the future.

Though the College's adherence to its founding values has been a constant, the way those values are expressed evolves in order to continue to be effective as the needs of society change. In more concrete terms, keeping the founding spirit alive on our campus has meant our faculty and administrators continue to be careful scholars not only of their subject areas, but of the relevance of Grinnell's curriculum and programs to the times into which we would be sending our graduates.

In recent decades, the tradition of change to engage the world effectively has yielded innovations such as:

- Individually Advised Curriculum (formerly known as the so-called "open curriculum");
- continued development of student self-governance and faculty shared governance;
- a system of intensive faculty mentorship, beginning with the Tutorial.

In order to prepare our graduates to engage the challenges of the twenty-first century, we emphasize, in particular, inquiry-based learning, intentional interdisciplinarity, globalization, and the environment.

Institutional Policies

The College recognizes that in order to produce effective leaders for social justice, the College must model the values and ideals that it seeks to inculcate among its students. The College as an organization expresses and lives out its values and ideals through the policies that guide the operations of the institution. Some of the important policies include its:

- Mission
- Core Values
- A Grinnell Education
- Strategic Plan
- Diversity Statements
- Various Environmental Policies including: LEED, "socially responsible" apparel purchasing
- Investment Policy
- Need-blind admission and meeting full demonstrated need
- Restructuring of Financial Aid
- Copyright Policy
- Dining Services' Mission and Statement on Local Foods

The College also models service to the common good through the services and contributions to the local and regional community, many of which are discussed in the section on **Criterion 5**. These include making many events on campus free and open to the general public; the College's investments in the local community by preserving historic landmarks such as the Old Glove Factory and grants to the local school system, hospital and public library; as well as the efforts coordinated by the Office of Community Enhancement such as mini-grants and the Volunteer Initiative Program and with its partnerships with other organizations such as Mid-Iowa Community Action Group (MICA).

Academics

Grinnell is deliberately a liberal arts College; we are not a professional or trade school. On the one hand, we give the traditional liberal arts ideal of disinterested learning and inquiry pride of place in our Mission Statement with the assertion that "the College holds that knowledge is a good to be pursued …for its own sake." On the other hand, however, the Mission Statement insists that knowledge ought to be pursued with an eye toward "…the intellectual, moral, and physical well-being of individuals and of society at large." While there is a tension here, there is no contradiction. Rather, academic pursuit at Grinnell is based on the conviction that practical application is grounded in liberal—that is, free and freeing—inquiry that does not limit the knowledge and truths that may be discovered and produced.

The College's Individually Advised Curriculum challenges students to learn to make informed decisions and take responsibility for their academic career from the very start of their experience at Grinnell. Since Grinnell does not maintain general education or specific distribution requirements, each student is responsible for working with his or her academic advisor on constructing an individualized four-year plan which reflects both breadth and depth in the liberal arts. Through this process that begins with the First-Year Tutorial and the advising relationship that is established with the Tutorial instructor, students practice being "apprentice decision-makers" (see David Lopatto in "Priming the Pump," **chapter 8**). Through the individually advised curriculum, students are enabled to find and pursue their intellectual and social passions, while also gaining the skills to be effective agents of change in the world.

The College's Individually Advised Curriculum enables and encourages students to take a wide range of courses across the academic divisions of the Humanities, Sciences and Social Sciences while also providing depth within their majors, concentrations, and other selected courses of studies. Vital parts of the College's academics, athletics and performing arts programs provide students opportunities to cultivate and exercise leadership skills (see Andy Hamilton's comments in "Priming the Pump," **chapter 8**).

Many of the College's concentrations provide students with curricular opportunities to explore issues related to social justice in an interdisciplinary fashion. These concentrations include: American Studies, Environmental Studies, Gender and Women's Studies, Global Development Studies, Latin American Studies, and Technology Studies. A group of faculty is currently working on a proposal to establish a Policy Studies Concentration. In addition, students are also able to take divisional and interdisciplinary courses on topics such as "Freedom and Authority: The Control of Reproduction."

As interest in interdisciplinary and cross-cultural issues increases, the College's Off-Campus Study programs have become increasingly important. They provide students with a rich array of opportunities to understand their place in the world from a variety of perspectives. In particular, the College's Grinnell in Washington, D.C. program emphasizes policy studies and internship opportunities.

The College recognizes that our graduates will be working in a world that increasingly requires supple thinkers over specialists—those who are able to bring disparate forms and bodies of knowledge together to synthesize answers to questions it may not be possible even to formulate yet. We are facing this challenge through the ways that we teach and construct our curriculum that call on student leadership and reasoning on difficult issues. Many of these developments overlap with programmatic innovations.

The development and implementation first of the Fund for Excellence and then of the Strategic Plan and the Expanding Knowledge Initiative continues the development of the College's curriculum and programs by emphasizing inquiry-based learning, intentional interdisciplinarity, and more collaborative educational approaches. Among the more important project innovations is the Mentored Advanced Projects (MAPs), which provide students the opportunity to work closely with a faculty member on a culminating scholarly research project or a work of art that represents the creation of new knowledge or expression worthy of public presentation. Students use the Mentored Advanced Projects to integrate knowledge and skills gained through their course of studies, and may be conducted independently with a faculty member, with a research team, or developed in the context of an advanced seminar. Moreover, the Expanding Knowledge Initiative has promoted the development of a number of new faculty

positions, courses and programs. An example of one of the many courses includes "Human Rights and Dignity" (see **chapter 3**).

Programmatic

Many of the College's programs draw on the institution's historical emphasis on human rights and social progress, and its traditional encouragement of debate concerning public policy. The three new Centers (Center for Prairie Studies, Center for the Humanities, and Center for International Studies)—all begun as faculty initiatives—are also evidence of the College's willingness to create innovative new structures that combine curricular and programmatic elements to help prepare students to meet the scholarly and cultural demands of the times. Additionally, the Expanding Knowledge Initiative has made it possible for faculty of like minds and interest to mobilize behind the idea of new scholarly configurations, ranging from ad-hoc study groups to new academic programs such as the proposal for a Policy Studies Concentration mentioned earlier.

Rosenfield Program in Public Affairs, International Relations and Human Rights

Other programs have a longer history at the College. These programs foster leadership and concerns for social justice and the common good through events that they organize as well as through opportunities for student leadership on their governing committees. These include the Rosenfield Program in Public Affairs, International Relations and Human Rights, established in 1979 to honor the Rosenfield family, and especially Joe Rosenfield '25. This endowed program sponsors campus visits by distinguished scholars, public servants, and political and social commentators. These visits usually include a public lecture, meetings with classes, and a range of opportunities for individual and small group interaction with students. For nearly 20 years, the program has also sponsored many conferences and symposia. These typically last two to four days and include speakers, panel discussions, and opportunities for conversation at informal gatherings. Planning for each year's Rosenfield program is conducted jointly by the director and the Rosenfield Program Committee, which consists of seven faculty members and seven students. Until 2008, the director was H. Wayne Moyer, from Political Science. The current director is Sarah Purcell '92, who teaches in the History department.

Symposia and multi-session programs organized by the Rosenfield program the last two years (2006-08) include "Critical Issues for the Arctic" (co-sponsored with Environmental Studies), "Public School Education Reform in an Era of Accountability Politics" (co-sponsored by the Department of Education, with support from the Wilson Program in Enterprise and Leadership), "Global Climate Change and Our Energy Future: Will We Need to Rely on Nuclear Power?," "Remembering Gregg: Thirty Years of Capital Punishment in the United States," "Nuclear Proliferation Challenges in a Multi-Polar World," "Politics of Russian Popular Culture" (co-sponsored by Center for International Studies; Center for the Humanities; Convocation Committee; Associated Colleges of the Midwest; Russian Department; Mellon Eight; Russian, Central & Eastern European Studies) and "Healthcare Reform." In the fall of 2007, the Rosenfield Program co-sponsored a symposium to commemorate the 40th anniversary of Martin Luther King's visit to Grinnell College and his address "Staying Awake during the Revolution." This event was coordinated with the Second-Year Retreat that also adopted this theme.

Donald L. Wilson Program in Enterprise and Leadership

The Donald L. Wilson Program in Enterprise and Leadership is another Grinnell program—recently revitalized—with a lengthy history at the institution. As the program's mission statement puts it:

> *The [Wilson] Program in Enterprise and Leadership examines the theory and practice of socially responsible innovation, enterprise, and leadership in the business, government, and non-profit sectors, with the goal of empowering students to explore diverse career options. To accomplish this goal we support interdisciplinary, discovery-mode liberal arts courses that critically examine theories and case studies of organizational processes, organizational outcomes, and organizational innovations and the various impacts of these innovations on society, both locally and globally. Each summer the Wilson program funds mentored student internships in organizations throughout the world. The Wilson program invites college alumni to return to campus to offer, through short-courses and class visits, insights and salient experiences derived from creative careers and responsible leadership in business, government, and non-governmental organizations.*

The program was founded in 1981 when Donald L. Wilson, a longtime College trustee, established a fund to help students imagine socially responsible career options in the public and private sectors. Each summer the program funds 10 student internships. Doug Caulkins, who leads the program, joined Grinnell's Department of Anthropology in 1970, and was named the Earl D. Strong Professor of Social Studies in 2000. Caulkins, who now serves as the Donald L. Wilson Professor in Enterprise and Leadership, encapsulates the Wilson program's aims this way: "Entrepreneurship isn't about making money—it is about making a difference. Entrepreneurs are innovators, and the business, government, and nonprofit sectors all need innovations to address important local and global problems. "

Grinnell graduates have both the foundation and the passion for making those contributions. The Wilson Program in Enterprise and Leadership aims to expand students' ideas of successful career possibilities. "Often students assume that the only way to address these issues is through the nonprofit sector," Caulkins says. "All of these issues should be addressed by the business and governmental sectors as well, and many Grinnell alumni have devoted their careers to making a difference in those sectors."

In addition to teaching various courses which address the Wilson Program's aims, Caulkins brings alumni back to campus to participate in his courses, as well as offering courses which focus on the innovations of alumni such as Robert Noyce '49, one of the founders of Intel. Caulkins uses Leslie Berlin's biography of Noyce, *The Man Behind the Microchip,* as the text for his "Enterprise and Innovation" course, showing how Noyce's innovations, both technological and organizational, helped create Silicon Valley and transform many aspects of society.

The Wilson Program also brings alumni to campus to teach in other courses as well as in special short courses. For instance, Babak Amarjani '68, co-author of *Breaking Through Bureaucracy: A New Vision for Managing in Government* (University of California Press, 1992), former deputy commissioner of Minnesota's Revenue Department and CEO of the Public Strategies Group, St. Paul, Minnesota, taught "Servant Leadership: Leading Without Authority" in the Fall 2007. Other courses taught by Wilson Scholars include "Intellectual Property and its Role in Global Socioeconomic Shifts," taught by David Rosenbaum '78 in both the Spring and Fall of 2007; "Ethics in Business and in Life" taught by Clinton Korver '89 in the Fall of 2006; "Local Activists and Local Government," taught by Jim Diers '75 in the Spring of 2006; and "Making Documentary Films," taught by Kristin Tretbar '89 in the fall of 2005.

Grinnell Science Project (GSP)

The Grinnell Science Project (GSP) is committed to developing the talents of all students interested in science and mathematics, especially those from groups underrepresented in the sciences—students of color, first-generation college students, and women in physics, mathematics and computer science. Enrollment is offered to students from under-represented groups who express interest in science or math and who will be first-year students at Grinnell. The program's main goal is helping students to get an effective start at Grinnell and create a community of scholars that sustains them through their college career.

The Grinnell Science Project begins with a pre-orientation in August, the week before New Student Orientation, allowing students to gain early insights into Grinnell by:

- meeting with faculty who teach introductory science and mathematics courses, who help them to choose classes and identify strengths;
- learning about the range of campus services and resources available to them, and discussing academic planning, study strategies and registration planning, plus hands-on computer workshops which, collectively, are aimed at putting students a step ahead when classes begin;
- participating in a laboratory exercise;
- writing a short research paper;
- engaging in collaborative problem solving; and
- ultimately developing the self-confidence to persevere and succeed.

Students then gather for meetings and activities throughout the academic year. In these special events, participants gather to build community and discuss topics such as adjusting to Grinnell and strategies for finding summer research and internship opportunities.

Another benefit of the Grinnell Science Project is the relationships participants build with faculty. The Grinnell Science Project provides an avenue for early entry into Grinnell's active and successful student research program. Grinnell's summer research program is a model for other schools. Through it, students are able to carry out independent scientific research under the mentorship of a Grinnell faculty member. Many of our graduates have said their successful careers in scientific research began with their having done real science each summer while at Grinnell. It is worth mentioning that nearly 70 percent of Grinnell science majors go on to earn graduate degrees, with many receiving recognition nationally with prestigious pre- and post-doctoral awards.

Lilly Program on the Liberal Arts and Vocation

More recently, the Lilly Program on the Liberal Arts and Vocation was begun in December 2001 funded by a $1.4 million grant from the Lilly Endowment's Program for the Theological Exploration of Vocation. The grant funded a five-year project to foster dialogue on campus about religion and ethical values and to promote greater conversation on the ways our pluralistic community of students can be supported in reflecting on vocation within the context of their liberal arts education, their beliefs, social commitments, and religious practices.

The program sponsors a wide variety of activities affecting various areas of campus life: 1) developing curricula across a range of divisions and disciplines; 2) strengthening the advising systems; 3) enhancing diverse worship on campus and increasing the visibility of the wide variety of religious practices in the College community; 4) providing practical experience through internships, alternative breaks, and off-campus study; 5) engaging students in guided reflection to help them with questions of personal vocation, and establishing mentoring relationships between students and alumni; and 6) offering competitive financial assistance for postgraduate education in seminaries, rabbinical schools, and related professional and pre-professional programs. The Lilly Program is administered by the Associate Dean of the College who chairs the Lilly Steering Committee, which is made up of faculty members, students, the Chaplain, Associate Chaplain, and the Associate Dean for Experiential Education.

Posse

Since 2003, Grinnell has been one of the institutions of higher education participating in the programs of the Posse Foundation, which "identifies recruits and trains student leaders from public high schools to form multicultural teams called 'Posses.'" As the Foundation says on its website, "These teams are then prepared, through an intensive eight-month Pre-Collegiate Training Program, for enrollment at top-tier universities nationwide to pursue their academics and to help promote cross-cultural communication on campus. The College has partnered to bring Posse students from two sites, Los Angeles and Washington, D.C. In the fall of 2007, we enrolled our fifth cohort from Los Angeles and our third from Washington, D.C. Posse scholars face a rigorous selection process before receiving their full-tuition scholarships. Since beginning its participation in the program, Grinnell has had eight posse cohorts (82 students) pass through, with 19 graduates (Fall 2007 ten graduates; Fall 2008 nine graduates).

Peace Studies Program

Grinnell's Peace Studies Program was established in 2004, when the Iowa Peace Institute, which had been based in the City of Grinnell since 1987, transferred its assets to Grinnell College to endow a new program that would continue and expand the institute's legacy of international peacemaking and interpersonal dispute resolution. The Peace Studies Program builds on the College's long history of social commitment and civic engagement as it pursues its mission to promote understanding of the causes of conflict and creative strategies for its peaceful resolution on many levels.

Since coming under the College's umbrella, the Peace Studies Program has offered a variety of campus presentations, curricular innovations, and experiential opportunities to students in order to provide academic perspectives on conflict and peacemaking, as well as training in practical applications of conflict resolution, such as mediation training, meeting facilitation workshops, and internships. Events sponsored by the Peace Studies Program

have included a symposium, "Divided Land, Divided Hearts: The Struggle for Peace in the Middle East," a panel of state legislators discussing ways of "Building Consensus in the Iowa State Legislature," and talks by prominent mediators and experts on negotiation, such as Bernie Mayer and Jayne Seminare Docherty. Each summer, the Peace Studies Program arranges three peace studies-related internships. Recent awards supported internships at the Center for Victims of Torture, Nonviolent Peaceforce, Minneapolis Safe Zone Collaborative, and Prevent Genocide.

The Peace Studies Program seeks to encourage and stimulate the incorporation of conflict and conflict resolution studies into existing courses and the creation of new courses on these topics. Following up on informal faculty discussions on interdisciplinary linkages between peace, sustainability, and social justice, a summer 2006 faculty seminar began work on a proposal for a broadly interdisciplinary Peace and Conflict Studies Concentration. Recently, there have been an increasing number of courses offered which relate to peace and conflict studies.

Other Events and Programs

In addition to the programs listed above, individuals and groups organize a variety of events that are supported by the College throughout the course of the year through Convocations, Thursday Forums, and other speakers programs. Our alumni continue to be a valuable resource to the College as role models for current students. In addition to the Wilson program and other connections through the Career Development Office, the Alumni Scholars Program brings recent alumni (those who graduated within the past ten years) back to campus to give presentations on their professional experience in life after Grinnell. During their return visits, Alumni Scholars are able to present their scholarship, renew acquaintances with faculty, and meet current students. Nominations for Alumni Scholars come from departments, concentrations, and other faculty groups. In choosing the Alumni Scholars, the College defines "scholarship" rather broadly to include not just academic disciplines represented at Grinnell, but also fields such as law, engineering, performing arts, and librarianship. A visit usually lasts two days and includes a public presentation by the scholar and one or more less formal meetings with students interested in learning about the scholar's own path from Grinnell to the scholar's present field of work or perhaps to discuss graduate programs. During the past nine years, 91 Grinnell graduates have returned as alumni scholars.

Student Life

As we previously outlined in the chapter on Grinnell's history, student self-governance and student life have long been seen as important "laboratories" in which students could test the skills and knowledge they have acquired in the classroom—skills they invariably need to draw on later as leaders for social justice and the common good. As President John Hanson Thomas Main said when announcing the construction of the College's first extensive system of dormitories as part of his "Campaign for Progress" during early part of the 20th Century, student self-governance and self-determination in the residence halls would, along with the then-active literary and debate societies (Grinnell's answer to a Greek system), be "an expression in brick and mortar of the Grinnell ideal."

> I...fervently hoped that when they were built each [of the dorms] would develop in the mind and hearts of those who were to live in it, in some degree, the spiritual ideals that we associate with home life," Main said on the dedication of Clark Hall in 1920. "We are looking forward to the time when good-fellowship, and truth, and the spirit of service, will be the dominant ideals inspiring the life in these homes.

Main's ambitions continue to be expressed in student life through students' governance of the residence halls and is exemplified in the Student Government Association (SGA). Over time, the system of dorm presidents evolved to the current system in which the SGA is the main governing body of the student body at the College. The SGA's by-laws charge it with "allocat[ing] student funds, represent[ing] students to the College administration and faculty, encourage[ing] student debate, solicit[ing] student opinion, and address[ing] any other needs of the students." These issues are decided through the action of the SGA President, cabinet and the Joint Board,[69] which comprises

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[69] Two Senators each are elected from the following residence hall clusters: (a) Main, Cleveland, and James (b) Younker and Smith (c) Langan, Rawson, Gates, and Clark. Three Senators each are elected for the following residence hall clusters: (a) Haines, Read, and Loose (b) Lazier, Hannibal Kershaw, Rose, and Rathje (c) Cowles, Norris and Dibble. Three Senators are elected to represent students in all off-campus College-owned housing (OCCO) and off-campus non-College-owned housing (OCNCO) students; as well as students studying off-campus. At least one Senator comes from each OCCO and OCNCO.

senators elected by the students from among their numbers living in residence halls and off-campus residences. The Cabinet[70] and Joint Board receive recommendations from and approve actions by a variety of standing committees,[71] and also work together to provide representatives to many College committees that include students in their memberships.

Residence life remains an important part of the Grinnell College experience, and the running of the residence halls remains an important part of student self-governance. In practice, self-governance within the halls functions according to one primary rule: students are expected to treat each other and staff members with the same respect they would receive from others. It's a simple rule, but (as the College's statement to parents regarding the residence halls puts it), "simplicity can be deceiving."

> *Our residential life program works as well as students want it to work, involving considerable effort on the part of students. There are few rules. Students are treated as adults. Students have a great deal of freedom and responsibility regarding their behavior individually and collectively (Residence Life & Housing Parents' page).*

Students are encouraged to think of themselves as responsible members of a community, and act accordingly. This extends to student-run disciplinary bodies which adjudicate most matters of discipline and conduct. Residence Life Coordinators (RLC) are masters-level professionals who live in the residence halls, acting as a "communicator, adviser, counselor, educator, life issues specialist, and a friendly presence in the hall" (Residence Life & Housing). Each Residence Life Coordinator advises a student staff consisting of peer counselors, called Student Advisers, and Hall Social Coordinators. Together, the Residence Life Coordinators, Student Advisers and council representatives provide a structure for self-governance within the halls. Rather than acting primarily as disciplinarians and enforcers of rules, the professional and student staff encourage students to govern themselves in their living environments, where few rules and regulations are imposed by the College administration. Thus, there is an emphasis on teaching students how to take responsibility for their actions and resolve their problems. This involves helping students understand their freedoms and obligations in the context of cultural and life-style differences. Through these processes, the residential environment contributes to the College's educational mission by encouraging students to become responsible world citizens, empowering students to make personal, community, and global decisions, promoting respect for individual differences and community norms.

In addition to the standing student committees functioning under the SGA umbrella, there are other student organizations and groups on campus which provide a voice and a vector for action to students who are interested in advancing various service or interest causes as part of the larger cultural dialogue going on in the campus community. Students are encouraged to form new campus organizations which they can register with the SGA Student Services Coordinator to be able to apply for SGA funding and organizational assistance. A review of these groups provides an index of Grinnellians' diverse interests. Some exist as purely social groups. Some groups are organized around political groups and activities, such as the Campus Democrats and College Republicans. Others focus on multicultural groups and religious identities, such as Concerned Black Students (CBS) and SOL (Student Organization of Latinas/Latinos), Chalutzim, Grinnell College Christian Fellowship, and the Pagan Discussion Circle. Still others are taking a leading role in advocating for change in our local and global world. An example of such a group is Grinnell's Free the Planet, which works on a variety of environment issues. The myriad of organizations testifies to our students' initiative and leadership.

Another important aegis for student activism at Grinnell is the Community Service Center (CSC), which encourages students to view service as "experiential learning and as an opportunity to make a difference in their community." The Community Service Center functions as a clearinghouse for individual and group volunteer activities, and assists over 350 students in more than 20 volunteer programs both on and off campus. It maintains a handbook of

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[70] Cabinet members include the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, and a group of appointed Cabinet Officers including a Treasurer, Assistant Treasurer, Student Services Coordinator, All-Campus Events Coordinator, Administrative Coordinator, Concerts Chair, Film Chair, Director of All-Campus Event Security and Joint Board Presiding Officer

[71] SGA Standing Committees include the student programming committee (SPC), the All-Campus Events (ACE) Committee, the Election Board, the Student Services Committee, the Concerts Committee, the Film Committee, the Reform Committee and the Campus Safety and Security Committee.

volunteer opportunities for students and administers a number of Federal Work Study positions.

Founded in 1988, the Community Service Center has as its mission the support of volunteer projects that address poverty related issues, promotion of positive social change, and development of cross-cultural understanding. Community Service Center's service projects are meant to empower both students and community members to take action, while educating volunteers about pressing social concerns. These projects develop a sense of civic responsibility in the participants and strengthen ties between the College and the community.

Among the more important and active programs operating as part of the Community Service Center is [Alternative Break](#) ("alt. break"). Alternative Break is a student-run organization that provides direct service opportunities to students during their Fall and Spring breaks, creating intentional communities of service which bring students together to live and work in the communities they serve during their break. Alternative Break trip groups are composed entirely of students, in the belief that students will learn and grow the most when serving in an unbrokered environment, one that contains no faculty or staff, in which students have full responsibility for their decisions and actions, and in which students must be responsible for the creation of a community amongst themselves.

Most recently, Alternative Break has taken students to Growing Power in Milwaukee, Wisconsin and Mount Madonna Park in Watsonville, California (Spring 2008). Growing Power is a non-profit organization and land trust supporting people from diverse backgrounds and the environment in which they live by helping to provide equal access to healthy, high-quality, safe and affordable food. Students participating in Growing Power's work provide hands-on training, on-the-ground demonstration, outreach and technical assistance through the development of community food systems that help people grow, process, market and distribute food in a sustainable manner.

The Alternative Break project in California's Mount Madonna Park—a part of the Santa Clara County Park System— involved Grinnell students in invasive species removal, trail reconstruction, installation of a trail sign, cleanup of campgrounds, and construction of a deer shelter. The removal of invasive species—a periodic chore in the park— was the most intensive undertaking of the trip. It aimed at increasing competitive ability of native park species by eliminating aggressive non-native plants such as French broom and thistle. In addition to performing their work, students also learned how to live in an "eco-friendly" way, camping out in tents, reusing clothing and dishware, purchasing items made of biodegradable material, and minimizing water usage for showers. According to the trip's student leaders, this did more than deepen their appreciation for the environment:

> It brought us closer together and gave us a chance to learn about each other's interests and backgrounds…. We met countless generous and interesting individuals, including the park rangers and attendants who oversaw our park activities. Perhaps the most interesting of all, however, were the seven Grinnell alumni we visited over the course of the Break, all of whom amazed us with their cooking abilities and hospitality. The couple we stayed with Saturday night happily devoted the majority of their time to showing us around the San Francisco area and guiding us around the many sites. One member of the group mentioned that meeting so many engaging and wonderful alumni gave them hope for their future after Grinnell, about which they were worried they would have trouble making friends or fitting in ([Alternative Break News](#)).

Also important in the connection it provides between academics and service is the College's [Office of Social Commitment](#) (OSC). The Office of Social Commitment operates a number of programs which aim to prepare Grinnell students for post-graduate service work. These include: [Alternative Summer](#), a program based on the Alternative Break model, which gives students a chance to live communally while engaging in service internships; and a [post-graduation service fair](#), a one-day fair that brings together recruiters from some of the top agencies in the post-graduation service field. The Office of Social Commitment promotes a Graduation Pledge of Social and Environmental Responsibility, a nationwide campaign in which graduates who choose to participate take a pledge to consider the social and environmental impacts of any job they take or organization they join, and further promise to try to improve these aspects of their workplace. The last five graduating classes have taken part, with an average of 75 percent of graduates taking the pledge. Pledge-takers wear green ribbons on their commencement gowns to signify their participation in the pledge campaign. Also, during commencement weekend the Office of Social Commitment organizes a send-off for graduates who have committed to full-time, voluntary service work after graduation, such as the Peace Corps, AmeriCorps, and Teach for America. Typically about ten to fifteen percent of

Grinnell seniors undertake such a commitment immediately after graduation, with an estimated five to eight percent more participating sometime later in life. The reception honors each individual student, as well as the group as a whole, all going out to make a difference in the world. Graduates are given a journal which they can use to reflect on their period of post-graduation service.

There are additional programs, functioning as part of the Center for Religion, Spirituality and Social Justice, which also make the connection between education and service. The Center for Religion, Spirituality and Social Justice acts as the umbrella under which various religiously or spiritually focused groups are organized. Since religious traditions and spiritualities often express themselves through service and practice, many of these groups sponsor service-oriented activities within the College or greater Grinnell community. These include the Social Justice Action Group (S-JAG), a group committed to working to promote peace, justice, and positive social change through direct action that fights hunger, promotes volunteerism, and builds understanding. The group focuses on "thinking globally while acting locally," striving to make an impact on and strengthen relationships within the local Grinnell community, while keeping in perspective the national and global issues of social justice in the world at large.

One of the Social Justice Action Group's most visible activities is the Community Meal, which was begun in the fall of 2000 to build community and provide a hot meal to those who may need it as well as to the community at large. The students in S-JAG lead and organize other campus and town groups in preparing a meal every Tuesday evening in the cafeteria of Davis Elementary School.

The Grinnell Prison Workshop is a prisoner assistance program based on the ideas of Restorative Justice, which holds that crime weakens and often destroys community bonds and relationships. According to the group's mission statement, "The members of the Grinnell Prison Workshop facilitate liberal arts-style classes [with the aim of creating] an educational exchange that benefits both incarcerated and college students, prison staff, and a wider community affected by mass incarceration. We believe that education is an effective way to lower recidivism and build understanding among groups of people who might not otherwise communicate."

In pursuit of these goals, every semester students travel weekly to Newton's correctional facility and the Iowa Correctional Institution for Women in Mitchellville, Iowa, to offer classes on a variety of topics, providing prisoners with a forum where they can develop verbal and written communication skills, thereby restoring a sense of community, trust and wholeness for prisoners, prison staff and victims of crime through the establishment of a sense of communal accountability, empathy and ethical conscience.

The first class was taught by Howard Burkle, professor emeritus of religious studies, in 2003 with the help of four Grinnell students. When Professor Burkle was unable to continue teaching the following semester, then-Grinnell students Laura Matter and Ursula Hill continued the program and facilitated its transition into a student-run, student-staffed volunteer program. In total, eight students participated during the fall and spring semesters of the inaugural year, and the number of participants and course offerings has continued to grow each year. In 2007, 29 students worked as part of the program during the Spring semester alone. Students run the group by facilitating a variety of liberal arts-style courses as well as helping with existing GED, ESL, and job training classes.

Grinnell students have also produced performances of prisoner-written plays both at the prison and at the College, have arranged for Grinnell professors and published authors to visit the prison, and have worked with prisoners to edit and publish *Concrete Perspectives*, an annual anthology of prisoner writing. This collaboration has had a deep and lasting impact on both those incarcerated and Grinnell students.

In November of 2007, Grinnell hosted a Prison Education Conference, a three-day event in which students and faculty from other colleges and universities came to campus to learn from the experiences of Grinnell students who have been involved in the Grinnell Prison Workshop. Co-sponsored by Grinnell's Peace Studies Program, the Rosenfield Program in Public Affairs, the Donald L. Wilson Program in Enterprise and Leadership, the Lilly Endowment, and the President's Discretionary Fund, the Conference also included speakers from the Iowa Department of Corrections, a keynote address by Max Kenner, founder and director of the Bard College Prison Initiative, and participation by writers and administrators who had been involved in the Grinnell Prison Workshop or similar programs.

Other programs which serve as part of student life include New Student Orientation, the Second-Year Retreat, student publications such as the *Scarlet & Black* and others, the student-run radio station KDIC, intramural and club sports, a program of non-curricular courses taught by student, staff, town's people and faculty called ExCo, the Experimental College, and the International Speakers Bureau, which offers international students the opportunity to teach others about their home country and culture to audiences such as an elementary school classroom, local service organizations, church groups, and retirement centers.

Grinnell and Beyond

It can be difficult to know where to begin a post-baccalaureate career. To help Grinnell students and graduates take the right first steps after receiving their diplomas, the College offers its Career Development Office. The Career Development Office (as is stated in its mission statement) aims "to provide a set of educational experiences, partnerships, and services that affords students an opportunity to design effective transitions from Grinnell College to careers and post-graduate study. Our programs and services empower all students and alumni to develop successful life-long career management skills by increasing access to meaningful internships and post-graduate opportunities and by building networks of relational bridges among faculty, employers, alumni, families, and the College Community."

The Career Development Office cultivates relationships with over 20,000 College alumni in its Alumni Career Network to aid it in giving students real-world contacts, through multiple programs which draw on alumni experience and expertise. Alumni contact programs include:

- **GRINNELLINK,** an on-campus program that matches alumni with students for informational interviews, informal panels and career speakers;
- **Externships**, which allow students to live and work in city-based programs with alumni for up to two weeks during an academic break;
- **Beyond Grinnell,** a program specifically tailored to the needs of international students, enabling them to meet and live with alumni as they explore new career and geographic areas within the United States;
- **Summer Internships** with alumni during the summer, in which students may gain career insight by working during the summer with alumni offering paid internship experiences. Other alumni also are available to host unpaid summer internships that may be eligible for one of the College's summer internship grants;
- **Informal email and telephone contacts**, which the Career Development Office facilitates with alumni throughout the world.

The Career Development Office also helps students who are inclined to service work to make connections with various service groups after graduation.

In addition to doing face-to-face counseling with students interested in exploring their graduate school options, Career Development Office personnel have written a Graduate and Professional School Guide to answer questions concerning graduate school—whether students should attend, how they should apply, and how they might finance their continued education.

In addition to helping graduating students connect with NGOs and other service organizations, Grinnell maintains a number of its own programs which aim to usher graduates into experiences beyond their graduation. One of the oldest of these is Grinnell Corps**,** a group of seven post-graduation service fellowships for students, administered by the Office of Social Commitment.

All seven Grinnell Corps programs involve graduates in one-year service fellowships which are supported by the College in the year immediately following their graduation. The programs are designed to be open for applications from as many students as possible, with no prerequisites or requirements (though international students are advised to check with program contacts before submitting an application, to ensure eligibility). All of the Fellows' reasonable expenses during their year of service—including transportation, stipend, housing, and insurance—are covered under the program. Fellows submit monthly reports to the Office of Social Commitment, as well as longer quarterly

reports that are posted on the Grinnell Corps website. Fellows also return to campus during the semester after their return to the U.S., to give a presentation on their year of service.

The Grinnell Corps programs are carried out in conjunction with partner institutions. Grinnell provides the funding for the programs, the Fellows provide the labor, and the partner institution provides the service opportunity. Currently, three of the Grinnell Corps programs—those in China, Lesotho, and Macao—are teaching programs; the Namibia Fellows work in conservation-related efforts; the Grinnell fellow works for the local school district; the Greece fellows take on a number of tasks, primarily dorm advising, at a top high school; and the New Orleans fellow assists a housing reconstruction organization. Currently the Grinnell Corps program in Nepal is in hiatus, due to safety consideration.

Grinnell is also aware that some students arrive on campus with professional ambitions that will require them to obtain advanced professional degrees after graduation. For students seeking a career in the health professions, the College offers the Health Professions Advisory Committee, which provides guidance, support and writes letters of reference. For students of the visual arts and music, the College offers competitive Ninth Semester Fellowships that are meant to allow graduates to prepare a portfolio of work. For students seeking careers in other professions, the College has formed relationships with a number of graduate institutions in the Cooperative Programs Leading to Professional Degrees. The graduate schools in the cooperative program admit selected students after three years of undergraduate work. These students are awarded the Grinnell B.A. degree after one year at the cooperating institution if they have fulfilled the Grinnell graduation requirements. They also receive a professional degree from the cooperating institution upon completion of the program there. The schools with which Grinnell has formed the cooperative program relationship include Washington University in St. Louis (for architecture)**;** California Institute of Technology, Columbia University, Rensselaer Polytechnic Institute, and Washington University in St. Louis (for engineering); and Columbia University (for law).

One of the ways that the College makes a difference in the world in local communities is through the teachers it produces. To support future educators, the College offers a Ninth Semester Fellowship Program and a Teacher Advisory Committee. Ninth Semester Fellows return to Grinnell after graduation for one additional semester to do their student teaching. Ninth semester students do not pay tuition during this semester; instead, they sign a contract with the College obligating them to provide evidence of three years of full-time teaching in an accredited school during the five years following student teaching, or to repay the tuition at the end of five years.

Conclusion

In this chapter, we have briefly surveyed many of the ways that the College models for and prepares its graduates to be leaders for social justice and servants of the common good. That goal is deeply embedded in the history of the College, culture, and values of the College and manifests itself in our institutional policies, our academics, our programs, and our student residential life.

Chapter 8: Models of Leadership, Social Justice; Conceptions of Power

To lay the groundwork for our discussions of the Special Emphasis question, the Steering Committee sought new data that spoke directly to that question. We did this through two avenues: surveys and interviews.

Throughout this process, we strove to minimize the burden on our various constituencies, especially those on campus, while still producing meaningful results and discussions. We did this in a number of ways. First, we surveyed constituencies only when necessary. Second, with the faculty, we used interviews rather than soliciting essays or other written comments. Third, we held a number of discussion meetings.

Special Emphasis Surveys—Alumni, Current Students, and Staff

The Steering Committee identified three of our major constituencies to survey. The first two surveys, of alumni and students, provided an opportunity to gather data on the product of our education work. These two instruments closely mirrored one another so that many of the responses could be compared. These surveys were designed to explore perceptions of leadership, service and the common good as they pertain to the College's educational mission and to get a sense from these key constituencies what being leaders for social justice means for them. A pilot Alumni Survey was administered at the June 2007 Alumni Reunion. That instrument was refined and then sent to 1,000 alumni who graduated between 1998 and 2007 and another 1,000 between 1950 and 1997. The 1,000 alumni from each group were selected via random sampling procedures. Both print and electronic data collection methods were employed and reminder messages were sent to non-respondents.

The Steering Committee also contemplated a subsequent survey of third parties who would be able to speak to the skills and attributes characteristic of Grinnell College graduates. We solicited names and contact information from alumni on the Alumni Survey. We suggested that it might a supervisor at work, a graduate school mentor, a dissertation advisor, a volunteer coordinator or a business client. While we did receive some responses on this section of the survey, we have not been able to follow up on this part of the study due to time constraints.

Initially, the Steering Committee hesitated to survey students because we were concerned about overburdening them with another instrument. We were, however, intrigued by the results of the alumni pilot and wanting comparable data about students, we decided to survey current students with an instrument that overlapped considerably with the alumni survey questions. We considered surveying only second- and third-year students, since first-year and seniors are surveyed for other instruments. When we consulted with groups of students to refine our instrument, they also recommended including seniors, but not first-year students, since they felt that first-year students had not been at Grinnell long enough to provide meaningful data. The Steering Committee followed their recommendation, and all current second-year, third-year, and senior students were invited to participate electronically in the survey with periodic reminder messages sent to non-respondents. For the results of the Student and Alumni Surveys as they were circulated on campus, see Reaccreditation Surveys of Alumnae/i & Students: Overview of Results in the appendix. For the influence of staff and others on students, see the Addendum to the Reaccreditation Surveys of Alumnae/i & Students.

The Steering Committee also decided to develop an instrument that solicited the views and opinions of staff members. We were motivated by the conviction that staff are an essential resource in our educational mission, even if in some positions staff members have only limited direct contact with students. We were also motivated by anecdotal concerns about morale among staff. The survey was sent to all non-faculty employees of the College. Surveys were not sent to the executive administrative officers (the President and the President's staff) or Steering Committee members. We emphasized that the survey was voluntary and that answers would be held in confidence.

We employed a survey code that allowed us to know when questionnaires were completed and to enable us to do comparisons among different categories of employees. Both print and electronic data collection methods were employed and reminder messages were sent to non-respondents. Provisions were also made in case a staff member needed assistance in answering the questionnaire. The staff survey was designed to examine the work climate and to explore attitudes, morale, leadership and service among the staff. Here we saw an important opportunity to measure how we are modeling leadership. For the results of the Staff Survey as they were circulated on campus, see Staff Outlook Survey: Results Set 1 in the appendix.

Interviews of Selected Faculty Members

The Steering Committee decided not to survey faculty members for several reasons. One, with our participation in the HERI faculty survey and we are in the midst of administering FSSE, we did not want to over-tax the faculty, and we did not want to compete with that long-term survey project. Two, we believe that faculty have other avenues to voice their perspectives and felt that it would more important to engage the faculty in a discussion rather than a survey. Thus, the Steering Committee conducted a series of interviews with selected faculty members (and a few alumni). We chose people whose teaching or research regularly touches on the subject of our Special Emphasis, We also sought a broad range of faculty members from across the divisions and reflecting a variety of disciplines. And finally, some faculty members were selected because they represented vocal and diverse voices in previous discussions of leadership. Again, being sensitive to their workload, rather than asking them to provide written accounts of their notions of power and models of leadership for social justice, we conducted interviews with each faculty member. We then wrote up the conversations and submitted them to the individual faculty members to review, revise and edit. Most appreciated this process. We then selected elements of those interviews to compose the document that we called "Priming the Pump: Models of Group Culture, Conceptions of Power, Foundations of Social Justice, and Teaching About 'Leadership for Social Justice' at Grinnell" which follows in its entirety. This document is not intended to be a scientific representation of the views of Grinnell faculty members, but rather a gathering of resources that would "prime the pump," so to say, of our discussion. In those discussions we specifically asked if there were other models that people would add, and none were forthcoming.

Priming the Pump: Models of Group Culture, Conceptions of Power, Foundations of Social Justice, and Teaching About "Leadership for Social Justice" at Grinnell

Seeking to maximize the benefits of the decennial accreditation process for formative reflection and conversation, the College requested and received permission from the Higher Learning Commission to engage in a Special Emphasis self study focused on an issue critical to improving our ability to achieve our mission: reinvigorating our traditional commitment to train leaders in public service and social justice as we enter the 21st century. The College's mission reads, in part:

> As a teaching and learning community, the College holds that *knowledge is a good to be pursued* both for its own sake and *for the intellectual, moral, and physical well-being of individuals and of society at large*.…The College aims to graduate women and men who …are prepared in life and work to use their knowledge and their abilities *to serve the common good*. (emphasis added)

Our Special Emphasis theme arises out of ambivalence about leadership on our campus. Our students hope to "change the world," but tend to eschew leadership, one of the qualities that might contribute to that end. Views on campus differ as to whether leadership as commonly understood (or misunderstood) is essential to effecting positive change. Our students' desires to effect positive change while disavowing leadership aspirations are seen by some as self-defeating. Others are deeply suspicious of the language of leadership. How do we conceive of leadership at Grinnell? What is social justice? What do leadership and social justice have to do with our approach to liberal education?

In order to help us think about our Special Emphasis theme, we conducted preliminary interviews with faculty members and alumni who approached the topic from different perspectives. Some of these people were chosen because they had expressed concerns about emphasizing leadership at Grinnell and had offered alternative models. Others were chosen because their teaching, research or position has given them a particular insight into leadership

and social justice at the College. We asked this group the above questions and received rich and varied insights into possible meanings of these terms for Grinnell.

In his interview, Dan Reynolds foretold the approach we hoped to take in our faculty discussions: "I think rather than provide a [hard-and-fast definition] of leadership, I'd be more interested in thinking about ways in which we could look at various models and emphasize those that are more about community-building and about motivating than they are about authority."

Taking Dan's comment as our point of departure, we invite the faculty to consider conceptions of leadership, social justice, and liberal arts education at Grinnell and their relation to our mission –what we're doing, why we're doing it, and where we might go in the future.

Leadership and Grinnell culture

Doug Caulkins was to the point in discussing his notions of leadership, both as it is generally understood and as it is understood at Grinnell, where our interviewees were nearly unanimous in their observation that Grinnell students are deeply suspicious of leaders and their exercise of power. Caulkins paired leadership with group membership and offered an anthropological analysis of the dominant Grinnell culture based on the work of Mary Douglas, whose important works include *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*, and, with Stephen Ney, *Missing Persons: A Critique of the Social Sciences.*

According to Caulkins:

> Leadership means motivating others to help change the status quo; making a difference. However, Grinnellians tend to think and feel that "leadership" implies hierarchy—having authority over people. According to the egalitarian cultural bias here, Grinnell should be a leadership-free zone. An anthropology framework involves two dimensions of social constraint: Group [identified as an X axis] or incorporation into groups, and Grid [constraint applied by external sources, identified as a Y axis]. These axes range from low to high, and a four-quadrant grid placed on the axes contains four theoretical groups [see illustration, below] :

GRID/GROUP ANALYSIS
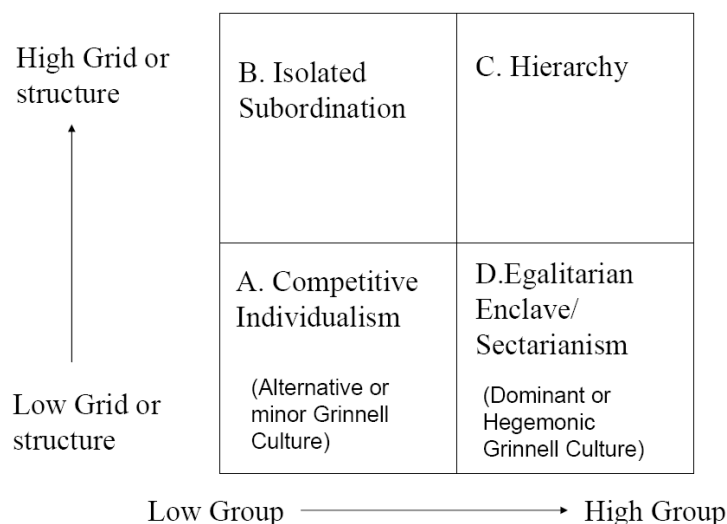
Quadrant A: Competitive Individualism (where there is low group constraint and low group membership). In this [sector of the quadrant], individualistic free actors create and break social networks as needed for their daily life.

Quadrant B: Isolated Subordination. Those in this quadrant are fatalistic, highly constrained by external rules, and often have no social network at all to support them). This [quadrant] is an undesirable place to be. On a societal level, many who are poverty-stricken are here. They have little control over their lives.

Quadrant C: Hierarchy. [In this quadrant] there is high group membership and a high degree of restraint. Think of a typical bureaucracy, where individuals are highly constrained but have clearly understood memberships in groups. According to Max Weber, this is the university, the church, or a governmental agency: You're in your group, you know your place, and there are lots of rules.

Quadrant D: Egalitarian enclave/sectarianism. [In this quadrant] there is low external restraint, high group membership. People in this group think about their responsibility to others, and for them the idea of self-managing is not individualistic. Those in this group believe we are responsible to others, and there is a moral authority in the responsibility we bear toward others. Here, leadership is a critical responsibility. This system is always critical of individualism and hierarchy. That's where [this group's notions of] leadership [are located]; we are protestors, we are critical of the system. It's often said that, in this [model], universities are the institutions that provide a critical perspective on the other institutions. Grinnell's dominant culture is firmly located here.

There are lots of subcultures that are either more hierarchical or more individualistic here–international students, for instance. By coming here, they've taken themselves out of their group membership and are more focused on "What's my career going to be like?" In contrast, many of our domestic students come from the middle class, and while they do know they will need to earn a living, it's not yet a critical issue for them. They're confident they'll find a role and have a future. This has traditionally let them focus on cultural criticism, the Social Gospel Movement, etc. Many of our students [from this demographic] start in grass-roots activities–Peace Corps, Americorps, soup kitchens, etc. They don't assume they are elites to be catapulted into leadership positions; they [know they] have to earn their way into leadership.

At Grinnell, tolerance comes first: we're not rule-based but morality-based. No culture is without its contradictions, though; we're intolerant of the hierarchical.

Intolerant tolerance

According to Caulkins, it is Grinnell's traditional suspicions concerning leadership that have produced this culture of "intolerant tolerance," and that make it difficult for anyone here to use the word "leadership" without encountering resistance. "Changing things, innovating, are positive things if they are connected with [a Grinnellian] sense of morality," Caulkins said. "It's team leadership or team entrepreneurship [that are seen as positives]. That's why there's a proliferation of various groups on campus. In a sense, you have to make [an issue] not just your concern but the concern of some others before it becomes legitimate. Individualistic leadership is right out here."

Caulkins continues:

How do you lead? You can create an organization that will make a difference, or you get into a position where you are able to direct an organization's activities in the right direction from within. Let's add a further complication: Let's think about entrepreneurs as leaders. The usual, erroneous, image is of the thrusting individual who's out to make a billion dollars before they're 35. What entrepreneurs do, according to Schumpeter, is innovate, creating new products, processes, or organizations. And one can innovate in any sector—business, non-profit, or government. Entrepreneurship doesn't have to do with making money; it has to do with making a difference and making new institutions. Schumpeter spoke of the "creative destruction" of old institutions that are not adequately meeting needs being replaced by others that do actively meet the needs of society. This view can be harnessed in Grinnell's hegemonic culture. Grinnellians do like destruction and want to change things for the better. We're driven by moral critiques of these other institutions that are failing society in some way. Bob Noyce '49 made a lot of hardware innovations, but he was instrumental in creating non-hierarchical Silicon Valley institutions.

Grinnellians can become innovators who create new products, processes, organizations. Consider two of our recent alums…. They have worked with the Latino community in Des Moines. They found that banking institutions in the area weren't serving this community well, so they worked with the savings and loan organizations to better serve the Latino community, the most rapidly growing population in Iowa. This is socially responsible: making the American dream accessible to a community that has not previously had sufficient access to it. It exemplifies the social concern and creative entrepreneurial leadership that is very Grinnellian. Entrepreneurs in the D quadrant are typically "team" entrepreneurs with a high sense of collective or community responsibility.

How leaders exercise power–four models

Given Grinnellians' avowed suspicions concerning leaders and their exercise of power, we felt it might be useful to move from Caulkins' grid/group analysis to a discussion of power offered by Kathleen Skerrett. In talking about the exercise of power, Skerrett drew on her scholarship and her legal experience to offer a succinct taxonomy of the ways in which power is exercised among human beings: through *coercion*, through *nurture*, through *attraction* and through *reciprocity*. We quote this section of our interview with her directly:

> **Power as nurture.** I would say this is a strategy of using power as energy to increase the strength, the growth, or the vitality of other human beings. It's a strategy of transmitting and giving energy, gathering energy and then putting it strategically in the way of people who need it or can use it. It's part of what we do with young children; they don't know what they need, so we provide resources and energy and stimulation and vision that enable them to thrive. I chose the word nurture because I want it to be construed as very concrete, as in food.

> **Power as attraction.** This would be a way of thinking about power as mimetic, of offering people patterns after which they form themselves. That can also be very concrete. It can also be a good or a bad thing–power can attract others to vacuous models as well as to good models. Dominance, for example, can be very attractive.

> **Power as reciprocity.** This has to do with both the visceral impress people have on each other constantly, and the ethical regard that can emerge from that; the power we have on each other as incarnate beings is primal. We are aware of each other as consciousnesses, as vulnerable and as influential; we're aware of each other as creatures that have this impress on each other. This sort of power springs from a profound awareness of other beings–that they're not things. That's the basis of ethics in politics.

> **Power as coercion**. This is a strategy of constraining others by force, curtailment of resources, intimidation and degradation. Power that coerces is the weakest form of power, though its effects are terrible. It is what we do when the other strategies have been exhausted. So coercion is the limit of power. I would say it's weak because it works to destroy the beings it wants to move.

According to Skerrett, good leaders are aware–either intuitively or directly–of all these forms of the exercise of power, and know how to use them strategically and humanely.

"It's tempting to set up a hierarchy," she said. "But I think effective leadership springs from an awareness of all these forms of power, although I think I would privilege reciprocity. People who are *ethical* leaders are constantly aware of power as reciprocity. They feel obliged to generate power as nurture, and are constantly trying to shape their behavior as model, and to avoid coercion through degradation or violence."

Reciprocity as sine qua non in social justice

As is suggested above, Skerrett privileged the reciprocal model over the others as yielding the most direct path to social justice.

"Social justice begins with an awareness of and experience with reciprocity:" she said. "the awareness of the other as a sentient being who can suffer, a consciousness that this being has loves and suffers loss, is organized by direction,

and an awareness of the other as a being in time. The consciousness that is before you begins in acute vulnerability and finitude; the contract of reciprocity that we make with each other begins in an awareness of that temporal development. An awareness of the other's developmental needs is a part of reciprocity as well."

Skerrett emphasized that, in her conception, justice begins and ends in leaders' understanding of reciprocity.

"It's a way of governing ourselves with mutual attention to our needs changing through time," she said. "We begin in natal vulnerability and end in death; any concept of social justice has to have an alertness to these truths as its basis. Without that, any way we frame justice will fail. It will produce the excluded, the abnormal, and the outcast. [Reciprocity is] inclusion in an active process, over time; an ability to envision a community of nurture and justice over time."

The centrality of reciprocity in effective leadership also came up in several of the other interviews. For instance, in our conversation with Grinnell alumnus Babak Armajani, founder of the Public Strategies Group in St. Paul, MN, he said: "Ethics and leadership are entwined... [i]n the kind of leadership Robert Greenleaf calls "servant leadership." The foundation of ethics is 'Do unto others as you would have them do unto you.' That's reciprocity. So with anyone who at any point is leading and those who have voluntarily decided to follow, there's reciprocity."

"Follow-ship" rather than Leadership

Pablo Silva has a slightly different version of the path the "servant leader" must follow, which has its roots in a commencement address he heard while at Harvard.

"Harvard's chaplain talked about the need being not for better leadership but for better 'follow-ship,'" he said. "A lot of people come out of college at a lot of leading institutions with very strong ambitions to become leaders. And some will realize these ambitions, over the course of their career, at some point. But for the vast majority of people, and for almost everyone when they're starting out, what they need to prove themselves [as being] is not really effective leaders, but effective followers. And it's that part that I think is the most important: to prepare people for these early stages of their career, in whatever field they're going to go into. In the realm of the pursuit of social change and social justice, no one instantly shoots to the top. There are these few amazing individuals that do rise rapidly through the ranks, yes, but even they have to start out someplace down the line: knocking on doors, doing surveys, doing research–the scut work which is involved in all these professions, whether they're [conducting] academic studies, working for government, or working for a social organization or corporation. There are certain characteristics we ought to instill in people, which will hopefully help them to rise to positions of authority and leadership. But to make that [the central] goal of an educational institution is excessively narrow. And the other problem with that is that it sort of exaggerates the ultimate goal, and it makes it seem like if you don't achieve at a certain level, you're somehow failing.

"That's just not what we want to be teaching students. I think effective follow-ship is important, and it's an important goal to instill. To make it seem like leadership is the only adequate level of achievement actually undercuts the very mission of social justice. So I don't think it should be something we should be doing, nor should the rhetoric we're using be [shaped that way]. Right now, if you think about effective activism for social justice, I think Grinnell is doing an excellent job of that. There are some things we certainly do better, and I think there are things in train moving that direction that are very positive."

Silva suggests that one way Grinnell can do more of what it's already doing well is by helping students to expand their notions of what constitutes fitting work on behalf of social justice.

"I do like the language of 'social justice,'" he said. "[However] the way a lot of our students conceive of [working toward it] ... oftentimes becomes too narrow, and that's my real concern with defining it [this way]. Because I think a lot of students, even by the time they leave here, have too narrow a vision of what would constitute a worthwhile career."

The Gadfly Farm

John Stone also feels that Grinnell can build on its successes by recognizing that many of its graduates work for social justice in a way that often goes unremarked–as social critics or (to use his term) "gadflies." In his essay "The Gadfly Farm," Stone called Grinnell "an institution for developing thoughtful, persistent, effective critics."

"We should accept this image of ourselves and promote it in our public relations," he said. "It is consistent with the College's history and our current reputation. It takes advantage of the College's greatest institutional strengths and converts into additional strengths other characteristics of the College that have sometimes been regarded as weaknesses (such as its location). Finally, it distinguishes us from most of our competitors, placing us foremost in a class of significant and socially useful institutions."

Stone insists that Grinnell graduates "fewer leaders and more gadflies" than its sister liberal arts institutions. He has a particular definition for "gadfly," calling the person who wears that mantle "a thoughtful critic of ideas, customs, and institutions." He holds that there are important distinctions between leaders and gadflies–distinctions it would be useful for the College to consider as we ponder the institution's avowed ambition to produce leaders.

> The social role of a gadfly is to effect institutional change by challenging preconceptions and prejudices, advocating reforms, and "speaking truth to power." A leader, on the other hand, is someone who guides and directs the activities of other people within an organization. The leader's social role is to build, shape, and preserve useful institutions. Although the two roles sometimes overlap, the differences are more striking than the similarities. Gadflies usually operate from the periphery of the social structure that they want to change, leaders from the center of power. The traits of character that a gadfly needs most are outspokenness, persistence, clarity of insight, and courage; good leaders, on the other hand, are characterized by self-assurance, loyalty, personal charisma, and professional expertise. Gadflies tend to be politically progressive or radical, leaders to be conservative.

Stone emphasized that Grinnell's production of gadflies has strongly figured in the College's history, "both among its faculty (e.g., George Herron, Jesse Macy) and among its graduates (e.g., Hallie Flanagan, Louise Noun)."

> Founded by social reformers and given a home by abolitionists, the College has, from its inception, accommodated and indeed cultivated dissidence. It is no accident that, in the proudest public moments of its subsequent history (such as the Social Gospel movement, the NDEA loyalty-oath flap in the late fifties, Vietnam War protests, and divestiture in South Africa), the College itself has acted more as a gadfly than as a leader.

The implication is that the College would do well to remember the gadfly's importance to society, and to stay aware of this importance as it weighs what its traditional strengths best equip it to inculcate in our students. Indeed, in Stone's conception, Grinnell's structure–and even some of its perceived shortcomings–make it a gadfly breeding ground:

> Grinnell's open curriculum attracts students who are already skeptical about institutional rules. Once they are here, the open curriculum more or less forces Grinnell students to reflect on the rationale of the plans that they develop for their own education–to examine them critically and to defend their choices as best suited to their needs and goals. This experience, too, teaches them to question arbitrary requirements.

> Politically, the Grinnell College community tends to be progressive and at the same time to be tolerant and respectful of dissenters. The students we attract tend to have the same orientation and are therefore predisposed to becoming gadflies. We provide them with an environment in which outspokenness, persistence, clarity of insight, and courage are visibly rewarded more than unthinking acceptance of conventional views.

> The small size of the College and its relative freedom from bureaucracy and red tape make it possible for a gadfly-in-training to effect small changes promptly and, on occasion, significant ones over a four-year undergraduate career.

At Grinnell, students work unusually closely with faculty. We spend a lot of time in one-on-one office discussions with students, and we support an unusually large number of guided-reading and independent-project courses and student-faculty research projects. Consequently, there are many opportunities for students to observe and assimilate the attitudes of faculty. But the Grinnell faculty itself includes more gadflies than leaders. The critical stance that comes naturally to teachers, and particularly to faculty members at a college where teaching is highly valued, is one of the attitudes that our students most often learn to imitate.

On the other hand, the College's location, which we have tended to regard as a difficulty to be overcome, actually contributes to its success as a gadfly farm. Our isolation would indeed be a handicap to the development of leaders, because leaders use their undergraduate years to meet influential people who can advance their careers and to establish friendships, or at least share experiences, with one another. It is much harder for embryonic leaders to build up a network of useful contacts when they are placed in a remote, rural area of an unfashionable state. However, our distance from the centers of power is an advantage for gadflies: It weakens the inertial force of established institutions and enables us to look at them objectively, dispassionately, and fearlessly.

Similarly, Grinnell's reputation for idealism and its commitment to social justice, which have sometimes been thought to be signs of dangerous naïveté and unworldliness, are more valuable as characteristics of a gadfly farm. It would be appropriate, perhaps, to train leaders to be pragmatic, so that they can build up their power and acquire followers. For gadflies, however, pragmatic abandonment of ideals is a disastrous mistake, undermining the force of their criticism. In many of its programs, Grinnell College puts its ideals into practice without compromising them. Observing and participating in such programs is valuable experience for our gadflies-to-be.

Rather than selling itself as a producer of leaders, as so many of our sister liberal arts institutions now seem to be doing, Stone recommends that Grinnell should embrace and even "go public" with this traditional, if unrecognized, strength:

Since many of the colleges that Grinnell sees as peers and competitors have focused on the goal of developing leadership, the contrasting image of the gadfly farm is one that distinguishes Grinnell and makes it easier for prospective students to see and understand our unique attributes. Few liberal-arts colleges recognize the social utility of gadflies or present themselves as supporters of the gadfly's role. By most standards, Grinnell is the foremost of them.

In a study released in 1998 (*Marketing Grinnell College: Strategy and Recommendations*), Jan Krukowski and Company recommended the following "positioning statement" as the basis for the College's public-relations and recruitment efforts:

Grinnell College is an outstanding liberal arts college dedicated to helping students fully develop all their abilities and their determination to have an impact on the world. Grinnell's approach to education in the liberal arts and sciences emphasizes the building of intellectual initiative through academic choice and responsibility. Grinnell views an important outcome of this education to be the confidence to translate ideals into actions, in whatever field of endeavor. An environment of close collaboration, intellectual challenge, and receptivity to diverse views is fostered by a demanding faculty dedicated to teaching. A Grinnell education is not only different–it makes a difference.

I support the Krukowski recommendation and propose the image of the gadfly farm to add specificity, color, and point to this statement.

Re-imagining citizenship

Tyler Roberts also had an alternative take on how the College might steer closer to its ultimate aims by steering away from a focus on leadership. For him, instead, a more fruitful use of our energies would involve reframing, for ourselves and our students, our definitions of *citizenship.*

"When I first heard people on campus talking about this focus on leadership, I had a strong negative reaction to it," he said. "It seemed to me like more branding, and seemed connected–in my mind at least–to some of the negative elements of the 'No Limits'slogan. Both can very easily play into the some of the worst individualistic excesses of our culture. I think that I have since moderated my view of the leadership idea, though I am still not convinced that it is something we should pursue. I've been thinking about it this way. There are at least two models for thinking about leadership. The first is a kind of George W. Bush model: I am the decider, or, in a less extreme version, the 'entrepreneur.' The second is the citizen. Where the first emphasizes individualism and economic creativity and success, the second emphasizes community and social justice. It seems to me that if Grinnell is going to focus on leadership, it has be leadership of the second type. I wonder, though, whether a more appropriate focus for Grinnell would be on citizenship rather than leadership.

"When I think of the kind of leaders/citizens Grinnell produces, the people I first think of are [a couple of] Grinnell grads who live here in Grinnell, who aren't leaders in any obvious sense, but [who are] really good citizens of the community. He's [headed the campaign to build the new library]; she's on the school board [and has been involved with the League of Women Voters]. Perhaps I shouldn't say that they are not leaders; they certainly have played leading roles in the town. But to me it is the citizenship aspect of what they do that I find admirable. I am also thinking of some of our colleagues on the faculty who have been heavily involved with Democratic politics, local and national, such as Don Smith and Pablo Silva. I worry that the term leadership is too narrow, that it leads us to think first of CEOs and politicians rather than those who do the bulk of the work of creating better communities for all of us."

For Roberts, "responsible citizenship" is determined by one's active engagement with the various communities to which one belongs.

"I think [our ambition to create] a stronger link to social justice is precisely why the meaning of *citizenship* needs reframing," he said. "*Citizenship* [as it is commonly thought of] seems kind of passive: 'All I need to do is vote, and I'm a citizen.' But [true] citizenship requires active engagement in the community. I would like to see the College emphasizing the ways in which our commitment to the liberal arts is in large part a commitment to producing graduates who think first of being good citizens of whatever communities they might find themselves in. Sure, it's great to go off to graduate school, and a lot of our students will do that. But how are we helping to shape people who're going to engage the world outside of academia?"

According to Roberts, the advantage this revamped notion of citizenship brings to leadership is the recognition that the individual acts within a community, creating an obvious link between public engagement and social justice.

"One way of thinking about [social justice] and connecting it with leadership [is through notions of] democracy and community," he said. "I mean the ways the leader works with a community to make it a just community, where power is shared and the community recognizes its relations with other communities.

"I think if we're going to redefine or reframe [the word "leadership"], we need to link it directly–and much more closely than we usually link it in our culture–with social justice. Here I think especially about how we forge the kinds of communities and processes that make democracy possible. Let's take the Grinnell College community. It would be my hope that the leaders of this community would see as one of their primary responsibilities the cultivation of the kinds of trust and communication that makes group decision-making, where it is appropriate, fair and effective, and makes individual decision-making, where appropriate, responsive to the larger community. Not all decisions—say about certain appointments or about the budget—are made democratically. But even in those cases, it is crucial to have leaders who facilitate or cultivate the kind of community where information and opinions flow freely and where there is trust that they will be taken seriously by those making decisions. A poor leader inhibits critical thinking or inhibits people from communicating their critical thinking. A good leader is one who lets the community know that

he or she values such thinking and seriously considers it in making decisions. To me, this is the kind of leadership that helps create communities of democracy and social justice."

Roberts holds that this sense of the necessity of just engagement at all levels is one of the most important things a Grinnell education can instill, and one of the reasons we should be at pains to maintain the primacy of place we give to the teaching of reasoning skills. It is the ability to reason, he says, that leads the student–and the Grinnell grad–to making the sort of informed judgments and choices that *engagement*–in community, nation and world–is all about.

"What is critical thinking for?" he says. "It doesn't make any sense to me if it's not *for* something. And if we think about it this way, then I think that there is an inherent moral/political dimension to what we do as teachers. In terms of my own teaching, there are two ways in which this becomes most obvious to me.

"The first is that in all my classes, but especially those in which there is a lot of discussion, I find it important to think about the class as a kind of community where we will be practicing and exercising our critical thinking as we engage, challenge, argue with one another. How important it is, then, to utilize our critical thinking not just to criticize, or to try to win arguments, but also to do the very hard work of learning how to listen to one another, to really understand what [others] are saying, to interpret what they are saying with generosity.

"The second is in my Religion and U. S. Public Life course. In teaching the course, I'm not trying to turn [the students] into Democrats or Republicans, for or against religion in the public square, but I am trying to get them to think not just as students or critics, but as citizens, as people who are learning about the history of religion in the U. S. or about theories of the relation of religion and politics, so that they can use this learning in an engaged way."

Leaders on the field become leaders in the community

For Andy Hamilton '85, the need to talk about leadership at Grinnell is immediate and obvious. Coaching several of Grinnell's athletic teams has put him in constant contact with the necessity for teaching leadership skills, and his years spent guiding the careers of student athletes have proved a good forge in which to temper theory with practical experience. In comparison to the athletes at sister institutions, Hamilton says, Grinnell's athletes are extremely active in leadership–a circumstance he pins directly to Grinnell's tradition of student self-government.

"This all goes back to the question of what a Grinnell student really is," he said. "[Students] have a voice here, and the College's Student Athlete Advisory Committee (SAAC) is one more example of how that works. In recent time, the SAAC [was discussing] eating disorders and getting information to student athletes about these disorders. In our area, that's a quiet disease that often gets shoved under the carpet. But the Grinnell student is very aware of their own person [and compassionate toward others]. The compassion comes out in the way we were trying to bring information to these folks–teammates stepping forward and trying to lead a teammate out of their problem."

Athletics, along with SGA, is an area in which student leadership is necessary and assumed. This being so, Hamilton pointed out that leaders are selected (at least on his teams) by their peers, rather than by coaches. Team membership also typically involves another staple of Grinnell life: community service.

"My tennis guys go out and coach kids and a lot of soccer kids go out and work with local groups," he said. "We do a basketball clinic, and–particularly with the Fairview school–a number of different students go over there and read. And then Community Meal is one area where, during an academic calendar, one of our teams will [act as host]."

While many classes at the College approach the question of leadership obliquely, Hamilton addresses it directly in his 200-level class, "Organization and Administration of Athletics." In true Grinnell fashion, the class involves the construction of models and a round of introspection which, Hamilton hopes, will lead to a sense of community responsibility.

"The section I teach spends a couple of weeks on management and leadership," Hamilton said. "We talk about leadership styles–an autocratic leader, a benevolent dictator, a democratic leader. We try to get them to look back at their past and identify some of the leaders from their past and label those leaders. The logical next step is to ask them how they would lead. I try to get the students to understand [that], wherever they end up in life, they're going

to deal with a manager or leader or they're going to be a manager or leader. So an understanding of management and leadership is very important."

As part of the course, Hamilton asks students to give presentations on various types of leaders.

"I've had people report in class on Malcom X, Genghis Khan," he said. "I've had a student give a reading on a marine. Through this process, they come to grips with how they're going to be a leader, and what characteristics they're going to have. What I try to get the students to understand is that they're going to be leaders at the youth level, at the community level, and they'll be leaders at the sport level."

One of the ways Hamilton tries to convey exactly what that means is by giving them a ground-level problem in fiscal management.

"I give them a budgetary problem, and they have to explain to me how they're going to deal with it," he said. "Are they going to keep the money-making, revenue side up, and make some cuts in other areas, or are they going to go with egalitarian cuts across the board and risk reducing the revenue side? This is where I see what makes them tick; are you going to be the-dollar-at-all-costs kind of leader, or are you going to focus more on the human element?"

Hamilton is careful, in teaching the various modes and models of leadership, to avoid privileging one type over the other. "What we try to show the student is that in life, an eclectic style is going to be the way to go," he said. "There are going to be times that an autocratic style is necessary, when it's very important to make a decision, and there are going to be times for a more laissez-faire approach."

Hamilton said sport provides an excellent laboratory in which student athletes can test the leadership skills they will take with them into the after-Grinnell world. More than preparing them for the challenge, Hamilton said that being a Grinnell athlete leads Grinnell students to *expect* the challenge.

"Because of the [student athletes'] experience, there will be wonderful opportunities in their lives to step forward. I'm not sure they'd see it as service; I think they'd see it as opportunity. But there'll be a lot of chances to step up and serve on a student sport board or to coach a local basketball team. And because of their athletic background and academic background, it's almost a natural thing for them to be involved. For instance, one of the guys I graduated from [Grinnell] with in 1985 … is the chair of the Democratic party in Iowa. He got a law degree, and he comes to college basketball games here, and now he's leading in politics." Hamilton said that Grinnell student athletes use sport to test the Grinnell ethos of service again and again. Indeed, he says, the challenge to "step up" is intrinsic to sport:

"In athletics, there's the [perennial] question: 'Who's going to make a difference today?' These sorts of things continue turning in our students' heads. And once you have done it, it's much easier to do it again. So the students here, in sports, have done it; they've stepped forward and taken a risk, and it's easier for them then to step forward in their communities and in their lives and take risks. There are studies out there that companies want liberal arts students because they think broadly; there are also studies out there that say companies want student athletes because they're used to stepping forward. And whether they use [this experience] in a local nonprofit, or a church, or go to New Orleans and work–they're going to be thinking about it."

Mentoring and intellectual independence

While David Lopatto, like most other Grinnell faculty, doesn't "teach leadership" in the classroom, he said that leadership skills get conveyed nonetheless in his courses. For him, these skills are intrinsic to the collaboration and interdisciplinarity that are fixtures both of today's science and today's Grinnell. His investigation of undergraduate research methods has showed him there are two main vectors through which the skills of leadership are delivered, here and elsewhere.

"In researching [methods of] undergraduate research, what I've found is that students don't talk about leadership, and as far as I know their faculty mentors don't talk about leadership either," he said. "What they *do* talk about is the

development of [intellectual] independence–which you could identify as a prerequisite for leadership. And they talk about mentoring."

Mentoring is part of the fabric of Grinnell life, from the first-year Tutorial through the choosing of a major advisor and the intense, regular contact that follows. And since the addition of MAPs to the curricular landscape, the formation of mentor relationships has become even more of a staple. Lopatto said this runs counter to the common conception of the scientific researcher as the lone laboratory cowboy, working in pristine solitude late into the night. On the contrary, Lopatto said; research as it is conducted here provides students with multiple opportunities to cut their leadership teeth. That's different than it used to be.

"Nobody says that a student doing research as an undergraduate is learning leadership," he said. "Back in the 50s, the scientist who was working in academe was a loner. What Anne Roe discovered about these guys was that they were introverted loners who took great pleasure in doing scientific research. The contemporary view, though, is that you can't be a loner; that you have to work with peers. You can't be interdisciplinary without working with peers, obviously. The idea that you're going to be working with peers is fashionable. No one has taken [this line of thinking] to its conclusion: that if you put five undergrads together to do research you might have a leader emerge. It's peer mentoring. The student who has done research for a professor for two summers will be identified as a peer mentor."

What is referred to as "independence" or "autonomy" in the research Lopatto discussed is referred to at Grinnell as "critical thinking," and is enshrined in the mission statement and revered, as has already been discussed, as one of the primary goals of a Grinnell education. Lopatto had an anecdote which explains why such a characteristic would be useful to a scientist:

"There was a student who was working for a physical anthropologist who was interested in medical archaeology," he said. "The prof was convinced that a skeleton in a New York museum showed evidence of arthritis. Halfway through the semester, the student realized that the professor was probably wrong. She had come to an independent conclusion and that was a real moment of growth there."

This ability–to talk back to authority and to back one's position–might not at first appear to be leadership, but Lopatto emphasized that, if the common view of what constitutes leadership is used in the sciences, one quickly concludes that the sciences must have problems. A different set of standards is necessary.

"If you think about leadership as a personality trait, the science division is in serious trouble," he said. "[The students are] typically quiet, lab-bound; you're not thinking about a bombastic leader. [However] there are limits to what we can do with theories of leadership in the sciences. But there are contingency theories that take in the notion that leadership can be learned."

Oftentimes, he said, the learning opportunities arise not as part of a course's official lesson plan, but as part of the *realpolitik* that plays out among lab partners and group projects.

"You ask yourself: 'What kind of decision maker should I be?' And in doing so, you ask yourself: 'What's most important: the support of my peers [in my decision making], or the preservation of my autonomy in deciding where the research ought to go, the protection of my decision?' Sometimes, as a leader in the sciences, you have to be able to overrule the will of the peer group if you want to protect your procedure."

Lopatto holds that Grinnell faculty should remember that one of the other important ways Grinnell students learn leadership is by watching their professors lead, both in the classroom and in life.

"The students don't seem to be limited to watching us as teachers and scholars," he said. "They're also aware that our children come to our offices, that we talk about having hobbies and traveling. It seems to me that the students are coming [away from this sort of contact] with a desire for a balanced life. Students are looking at life; they want to know if you have enough money, if you have family, if you ever leave the laboratory. They are not satisfied with compromise as much as we may have been or our parents may have been. They're not prepared to sacrifice, not in the same ways.

"When I was an undergraduate, my mentor was a practicing experimental psychologist," he said. "I saw him teach; I saw his research. He modeled for me the professional life and made it possible for me to combine research and teaching because he didn't see research and teaching as opponents."

Lopatto said that there are models of leadership which it might be useful to bring into our larger discussion from his area of research, industrial psychology, while there are others his experience shows should be left out.

"The first model I try to discard is the personality model–which offers the theory that great leaders are born and not made," he said. In terms of the model that works best for Grinnell, Lopatto said he prefers the cognitive model.

"If you're going to send a message to the Grinnell student body that you need to be a leader, then you need to present them with a plan," he said. "And the more cognitive model is going to be more effective than the personality-based model."

That said, Lopatto also agreed with Skerrett, Roberts, Hamilton and others that the best model for teaching leadership may be having no model at all, instead teaching that good leaders are able to borrow from various models, depending on the situation. "With the contingency model, you can be a better leader if the task is very well structured, [which permits us to] spend time on interpersonal relations because the task [has declared] itself."

This sort of heterodox leadership style requires a high degree of thoughtfulness from the leader, he said: "There are gradations of what people can do. You're maintaining a kind of metacognition; you have to remain aware of what the best leadership position is, in terms of the outcomes. You learn to recognize when a decision needs to be protected and when it can be open. Sometimes you don't need to go for acceptance.

"The students aren't confronted with momentous decisions," Lopatto said. "They're apprentice decision-makers [for whom] most decisions are about distant outcomes. [The momentous decision is] a decision that could end up creating a different life path, rather than something with less immediate impact. It's interactive; with the students we're obliged to point out what the distant effects are. You might look at applying for a MAP or going to the Second-Year Retreat as exercises on our part of mentoring good decision-making, which will make them better leaders."

An obvious question arises, though: how does teaching leadership in the lab and in helping students in deciding on what classes to take translate to the teaching of leadership for social justice? Same skill set, Lopatto said; the most important part is teaching the ability to stick by your decision–publicly–if you think it's the *right* decision.

"There *are* socially active scientists, sometimes blatantly so," Lopatto said. "The global warming issue obviously has a lot of scientists involved in it. The scientist is less likely to be the hermit of years past."

According to Lopatto, in considering the social and environmental implications of science, the decision-maker is aided by having a solid picture of what's really important to them, to their community. "You will be guided by what you value," he said. "When we promote autonomy and opportunity among the students in undergraduate research, we set the stage for leadership," he said. Rather than [using the phrase] 'value added' [to describe the benefit of a Grinnell education], wouldn't it better be framed as 'value expressed' or 'value revealed,' with every person seen as potentially valuable?"

Lopatto stressed that this is a vital message to deliver to prospective leaders because, at its heart, it is a message of the student's intrinsic value to the greater conversation of the College's intellectual life–a conversation whose integrity we must preserve as being the foundation for everything else that might happen here.

"A person comes to an intimidating place like Grinnell after having demonstrated a certain level of cognitive ability," Lopatto said. "[They ask themselves:] Can they add anything to a discussion of social justice? So we try to empower them to do so, show them they can do something in the public community that they may have been afraid to do. It was always in them; the student had that potential to do that. You just influenced, uncovered, encouraged and cajoled that student to get her to go where she could go. 'Value added' is a model that makes it seem as if you built her; "value revealed" is about advising that person in ways that encourage them to reach their potential. As a member of our community, you operate according to the assumption that you're potentially a leader.

"I'm glad we're doing a Special Emphasis self-study," Lopatto concluded. "Because if you're doing a general, you're facing the battle of assessment. I hope Grinnell never ever goes that direction. There's a movement to measure our worth by pre-test, post-test; it's being driven by a model of corporate accountability. [Under this system,] the most "value-added" place is the college that's cheapest to go to and the one that gives me the greatest rise in my score. You can't measure something as amorphous as leadership that way."

The musical ensemble as a leadership model

During the interviews we conducted for this preliminary document, our sources used many intriguing metaphors to describe leadership and/or group membership as we teach and live it at Grinnell. Roger Vetter's "Ensemble model" seemed to us to be one of the more elegant, exemplifying as it does the truth that a carefully managed whole can become greater than the sum of its parts–and provide a singular learning experience thereby–and that the leader of any enterprise must never lose track of the importance of each individual's contribution.

"While many facets of group participatory music-making impress me as having educational value, one in particular has inspired me to rethink how I structure teaching in a curricular domain outside of the rehearsal room–the seminar classroom," Vetter said. Vetter drew a parallel between what goes on in the musical ensemble and what happens in a seminar involving between five and fifteen students. In a musical ensemble, he said, each individual has a particular voice, but must go through a process of learning and collaboration to bring that voice into relationship with those of the others in the group. The result, as he put it, "produce[s] a collective product far greater than any which could have been produced by any individual."

Vetter said his comparison between the musical group and the seminar group holds at almost every level of the process. Typically, he said, the conflation holds up best if the course's subject is "a general, interpretive-oriented topic" that can be grasped through the exploration of case studies–in this being rather like the music director's selection of the work to be rehearsed and performed.

"Each student selects a specific topic on which they will become the class expert," he said. "[Like] the musicians' individual parts."

The group then works its way into an understanding of the seminar's general topic through shared readings, and during this period, each student works to identify resources that will support them in "playing their part"–rather as individual musicians must practice their own parts in isolation from the group.

"I structure into the course syllabus several themes pertinent to the understanding of the general topic of the seminar," Vetter said. "And several weeks of the course are occupied with the students reporting to one another (orally in class, and in writing in the form of short reports deposited on the course Blackboard site) about how these themes are manifested in their case studies."

Vetter compared this period of his seminars to the period during which a musical group will disassemble a performance work during rehearsal, becoming familiar with each performer's part and coming to understand each individual's contribution to the whole piece.

"From the research and reports each seminar member has carried out on their specific topic, they write an original paper that is conceived of as a chapter in a collected volume on the general topic of the seminar," Vetter said. In tutorial, he also has his first-years present their short chapters orally, as if they were reading a paper at a professional conference. He compares this to a musician's "full mastery of [his] part and a solid understanding of how it is meant to fit with the work's other parts."

"After reading one another's chapters (available on Blackboard), their final assignment for the course is to become the editor of the collection," Vetter said. "Each student creates a title for the collection, decides the order in which the chapters will appear, and, most importantly, [writes] an introduction to the collection in which they [must articulate] overriding themes and [summarize] how the work's individual chapters contribute to an understanding of the

general topic of the 'collection.'" Vetter compares this to an analysis of the "informed, collective realization of a challenging work," offered from the interpretive perspective of one of the performers.

"I have been pleased with the results of this approach because it provides each student with a sense of self accomplishment and the responsibility that accompanies it (researching, writing on, and teaching their classmates about 'their' topic) and a sense of cooperative achievement (respecting the work of, learning from, and coordinating with their colleagues)," Vetter said. "I like to believe students feel a strong sense of ownership of the knowledge they have acquired through this learning process–I do very little conventional teaching in this approach, but am constantly providing feedback to individuals and the group as a whole to steer them in what I see as productive directions."

A problem of definition

With this groundwork laid, we can move to a more usefully complicated version of the question posed by the memorandum of understanding with Higher Learning Commission, that being: "How are we as a faculty and as an institution to work to produce the leaders envisioned above–leaders that, Grinnell students' suspicion of authority notwithstanding, work effectively in their post-baccalaureate life on behalf of social justice?"

According to Caulkins and several others, successfully addressing–and circumventing– Grinnellians' leader-aversion may be a problem of definition. As Caulkins put it, "Leadership is not the linguistic term that has any potency here."

This might be true, Dan Reynolds says; but while he applauds Grinnell students' suspicion of power, he also emphasizes that we must nonetheless help them to come to grips with the concept–and with the notion of someday wielding it.

"I think that there can be a sort of naive belief that you can escape power or you could even escape the exercise of power," he said. "I think we can all exercise power responsibly [by acknowledging] the ways in which, like it or not, we exercise power and we exercise authority. We just have to do it deliberately and conscientiously and not delude ourselves that [power is] an option we can pass on. We don't have to get rid of the concept behind the term, or the somewhat-more-positive associations one could make with "leadership." There are all kinds of examples of leadership happening at Grinnell at a more grass-roots level; all sorts of activism our students do, MAPs that require a certain kind of expertise and leadership and independence of thought." Reynolds further emphasized that, as the faculty and administration work to mint a Grinnell definition for "leadership" and make changes to support it, we ought to avoid being too reductive ourselves.

Chapter 9: Discussion of Leadership & Social Justice Within Constituencies

In our accreditation process, we had several conversations with members of our various key constituencies, including students, faculty, staff, and alumni. We consulted with members of these constituencies throughout the process and shared with them the pertinent results of our surveys and interviews.

The results of the surveys and interviews were offered to members of the various groups for discussion. We met with the Alumni Council, two groups of student leaders, faculty, and several groups of staff members.

Discussions with Alumni Council

In discussions of the survey results, alumni, students, and faculty voiced many of the same observations that the Steering Committee did in the reports. In the Alumni and Student Surveys, we are impressed by the general uniformity in responses over the various cohorts consistent with the values of the institution, especially those expressed in the Mission Statement (Reaccreditation Surveys of Alumnae/i and Students: Overview of Results, **Figure 1**). There are, however, a few areas where the responses are not as strong—oral communication, "be a leader," and wellness—and the results were of concern to our constituencies.

When we presented reports on the Special Emphasis and that the impetus was the perception that Grinnell students are averse to accepting positions of leadership, members of the Alumni Council were initially surprised since all perceived themselves as leaders. Perhaps this is not surprising since the Alumni Council is the leadership body of the Alumni Association. As they discussed this issue, they identified ways that the culture of Grinnell perhaps reflects a bit of aversion to the label of "leader," through student activism that often fights against "the man" and the use of designations such as "spokesperson" or "coordinator" for groups when they were students that emphasize a collective perspective rather than titles such as president or others that are more individualistic. They also attested that the College's emphasis on self-governance provides students with more opportunities for leadership. When they reflected upon the results of the Alumni and Student Surveys—particularly the responses to the question "Do you see yourself as a leader?," they were impressed by the way these responses indicate Grinnell's ability to shape and hone student leaders. They also suggested that it is clear that Grinnell is attracting leaders and that in a community of leaders, Grinnell students often are reluctant to self-identify as a leader. Figure 3 of the Reaccreditation Surveys of Alumnae/i and Students: Overview of Results offers a surprising analysis of this trend—Grinnellians most frequently use the word "others" to describe leadership. Members of the Alumni Council understood this result as indicating the importance of altruism and selflessness in Grinnell perception of leadership, which they believe is an important element of the particular notion of leadership that Grinnell fosters. Along with this, they suggested that the data reflect the maturity of Grinnellians who have been involved as leaders over time—with experience comes humility regarding leadership ability, an aspect that they resonated with.

In reflecting on the results of the Alumni and Student Surveys, members of the Alumni Council stressed that in their experience, oral communications skills are an essential aspect of being an effective leader. They mentioned that they do not remember giving public talks or presentations when they were students at Grinnell. Many of them said that the importance they put on oral communication is something that they learned after graduating from Grinnell and holding leadership positions.

As members of the Alumni Council struggled with questions of "What does 'leadership' mean?" and "Is Grinnell training alumni and students to be leaders in public service?" other points of consensus also immerged. They came to agree that notions and qualities of leadership are contingent upon situations. As they reflected on their lives, careers and other roles, as well as those of classmates and friends, they observed that the skills and traits they

needed had varied over time, context, and situation. They emphasized that Grinnell should be preparing students to meet different situations and challenges over the course of their lives and provide a foundation to grow, change and adapt, rather than provide a monolithic or singular vision of leadership that is tailored to one type of role or career. In looking back at their Grinnell education, they attested that Grinnell did that and should continue in that way.

Discussions with Students

The students reflected that the survey results confirm a number of positive things that the College is doing. Looking at Figure 1 of the [Reaccreditation Surveys of Alumnae/i and Students: Overview of Results](#), they noted that the highest agreement was for "acquire new knowledge" and they saw this as consistent with the current Expanding Knowledge Initiative. They found that the results articulated values of the College and resonated with their experience.

As with other constituencies, they also identified oral communication as an area we should develop. They believe this it is an important skill that we do not cultivate enough in the classroom. However, they nuanced this observation by noting that discussion skills are part of oral communication and we do a very good job of cultivating discussions. They felt that we could do more to develop formal oral presentation skills.

Much of the discussion among our groups of students centered around the piece, "Priming the Pump," which they enjoyed and which they further suggested that the College consider for other uses. Several of them had had some of the professors who had contributed to the piece and they were particularly intrigued to see how professors reflect on the educational process. They lifted up several themes that they saw running through the faculty models, such as critical thinking, and said that this explained why such notions are reflected in student surveys as part of leadership definition.

There was spirited discussion of the Gadfly model, with which they either identified themselves or other students. Others resonated with the notion of citizenship, which they felt was less "corporate sounding," and so more appealing to Grinnellians. They were attracted to the idea of social critics. They appreciated the discussion in the gadfly model about being a good example and through that motivating others. They also found that both the citizenship model and the gadfly model highlighted a tension that many Grinnellians have with regard to "leadership": since they assume hierarchy and individualism are bad—and they associate leadership with both hierarchy and individualism—then leadership has negative connotations.

Others, while they agreed that many students emulate the gadfly model, also found that model to be limiting. They specifically found it problematic to take a stance that emphasizes setting oneself *against* something instead of working *for* something. Those critics of the gadfly model suggested that it might be productive to start there and critique situations when people want to see change, but then it is important to step back be collaborative and engage people. They emphasized that a Grinnell style of leadership is one that fosters cooperation instead of competition among individuals.

They also encouraged faculty to be more explicit about the models that they are using in class. They suggested that until it is regularly talked about in the classroom and fully discussed, people will continue to be skeptical of the language of "leadership." Ultimately they concluded that we don't have to pin ourselves down to one definition of leadership for social justice.

Students we met with were also concerned by the survey results on wellbeing: namely that the extent to which Grinnell College enhances the respondents' ability to "be emotionally healthy" and "physically healthy" were among the lowest. This raised discussions in particular about mental health and stress on campus. One student characterized the culture here as "all or nothing; excel—do everything well—or fail—do nothing at all." Another student commented that "'balance' is not a word used or practiced at Grinnell." The students expressed the idea that classes and class work are "in conflict" with and in opposition to good mental health.

Faculty Discussions

A special meeting of the faculty was held on March 10th dedicated to discussing our Special Emphasis question, specifically to consider the ways that Grinnell students and alumni see themselves as leaders for social justice and the role of the College in shaping that identity. We sent the faculty in advance copies of the [Reaccreditation Surveys of Alumnae/i and Students: Overview of Results](#) as well as "Priming the Pump." We asked faculty to consider the following questions:

- What prominent themes emerge from the ways in which members of the Grinnell community define "leaders for social justice"?
- Which models of leadership seem most compelling and consistent with the distinctive elements of the learning environment we provide at Grinnell?
- Are there other models that would be helpful in calling attention to ways we could better articulate and fulfill our commitment to train leaders for social justice?
- What are the relationships or contradictions among these models, themes, and visions?

Our goal was to have a broad-based faculty conversation about our mission, how we accomplish it, and how we might improve. After some introductory remarks, we divided into small groups with members of the Steering Committee leading the discussion in each group and a member of Executive Council taking notes. We then reconvened as a large group, out of which a number of themes emerged. These were summarized there and then we reported back to the faculty at the next regular faculty meeting with further elaboration. On the one hand there was a dominant view represented by the comment that "if we define leadership broadly, then we are already doing a lot of that." On the other hand, suspicions of the Special Emphasis question were also expressed. These suspicions clustered around three themes:

1) There is a deep suspicion of the administration and anything that it is involved in;
2) There is a deep suspicion that there is a move to take Grinnell in a direction that is not authentic to Grinnell (e.g. business);
3) There is the concern that there is some agenda to institute a new program that will mean more work for people.

In the discussion of "Priming the Pump," the faculty deliberated various advantages and disadvantages of each leadership model, but were reticent to limit themselves to a single one. The Steering Committee believes that the faculty are right that the College is already doing a lot to prepare our students to be leaders for social justice. The myriad ways are reported in **chapter 7** of this Self-Study report. Faculty did express concerns about the relatively low rating that students and alumni gave to the development of oral communication skills, and agreed that here is a point where we might improve.

About the suspicions, there is broad sense that faculty are suspicious of the administration. On the one hand a certain degree of suspicion is healthy. The faculty provide an important balance of power on campus. A significant part of Grinnell's ethos is a suspicion of power and authority, most pointedly expressed in the "gadfly" model. Faculty members as well as the Steering Committee added a nuance that also resonated with the faculty, namely that there are also suspicions of other faculty, particularly in leadership roles. In part, this again may be due to the ethos of the College, but some faculty leaders also expressed frustration that they often have access to information that other faculty do not have, such as personnel information, and are not always at liberty to explain their decisions. The suspicions of the faculty and administration are deep and we need to think about ways to work better together. Communication on both sides could be improved and even amongst faculty themselves. Sometimes faculty don't trust their colleagues who work hard on various initiatives, proposals, and committees and this can be very demoralizing. All this contributes to our proposal that we need some discussions among the faculty about shared governance.

Some faculty members also expressed questions about the Special Emphasis. "Why are we talking about leadership?" They were suspicious that the Special Emphasis is part of a move to take the College in a direction that is not authentic to Grinnell. In particular, there is the concerned that there will be an over-emphasis on preparing

students for the business world and the for-profit sector. As one person said to the Steering Committee chair, they were suspicious of the language of leadership when there was talk about Strategy 6, because the model that was being lifted up was an individual, whom they thought of only as a businessperson. We reported to the faculty that, in contrast to their perception, we have heard from some alumni and some trustees a concern that they feel excluded from the Special Emphasis—which includes social justice and public service—because they are businesspeople.[72] And there is a general sense of disenfranchisement from Grinnell by business alumni. We reported that after a Board meeting, one of the members who was not sympathetic to the concerns of the business people who are trustees said to the Chair of the Steering Committee in response to other trustees' comments, "I don't see how a CEO of Walmart could be a leader for social justice." However, our discussions with the faculty and our other constituencies encourage having multiple models and visions for leadership for social justice. Moreover, the reality is that around 20 percent of Grinnell graduates go off into the private, for-profit sector. In the inclusive spirit of Grinnell and its value of diversity, we suggested the need to include these people as well, not necessarily by putting them at the center, but by including them in a broad vision. We have also found in our alumni survey that many of them who are going into the private sector are concerned about doing it in interesting, socially responsible ways. Here is a place that we may be more intentional. Rather than ignore that population, we need to include them critically and provide them resources where they can think intentionally about how to enter into and engage the business world in socially and environmentally responsible ways. We are doing that, for example, with the Wilson program and in the Career Development Office, and the fact that they are already doing that is evidence that we are doing something right. This is not to take us into a new direction, but a call to be more intentional and do what we already do a little better.

There is the concern that there is some agenda to institute a new program or activities that will mean more work for people. In fact, we heard the question 'Does this mean more work for me?' from several people. As mentioned earlier, the faculty believe that they and the College as a whole are already doing a lot to fulfill the College's mission and are reticent to endorse another major new program or innovation.

Discussions with Staff

The Steering Committee also decided to develop an instrument that solicited the views and opinions of staff members. In part we were concerned about the state of staff morale, and saw the Special Emphasis as an important opportunity to measure how we are modeling leadership. Since many staff do not feel that they have many opportunities and vehicles to express their view and concerns, we are devoting a larger portion of space to these discussions.

We shared the results of the Staff Outlook Survey with the staff and invited people to share their responses to this report. We also organized several large group meetings to hear from staff their thoughts on the survey results. Specifically we asked "How do you understand the results? What does the survey tell us about how we are educating students about leadership and serving the common good? How might we use the survey results to continue conversations about Grinnell?" These meetings were organized by employee category and in some cases by offices: technical and support staff; non-supervisory administrative staff; service and trade, with separate meetings with dining services and facilities management. These were optional meetings and were attended by a dozen to several dozen employees. The meeting with facilities management was the only meeting that was not attended by any employees.

Staff members generally believed that the results of the Staff Survey accurately portray the situation at the College and provided additional information and commentary which amplify and augment the survey results. In particular, while staff value working with students, discussions with staff highlighted the following areas of concern:

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[72] One of the interesting aspects of the Special Emphasis is they way that it was interpreted by different constituencies, particularly the contrasting responses by faculty members and by trustees. When the Special Emphasis was introduced to the Board, some of the most vocal responses were from several trustees who asked, 'Where are business people in the vision of the Special Emphasis?' They did not see people who work in the for-profit sector included in the question, and thereby were exclude from the project. When the Special Emphasis was presented to the faculty, many of them initially reacted with suspicion that the Special Emphasis was somehow an attempt to place a business model of leadership at the center of a Grinnell education.

1) On-campus communication;
2) Stress and a culture of overwork;
3) Supervision;
4) Job security;
5) Faculty treatment of staff;
6) Performance reviews, compensation, and opportunities for advancement.

Value working with students

For staff in all areas, working with the students is clearly one of the high points of their jobs. This stems from a strong sense of responsibility toward the students, and from the warm relationship which staff members traditionally have with many of them. One staff supervisor put this sentiment very elegantly in an email following a survey meeting:

> *My team always attends commencement and I have told them that "you have played a role in each student's successful graduation from the college. These students will go on to become doctors, teachers, leaders and we have helped get them on their journey." I know that is a little "sappy" but I feel that way. I manage the [… (… student staff)] and I get email consistently from alumni telling me what a wonderful experience their work as a […] was during their tenure at the college. They often remark how the skills that they learned have helped them greatly in their career choice and are so appreciative. I love it! Each staff member makes a difference and we need to let them know of their importance.*

It's clear that the students and alumni value their contact with staff. The *Addendum to the Reaccreditation Survey of Alumnae/i and Students: Alumnae/i and student responses to questions regarding the most influential people they have interacted at Grinnell and why* provides ample evidence for the ways that staff act as role models and positively influence students. Students often honor staff from dining services, the athletic equipment cage, or facilities management by selecting them as honorary class members. Most recently, the new pub in the Joe Rosenfield '25 Center was named Lyle's—at student behest—in order to honor Lyle Bauman, a popular staffer in the dining hall.

On-campus communication

Staff often claimed that they felt either "out-of-the-loop" or unconsidered in discussions of changes which directly affect their work. This was seen as a long term problem for the College. Staff members complained that information necessary for them to do their job was not effectively communicated to them. They felt that they were not consulted in decisions that affect them or their work. Some staff felt that the lack of consultation was due to being viewed as second-class citizens of the College community, and thus their thoughts and opinions were not valued.

Many people in different levels expressed the concern that they did not feel secure in their jobs. Thus, staff are uncomfortable talking with people in positions of authority out of fear that speaking out "will put their job in jeopardy" by being terminated or some other retribution.

Others were also troubled by the lack of *lateral* movement of information as well. Staff talked about the tendency for each department and office to set their own goals and to work in isolation.

Stress and a culture of overwork

Problematic communications also figure into the patterns of stress and overwork which we have encountered in multiple forms during our self-study. As one person put it in our post-survey follow-up meetings, "We're way too busy to communicate [well]."

Opinions concerning other causes for these patterns were amply in evidence in our meetings with the various staff constituencies. Staff members are largely in agreement that problems with stress and overwork stem in part from a campus culture in which stress has been enshrined as "rite of passage" for students, faculty and staff. Other contributing factors include inefficient use of human resources, growing pains attendant on the expansion of the College's programs and enrollment, and the process of getting additional staff help seems more lengthy than it needs to be.

"In my experience, good work here is rewarded with more work," said one person attending the technical and support staff meeting. This was perhaps the clearest expression of a sentiment expressed across the board in these follow-up meetings. She continued: "Having a strong work ethic becomes a disadvantage here, through the extra work it attracts and the feeling that there's a lack of recognition and appreciation." Several groups suggested in meetings that this tendency within campus culture may be exacerbated by Grinnell staff's strong Midwestern work ethic. "One of the pluses here is that people *want* to do a good job," said one staff member. "We don't have a lot of slackers here. But we need more help. Maybe the College just needs to spring for more jobs."

There is a common feeling among staff that while the College has grown its programs, its enrollment, its faculty, and its endowment in recent years, there has not been a concomitant growth in its staff—in fact, the opposite. The perception is that a reduced number of staff members are being asked to carry an increased workload.

Staff also said that while the College emphasizes wellness among students, faculty and staff, the culture of stress and overwork makes it difficult for people to act on this urging. As one person in the meeting with non-supervisory exempt staff said: "There are [mechanisms] built into the system which encourage wellness, but no one feels able to take advantage of them. There's too much work; someone needs to cover the phones, etc. Some [other] people wanted to come to this meeting but they didn't feel they could leave their desks."

A supervisory staff member said that the College can only address this disconnect between attitude and action by "[looking] at the larger issue of the campus's culture." According to one member of the non-supervisory exempt staff attending a survey follow-up meeting, "The ethos that is enforced within the larger culture on campus seems to be best expressed, in the opinion of those attending that meeting, in the sentiment: 'If you are not overworked, you are lazy.' [This] seems to pervade all constituencies—whether it's administration, staff, faculty or students. Students may now be overheard bragging about how much they work. There's a culture of overwork and high self-expectations… [but] little value placed on making time for reflection and long term planning (despite the Strategic Plan's centrality in campus affairs in recent years); it is simply not valued."

Supervision

Many of the comments we gathered during the follow-up meetings focused on improving supervisory skills, especially among mid-level administrative managers. There was a good deal of discussion among non-supervisory exempt staff concerning management and supervision. Attendees in this meeting agreed that, too often, supervisors lack the sort of training in what makes for effective supervision. It was suggested that mentoring for supervisors ought to be a mandatory practice. A number of attendees expressed the opinion that a better management training program is needed for supervisors, and that while the College offers some management training now, too few supervisors take advantage of it, to the detriment of their staff's work experience.

Job security

Staff at all levels expressed insecurity in their jobs because they are employed "at-will" and feel that they could be terminated at any time. This perception leads them to be reticent about speaking up about some of their concerns and opinions and some staff do not feel that there is an effective advocacy mechanism to express their concerns.

In one portion of the discussion with non-supervisory exempt staff, an attendee expressed the sentiment that Human Resources is seen as primarily working on behalf of the administration and the status quo. "There's no place to go if you run into a problem with a supervisor," this person said. "So you hold it inside, or you go to [colleagues], but that leads to other problems. Things usually don't come out into the open until they are really bad." Another person, in the meeting with technical and support staff, echoed these concerns, saying: "How honest do we feel we can be [in speaking with Human Resources]? The sentiment is that when there's a larger problem multiple people don't feel they can go to talk with Human Resources about the problem. That's huge. How can you call a supervisor to task without losing your job?"

Faculty treatment of staff

Some staff members shared stories about not being treated professionally by faculty and said that there was no formal mechanism to address the situation. An attendee in the supervisors' meeting said she found "appalling" the statistic showing that only 49 percent of staff felt valued by faculty and 44 percent of staff felt valued by upper-level administrators.

Such sentiments are especially concerning in light of our Special Emphasis, in which we question our commitment to producing leaders for social justice and the common good. As one non-supervisory exempt staff member said in a note handed in after a follow-up meeting: "Grinnell College should treat its employees the same level of respect and recognition of their humanity as it professes to hold for the rest of world. Practice what you preach. I hope the administration at the higher levels pays attention to some of the information you gathered in this survey."

Performance reviews, compensation, and opportunities for advancement

Unclear and inconsistently applied pay and performance reviews were cited multiple times in various meetings as a problem. Attendees were concerned that the reviews only happen once a year and they appeared not to have much bearing on pay raises. The feeling was that performance evaluations "need to be regular and better," and that a formal structure for continual evaluation of performance toward specific goals was necessary to avoid the feeling that planning and evaluations were "exercises in futility." It was further suggested that a top-to-bottom, "360-degree" review of personnel and performance practices would be a valuable tool to effect meaningful changes in how we conduct ourselves as an employer. Another attendee at the supervisors' follow-up meeting said that "[Staff] don't feel like it matters what they do; they don't know where they fall in salary ranges; there seems to be little consistency in how pay raises are handled, and no parity across departments."

There was a fair amount of dissatisfaction in evidence in several meetings concerning opportunities for advancement. Staff also discussed the difficulty of job reclassification, even when a position's scope or demands change or a staff member has acquired skills which would seem to argue for such a shift.

Attendees at these survey follow-up meetings were predominantly female, and thus survey findings concerning differences in gender attitudes were discussed frequently. People attending the follow-up meetings—especially women—found the survey results tabulated in Figure 8 of the [Staff Outlook Survey: Results Set 1](#) [differences in male and female opinions concerning the College's awareness of their work] especially troubling. Part of it, attendees said, stemmed from not seeing women in top positions. The College has a history of promoting women to middle management, but seemingly not trusting them any further. When asked why this might be so, attendees cited a lack of role models and an organization structure which doesn't currently offer many opportunities for advancement. It's a "very white male administration," attendees said, with no clear way to move up.

Other Data about Stress, Wellbeing, and On-Campus Communication

The results of the surveys and discussions that stress, seeking overall wellbeing, and communication are challenges are corroborated by other evidence, including the last accreditation report, surveys of students and external reviewers in departmental self-studies.

Faculty

One of the major findings that the team conducting the accreditation site visit in 1998 had was the recommendation that "individually and collectively, the faculty need to find a satisfying balance among teaching, scholarship and service to the community." As we discussed in **chapter 4**, the College has done a number of things to help faculty achieve that balance. As we noted earlier, the Steering Committee believes that the issue of balance is related to wellbeing and that this is an issue cutting across nearly all campus constituencies, not just the faculty. In discussions with members of each of the major communities on campus, the authors of this document repeatedly encountered the culture of overwork, imbalance and stress identified in the1998 Higher Learning Commission report.

In the spring of 2004, the College invited Elizabeth McKinsey to study career vitality among faculty nearing retirement and gender disparity among faculty. She reported:

> It did not take long for most conversations to focus on faculty workload and the perception that it is large and has gotten larger in recent years. Faculty testify that they love their teaching and are very devoted to their students and the College; they also want to do research and find it intrinsically rewarding (as well as rewarded by the current College policies and leadership). But nearly everyone thinks it all adds up to too much.
>
> Many faculty opined that there are too many committees; that they don't all have a clear mandate or sphere of action; that they take too much time….Carleton faculty make the same complaint, and it is probably common to all liberal arts colleges where teaching, substantial contact with students through courses, advising and co-curricular activities, shared governance, and collegiality, as well as scholarship, are taken seriously. Grinnell is not alone, but that does not mean the problem is not real for faculty. (Final Report: Enhancing Senior Faculty Vitality)

McKinsey also noted that faculty perceive a shift in the ethos of the College that is moving away from promoting community to increased competition.

> A number of faculty, male and female, talked of a subtle shift in ethos on campus; the atmosphere seems more competitive (for resources, for recognition) and many think women are not as comfortable or sympathetic to this style (though not all men are either!). These faculty think the old Grinnell model of collaboration and collegiality is being subtly replaced by a more corporate, entrepreneurial, competitive model that rewards self-promotion rather than collegiality. Older faculty spoke with some regret about the loss of community in the shift from the old days of heated all-faculty debates about the curriculum to the newer emphasis on individuals' research. One retiree lamented the loss of a sense of "family" on campus, but faculty of all ages identified a version of this change and none spoke of it as a change for the better. I should emphasize that while this shift in campus ethos was lamented more often by the women I spoke with, it feels like a negative change to a number of men as well. (Final Report: Gender Issues)

The results of the 2004-05 Higher Education Research Institute (HERI) Survey of Faculty identify the sources of stress most frequently identified by Grinnell College faculty members as compared to national results.[73]

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[73] Source: Grinnell College results from the 2004-05 HERI Faculty Survey and *The American College Teacher: National Norms for the 2004-05 HERI Faculty Survey*, all institutions.

Sources of stress most frequently identified by Grinnell College faculty members

Source	Grinnell	National
Self-imposed high expectations	90.1%	78.7%
Lack of personal time	87.8%	73.8%
Research/publishing demands	79.3%	52.7%
Managing household responsibilities	79.3%	73.5%
Teaching load	74.4%	65.2%
Faculty meetings	65.9%	49.3%
Committee work	64.6%	57.2%
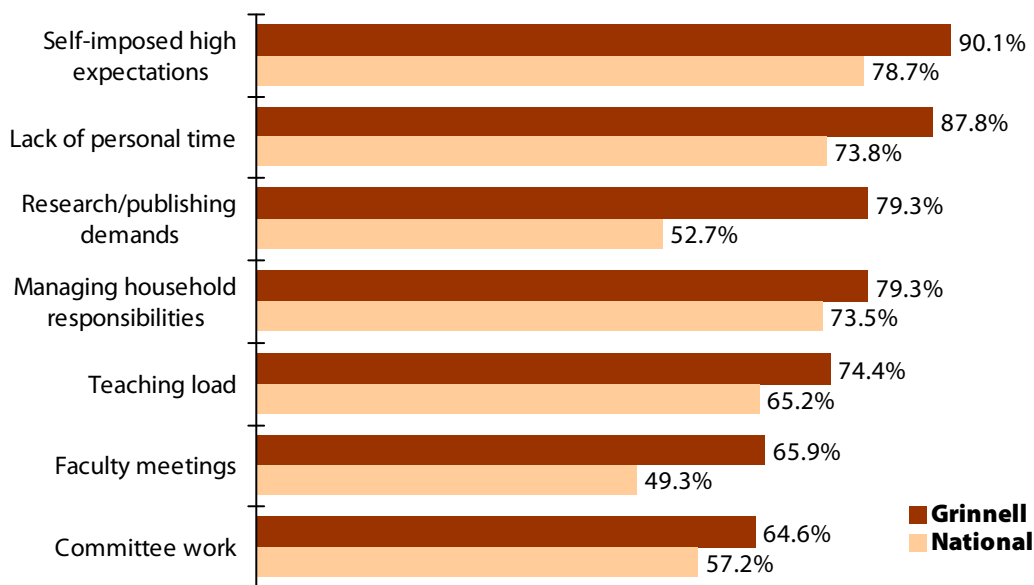
Respondents who marked *Extensive* or *Somewhat*. Response scale: Extensive | Somewhat | Not at all. N = 82.

Source: Grinnell College results from the 2004-05 HERI Faculty Survey & *The American College Teacher: National Norms for the 2004-05 HERI Faculty Survey*, all institutions.

In the Steering Committee's review of the self-studies and external evaluators' reports on academic departments, we also found a number of reports citing issues of balance between teaching, scholarship and service. These comments were usually made by external evaluators without prompting by the departments' self-studies. These comments may be found in reviews that span over a decade and may be found concerning departments in all three divisions. A very recent example comes from the evaluators' report on a department in 2008:

> While the department deserves praise for the many ways in which it excels, such excellence is accompanied by the danger of burnout and stress. The review team notes that this high level of commitment, while highly laudable, is also self-imposed. We recommend that the faculty remain mindful to the dangers to their own health and the model that is being established for junior faculty and seek to remain on a course for excellence that is also sustainable.

Similar comments by outside reviewers may be found among other reports. The lack of balance is connected by the reviewers with communication issues, staffing, demands of teaching and advising students or service. For example, the evaluators in a 2004 review report:

> It seems to us that the level of grant support and publication by the faculty members is less than one would expect for a department of the quality of Grinnell's … and with the level of support for scholarship provided by the College. … And in part it is clearly a byproduct of the concerted and extensive curricular reform efforts in which the department has been engaged, which scarcely leaves energy for maintaining one's research program, much less for grant seeking.

In a rare instance, a department mentions issues of demands on faculty time in their 2006 self-study:

> [O]ur commitment to students has made it more and more difficult for us to meet our goals for scholarship. Time previously devoted to research, however limited during the semester, is now being taken up by the demands of working individually with large numbers of students outside of class in a variety of contexts, from teaching-related activities to more general academic and off-campus study advising. The increasing number of students going abroad has produced the need for many more meetings with non-majors as well as majors. In advising

and supervising MAP research and honors student presentations, we have further extended our one-on-one support for seminar students. In short, while our program has grown substantially without compromising student satisfaction or our own pedagogical goals, our overriding concern has become that of faculty time.

A 2000 review cited the faculty commitment to service to the College as a cause of imbalance:

One of the ways that the Department faculty over commits itself that we are not particularly sympathetic to is in its service load. We strongly suspect that this is not a problem unique to the Department…, but it is amply present there. A host of demands and opportunities to draft proposals, manage outside visits, apply for grant funds, oversee College, Division, and Departmental activities rain down upon the faculty's head. The Grinnell tradition of faculty governance is laudable, but it is possible to have too much of a good thing. Indeed, too much faculty involvement undermines the legitimate interest the faculty has in the course of the institution by draining it of its capacity to govern. Given the capabilities and proclivities of the …faculty at Grinnell, the senior members should be recognized leaders in the …Division and College. Indeed, several of them have played major roles in faculty governance. However, they are far too overburdened with the details of their service load to provide reflective, sustained, and energetic leadership.

Several evaluators cited problems with communication between departments and the administration, as well as between departments and other faculty entities. In a 2003 review, the evaluators suggest that:

A first step is for the Dean and other administrators to meet with the department. This is the easiest way to clear the air and open the lines of communication. The … Department feels like it is under siege. They are exhausted from hiring visiting professors year after year.

In another 2003 review, the evaluators noted:

a pattern of imperfect communications—from administration to the …Department, from the …Department to other departments, from the …Department to the administration, and from the …Department to the faculty at large. There was not a lack of communication, but rather a disjunction between messages "sent" and messages "received." We recommend opportunities for all parties to meet and discuss openly and clearly their intentions and actions.

Still another report from 2003 discussed communication between a department and the Executive Council:

As we discovered during our visit, this self-study was the result of a series of communications between the Department and the Executive Council and (Dean of Faculty's Office) about securing replacements for the recently vacated positions….On the one hand, the … Department simply assumed that a request to fill both positions was pro forma, that their colleagues trusted them to do what was best for the program. On the other hand, some members of the Executive Council seemed to doubt the wisdom of the Department's desire to fill the … with a …, and to define the …position as one with a specialization in …. Having talked to many different faculty members involved in these communications, we now believe whatever gaps in credibility were created was the result of inadequate communication on both sides.

These evaluators' thoughtful comments attest to the nexus of issues that wellbeing and balance touch. Moreover, it is often noted that the expectations are self-imposed and the result of diligence on the part of faculty. That stress and imbalance are issues so often raised by external evaluators without prompting by the departmental self studies suggest that these are challenges deeply imbedded in the culture of Grinnell. These challenges, in turn, affect our students as well. As reviewers in a 2003 report noted, faculty's high expectations of themselves correlated with their expectations of the students:

We were struck by the amount of reading and work packed into the …methods courses…. Despite the fact that the students have acquired superior study skills…there simply does not appear to be sufficient time and opportunities for reflection.

Students

That our students are challenged by issues of balance, wellbeing and stress have been documented in a number of studies that the College conducts. Concern about student wellbeing was tragically brought to the fore in the 2002-03 academic year when the College community experienced a cluster of suicides and suicide attempts. One of the immediate responses was to create an on-campus counseling center in addition to the services provided by the Poweshiek County Mental Health Center off-campus. The on-campus Center provides a walk-in service that allows students an unlimited number of free visits.

The College also commissioned a "[Report on Student Stress at Grinnell College](#)" by a team of outside consultants from Iowa State University. The report is based on the team's visit to campus on March 4, 2004 when they conducted 18 focus groups with faculty, students and staff. Based on their analysis of the focus group data, the team identified a number of characteristics and experiences common to many Grinnell students, including the following from the executive summary:

- Grinnell students are busy. They are highly involved in academic and extracurricular activities and in some instances are not able to effectively manage their commitments successfully.
- Grinnell students have high expectations for themselves.
- Grinnell students possess an intensity of effort: they work hard and they play hard.
- Grinnell students frequently do not get enough sleep.
- Grinnell students feel a sense of entitlement. If they dislike something they believe they can change it or at least discuss what needs to be changed.
- Grinnell students experience a sense of isolation on campus.
- Most Grinnell students feel that they belong to a tightly knit community although a subgroup of students feel disconnected to the larger community.
- Grinnell students perceive the academic requirements to be rigorous.
- Many Grinnell students arrive on campus with pre-existing mental health problems that may be exacerbated by the campus culture.
- Grinnell students look to faculty as role models and many faculty exhibit signs of stress and busyness similar to their students.
- Grinnell students consistently discuss how stressed they feel. Discussing and complaining about stress is a common behavior at Grinnell but only a sub population of these students suffers from stress in a clinical sense. Student stress may be more appropriately characterized as anxiousness.

The team asked individuals in the focus groups to describe the rigor and demands of the Grinnell student experience:

> *Respondents indicated that Grinnell students experience a challenge to rise to a high level of academic performance, measured by both quantity and quality of work. Grinnell students have high expectations of their academic performance and faculty have high expectations of their students. Students have high expectations of each other. These expectations included expectations for engaging in close relationships, participating in social events, and meeting academic expectations. Students, faculty, and staff mentioned that Grinnell students are required to do a significant amount of work and are expected to do their work at a high level of quality. While some students are prepared for these expectations, other may need assistance in making the transition from their previous environment to Grinnell.*

They observed that "campus culture provides an atmosphere that shapes how students talk about the academic rigor and demands in their lives." They report,

> *Students commonly talk about their stress level and, as one respondent stated, "Being under stress is a hobby." While it is clear that Grinnell's academic environment is challenging, it may be important to examine how the campus culture shapes students' perceptions of and reaction to the rigor and demands of their experiences.*

The College also formed a Counseling Task Force comprised of a parent, students, faculty, staff, and alumni. The Counseling Task Force submitted a report with its final recommendations in June of 2004. Many of the Task Force's recommendations have been implemented, including designating the Saturday, Sunday and Monday after the end of classes as reading days, maintaining the level of counseling services provided by the Poweshiek County Mental Health Center both on and off campus, maintaining an ongoing mental wellness committee to monitor issues pertaining to mental wellness on campus (now a Wellness Committee with no special focus on mental wellbeing), and continuing wellness programs on such concerns as smoking cessation, time management, wellness, lifestyle balance, the effects of sleep deprivation.

The College continues to assess wellbeing, mental health and stress among students and results show that these continue to challenge the community. Every two years, the College's Student Affairs administers a health survey to all students. Since the previously used instrument is no longer available, the College used in the Spring of 2007 the American College Health Association's National College Health Assessment (ACHA-NCHA) organized by the American College Health Association. This survey provides the largest known comprehensive data set on the health of college students, providing national comparison statistics.

The results of the 2007 survey show the significance of stress and wellbeing at Grinnell. Some of the results of the 2007 are very positive. Over 53.2 percent of Grinnell students report usually eating 3-4 or 5 or more servings of fruits and vegetables compared to 35.8 percent of the national respondents. 71.5 percent of Grinnell students have a healthy Body Mass Index (BMI) compared to 62.4 percent of national students. In general, 61.4 percent of Grinnell students surveyed described their health as very good or excellent compared to 58.9 nationally and we are mostly consistent with or better than national rates for most conditions.

In mental health and related health conditions, Grinnell students are not consistent with national rates. Grinnell students in 2007 compared to national respondents reported experiencing within the previous school year the following mental health and related conditions at the following rates:

	Grinnell	Other Sm. Colleges	National
Depression	26.4%	20.2%	18.4%
Anxiety Disorder	20.7%	15.6%	13.4%
Seasonal Affective Disorder	15.8%	10.7%	7.7%
Anorexia	2.4%	2.3%	1.8%
Bulimia	2.1%	2.1%	2.2%
Substance abuse problem	5.8%	3.8%	4.0%

Grinnell students also tend to report mental health issues as affecting their individual academic performance at higher rates than the national average.

	Grinnell	National
Alcohol use	5.2 %	7.7 %
Attention deficit disorder	6.7 %	7.6 %
Concern for a troubled friend or family member	24.5 %	19.0 %
Depression/anxiety disorder/seasonal affective disorder	27.2 %	16.3 %
Drug use	5.2 %	3.0 %
Eating disorder/problem	1.5 %	1.4 %
Relationship difficulty	21.1 %	16.4 %
Sleep difficulties	28.7 %	26.1 %
Stress	38.8 %	34.1 %

Consistent with our understanding of Grinnell culture that emphasizes relationships, the rate that Grinnell students reported that "concern for a troubled friend or family member" affecting academic performance at 24.5 percent was also significantly higher than the national average of 19.0 percent as was "relationship difficulty" at 21.1 percent among Grinnell students versus 16.4 percent nationally.

When the survey focused in on questions of depression, the percentages of Grinnell students tend to report more instances than the national respondents, especially in the 11+ times within the last school year.

	Never (GC)	Never (Oth)	Never (Natl)	1-10 times (GC)	1-10 times (Oth)	1-10 times (Natl)	11+ times (GC)	11+ times (Oth)	11+ times (Natl)
Feeling overwhelmed by all they had to do	3.0	3.6	6.8	54.5	64.1	66.3	42.4	32.4	26.8
Feeling exhausted (not from physical activity)	5.8	5.1	9.1	52.1	62.0	64.9	42.1	32.9	26.0
Feeling very sad	13.7	14.2	20.8	65.7	69.4	65.9	20.7	16.4	13.3
Feeling things were hopeless	30.9	32.5	36.7	52.4	55.9	53.3	16.7	11.6	10.0
Feeling so depressed it was difficult to function	45.0	49.0	55.0	39.9	43.0	37.9	15.1	8.0	7.4
Seriously considering attempting suicide	87.6	89.0	90.2	11.2	10.1	8.8	1.2	0.9	1.0
Attempting suicide	99.1	98.9	98.5	0.9	1.1	1.4	0.0	0.0	0.2

The percentage of Grinnell students who report being diagnosed with depression at 22 percent is significantly higher than the national average of 15.3. One positive statistic is that a higher percentage of Grinnell students who report having been diagnosed with depression are taking advantage of therapy (31.9 %) and medication (44.4 %) than the national statistics (24.8% and 34.9%, respectively).

One of the important findings of both the "Report on Student Stress at Grinnell College" and the Counseling Task Force is documenting the interrelation between student, faculty and staff stress. The external consultants in particular wondered to what extent students have good role models; "Our observation is that faculty, particularly faculty who have been hired in recent years, are feeling as much pressure as students to achieve." They conclude that:

> Students may not find role models for time management in faculty and staff at Grinnell. One faculty member stated that for students, faculty, staff, and other employees there is a culture of being busy at Grinnell. Another faculty member remarked that people didn't need to be less busy, but that people needed to handle it better. One faculty member described the faculty as "stress monkeys," indicating that faculty provide poor examples of effective time management for students.

The Counseling Task Force also reported that "stress in the Grinnell environment … is a major problem among faculty, some staff, and students." While the Counseling Task Force made recommendations to address these issues[74] and many of these have been implemented, the Steering Committee believes that stress continues to challenge the College community.

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[74] "The Counseling Task Force realizes that the level of stress is also high among members of the faculty. Because of this, we recommend that methods be investigated to reduce the level of stress concurrently for both faculty members and students. Creating a reading period between the end of classes and the beginning of finals is one method strongly suggested for reducing the level of stress for both faculty and students. The Task Force recommends that faculty not assign work over break periods and that students be given advance notice when changes are made to syllabi. Concern was expressed about the lack of an academic plan when there is a major crisis on or off campus; the Task Force suggests that one be developed to guide decision making about such matters as incompletes and extending the deadline for grading."

Chapter 10: Towards a Vision for Sustainable Leadership for Social Justice

Leadership for Social Justice

"How can the College reinvigorate its traditional commitment to train leaders in public service and social justice as it enters the 21st century?" — "Memorandum of Understanding," 30 January 2007.

At several points in this process, people have asked what we mean by "leaders for social justice"? How do we define these terms? Rather than impose a particular definition, the Steering Committee sought to understand how Grinnellians understand these concepts. As researchers and educators, we usually turned the question back on our informants to hear what their definitions are and in our investigations we have found many definitions, models, and understandings.

Perhaps at the end of such a study, it is expected that the responsibility to adjudicate between these different understandings becomes incumbent upon the writers of this report. Underlying such expectations are often assumptions that multiplicity and difference are undesirable or at least impractical. Rather than be threatened by difference, however, we at Grinnell celebrate and revel in it as a realistic microcosm of local and global life in the twenty-first century and thus a valuable learning environment for our students.

Therefore, as we come to the end of our study, we resist the temptation to answer directly the question of definition. Definition comes from the Latin verb *definio*, "to designate by limiting" (Lewis and Short) and the noun *finis*, "a border, a bound, a limit." Concluding with a definition of "leaders for social" goes against the spirit of a "liberal" (read "free" or better "freeing") education, particularly as it is practiced at Grinnell.

Instead of imposing definitions—and thus limits—on our students' education, Grinnell provides students rich resources to figure out their own definitions, their own visions, their own understandings. In seeking to educate and equip true leaders for social justice, we are not looking for our graduates merely to follow our lead, to imitate and practice what *we*—whoever that *we* may be, whether faculty, coaches, administrators, staff, or members of the Steering Committee—think and believe.

All this, however, does not mean that we are being unintentional. We are being intentional by not providing a limiting definition. We are intentional about giving students the resources to work out their own understandings and vision. Those resources include the heritage and histories of Grinnell and the examples of its alumni (see **chapters 2, 5**). They include the various and expanding offerings of classes and courses of study in the liberal arts that students, with their advisors, craft into their own individualized curricula. They include providing intentional contexts for students to integrate and synthesize their studies in capstone experiences, such as seminars in majors and concentrations, as well as Mentored Advanced Projects. They include the challenges of figuring out how to live together in a diverse residential community through a system of self-governance. They include the rich and sometimes competing models that faculty (see "Priming the Pump"), administrators and staff (see Addendum to the Reaccreditation Surveys of Alumnae/i & Students) provide. They include the myriad co-curricular and extracurricular opportunities (see **chapter 8**). All of these resources—with the challenges of choice and decision, and the benefits of practice and participation—effectively enable our students to be truly adaptive and effective leaders for social good in the twenty-first century.

Are there ways that we could be doing better? Absolutely.

There are several areas where the College could strengthen the ways that we are fulfilling our mission by preparing students to be leaders for social justice and servants of the common good. The areas that we identify are:

1) Develop our students' oral communication skills;
2) Be more intentional and explicit about creating leaders for social justice, servants of the common good;
3) Improve on-campus communication;
4) Improve staff morale;
5) Promote wellness and wellbeing, and reduce excessive stress.

Given that we have found the College already to be doing a lot to fulfill our mission, in proposing responses to each of these areas, we first want to make sure that we make effective use of what we are already doing, and to propose a new program or resource cautiously. After each proposed response, we offer a plan for assessment to monitor how effective our response is.

Develop our students' oral communication skills

The one aspect of our mission that we are not fulfilling well is developing our students' oral communication skills. While we are doing a good job of developing oral discussion skills, we could be doing a better job of developing formal oral presentation skills. Especially in an age when students are accustomed to widespread electronic written communication (including email, texting, blogs and websites) we need to be intentional about developing traditional oral presentation skills. Various constituencies—students, faculty and alumni—affirmed that this continues to be an important skill, necessary for leaders. It is our conviction that oral communication will become more important in the twenty-first century as electronic communication includes more and more multi-media. We are already prepared to meet that development with resources such as the Creative Computing Lab, and we do include oral skills as an emphasis in the Tutorial, foreign languages, Theater, and the Mentored Advanced Projects (MAPs), and through mock interviews conducted by the Career Development Office that are videotaped and critiqued. We should augment the efforts by providing more resources for students and faculty on oral presentations specifically. Such resources may include offering a workshop on teaching oral presentations. We also could develop an oral communications lab—a space with the technical equipment and staff where students and other members of the community could practice, receive feedback, and hone their oral skills.

Assessment of progress may be achieved initially with a survey of graduates in three years that addresses the ways that oral communication have been taught, resources offered and perception of improvement. As time progresses, we might develop an instrument similar to the successful writing assessment program.

Be more intentional and explicit about creating leaders for social justice

One of the ways that we could be doing this better is by intentionally using our existing structures and programs. We could be more intentional and explicit that we are training leaders for social justice and servants of the common good. In our interviews and then our small group discussions, several faculty members initially expressed skepticism that we were doing anything to create leaders for social justice in their classes. One of the interviewees for "Priming the Pump" initially questioned why we wanted to interview him, thinking that his classes did not have anything to do with creating leaders for social justice. As we discussed his courses, he began to see significant ways that his classes do this. In some of our small group discussions, some faculty initially expressed hesitation, desiring to differentiate, for example, the academic discipline of political science from the promotion of a particular political ideology. As the group discussions progressed, faculty members imagined ways that their classes engage questions of leadership and social justice, and thought that they could be doing this better if they were more intentional. Some faculty, who had more recently began teaching at Grinnell, expressed the desire to have conversations about these topics, and said this would give them more freedom to explore such issues explicitly in their classes.

One of the ways that faculty could more effectively do this would be to make explicit their models and broader goals in teaching classes. Students in our discussion groups, who had taken classes with some of the sources for "Priming

the Pump," were a little surprised that the professors were forming particular models of leadership in their classes. The students could see that that was what the faculty member was doing in hindsight, but only after it was made explicit in "Priming the Pump."

The College already encourages faculty in a number of ways to think about their teaching and how it connects with the mission of the College. These avenues include new faculty orientation and continuing faculty development workshops, especially those on the "Liberal Arts" and "Mentoring and Advising."

We also see benefits in continuing to engage explicitly other constituencies in the mission of the College and what leadership and social justice mean. Our student discussion groups suggested having students discuss materials like "Priming the Pump" and the results of the Student and Alumni Surveys in venues such as the Second-Year Retreat. We would also encourage other groups to consider these discussions. For example, the Division of Student Affairs is engaging in a process of re-envisioning its mission and programs during the summer of 2008 and invited a representative of the Steering Committee to lead a discussion of "Priming the Pump."

We should also continue to lift up myriad examples and role models through the speakers and visitors that we bring to campus through departmental and other programs such as Rosenfield, the Centers, Lilly, and Peace Studies, among others. In particular, alumni are an extremely valuable resource for providing models and inspiration for how students might actualize their Grinnell education after graduation. The Wilson Program is an important resource for incorporating alumni in the curriculum and co-curricular activities. The Office of College and Alumni Relations does a good job of lifting up alumni and other Grinnellians who are serving the common good through vehicles such as the *Grinnell Magazine*, g-mail, and the website. Are there ways that we could encourage readership of the *Grinnell Magazine* and g-mail among current students? The Career Development Office connects students with alumni as well through internships, externships and other programs for students. The Alumni Scholars Program serves an important function by bringing recent alumni to campus for presentations and to meet with students. Other recent developments include the Office of College and Alumni Relations' Alumni Student Organization and the Alumni Office's experimenting with sending students to attend alumni events off-campus.

In our discussions, we heard that some alumni who work in the business and for-profit world feel a bit disenfranchised. However, working in the business and for-profit sector and working for social justice need not be mutually exclusive. Efforts have been made to represent role models in the College's publications, Career Development Office and through the Wilson program. The Lilly program has been very successful in addressing the sense of isolation and lack of support that some religious students feel, especially those considering a religious vocation. There, too, many faculty initially were suspicious of such a program, thinking that there was an effort to move the College in a direction that is not authentic to the community. Rather than doing that, the Lilly program has effectively created a space and provided important resources for some students and faculty to engage critically with questions of religion and spirituality and their connections to public service that have added to, but not redirected the essential mission and character of the College. The Wilson Program is making similar progress in providing resources for critically engaging vocations in the business and for-profit sector with values of serving the common good that similarly add to rather than redirect the character of the College.

As faculty, administrators and staff, we should be more intentional about being role models for our students. In particular, faculty and the upper administration should also recognize, encourage, and actively support the important contribution that staff make in this capacity.

We can assess our progress in making explicit that our mission includes creating leaders for social justice by repeating in two years a version of the student and alumni surveys focused on students and graduates of those years.

Improve on-campus communication

One of the issues that arose in our survey and discussion of staff is that many felt that communication on campus could be improved. We find that communication is also an issue among faculty as evidenced by academic departmental reviews. The issue of on-campus communication may be connected with issues of staff and faculty stress and morale as well.

The College has in place the necessary vehicles to communicate with its faculty and staff. Over the last 10 years, there have been significant moves towards increasing transparency and the implementation of vehicles for on-campus communication. The College's website has undergone and continues to undergo development and revision. Imbedded in that structure are numerous sources of information. As a campus community, however, we have not always done a good job of keeping those sources updated. Other sources of information include the Campus Memo and the student newspaper, the *Scarlet and Black*. In the last ten years, we have added the Pioneer Web, Faculty News Digest and *Laurel Leaf*. The administration supplements these with electronic and paper memoranda.

There are also regular faculty meetings and periodic staff meetings. At significant junctures, there are open fora for campus discussions. Various constituencies are represented on key committees. Nevertheless, many people feel uninformed about developments at the College or disenfranchised from the decision-making process.

While the College works to include members of different constituencies on committees and in different processes, there are not always mechanisms in place for those people to report back to their constituencies. While student representatives have the Student Government Association as a venue for reporting, our discussions suggest that we should be more intentional about developing reporting structures back to faculty and staff. The weekly meetings of the President's staff also provide an avenue of communication. However, some mid-level administrators and lower level staff suggested that information from those meetings they need to know to do their job effectively could be better communicated to them. Other staff recalled that there used to be periodic meetings of mid-level administrators that used to be an effective way of coordinating the work of different offices and suggested that the College explore implementing such meetings again. Staff reported that lack of communication and miscommunication often makes for inefficiencies and thus is demoralizing, and adds to the stress of their job.

Assessment of progress may be achieved with periodic surveys of staff and faculty that specifically address on-campus communication, with the first scheduled in three years. We may also consider administering an anonymous instrument or have an outside entity conduct the review.

Improve Staff Morale

While the Staff Survey and the follow-up discussions revealed a number of positive aspects about working at Grinnell, we also found concerns about staff morale that include insecurity about jobs; inconsistent supervision and evaluation, especially for merit pay across departments; lack of recognition for achievement; condescending or unappreciative managers, administrators, and faculty members; and the perception that the numbers of staff have not grown with the rest of the College.

The President's staff has discussed the results of the Staff Survey and already has begun to respond to many of the concerns raised. First, they agreed that the College needs to do a thorough revision of the staff evaluation form. Second, the College needs to engage actively in efforts to have faculty, especially those who take on an administrative position, as well as senior administrators, attend the supervisor training that Human Resources offers. Third, in response to the perception that staff cannot advance in the College, they suggested that we should offer a session for staff on ways to advance one's career, deal with educational obstacles, and develop professional opportunities.

John Kalkbrenner, Vice President for College Services, and Kristin Lovig, the director of Human Resources, report that they are planning a review of not just the staff evaluation form, but the performance appraisal process as a whole. They propose forming a task force of representatives from the staff and administration to develop the process and ensure that it considers the desires and concerns of staff.

In our discussions with staff, many expressed feelings of insecurity about their jobs, fearing that they could be dismissed at any time. However, over a five year span from July 1, 2003-July 1, 2008, only twelve employees (6 from administrative staff, 6 from other positions) were terminated involuntarily related to performance and one position was eliminated, an attrition rate of approximately one half of one percent a year. One factor in the feeling of insecurity is the lack of communication that often surrounds the departure of an individual and the necessary confidentiality that personnel issues have. Another factor may be a lack of knowledge about the rights of workers and due processes involved in hiring and firing. Hopefully, the revision and publication of the new Staff Handbook will make progress in this area.

The Steering Committee is impressed with the responsiveness of the President's staff and the Office of Human Resources to these issues. We would also add that the College consider incorporating an employee advocate system or other resource for staff. Anecdotal reports suggest that in the past, a senior administrator who is now moving towards retirement, Frank Thomas, often functioned informally in this capacity. Some staff have suggested that faculty could serve in this capacity. It is also possible that the Office of Human Resources could function in this capacity by defining and communicating its role.

We would also add that faculty as a whole, not just those who function in a direct supervisory role, should be made aware about the role of staff in fulfilling our educational mission and have a discussion about their treatment of staff.

There is a common feeling among staff that while the College has grown its programs, its enrollment, and its faculty there has not been a concomitant growth in its staff. While the full-time equivalent of faculty and students have risen by an average annual rate of 2.6% and 2.2%, respectively, between 2001 and 2007, the full-time equivalent staff has grown at a rate of 0.2%.[75] For example, between 2001 and 2007, the number of academic support staff decreased from 19 to 16 (an additional position will be added in 2008-09), although the full-time equivalence of those positions increased 17%. At the same time, the number of regular faculty supported increased from 176 to 208, an increase of 18%. However, this number does not include the increasing number of faculty on Senior Faculty Status, emerti faculty, faculty in term positions, faculty leave replacements, or increasing programs. The size and distribution of staff is an area that warrants further examination.

Assessment of progress can be achieved with periodic surveys of staff that specifically address staff morale, with the first scheduled in three years. Again, we may also consider administering an anonymous instrument or have an outside entity conduct the review.

Promote wellness and wellbeing, and reduce stress

Throughout this self-study, one issue we have found that cuts across other issues and a number of constituencies is that of wellbeing—both mental and physical wellbeing. Throughout our study, we have found a culture of high self-expectations and achievement among our students, faculty, administrators, staff, and alumni. We view this as one of the College's greatest strengths, but we also see it as a liability to our individual wellbeing. Our high expectations, coupled with our strong financial and human abilities, have enabled the College collectively and individually to achieve quite a bit in terms of developing our physical infrastructure, programs, and individual projects. A review of **chapters 3, 4 and 7** attests to many of the things that we have done and are doing. In some sense it is not surprising that we found evidence of some exhaustion and stress. We also find that the culture of Grinnell tends to encourage self-critique, but not the ability to appreciate what has been done. Thus, there is a tendency to discern how we could improve, but not recognize or celebrate what we have accomplished. The Steering Committee views this as a significant challenge to our ability to effectively create long-term leaders for social justice. This situation leads us to propose—taking language from the environmental movement—that we need a vision for *sustainable* leadership for social justice.

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[75] Source: Office of the Treasurer, IPEDS Human Resources reports; Office of Institutional Research. Figures calculated as compound annual growth rates. See also Staff Survey Results, **Figure 10**.

The College has made efforts to address issues of balance and wellness among the faculty, staff and students. Following the 1998 Site Visit report, for example, the Faculty Organization Committee reorganized faculty committees. There have also been efforts such as restructuring of miscellaneous expenses into departmental budgets. The faculty budget committee and salary review process has been overhauled from an annual process for all faculty, to a three-year cycle with a third of the faculty reviewed each year. The benefit has been a more in-depth assessment of faculty under review and a reduced burden upon the faculty budget and personnel committees. However, under the new system, department chairs or faculty designated to review their peers are experiencing the greater burden of a more in-depth process. In the spring of 2004, the College invited Elizabeth McKinsey as a consultant on senior faculty vitality and gender issues among faculty. The College has also instituted compensated Mentored Advanced Projects (MAPs) which has reduced uncompensated faculty supervision of independent studies. However, in addition to new programming, faculty also experience more pressure for scholarly output. While the administration has responded, for example, with more opportunities for leaves, more leaves also entail more searches.

The College has also been attentive to concerns about wellness and balance among students. This is evidenced by the institution of the Wellness Committee and the various studies and assessment instruments cited elsewhere. Following a "cluster" of suicides and suicide attempts on campus in 2002-03, the College took an number of important steps, including implementing on-campus walk-in counseling services, conducting several studies, exploring and instituting reading days of Saturday, Sunday and Monday between the last day of classes and the beginning of finals, and some campus discussions that included faculty. Efforts continue; for example cutting back on the programming, especially late night activities, of New Student Orientation and the institution of a Wellness Weekend night.[76]

The College has also been concerned about increasing staff wellness. Human Resources offers a number of programs in the fall and in the spring for administrators and staff to develop professionally and deal with the demands of work. A number of programs in 2007-08, for example, dealt directly or indirectly with wellbeing and stress. Foremost among these was the "Heartmath Stress Management Program," which provided participants with tools to help them recognize stress and lack of clarity, and make perceptual and behavioral shifts. Recognizing that staff juggle a professional life with life at home, the College offered "When Cloning Won't Work: How to Stay Sane at Work and Connected at Home." Another program ("Don't Shoot Skinny Rabbits") was concerned with priorities, while several programs centered around dealing with the stress of change and managing projects. Other programs dealt with topics such as attitudes, accountability, time management, and communication,[77] all of which can contribute to stress in the workplace. Human Resources also offered free chair massages across campus during the week of April 21 – 25 and held the "Tropical Escape" on March 20th, inviting staff to unwind and escape in the "Tropical Tiki Lounge" of the Forum South Lounge.

Much of the significant effort and progress that has been made over the years has been targeted at different constituencies. In seeing how the issue of wellbeing cuts across a variety of constituencies, we see the need to view the issue as cultural challenge that faces the entire community and that we need consider ways that we can affect change on that macro-cultural level. Then we will be in position to better coordinate and implement our efforts.

Adding to the situation are our strong and valued traditions of student self-governance and faculty shared governance. With strong analytical skills, members of our community are skilled at discerning limitations and problems. When coupled with a culture that values the perspectives and opinions of individuals, shared governance at times becomes demoralizing as a committee's hard work and thinking are shot down by a few outspoken critics. We recognize that contrasting structures may be more efficient, for example a more highly centralized authority vested in the administration or the so-called "old boys' network." However, we also believe that the benefits of our system—which we see as directly contributing to and modeling leadership for social justice, and which struggles to balance the needs and desires of individuals, groups and the community—as outweighing the benefits of the

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[76] http://web.grinnell.edu/dean/hlc/WeekendWellness2007-2008Survey.pdf;
http://web.grinnell.edu/dean/hlc/WeekendWellnessSurveyResults06-07.pdf;
http://web.grinnell.edu/dean/hlc/WeekendWellnessProgramFall07.pdf;
http://web.grinnell.edu/dean/hlc/WeekendWellnessProgramSpring08.pdf
[77] Two sessions that are not listed in the spring training calendar (they were scheduled after the calendar was released): http://web.grinnell.edu/dean/hlc/AdditionalHRTraining.pdf

efficiency of other models. Rather we suggest that we have some faculty and staff discussions about what shared governance means and how we can best refine it. We need to be intentional about distinguishing governance from administration. Faculty could do a better job of respecting the knowledge and skills of the other professionals who work here. Not doing so adversely affects staff morale, as indicated in our staff surveys and discussions.

The challenge of individuals and groups finding wellbeing and balance impacts other aspects of life at Grinnell. The perception of overwork, lack of time and stress contribute to ineffective communication on campus. In such an environment, communication can break down and things tend to "fall through the cracks." People either overlook communicating what they are doing or fail to process sufficiently the information that is offered to them. These factors—stress, self and shared-governance, and miscommunication—form a nexus that perpetuates imbalance.

The challenge of balance and wellbeing for faculty, administration and staff negatively affects promotion of *sustainable* leadership in students. Many of us in the faculty and administration do a poor job of modeling for students lives that promote wellbeing. Moreover, faculty exacerbate the situation with the workload we assign, and other ways that we construct our classes and the semester that do not take into consideration issues of wellbeing.

In our study of the College, we found that not all people are overworked; although perhaps disproportionate numbers are. We also found that there are people who are underworked. Perhaps these people are underworked because they do not have accountability. Others who have been productive in the past may be burnt out. Still others may be under-challenged. For example, the Faculty Organization Committee struggled this past year to find faculty willing to be nominated to serve on some committees. In part, this may be due to a lack of systematic reward and recognition for many forms of College service. Some have expressed the sense that with the increase of financial and programmatic resources, the faculty have become more competitive and there is some increase in ill-will. There is a sense that some faculty have become more concerned about "self service" than "college service." Competition along with unevenness of service contributes to a lack of morale.

Assessment may be achieved with periodic surveys of staff, faculty and students that specifically address stress and wellbeing.

Towards a Vision for Sustainable Leadership for Social Justice

A vision for sustainable leadership for social justice involves a conscious and intentional stewardship not only of finances and material resources, but also of collective and individual time and energy. We recognize that some of our major institutions—the Individually Advised Curriculum and traditions of shared and self governance—are labor intensive, but we also recognize that these are vital and distinctive elements for fulfilling our collective mission.

Underlying many of our major institutions such as the Individually Advised Curriculum and traditions such as shared and self-governance is the value of individuals in a just community. Ultimately what makes Grinnell special—a sentiment that one will find among students, faculty, staff, administrators, and alumni—is not the curriculum, or the endowment, not the impressive buildings and multitude of programs, or even the location. Indeed, all of these things are assets, but they are not the essence of the Grinnell experience. What does make Grinnell special are the different and diverse people who work, live, and study here and who struggle to live together in community. We value the community that we create and the individuals that make it up. The emphasis here is on being individualized, not individualistic. We must always balance the individual with the needs and desires of others who make up our community. As living entities, these people and the community as a whole are always changing and in process; thus, we value process not just product, and place a premium on our interactions and discussions, rather than standardized tests and monolithic graduates.

As we reinvigorate our efforts to produce leaders for social justice and servants of the common good, we need to inculcate in and model for our students an attention to sustainability. Of course, this is particularly challenging in an academic environment that values excellence and is structured around cycles of deadlines with papers and intense midterm and final examinations followed by breaks which students use to catch up on their sleep. This is also challenging in our larger national and global contexts where competition and the demands on personal time and energy are becoming increasingly oppressive and lack of sleep and elevated stress are epidemic. However, the larger

cultural contexts highlight the pressing need for us to be intentional about promoting notions of sustainability in our students in order for them to become effective leaders and agents of positive change in the world.

Our graduates actualize their visions of leadership and service in a variety of different ways and venues. Many of them seek careers serving people, including education, counseling, social work, and medicine. These careers are notorious for their high rate of burn out. Those who choose to realize their vision through activitism, politics, or non-profit work must also be sensitive to how their efforts may be sustained over time. Those who choose to enter the for-profit sector face challenges of the sometimes competing interest of profit with the common good. The challenges and uncertainties of the twenty-first century on the global level—environmental, economic, political—as well on the local and personal level mean that leaders for social justice and servants of the common good must think about sustainability in their efforts.

Taking a cue from our "No Limits" campaign and the discussions about it as well as the environmental movements and attentiveness to both global and local ecosystems, a vision for sustainable leadership means that we also need to *know limits*. That is to say, we need to know our personal and collective resources and human energy. We need to promote recycling and reduce waste; that is, first try to use the resources and programs that we already have or have already done. This includes making effective use of studies and assessments that we have. We need to promote efficiency—often not part of our calculations here. This means considering ways to reduce red tape, communicate policies and procedures, and eliminate "invisible fences." We also need to know balance, not just efficiency. That means knowing consequences, knowing the costs and effects of what we do personally and collectively. It also means that we need to know accountability and responsibility. Ultimately, we need to know reality and the difference between ideals and reality. Our students understand that in some ways our attempts to live out our ideals sometimes conflict with the wider world. Students talk about the "Grinnell bubble" and they talk about staff who keep them grounded in "reality." Seniors worry about going into the "real world" and some alumni experience the shock of the "real world" where there are no extensions, where they have to know consequences. Sustainable leadership for social justice means that we need to know boundaries, a key to healthy and just relationships. We need to know the differences between governance and administration, and respecting knowledge and skills of other professionals who work here. Finally, we need to know values and have a deeper understanding of them, especially self-governance and shared governance.

Chapter 11: Summary of Recommendations

The Liberal Arts as the foundation for "Sustainable Leadership for Social Justice"

Our findings have found several ways that we could strengthen our preparation of students for leadership in social justice. These include changes on a variety of levels, from the macro-cultural to the micro-level of individuals and specific programs. Two specific areas that we identify for improving are working on our students' formal oral presentation skills and the challenge of promoting wellbeing across our community. In particular, we are proposing a vision that lifts up personal and collective sustainability as an important corrective to the way that we think and act.

On the macro-cultural level, we envision the work of our self-study as providing resources to raise consciousness about the challenge of wellbeing and the contribution of thinking about sustainability. We believe that changing the way we think—or at least including thoughts of wellbeing in our thinking—is important to the ways that we function. Here in particular, we see the role modeling of staff and faculty as essential for influencing our students. Can we prioritize wellbeing? Can we recognize limits to our personal and group resources and abilities?

Some of our suggestions are structural.

1) Encourage a review of the structure of faculty governance that:
    a. includes more lines of reporting and representation;
    b. considers ways to reduce the burden of service;
    c. consider ways to recognize and reward service;
    d. and we also believe that faculty committees would benefit from designated support staff and improved automated features;

2) Consider ways to improve communication among staff, including lines of representation and reporting back to staff by representatives on committees;

3) Review organizational structure and authority of the Office of Human Resources:
    a. empower Human Resources to train and supervise supervisors and address disparity across offices;
    b. engage actively in efforts to have faculty, especially those who take on an administrative position, as well as senior administrators, attend the supervisor training that Human Resources offers;
    c. review the performance appraisal process as a whole, including a task force of representatives from the staff and administration to develop the process and ensure that it considers the desires and concerns of staff;
    d. clarify and communicate grievance process for staff and consider resources that would assist staff in this process.

On the programmatic level we want to be conscious of our tendency to add new programs and want to be sure that we are efficiently using the resources that are available to us.

1) Consider ways to strengthen and support our students' oral communication skills;

2) Be more intentional and explicit about creating leaders for social justice and servants of the common good, especially through experiences in classrooms, but also in other venues that include students, using existing programs such as New Faculty Orientation, faculty workshops, and the Second-Year Retreat;

3) Encourage multiple models and visions for leadership for social justice; for example, intentionally and critically including role models in the for-profit sector and other sectors as places where one can exercise socially responsible leadership through existing programs and structures such as the Wilson Program (as being planned in the Strategic Plan 2) and the Career Development Office;

4) Coordinate and interrelate efforts to promote wellness (cf. Strategy Two) and reduce excessive stress among faculty, staff, and students;

5) Encourage the faculty and administration to have conversations about shared governance; come to a shared understanding of what it is, and address lack of trust between faculty and administration as well as between faculty and those they elect;

6) Encourage the faculty and upper administration to consider and discuss how to treat staff respectfully and professionally;

7) Continue to promote fulfillment by recognizing accomplishments (cf. Strategy One)and by communicating how those accomplishments contribute to our mission;

8) Continue community-building programs such as the employee dining benefit that subsidizes and encourages faculty and staff to use the dining halls, ice cream breaks over the summer, and developing others such as an alternative break program for staff and a staff mentoring program.

Finally, we have some suggestions that would be implemented on the micro-level of individuals, offices, and departments.

1) Consider ways to better communicate; not just more communication, but more meaningful communication; the Laurel Leaf and Faculty News Digests are important steps, but as individuals we also need to take it upon ourselves to be informed about what is going on;

2) Encourage more personal interactions with others and "managing by wandering about" which improves communication and morale;

3) Be more intentional about being healthy role models for students and recognize the contributions that staff make in this regard.

Ultimately, we are calling for community and individual efforts to promote a culture that is attuned to sustainable leadership. In order to equip our students to be effective agents of positive change in this world, we need to help them understand and effectively use their personal and collective energy to provide service that is sustainable over time. That effort begins, however, with the faculty, staff and administration who need to be more intentional about how we model this for our students.

Appendices

- Organizational Charts
- Surveys
- Profiles in Leadership: The Grinnell Magazine 1998-2007 (J. Hartling Stolze)
- Grinnell College-nominated winners of prestigious national post-graduation scholarships and fellowships since 1999-2000
- Campus Map

Grinnell College::Senior Administration

Russell Osgood
President

Susan Schoen
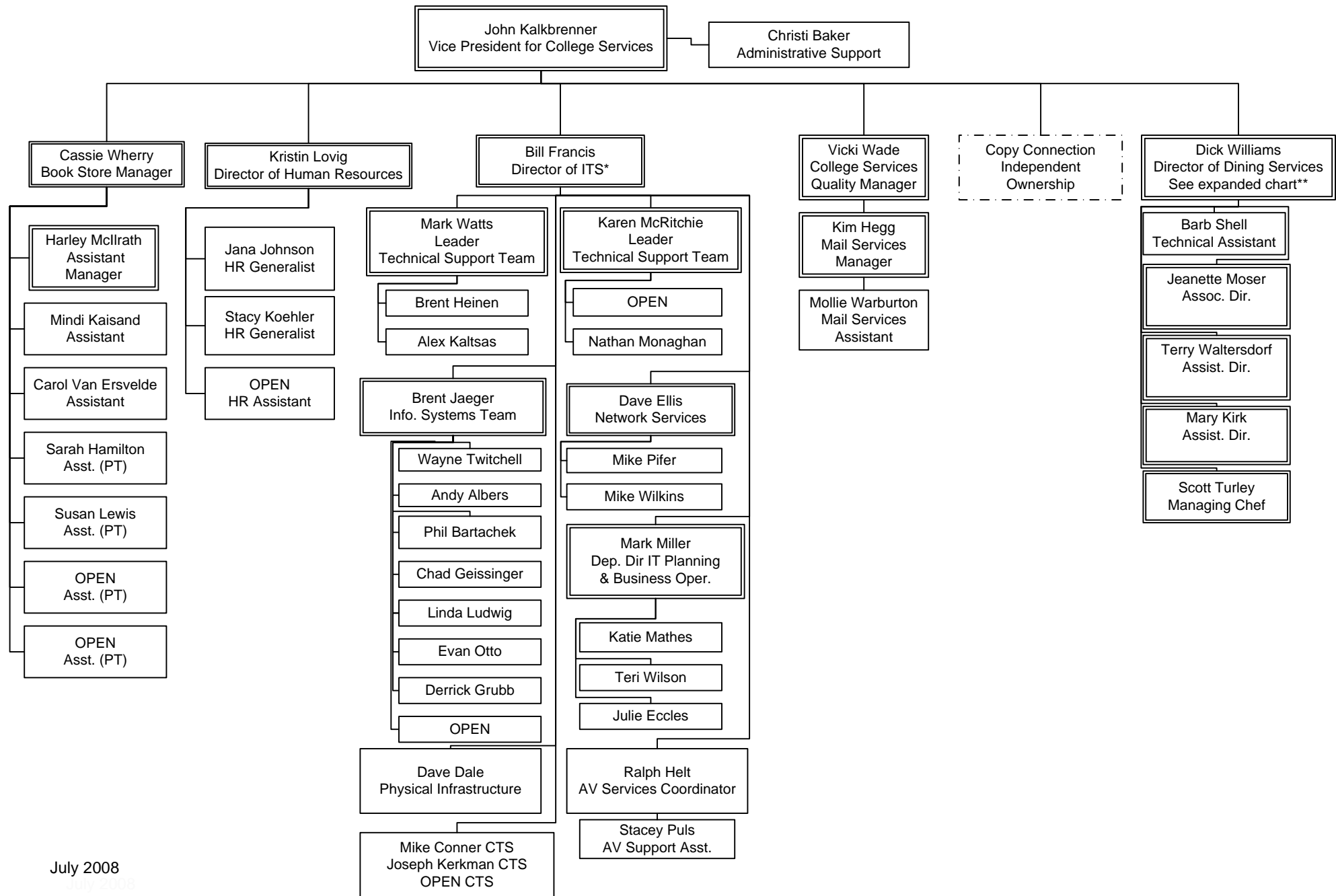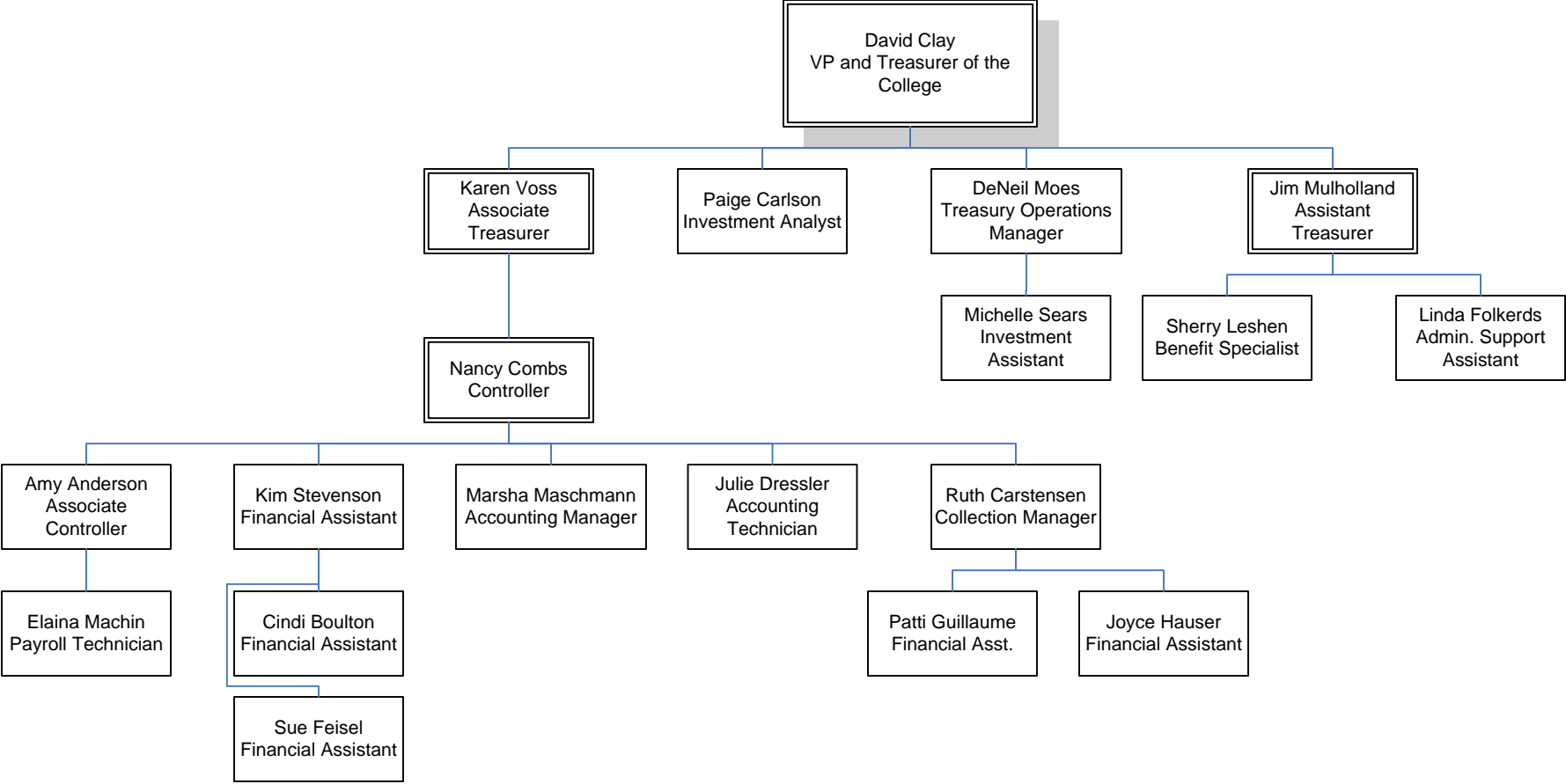Assistant to the President;
Secretary of the College

Marci Sortor
VP for Institutional Planning; Assoc. Dean; Prof. Of History
- Community Enhancement
- Facilities Management
- Faulconer Gallery
- Budget Formulation

John Kalkbrenner
VP for College Services
- Human Resources
- Information Technology w/ Academic Dean
- Dining Services
- College Book Store
- Mail Services
- Copy Connection

David Clay
VP and Treasurer of the College
- Compensation & Benefits
- Accounting & Payroll
- Cashier Office
- Finance and Insurance

W. Houston Dougharty
VP for Student Affairs
- Student Affairs
- Career Development
- Security
- Chaplain

C. Seth Allen
Dean of Admission & Financial Aid
- Admission
- Financial Aid

Paula Smith
VP for Academic Affairs/Dean
- Faculty
- Athletics
- Registrar
- Library
- Institutional Research
- Academic Support
- Corporate, Foundation & Government Relations
- Information Technology w/ VP for College Services

Mickey Munley
VP for College and Alumni Relations
- College and Alumni Relations
- Communication & Events

Elena Bernal
Special Asst. to the President for Diversity & Achievement
- Diversity Officer
- Achievement Office

Frank Thomas
Senior Counselor
- Federal & State Compliance

July 2008

Grinnell College :: College Services

John Kalkbrenner
Vice President for College Services

Christi Baker
Administrative Support

Cassie Wherry
Book Store Manager

Kristin Lovig
Director of Human Resources

Bill Francis
Director of ITS*

Vicki Wade
College Services
Quality Manager

Copy Connection
Independent
Ownership

Dick Williams
Director of Dining Services
See expanded chart**

Cassie Wherry (Book Store)

- Harley McIlrath
  Assistant Manager
- Mindi Kaisand
  Assistant
- Carol Van Ersvelde
  Assistant
- Sarah Hamilton
  Asst. (PT)
- Susan Lewis
  Asst. (PT)
- OPEN
  Asst. (PT)
- OPEN
  Asst. (PT)

Kristin Lovig (HR)

- Jana Johnson
  HR Generalist
- Stacy Koehler
  HR Generalist
- OPEN
  HR Assistant

Bill Francis (ITS)

Mark Watts
Leader
Technical Support Team

- Brent Heinen
- Alex Kaltsas

Brent Jaeger
Info. Systems Team

- Wayne Twitchell
- Andy Albers
- Phil Bartachek
- Chad Geissinger
- Linda Ludwig
- Evan Otto
- Derrick Grubb
- OPEN

Dave Dale
Physical Infrastructure

Mike Conner CTS
Joseph Kerkman CTS
OPEN CTS

Karen McRitchie
Leader
Technical Support Team

- OPEN
- Nathan Monaghan

Dave Ellis
Network Services

- Mike Pifer
- Mike Wilkins

Mark Miller
Dep. Dir IT Planning
& Business Oper.

- Katie Mathes
- Teri Wilson
- Julie Eccles

Ralph Helt
AV Services Coordinator

Stacey Puls
AV Support Asst.

Vicki Wade (College Services)

Kim Hegg
Mail Services Manager

Mollie Warburton
Mail Services Assistant

Dick Williams (Dining Services)

- Barb Shell
  Technical Assistant
- Jeanette Moser
  Assoc. Dir.
- Terry Waltersdorf
  Assist. Dir.
- Mary Kirk
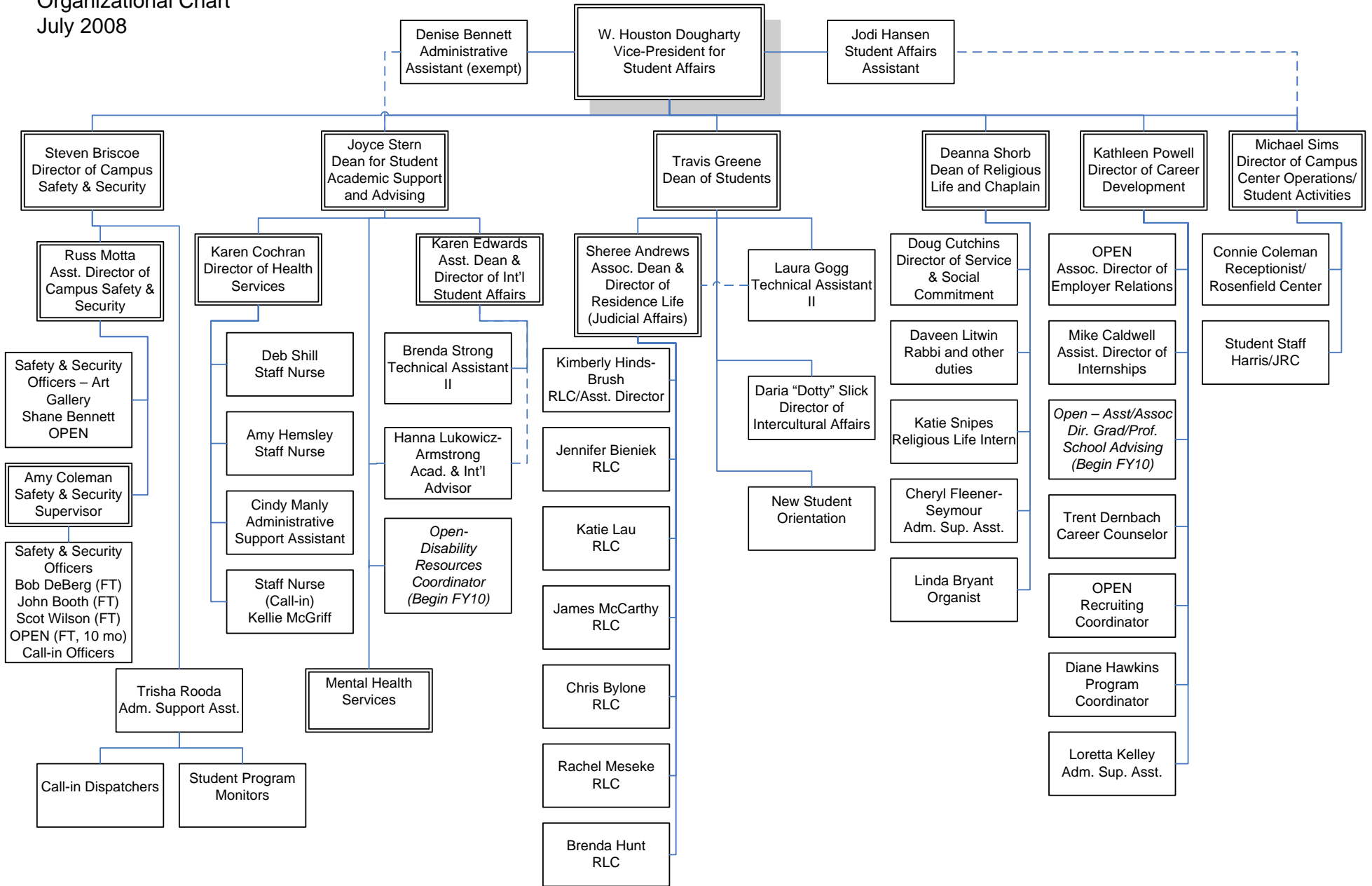 Assist. Dir.
- Scott Turley
  Managing Chef

July 2008

* ITS co-reports to Vice President for Academic Affairs
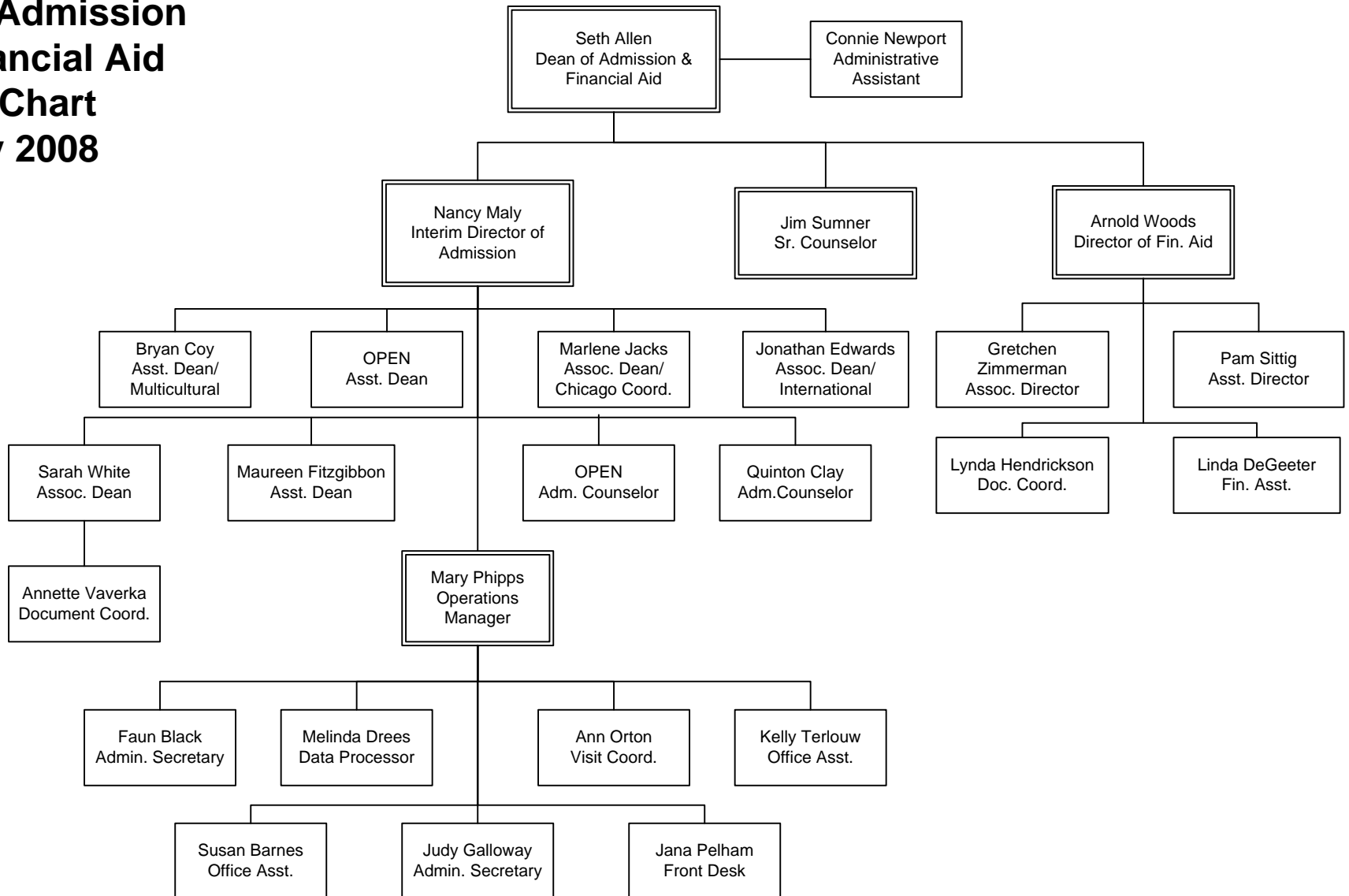** Dining Services – See Expanded Org Chart
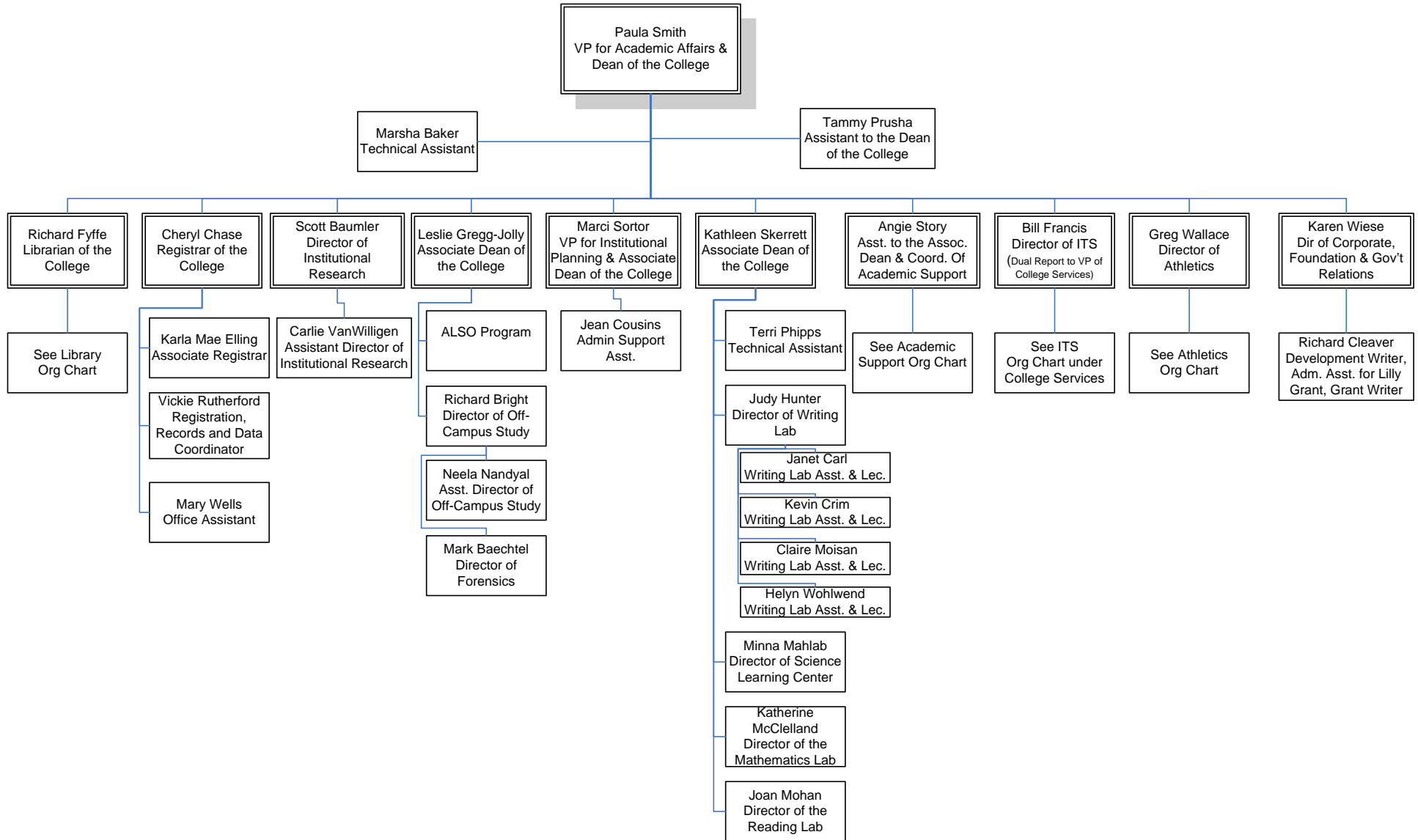
Office of the Treasurer
July 2008

- **David Clay**
  VP and Treasurer of the College
  - **Karen Voss**
    Associate Treasurer
    - **Nancy Combs**
      Controller
      - **Amy Anderson**
        Associate Controller
        - **Elaina Machin**
          Payroll Technician
      - **Kim Stevenson**
        Financial Assistant
        - **Cindi Boulton**
          Financial Assistant
          - **Sue Feisel**
            Financial Assistant
      - **Marsha Maschmann**
        Accounting Manager
      - **Julie Dressler**
        Accounting Technician
      - **Ruth Carstensen**
        Collection Manager
        - **Patti Guillaume**
          Financial Asst.
        - **Joyce Hauser**
          Financial Assistant
  - **Paige Carlson**
    Investment Analyst
  - **DeNeil Moes**
    Treasury Operations Manager
    - **Michelle Sears**
      Investment Assistant
  - **Jim Mulholland**
    Assistant Treasurer
    - **Sherry Leshen**
      Benefit Specialist
    - **Linda Folkerds**
      Admin. Support Assistant

GRINNELL COLLEGE
Division of Student Affairs
Organizational Chart
July 2008

W. Houston Dougharty — Vice-President for Student Affairs

Denise Bennett — Administrative Assistant (exempt)

Jodi Hansen — Student Affairs Assistant

Steven Briscoe — Director of Campus Safety & Security

- **Russ Motta** — Asst. Director of Campus Safety & Security
  - Safety & Security Officers – Art Gallery, Shane Bennett, OPEN
  - **Amy Coleman** — Safety & Security Supervisor
    - Safety & Security Officers: Bob DeBerg (FT), John Booth (FT), Scot Wilson (FT), OPEN (FT, 10 mo), Call-in Officers
- **Trisha Rooda** — Adm. Support Asst.
  - Call-in Dispatchers
  - Student Program Monitors

Joyce Stern — Dean for Student Academic Support and Advising

- **Karen Cochran** — Director of Health Services
  - **Deb Shill** — Staff Nurse
  - **Amy Hemsley** — Staff Nurse
  - **Cindy Manly** — Administrative Support Assistant
  - **Staff Nurse (Call-in)** — Kellie McGriff
- **Karen Edwards** — Asst. Dean & Director of Int'l Student Affairs
  - **Brenda Strong** — Technical Assistant II
  - **Hanna Lukowicz-Armstrong** — Acad. & Int'l Advisor
  - *Open-Disability Resources Coordinator (Begin FY10)*
- Mental Health Services

Travis Greene — Dean of Students

- **Sheree Andrews** — Assoc. Dean & Director of Residence Life (Judicial Affairs)
  - **Kimberly Hinds-Brush** — RLC/Asst. Director
  - **Jennifer Bieniek** — RLC
  - **Katie Lau** — RLC
  - **James McCarthy** — RLC
  - **Chris Bylone** — RLC
  - **Rachel Meseke** — RLC
  - **Brenda Hunt** — RLC
- **Laura Gogg** — Technical Assistant II
- **Daria "Dotty" Slick** — Director of Intercultural Affairs
- New Student Orientation

Deanna Shorb — Dean of Religious Life and Chaplain

- **Doug Cutchins** — Director of Service & Social Commitment
- **Daveen Litwin** — Rabbi and other duties
- **Katie Snipes** — Religious Life Intern
- **Cheryl Fleener-Seymour** — Adm. Sup. Asst.
- **Linda Bryant** — Organist

Kathleen Powell — Director of Career Development

- **OPEN** — Assoc. Director of Employer Relations
- **Mike Caldwell** — Assist. Director of Internships
- *Open – Asst/Assoc Dir. Grad/Prof. School Advising (Begin FY10)*
- **Trent Dernbach** — Career Counselor
- **OPEN** — Recruiting Coordinator
- **Diane Hawkins** — Program Coordinator
- **Loretta Kelley** — Adm. Sup. Asst.

Michael Sims — Director of Campus Center Operations/ Student Activities

- **Connie Coleman** — Receptionist/ Rosenfield Center
- Student Staff Harris/JRC

Office of Admission and Financial Aid Org Chart July 2008

Seth Allen
Dean of Admission & Financial Aid

Connie Newport
Administrative Assistant

Nancy Maly
Interim Director of Admission

Jim Sumner
Sr. Counselor

Arnold Woods
Director of Fin. Aid

Bryan Coy
Asst. Dean/ Multicultural

OPEN
Asst. Dean

Marlene Jacks
Assoc. Dean/ Chicago Coord.

Jonathan Edwards
Assoc. Dean/ International

Gretchen Zimmerman
Assoc. Director

Pam Sittig
Asst. Director

Sarah White
Assoc. Dean

Maureen Fitzgibbon
Asst. Dean

OPEN
Adm. Counselor

Quinton Clay
Adm. Counselor

Lynda Hendrickson
Doc. Coord.

Linda DeGeeter
Fin. Asst.

Annette Vaverka
Document Coord.

Mary Phipps
Operations Manager

Faun Black
Admin. Secretary

Melinda Drees
Data Processor

Ann Orton
Visit Coord.

Kelly Terlouw
Office Asst.

Susan Barnes
Office Asst.

Judy Galloway
Admin. Secretary

Jana Pelham
Front Desk

Academic Affairs
Org Chart
July 2008

Paula Smith
VP for Academic Affairs &
Dean of the College

Marsha Baker
Technical Assistant

Tammy Prusha
Assistant to the Dean
of the College

Richard Fyffe
Librarian of the
College

- See Library
  Org Chart

Cheryl Chase
Registrar of the
College

- **Karla Mae Elling**
  Associate Registrar
- **Vickie Rutherford**
  Registration,
  Records and Data
  Coordinator
- **Mary Wells**
  Office Assistant

Scott Baumler
Director of
Institutional
Research

- **Carlie VanWilligen**
  Assistant Director of
  Institutional Research

Leslie Gregg-Jolly
Associate Dean of
the College

- **ALSO Program**
- **Richard Bright**
  Director of Off-
  Campus Study
- **Neela Nandyal**
  Asst. Director of
  Off-Campus Study
- **Mark Baechtel**
  Director of
  Forensics

Marci Sortor
VP for Institutional
Planning & Associate
Dean of the College

- **Jean Cousins**
  Admin Support
  Asst.

Kathleen Skerrett
Associate Dean of
the College

- **Terri Phipps**
  Technical Assistant
- **Judy Hunter**
  Director of Writing
  Lab
  - **Janet Carl**
    Writing Lab Asst. & Lec.
  - **Kevin Crim**
    Writing Lab Asst. & Lec.
  - **Claire Moisan**
    Writing Lab Asst. & Lec.
  - **Helyn Wohlwend**
    Writing Lab Asst. & Lec.
- **Minna Mahlab**
  Director of Science
  Learning Center
- **Katherine
  McClelland**
  Director of the
  Mathematics Lab
- **Joan Mohan**
  Director of the
  Reading Lab

Angie Story
Asst. to the Assoc.
Dean & Coord. Of
Academic Support

- See Academic
  Support Org Chart

Bill Francis
Director of ITS
(Dual Report to VP of
College Services)

- See ITS
  Org Chart under
  College Services

Greg Wallace
Director of
Athletics

- See Athletics
  Org Chart

Karen Wiese
Dir of Corporate,
Foundation & Gov't
Relations

- **Richard Cleaver**
  Development Writer,
  Adm. Asst. for Lilly
  Grant, Grant Writer

Russell K. Osgood
President

Janet Muckler
Administrative
Assistant

Mickey Munley '87
Vice President for
College and Alumni
Relations

Beth Meldrem
Office Assistant

Kate Worster '87
Director of
Communication

Rachel Bly '93
Director of Conference
Operations

James Hess
Director of Alumni
Relations

Charlie Powell
Director of
Development

Richard Cleaver '75
Development Writer
(¼ position)

Jim Powers
Associate Director
of Communication

Cindy Deppe
Director of Media
Relations

Jackie Hartling
Stolze
Editorial Director,
Editor of the
Grinnell Magazine

Jo Loftin
Office Assistant

Leonya Ivanov
Online Media and
Web Coordinator

Donna Dralus '89
Assistant Online
Media and Web
Coordinator

Shannon Geisinger
Office Assistant
(12 Month)

Pam Montgomery
Office Assistant
(9 month)

Dan McCue
Assistant Director
of Alumni Relations

Jayn Bailey '05
Assistant Director
of Alumni Relations

Marcia Grosenbach
Alumni Relations
Assistant

Bonnie Primley
Alumni Relations
Assistant

Severin Roberts
Director of the
Pioneer Fund

Christy Gregor
Director of Alumni
and Donor Services

Meg Jones Bair
Director of Donor
Relations

Buddy Boulton
Assistant Director
of the Pioneer Fund

OPEN
Assistant Director
of the Pioneer Fund

Joyce Bergan
Pioneer Fund
Assistant

OPEN
Pioneer Fund
Assistant

Kelly Garwood
Database Records
Services Assistant

Jo Gibbons
Technical Assistant

Julie VanErsvelde
Financial Assistant

Sue Martindale
Alumni and Donor
Services Assistant

Effie Hall
Associate Director
of Major Gifts

Rod Schultz
Associate Director
of Major Gifts

OPEN
Assistant Director
of Major Gifts

Jennifer Gilbreaith
Development
Assistant

Neill Goltz
Director of Planned
Giving

Sandy Durbala
Associate Director
of Planned Giving

Sara Root
Assistant Director
of Development
Research

Donna Briggs
Planned Giving
Office Assistant

Library Org Chart
June 2008

Richard Fyffe
Librarian of the College

Sharon Clayton
Administrative Assistant to the Librarian of the College

Catherine Rod
Associate Librarian/College Archivist

- **Cheryl Neubert**
  Library Asst. - Library Admin. And Special Collections

Gail Bonath
Associate Librarian

- **Sheryl Bissen**
  Library Systems Support Technician
- **OPEN**
  Manager Access Services
  - **Sherry Shults**
    Desk Supervisor - Days
  - **Brian Mitchell**
    Desk Supervisor - Evenings/ Weekends
  - **Duane Murray**
    Desk Supervisor - Evenings/ Weekends
  - **Chris Gaunt**
    Desk Supervisor - Evenings/ Weekends
  - **Lisa Adkins**
    Library Asst. - Interlibrary Services - Lending
  - **Leslie Gardner**
    Library Asst. - Document Delivery

Rebecca Stuhr
Collection Development and Preservation Librarian

- **Randye Jones**
  Library Asst. - Listening Room
- **Beth Bohstedt**
  Library Asst. – Acquisitions (.5)
- **Kim Gilbert**
  Library Asst. - Acquisitions
- **Nancy Cadmus**
  Library Asst. - Serials
- **Doris Selix**
  Library Asst. - Serials

Cecilia Knight
Catalog Librarian

- **Donna Hoeksema**
  Library Asst. - Cataloging
- **Jean Reavis**
  Library Asst. - Cataloging
- **Shealey Sieck**
  Library Asst. - Cataloging
- **Kathy Peterson**
  Library Asst. - Serials

Kevin Engel
Science Librarian

- **Beth Bohstedt**
  Library Asst. - Government Documents (.5)

Phillip Jones
Reader Services Librarian

Julia Bauder
Reference & Instruction Librarian

Dining Services

Organizational Chart
Joe Rosenfield '25 Center
July 2008

Dick Williams
Director

Barb Shell
Technical Assistant

Mary Kirk
Assistant
Director/Retail

Jeanette Moser
Associate Director
Operations

Terry Waltersdorf
Assistant Director
Operations

Scott Turley
Executive Chef

Fonda Benson -
Catering Coord.

Mary Kirk branch

Larry Wilson
A la Carte Sprvr.

Jean Dyjak –
A la Carte Night
Sprvr.

Darcy Noel
A la Carte
Presentation Cook

Nicole Berry
A la Carte (.5)
Presentation Cook

Jeanette Moser branch

Kandy Wilson -
Food Mgmt.
Systems

Deanne Grabinski
FMS Support Asst
(One-year term)

Call-in Cashiers (9)

Lyle Bauman -
Dining Hall Sprvr.

Kelly Gerhardt –
Dining Hall Sprvr.

Rita Vogel –
Dining Hall Sprvr.

Karen Ford
Dish Room Sprvr.

Sheryl Ranfeld
Custodian

Terry Waltersdorf branch

James Duke –
Inventory Control
Clerk

OPEN
Stockroom Asst.

David Kramer
Custodian

Jerry McVey -
Custodian

Sandy Gray
Custodian

Scott Turley branch

Carolyn Harris
Catering Sprvr.

Linda Airey
Catering Attendant

Call-in Catering
staff (2)

Jamie Leonard
Sous Chef

OPEN
Sous Chef
Catering/Prod. Sprvr.

Laura Kaiser
Sous Chef
Production Sprvr.

Terry Anderson –
Pastry Chef
Bakery Sprvr.

Becca Dayton -
Cook

Denise Kaisand -
Cook

Marjena Sloan –
Cook

Amber Upah
Cook

Tony Lammers
Cook

Loretta Gritsch –
Pantry

Sheila Wilder –
Pantry

Scott Chaney-
Presentation Cook

OPEN
Presentation Cook

Jacque Kirby –
Presentation Cook

Matt Kizer
Presentation Cook

Cheri Chedester
Presentation Cook

Sandy May
Presentation Cook

Nicole Berry
Presentation Cook
(.5)

Kati Flowers
Presentation Cook

Karen
Sleeuwenhoek –
Presentation Cook

Gloria Miner
Presentation Cook

Yvonne Van
Ommen –
Presentation Cook

Fran Parker
Call-in
Presentation Cook

Kathleen Wright-
Gorsuch –
Call-in
Presentation Cook

Ruth Kirby
Baker

Loretta Cline
Baker

Ranae Hamor
Baker

Grinnell College :: Facilities Management

```
                          Mark Godar
                          Director
```

Mike Burt Assoc. Director of FM	Rick Whitney Assoc. Director of FM	Les Ollinger Assoc. Director of FM	Dixie Hansen Office Manager
Environmental & Safety Coord.	Maintenance Manager	Custodian Sprv.	Terri Stark Administrative Support Asst.
Mechanic I	Mechanic I	Plant Custodian	Dianna Kelting Administrative Support Asst.
Turf/Irrigation Specialist	Mechanic II	Cleaner II	
Horticulturalist	Mechanic III	Plant Store Keeper	
Groundsperson		Mechanic I	

July 2008

Grinnell College :: Athletics / Physical Education

Greg Wallace
Director of Athletics & Recreation
Associate Professor
Chair of Physical Education
(9-10 mo appt.)

Nancy Baumgartner
Administrative Assistant
(FT, 11.5 mo, Adm)

Mary Kissinger
Academic Support Asst
(FT, 11.5 mo, support staff)

Jen Jacobsen
Wellness Coordinator
(FT, 12-mo, Adm)

Heather Benning
Asst. AD
Women's Soccer Coach
SWA
Asst. Prof
(9-10 mo appt)

Erin Hurley
Men's & Women's Swim Coach
Assoc. Prof
(9-10 mo appt)

Evelyn Freeman
Wm's Cross Country Coach
Wm's Track/ Field Coach
Asst. Prof
(9-10 mo appt)

Will Freeman
Men's Cross Country Coach
Men's Track/ Field Coach
Assoc. Prof
(9-10 mo appt)

Max Hawsey
Football Coach
Asst. Track Coach
Asst.. Prof
(9-10 mo appt)

Tim Hollibaugh
Baseball Coach
Asst Football Coach
Assoc. Prof
(9-10 mo appt)

Priscilla Lowther
Athletic Trainer
Lecturer
(9-10 mo appt)

Brian Jaworski
Men's Soccer Coach
Men's Golf Coach
Asst. Prof
(9-10 mo appt)

Tom Sonnichsen
Volleyball Coach
Softball Coach
Asst. Prof
(9-10 mo appt)

David Arseneault
Men's Basketball Coach
Women's Golf Coach
Assoc. Prof
(9-10 mo appt)

Kate Gluckman
Women's Basketball Coach
Asst Coach TBD
Asst. Prof
(9-10 mo appt)

Roger Bauman
Equip. Rm Supervisor
(FT, 11-mo, support staff)

David Zeiss
Director of GORP
Asst. Prof
(9-10 mo appt)

Andy Hamilton
Asst AD
Men & Women's Tennis Coach
Assoc. Prof
(9-10 mo appt)

Director of Communication

Tim Hammond
Asst Men's & Wm's Swim Coach / Dir of Intramural / Club Sport
(FT, 10-mo, Adm)
(4 yr renewable)*

Jeff Pedersen
Asst Football Coach / Fitness Center Director.
(FT, 12-mo, Adm)

TJ Kohler
Asst Football Coach / Asst Baseball Coach
(FT, 10-mo, Adm)
(4-yr renewable)*

Kariann Blair
Asst to Athletic Trainer
(FT, 10-mo, Adm)

Ron Cooper
Equipment Manager
(FT, 11-mo, support staff),

Weekend Call-in Equip. Room:
Bruce Gertsma
OPEN

Equip Room Call-in:
Gordon Ashby
Darrell Ashby

Ted Schultz
Sports Information Director
(FT, 11 mo, Adm)

OPEN
Asst Wm's Soccer Coach /(seasonal)

Ray Obermiller
Diving Coach
(Seasonal)

OPEN
Asst. Women's Track Coach
(seasonal)

Nicholas Voss
Asst. Men's Track Coach
(seasonal)

Cody Robertson
Asst Football Coach
(seasonal)

Nolan Swett
Asst Football Coach
(seasonal)

OPEN
Asst. Men's Soccer Coach (seasonal)

OPEN
Asst Softball Coach
(seasonal)

OPEN
Asst Volleyball Coach (seasonal)

OPEN
Asst Men's Basketball Coach
(Seasonal)

OPEN
Asst. Women's Basketball Coach
(seasonal)

Marie Lister
Asst. Basketball – recruitment (seasonal)

Bill Menner
Asst Men's/Women's Tennis Coach
(seasonal)

July 2008

Full-time Faculty **(bold)**
Full-time Staff *(italicize)*
* Renewable positions up to 4 years

Grinnell College :: Academic Support

Angie Story
Coordinator of
Academic Assistants

Alumni Recitation Hall (ARH)	**Bucksbaum Center for the Arts**	**Carnegie**	**Goodnow**	**Jesse Macy House (1205 Park)**	**Science**	**Steiner**	**Mears Cottege**
Laurie Wilcox Academic Support Asst. II	Stephanie Puls Technical Support Asst. I	De Dudley Technical Support Asst. I	Sondi Burnell Technical Support Asst. I	Laureen Van Wyk Program Associate (CPS)	Stephanie Peterson Technical Support Asst. II	Angela Winburn Academic Support Asst. II	Vicki Bunnell Academic Support Asst. II
Patty Dale Technical Support Asst. II	Pam Poyntar Academic Support Asst. II	Karla Landers Academic Support Asst. II		Lynn Stafford Program Associate (CIS)	Karen Thomson Academic Support Asst. II	Nicole Larsen Academic Support Asst. II	Lisa Mulholland Academic Support Asst. II
				Jan Graham Program Associate (HC)	Marna Montgomery Academic Support Asst. II		

May 2008

Reaccreditation Surveys of Alumnae/i & Students

Overview of Results, March 2008

GRINNELL COLLEGE

Grinnell College has since 1913 voluntarily sought and received accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Every ten years, the College seeks renewal of its accreditation through the Program to Evaluate and Advance Quality (PEAQ). This process involves a self-study, a site visit, and a report by the HLC. The College's next site visit is scheduled for September 15-17, 2008.

For the 2008 accreditation review, Grinnell College proposed and received authorization from the HLC to conduct a special emphasis self-study focused on a question central to its mission: **How can the College reinvigorate its traditional commitment to train leaders in public service and social justice as it enters the 21st century?**

To help answer this question, the 2008 Self-Study Steering Committee sponsored the *Alumnae/i Reaccreditation Self-Study Survey* and the *Current Student Reaccreditation Self-Study Survey*. These surveys were designed to explore attitudes about, and perceptions of, leadership, service, and the common good as they pertain to Grinnell's educational mission.

Survey methods and response

Overall, a quarter of the people who were invited to participate in these surveys submitted responses.

All current sophomore, junior, and senior students were invited to share their views through this survey. Alumni/ae were selected via random sampling procedures. Graduate records were split by class year to ensure a sufficient number of responses would be returned from the class years of 1998 through 2007 — students who graduated in the period of time since Grinnell's last reaccreditation self-study.

The initial survey invitations were sent to alumnae/i in November 2007. Electronic messages were delivered to current students in January 2008. Both print and electronic data collection methods were employed, and reminder messages were sent to non-respondents at intervals tailored to each group.

The survey instrument was pilot tested at the June 2007 Alumni Reunion.

Response Rates

	Invitees		Respondents		Response rate
	Count	Percent	Count	Percent	Row percent
Current students	1,064	34.7	313	40.4	29.4
Graduates, 1998-2007	1,000	32.6	250	32.3	25.0
Graduates, 1950-1997	1,000	32.6	212	27.4	21.2
Total	3,064	100.0	775	100.0	25.3

All figures are based on a 2/18/08 data snapshot. The online survey sites have not been closed and a small number of late responses continue to arrive. Invitee counts are not adjusted for 131 alumnae/i records with confirmed delivery issues or outdated contact information. Graduates from 1950-97 are separated into two groups in subsequent sections of this report.

This report summarizes the survey results, following the basic format of the survey instruments themselves (i.e., question order and wording).

► **Think back to your very first day of classes at Grinnell College. Compare your skills and knowledge then to the skills and knowledge you developed by the time you finished your studies at Grinnell. Please indicate the extent to which Grinnell College enhanced your ability to...**

Respondents were presented a series of close-ended attributes such as *write effectively*, *speak persuasively*, and *analyze quantitative data*. For each statement participants were presented a response scale ranging from *Greatly* to *Not at all*. For current students the wording was presented as, "...developed at this point in your education." The results are illustrated in Figure 1.

- Students and graduates identified most strongly with aspects describing habits of mind, such as *acquiring new knowledge*, *evaluating ideas critically*, and *thinking clearly*. These are cornerstone goals of a Grinnell education as articulated in the Mission Statement.

- Occupational training, in terms of *acquiring a particular job immediately after graduation*, *performing job-specific tasks*, or *having knowledge for a particular occupation*, does not characterize a Grinnell education in the eyes of respondents. While the habits of mind (above) help describe what a Grinnell education *is*, the occupational items help describe what a Grinnell education is *not*.

- *Appreciating different cultures* and *seeing connections among different fields of endeavor* were frequently identified as strong suits of the College. These dimensions match up with current campus initiatives centered on internationalization and interdisciplinarity.

- Respondents identified *changing the world for the better* as an attribute enhanced by the Grinnell College experience more frequently than they identified with *being a leader*. This links to the special emphasis regarding the development of "socially concerned leaders dedicated to public service."

- The development of writing skill was highly regarded, but the enhancement of other communication skills received middling endorsements (*speaking persuasively, communicating a vision of a goal*). Self-reported development of oral communication skills tend to be weaker on other feedback devices as well (Tutorial evaluations, senior surveys, and reunion surveys).

- Emotional and physical health were not attributes commonly identified as being greatly enhanced by Grinnell College.

Figure 1: To what extent did Grinnell College enhance your ability to...

Ability	
Acquire new knowledge*	
Evaluate ideas critically*	
Think clearly*	
Write effectively*	
Be a lifelong learner*	
Appreciate different cultures*	
See connections among fields	
Be accountable for choices	
Serve the common good*	
Take initiative	
Work with others*	
Change the world*	
Have a vision of a goal*	
Manage time	
Analyze quantitative data*	
Make new possibilities real	
Speak persuasively*	
Communicate vision of a goal*	
Be a leader*	
Encourage & empower others*	
Invent new possibilities	
Motivate others around a goal*	
Know particular occupation*	
Be emotionally healthy*	
Perform job-specific tasks	
Be physically healthy	
Acquire a particular job	

A little   Moderately   Greatly

Legend

- **Current students**, classes 2008-2010, ages 18-24, n = 313
- **Recent graduates**, classes 1998-07, ages 23-32, n = 250
- **Midlife alumnae/i**, classes 1976-97, ages 33-54, n = 113
- **Seasoned alumnae/i**, classes 1950-75, ages 55-80, n = 99

Asterisks indicate significant group differences at p < .05.

► **Please indicate how important each of the following items is to you personally.**

Respondents were presented a series of items such as *working for social change, engaging in intellectual challenges*, and *being a lifelong learner*. For each statement participants were presented a response scale ranging from *Essential* to *Not important*. The results are illustrated below in Figure 2. Again, habits of mind come to the fore. Life stage differences are apparent, notably with respect to family and spirituality.

Figure 2: Self-rated importance of various activities

Legend

● **Current students**, classes 2008-2010, ages 18-24, n = 313
● **Recent graduates**, classes 1998-07, ages 23-32, n = 250
● **Midlife alumnae/i**, classes 1976-97, ages 33-54, n = 113
● **Seasoned alumnae/i**, classes 1950-75, ages 55-80, n = 99

Asterisks indicate significant group differences at p < .05.

► **What does it mean for a person to be a "leader"?**

This item was presented as a open-ended question. We received 424 responses from alumnae/i, and committee members read each one. In an initial debriefing session, the committee discussed general themes and shared observations. One of our initial observations was that the responses tended to be very people-oriented (versus power-oriented).

After the initial debriefing, the committee established a process to categorize and synthesize the comments. We built on the insights obtained from the trial run administered at the alumni reunion, which allowed us to test wording and to solicit feedback from the people being queried. We learned, for example, that once respondents are presented with the term "common good" they tend to pick it up and refer to it in subsequent responses. We also found that respondents who reflected on differences between 20th and 21st century public service and social justice tended to highlight international and environmental issues.

The aim of content analysis was the production of a dependable summary of themes. Three reviewers read the submissions independently and we worked to triangulate first-pass results. Simultaneously, we used mechanical tools to get a better feel for the language used by respondents to express their thoughts about leadership.

Figure 3 presents a list of frequently-used words with verbatim examples of their placement in sentences. This is a simple word count, and the words themselves may be used in very different contexts. Nonetheless, as an early step this proved useful for familiarizing us with the vocabulary. The *rates* listed refer to how often these words would appear if the frequencies of occurrence were applied to a hypothetical 1,000 word essay on leadership (roughly two singe-spaced typed pages). For example, the word "inspire" might be used the equivalent of ten times in our imaginary two-page paper. Figure 4 extends this process by looking at frequently-used combinations of words, displaying the overall frequencies of occurrence.

Using these inductive procedures, we created a framework to categorize the responses. After modifications and refinement, we settled on the rubric depicted in Figure 5. The category names (in bold) are shorthand descriptions and were selected to indicate the general concept or direction of each theme. Additional details and "catch phrases" are listed under each category name.

With this framework we again reviewed each response to the question, "What does it mean for a person to be a leader?" Each response, now also including each of the 277 student submissions, was read in context and coded into these categories. While alternative approaches could yield different results, the iterative and duplicative nature of this process provided a satisfying step toward finding a stable, confirmable set of themes.

Figure 6 illustrates the results of this process. The findings are displayed as a concept map. Themes listed near the center indicate that concept was found more frequently among the survey responses. The numbers refer to the percentage of responses that were coded into each respective category. The map indicates, for example, that nearly 50 percent of the respondents spoke to the theme of "engaging people" when they described leadership. Items listed further from the center of the map were encountered less frequently in this set of survey responses.

Figure 7 breaks down the top five categories by respondent type. This figure shows that current students speak in terms of *engaging people* (inspiring, motivating, persuading) and *communication skills* less frequently than alumnae/i when describing leadership. Students are more likely to speak to aspects of *vision & planning*, which might be linked to the importance of organizing their time through four-year plans and extracurricular logistics at this stage of life. These results may be indicative of life experiences beyond Grinnell, and to the degree graduates have arrived at conclusions about leadership that current students have not yet encountered, readers may want to filter these patterns through a developmental lens.

Figure 3: Frequently-used words regarding leadership

Rate

1. **Others** — 33.8
   focusing others on solutions
   help others imagine how
   a guide who helps others

2. **Goal**(s) — 15.4
   support of a goal and/or cause
   work toward meaningful goals
   thinks critically about goals and directions

3. **Vision** visionary, visioning — 12.2
   create a vision
   inspire a shared vision
   make these visions reality

4. **Motivate** motivates, motivator, motivation — 11.8
   organize, motivate, and coordinate
   someone who motivates action
   courage and motivation

5. **Inspire** inspiring, inspiration, inspirational — 10.4
   to be an inspiration
   the ability to inspire change in people
   vision, tools, and inspiration to get there

6. **Common** (as in joint or shared) — 6.8
   brings people with common goals together
   furtherance of a common cause or purpose
   promoting the common good

7. **Idea**(s) — 6.6
   synthesizing many ideas
   guides an idea into physical reality
   conduit for ideas to pass through

8. **Example** — 6.3
   living by example
   excellence through example
   being a good example for others

9. **Ability** abilities — 6.2
   knowledge and abilities
   ability to take in
   ability to carry out

10. **Think** thinker, thinking — 5.3
    think for themselves
    new ways of thinking
    thinks critically and outside the box

11. **Listen** listener, listening, listens, listened — 4.6
    encourage dialogue, listen
    worthy of being listened to, taken seriously
    listening to and incorporating the good ideas

12. **Respect** respected, respectful, respectable — 4.0
    people who command respect
    respects and is respected by their peers
    listens and is respectful of other's ideas

13. **Decision**(s) decisive(ness) — 3.9
    effective and thoughtful decision maker
    confidence to make decisions
    facilitate group decision-making

Rate

14. **Initiative** — 3.8
    takes initiative to solve problems
    taking the initiative to achieve
    big-picture thinker who initiates positive change

15. **Responsibility** responsibilities, responsible — 3.8
    acceptance of the responsibilities
    feel a deep responsibility for those people
    sharing responsibility with a team

16. **Encourage** encouraging, encouragement — 3.5
    motivate, encourage, and guide others
    management, encouragement
    encouraging yourself and others

17. **Achieve** — 3.4
    initiative to achieve the solution
    voices to achieve that change
    achieve a stated goal

18. **Communicate** — 3.4
    clearly communicate the plan
    being able to communicate the results
    communicate effectively to others

19. **Accomplish** accomplished, accomplishing — 2.9
    work toward accomplishing the task
    accomplish specific ends
    more than could be accomplished individually

20. **Knowledge/knowledgeable** — 2.9
    give others the knowledge that they need
    having the requisite knowledge
    knowledgeable and willing to share knowledge

21. **Model** modeling, models — 2.7
    being a role model
    serve as a model and mentor
    modeling the behavior you expect

22. **Team/teamwork** — 2.7
    keep team focused on mission
    getting the relevant team to work together
    have mastered teamwork

23. **Together** — 2.7
    bringing people together
    helps everyone work together
    achieve specific goals together

24. **Action** — 2.6
    by words and action
    both action and education
    knowledge and demonstrable actions

25. **Confidence/confident** — 2.2
    confident and fearless
    confidence in themselves and others
    enthusiasm and confidence is contagious

Figure 4: Common word combinations regarding leadership

Two-word combinations	Freq.
common goal	37
a vision	32
motivate others	25
to motivate	25
by example	23
to achieve	22
to inspire	19
inspire others	17
other people	15
to accomplish	15
toward a	15
to communicate	14
an example	13
inspires others	13
motivate people	13
to help	12
to see	12
responsibility for	11
role model	10
take initiative	8

Three-word combinations	Freq.
a common goal	34
group of people	12
inspires others to	11
motivate others to	11
inspire others to	10
others to follow	8
around a common	7
to motivate others	7
to motivate people	7
a role model	6
who inspires others	6
a shared vision	5
set an example	5
the big picture	5
those around you	5
a clear vision	4
a common cause	4
points of view	3
take responsibility for	3
the courage to	3

Four-word combinations	Freq.
toward a common goal	17
who inspires others to	10
be able to motivate	7
the ability to motivate	7
achieve a common goal	5
to do their best	5
around a common goal	4
inspires others to follow	4
someone who can motivate	4
to have a vision	4
a role model for	3
an example for others	3
be able to communicate	3
be able to inspire	3
for the greater good	3
is not afraid to	3
to set an example	3
willing to take risks	3
in the face of	2
see the big picture	2

Five-word combinations	Freq.
be able to inspire others	8
others toward a common goal	7
others to do their best	5
the ability to motivate people	4
to achieve a common goal	4
what needs to be done	3
able to inspire/motivate others	2
and being able to communicate	2
be able to show others	2
be willing to take risks	2
for what you believe in	2
leader must lead by example	2
others turn to for advice	2
people look to you for	2
plan and motivate others to	2
serve as a role model	2
show by example how to	2
someone who sets an example	2
to motivate others to perform	2
to take the initiative to	2

Figure 5: Classification framework for text responses to the question "What is leadership?"

Check as many categories as apply. These items are listed in no particular order.

❑ **Communication**
Listening, expressing or speaking, having or building relationships and networks, general communication skills

❑ **Role modeling**
Being a role model, walking-the-walk, leading by example, setting an example for others, demonstrating, living your values

❑ **Heart & humility**
Caring, being fair, compassion, humility, empathy, being approachable, looking after others

❑ **Critical thinking**
Thinking outside-the-box, identifying issues, challenging the now, problem-solving, being a critical thinker

❑ **Decisiveness**
Willing to make the call, being a decision-maker

❑ **Vision & planning**
Having a vision, setting goals, planning, seeing how things fit together, connecting the dots, organizing in the sense of logistics, being intentional

❑ **Internal motivation**
Being a self-starter, having initiative, willingness to take risks and make mistakes, entrepreneurial

❑ **Strengthening others**
Empowering other people, teaching, guiding, serving others, enabling, building people up, service that goes beyond self-interest

❑ **Engaging people**
Inspire, motivate, persuade, influence, engage others by imparting or projecting, organizing in a person-to-person sense, rallying through group or team embeddedness

❑ **Authenticity**
Knowing yourself, self-discipline, standing up, self-confidence, being your own person, finding your passion, taking responsibility

❑ **Structure**
Structural power, hierarchy, position, authority, management, making use of resources (human, financial, physical, social, etc.), establishment

❑ **Specialized knowledge**
Technical knowledge, unique knowledge, specialized expertise, having a knowledge base

❑ **Ethics & integrity**
Acting from a set of values, morals, integrity, stewardship, professional ethics, honesty

Figure 6: Concept map for "What does it mean for a person to be a leader?"

Critical thinking
7%

Ethics & integrity
5%

Role modeling
18%

Communication
skills 18%

Heart & humility
16%

**Engaging people
47%**

**What is
leadership?**

**Vision & planning
35%**

Strengthening
others 12%

Internal
motivation 10%

Authenticity
10%

Structure
4%

Decisiveness
3%

Specialized
knowledge 3%
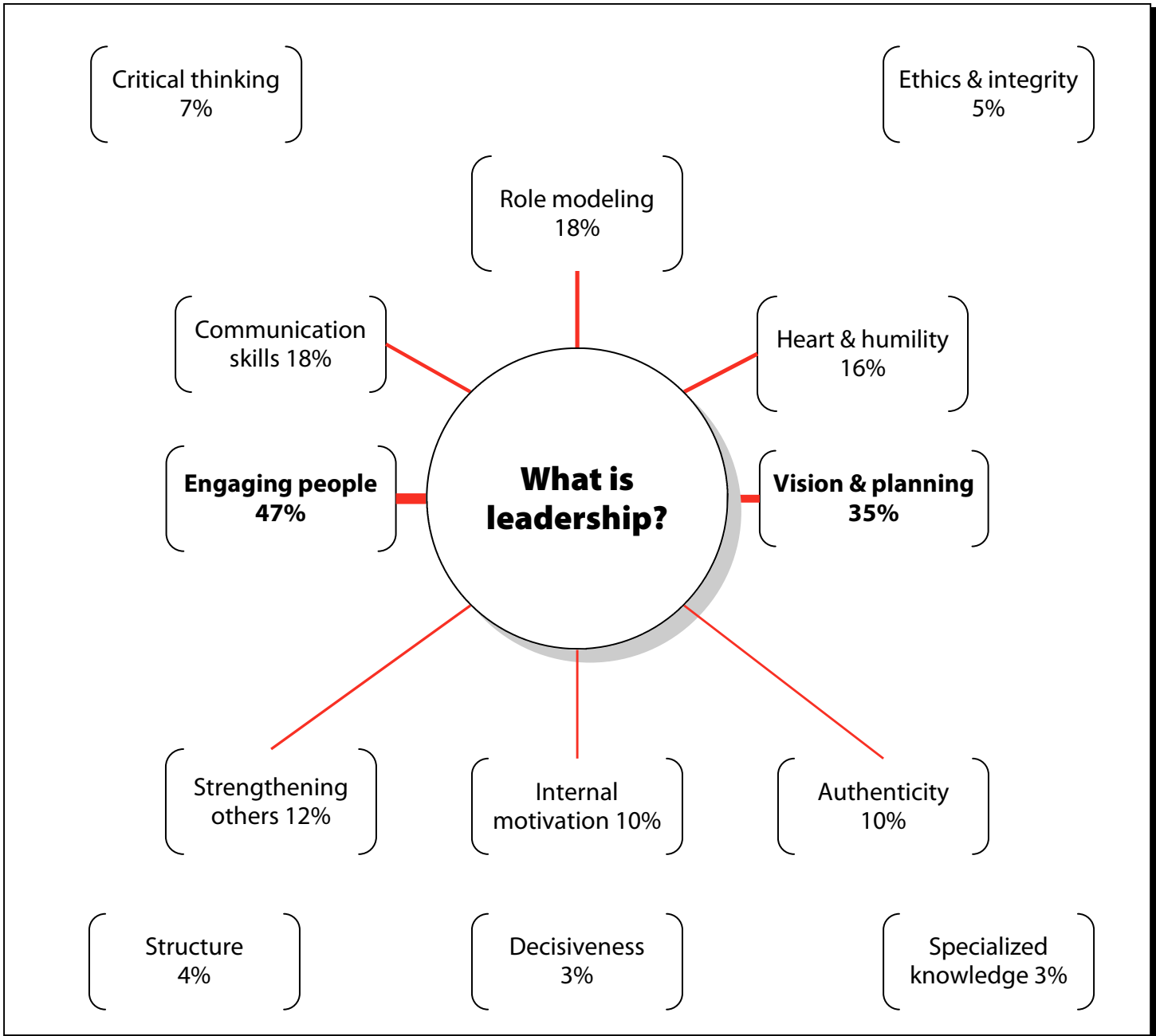
Figure 7: Leadership themes by respondent group
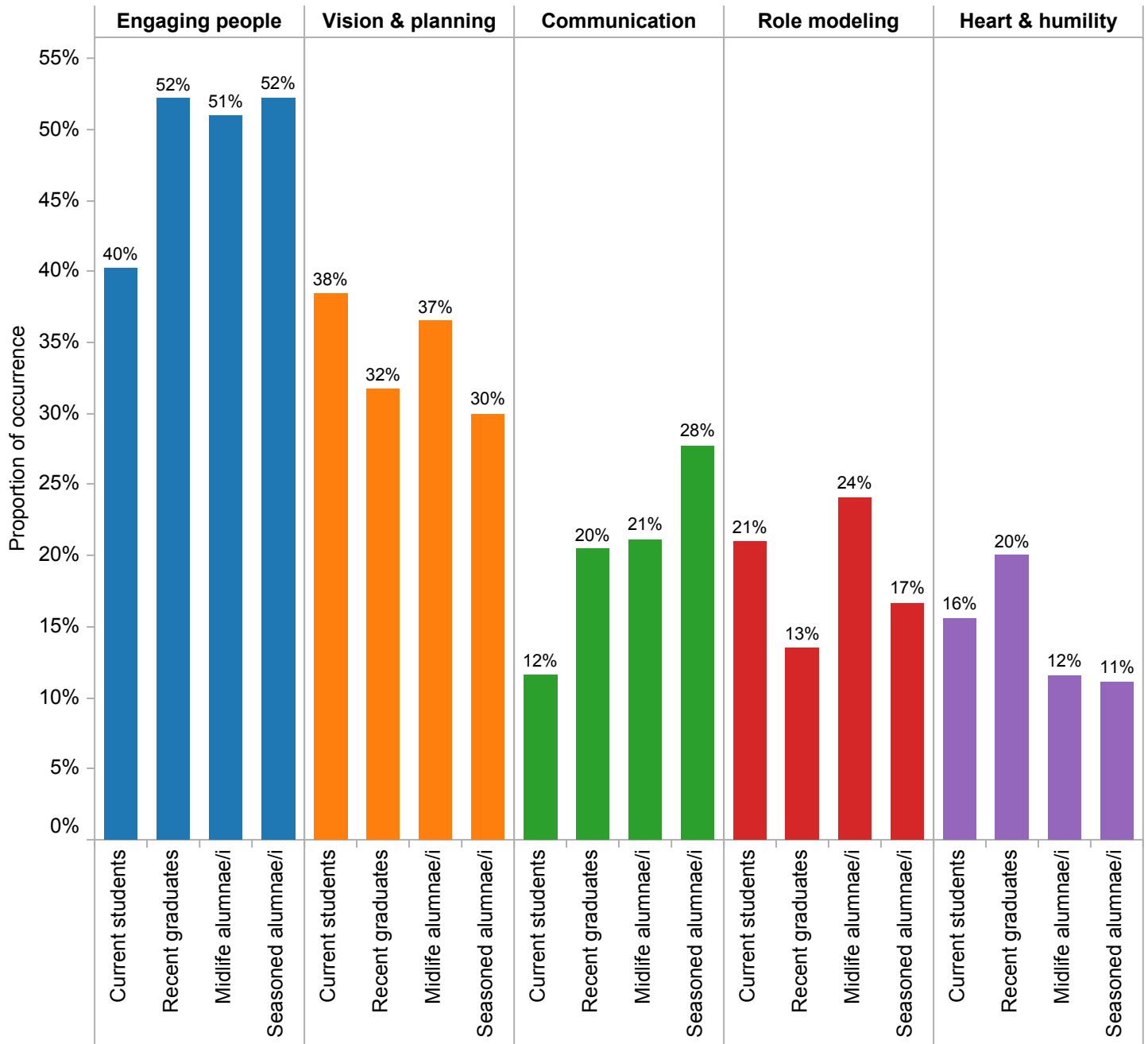
The proportion of occurrence for a given theme is the individual frequency divided by the total count of all responses.

► Do you see yourself as a leader? Why?

The majority of respondents identified themselves as leaders. Midlife alumnae/i most frequently labeled themselves as leaders, while students were less sure and seasoned alumnae/i more frequently said no.

	Current students	Recent graduates	Midlife alumnae/i	Seasoned alumnae/i
Yes	50.2 %	56.8 %	72.6 %	60.6 %
No	14.1	12.4	8.0	22.2
Not sure	32.3	29.2	16.8	14.1
No response	3.5	1.6	2.7	3.0

Alumnae/i examples

Yes. Although I don't tend to seek it out, I do find in my work, civic and daily life that others often look to me for leadership. I try to demonstrate leadership by practicing the qualities I've listed above: integrity, honesty, self-reflexiveness, compassion, and fairness. I do not, however, equate leadership with power at the level of the individual.

No. I see myself as an innovator, but not as a leader. I lead by example, in the choices I make as a consumer, and the moral decisions I make. However, I'm too private a person to want to lead a group of people, and far to humble to assume the decisions I make are the right choices for others.

Not sure. I'm interested in living meaningfully and planting positive seeds for the future. In situations where being a leader can help me accomplish that goal (in particular situations where there is a leadership vacuum), I try to develop my leadership qualities. In other situations being a leader is not so critical for accomplishing these goals, and I'm content to follow a great leader where I see one.

Student examples

Yes. I have been given the privilege while at Grinnell and throughout my life to develop goals and work with a team to accomplish these goals, and I have had success as a leader in attempting to accomplish these goals. I have an ability to persuade people that certain goals are worth time and effort...

Yes. I have developed my understanding of the needs and feelings of others throughout my time as a captain of a Grinnell sports team. Grinnell has also made me more confident and communicative.

Yes. I am not afraid of going against the grain or speaking out even when it might get me in trouble.

No. I prefer to work in the wings, and would rather be responsible for managing a given task of my own than directing others in various tasks.

No. I don't want to be a leader. I want to go where I want, literally and metaphorically, without having to answer to anyone, including those following me.

Not sure. I'm still developing myself, and I think one needs to really know oneself before leading others.

Not sure. I am a shy person and am often overly self-conscious and concerned with my own well-being rather than that of others. I often have difficulty expressing my ideas, making it difficult to be a leader because I can't clearly explain my views or my ideas.

Not sure. I want to be a professor eventually, but I still think I have a long way to go in becoming a person who could design and lead a class.

► **What does "serving the common good" mean in the 21st century? How do you see yourself serving the common good?**

To further our triangulation efforts, we asked an external analyst to summarize the responses to questions about the common good. Melinda Treml of Fourth Dimension Consulting (Flagstaff, AZ), who specializes in grounded theory and organizational culture, processed the responses to these questions. The following paragraphs summarize her findings.

The responses to the question "What does it mean to serve the common good?" generally had four characteristics:

1. The group or population current students and alumnae/i identified as the "common."
2. How they served the common good and/or the activities and actions they associated with such "service."
3. How they personally related to the statement "to serve the common good."
4. Complex, critical discernment about what it meant "to serve the common good."

The group or population current students and alumnae/i identified as the "common"

In definitions of the common good, students and alumnae/i both discussed populations they viewed as "the common" — groups, people, or individuals who were served. A marked decrease was revealed across generations, as shown in the table below. Current students were more likely to identify who they were discussing when they spoke of the "common" good, whereas seasoned alumnae/i were least likely to identify the "common."

<div align="center">

Identification of the "common" by four generational groups

Current students	82 %
Recent graduates	74
Midlife alumnae/i	68
Seasoned alumnae/i	58

</div>

Of those who identified a specific group or population as the "common," the following seven characteristics were primarily used:

1. Those around me (8%)
    [Being considerate and thoughtful of] those around me
    The lives of your friends and family
    Peers and/or colleagues

2. The community (22%)
    [To create or maintain a more hospitable and equal environment] in your community
    [Helping out] people in your community
    [Participating in] the local community

3. The world / global (29%)
    [Give back to] the world
    [Participating in] the global community
    [Work towards the betterment of] humankind as a whole

4. "Others" (52%)
    [Value] the lives of others
    [For] people in general
    [The betterment for] society as a whole

5. The disadvantaged or less fortunate (12%)
   Help those in need
   [For] those less fortunate then oneself
   [Work for the betterment of] the least common denominator

6. Several areas of the above were frequently spoken of in relationship to each other
   [Sustainability of] the community and the world
   Act locally, think globally
   [Whether it is in a] small community or large social system
   Helping one's own community in a way that brings it closer to the global community
   Balance among personal well-being local community well-being, national well-being and the well-being of the world

7. One's region, nation or country, was almost always described in relationship to other larger and smaller populations
   The community, nation and world [can be thought of as being communities of their own]
   Whether in your house your school, your town, your country, your world
   Being conscious of worldwide affairs and how what happens in the US has repercussions around the world

How they served the "common good" and/or the activities and actions they associated with such "service"

Current students and alumnae/i both discussed different activities or areas that they associated with "serving" the common good. In the table below, it is clear that current students identified these areas far less frequently than alumnae/i.

Identification of activities or actions associated with "service" by four generational groups

Current students	25 %
Recent graduates	47
Midlife alumnae/i	43
Seasoned alumnae/i	44

Of the individuals who discussed "service" in their definition of the common good, the following areas were frequently included in their definitions:

The Social Realm
   Working in the areas of social justice
   Educate others, especially children, to think critically
   Valuing all human individuals and affording them the resources and support they need to feel they are fully functioning, well-valued citizens of the world

The Environment
   Overcoming global climate change
   Living in an environmentally responsible way
   Working to counteract environmental damage

The Political Realm
   Defending Democracy
   Making well-informed choices in elections
   Supporting war only as a last resort

The Economic Realm
That all have a legitimately fair chance to compete on the worldwide market
Sharing wealth and resources more equitably
Running an ethical business that treats employees well and contributes to the economy

Community Service or Philanthropy
Volunteering / Volunteer work
Doing community service
Contributing financially to charitable causes

Of the individuals who did *not* discuss the type of service or action that they would take to "serve the common good," they frequently responded to the question in a more general fashion, as follows:
Helping make the world a better place
Do something that reduces or prevents pain and suffering in those around you
Helping people help themselves
Work to help others have a better life

How they personally related to the statement "to serve the common good"

About half of all current students and alumae/i identified how they personally related to the statement "to serve the common good." No generational differences were discerned. Their responses took three primary forms:

Taking personal action, whether general or specific
Requires one spend a great deal of their own time serving/helping others
Knowing how to put one's values into action and doing it
Raising one's children to be tolerant and respectful of diversity
Pick problem areas where you have some affinity and expertise and then get off your [rear end] and do something about it

Thinking and acting beyond the self
Be unselfish toward others
Thinking about others outside our own sphere
Not being self-interested and looking out for others' wellbeing

Integration (or differentiation) of the self and the world; ranging from sacrificing one's self for another or a group, through balancing self-interest with common interest, to acting first for the self rather than for the "other" (altruism vs. self-interest)
Being willing to sacrifice a degree of personal comfort and autonomy for a more even distribution of resources and to live sustainably with limited resources
Serve others while earning an income for myself
Attend to our own needs before we can address the needs of others

Complex, critical discernment about what it meant to "serve the common good"

When current students and alumnae/i defined what it means to serve the common good, many turned to complex realms of discernment identified through the following three areas:

Have an awareness of the problem, consider its complexity and make decisions or find solutions in order to address the common good
Identify future problems before they become overwhelming
Thinking very clearly about the consequences of personal and national actions
Being aware of the world and the challenges currently facing the world: global warming, diseases, etc.
Go beyond current paradigms, create new approaches, shift from a focus on knowing to a focus on participating in creating

Seek out the different ideas and perspectives about an action one would take to serve the common good
Negotiating a seemingly-contradictory world of great challenges to try to benefit other living things
When everyone's wellbeing is taken into consideration, society as a whole will be better off
Paying attention to the context of a problem

Finding a solution or viewing the issue of serving the common good from the perspective of the long term
Thinking about the long-term implications of actions in terms of all populations of individuals
Be aware of how the past effects the present and how both affect the future
Improving life for the next generation

Occasionally, (less than 3% of any of the generational groups) a nihilistic view of the world emerged. In these responses, both current students and alumnae/i appeared to feel a sense of powerlessness to have a positive effect on the world and believed in humanity's potential destruction of itself:
[It means] nothing
Disseminating a sense of universal and infinite responsibility and guilt
Fixing one problem creates other problems of a different but related nature
Becomes overwhelming and apparently impossible
Stopping huge corporations from demolishing everything else

Issues, areas of interest, and activities in the professional life: A comparison

Sixty-eight percent of current students discussed different issues, areas of interest, or activities they foresee themselves carrying out to serve the common good. Nearly 80 percent of the alumnae/i discussed specific issue areas in the descriptions of their professional lives vis-à-vis the common good. The following categories emerged from the responses and are displayed with example passages.

Social Issues, Politics	
Current Students	**Alumnae/i**
- AmeriCorps	*- Serve the state legislature.*
- Be a leading scholar of Japanese politics and society; establish think tanks to create ideas to make the world a better place; be a politician to create changes.	*- Researcher — publish on how contemporary media and telecommunications help and hinder human social relations.*
- Clinical psychologist, providing mental health services to those in need.	*- Conducting professional psychological services for underserved populations.*
- Work in the field of social justice.	*- Involved in public policy bringing quality healthcare for those who do not have it.*

International Social Work	
Current Students	**Alumnae/i**
- Work for Doctors Without Borders.	*- Family doctor. Used my professional skills to go to Haiti.*
- Peace Corps	*- Peace Corps — I teach underprivileged students in a small West African high school the knowledge that they will need to receive good enough test scores to get good jobs.*
- Teach languages to foster communication on a global level.	*- Serve U.S. and global interests by educating people on a variety of issues that are important to the lives of those in Afghanistan.*

Environment / Sustainability

Current Students
- *Marine ecology — save sea animals through conservation.*
- *Looking into research in alternative energy sources like solar power.*
- *Become an architect [and] design environmentally friendly, cheap buildings.*

Alumnae/i
- *Marine lab that focuses on undergraduate education.*
- *Create new and sustainable ways to generate energy without releasing CO_2.*
- *Improving the efficiency of technologies to reduce energy costs which enables us to use our resources better.*

Health / Medicine

Current Students
- *Attend medical school, become some type of pediatric doctor.*
- *Do research about communicable diseases.*
- *Work in public health.*

Alumnae/i
- *Promote health and healthy lifestyles of patients; serve underserved populations.*
- *Child development lab and using primate models to help understand how developmental and behavioral diseases occur.*
- *Public health — address health concerns at the population level.*

Education

Current Students
- *Teach for America*
- *A professor, hopefully contributing to the field of religious studies and helping with religious pluralism...*
- *Teach high school math.*

Alumnae/i
- *Work with low-income kids from an urban area in a college access and leadership development program.*
- *As a clinical professor I have prepared and educated hundreds of students, many of whom serve society as psychologists and counselors, or live their lives in other careers.*
- *Specifically teach students to think critically; deal with the broader question of how to protect and preserve what we have.*

Nonprofits

Current Students
- *Work in the communications department of a nonprofit.*
- *Professional grant writing and organizing.*
- *I plan to eventually work in the nonprofit sector.*

Alumnae/i
- *As an executive director of a nonprofit, I engage the broader community in meeting the needs of elderly to remain in their homes and retain their dignity and independence.*
- *I worked in international development with a small nonprofit organization, then in governance building with the United Nations, and finally with at-risk youth who were in trouble with the law.*
- *My entire professional life has been spent in the nonprofit sector; I have wholly devoted my adult life to improving the greater Chicago community through my work.*

A single issue area was only identified by alumnae/i and not by current students: the Economic Realm. Alumnae/i provided the following types of experiences from the Economic Realm:

> *I work in the area of community development lending at a small bank — helping my bank put resources into the community to support nonprofits, build affordable housing, build schools, etc. I also try to be an advocate internally for work/life balance and diversity issues.*

> *My work as a CPA is essentially service work. I do work for clients, such as preparing financial statements or the returns that they are unable to do themselves. I see this as a valuable service, helping others analyze their businesses and comply with the tax laws.*

> *In my business, I use recyclable materials and environmentally-friendly processes for dyeing and weaving.*

> *I employ people and provide paychecks.*

Finally, current students mentioned that they would pursue their professional lives / careers in two very important ways (ways in which alumnae/i described as general actions they took in their careers):

1. Through integrating their personal values into their careers and professional lives.

> *I hope to teach art to children and adults as a career while also developing my own art and music. Art is therapeutic and helps people think about life from different perspectives, which is a necessary step of personal development that leads to a well-minded balanced, conscious identity, and selfhood that is committed to serving the greater good.*

> *I would like to continue working for peace and justice, in and out of the classroom, [in] my future occupation as a teacher.*

> *Put good, creative ideas into practical usage.*

2. Through actively assisting those around them.

> *Being a leader in my community and family.*

> *I think that being nice to people is a really powerful way to impact people's lives in positive ways — giving everyone kindness and respect because everyone is deserving of kindness and respect.*

> *I also want to use the money I will make as a doctor when I do practice medicine … to help out non-profit organizations and to help my parents and family financially.*

> *Always prioritize helping others.*

► **As you look back on your days as a Grinnell College student, how much did the time spent on activities <u>inside the Grinnell classroom</u> motivate and prepare you to be a leader for social change?**
(This includes class work and other academic endeavors such as creative projects, research work, etc.)

► **As you look back on your days as a Grinnell College student, how much did the time spent on activities <u>outside the Grinnell classroom</u> motivate and prepare you to be a leader for social change?**
(This includes off-campus study, clubs, sports, employment, internships, living on your own, etc.)

For these questions, it is important to note that respondents were not asked to directly compare inside-the-classroom experiences with outside-the-classroom activities. Both questions were aimed at the notion of being a leader for social change, and there is overlap between the two (e.g., off-campus study was listed in the outside-the-classroom items but OCS involves a core academic component).

Current students often cited class discussions, MAPs, seminars, and readings to describe their experiences *inside* the classroom. Alumnae/i spoke of their class work, Tutorials, debates, and group work. Students referred to examples of activities *outside* the classroom in terms of clubs, athletics, internships, volunteer opportunities, tutoring and off-campus study. Alumnae/i listed similar examples, but more frequently included employment experiences. ❖

Figure 8: Preparing to be a leader for social change
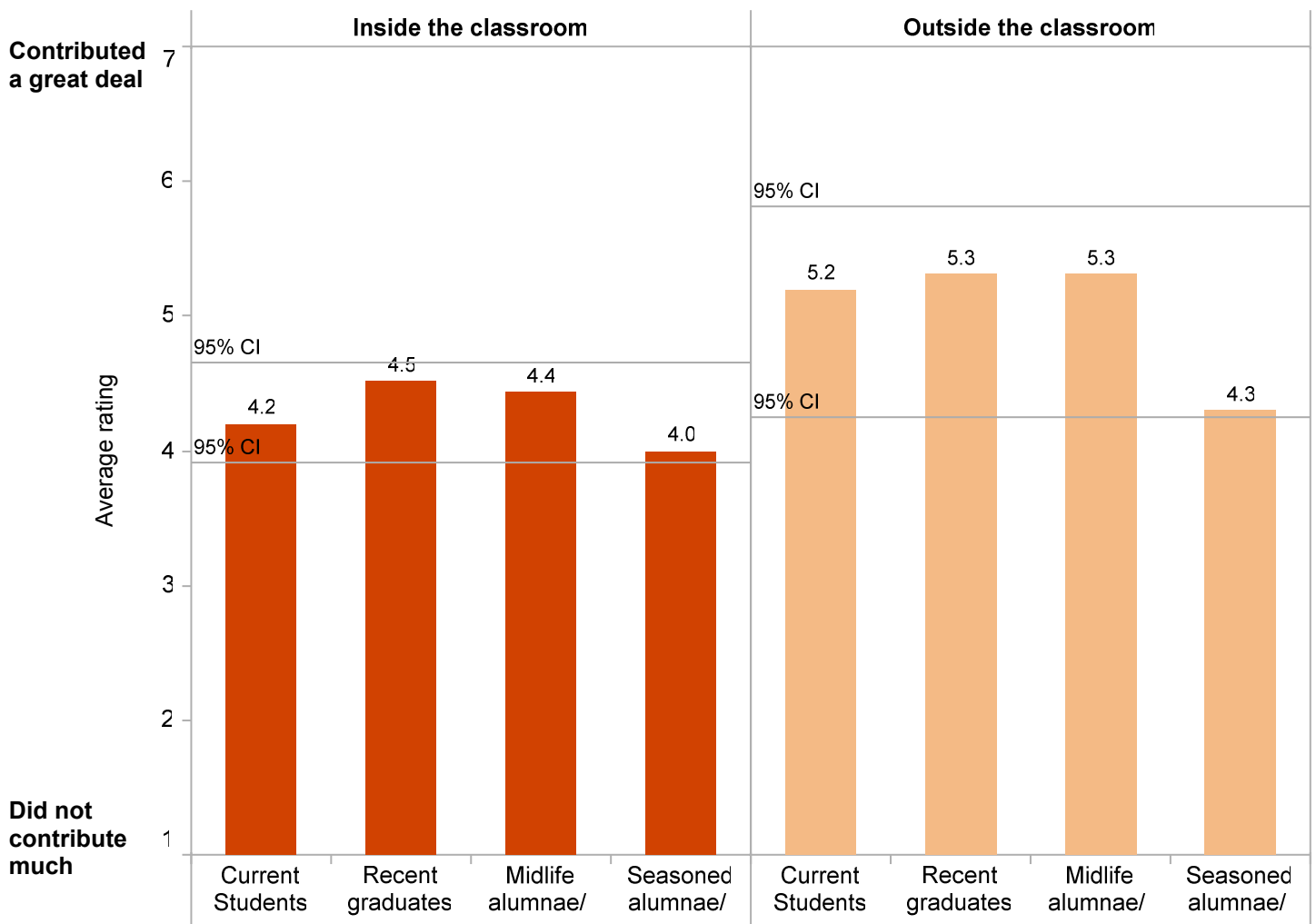
CI refers to confidence interval. Paired sample difference significant at p < .01.

Addendum to the Reaccreditation Surveys of Alumnae/i & Students
Alumnae/i and student responses to questions regarding the most influential people they have interacted with at Grinnell and why.

In response to the question "Who are some of the most influential people, in terms of your vocation, you interacted with while you were at Grinnell and how did they influence you?" many alumni/ae mentioned professors, coaches, and friends. They also mentioned and pointed to specific ways that they were influenced by staff members. Among staff, virtually every office and type of position is represented (administrative, support & technical, and service & trade).

[Several staff members]—all of whom gave me an opportunity to work in […], observing and interacting with them […]. These experiences, and their tutelage, contributed enormously to my readiness for a lifetime of new experiences with persons of all stations and stripes.

[Staff member] for teaching me that someone who listens, smiles, and supports, is always appreciated and that kindness is free.

[My boss] gave me the independence to perform my job how I thought best. No other [person] affected my development as much as [she was] able to do. [She was] truly inspiring, and I don't think even realize it.

[My supervisors] were the best supervisors I had—I am a better supervisor thanks to them.

[A staff member] was very instrumental in helping me to see that I need to be aware of my responsibility to know my surroundings and that there is always a friendly face nearby to lend a helping hand.

[A staff member] was the kindest, sincerest person and truly believed in me. She believed that I could do anything and made me feel special. Her presence was calming and she always made me feel welcome and had a way of positively critiquing my [work] in a way that inspired me to [do] better and not give up.

Also working in the office of […] taught me to be a kinder person. She was always so sweet at the face of adversity, that I now look at challenges with a smile, and hope to find solutions to any arising situation.

I worked in […] office for […] who was very encouraging and supportive when I looked for my first job after Grinnell.

[Two staff members] encouraged my continued development in this area and how [that kind of work] is a good place to work with equity and access issues.

[Supervisor who] mentored me as a […], she was the first person who ever liked my [particular kind of work] enough to pay me, and therefore helped me to think of [it] as a potential career.

I also recall […] one of the women who ran [an office] where I worked for a couple of years, was such a frank and normal person, so outside of the world of academia, that she inspired me to take a look at the whole wide world of work and really consider what I wanted to spend my days doing.

[…] helped mentor me in my volunteer activities and encouraged my leadership in […].

Working for […] gave me valuable experience talking with people I did not know about common values and commitments. I was empowered to unabashedly encourage them to support a cause […] we both believed in and benefited from.

[…]—value of service with a smile, positivity.

[A variety of staff people, including] my former supervisors […] all of these people have known me for a few years and were there to help me with any problems, encouraging me to go on when things don't work our for me. They were my confidantes.

[A staff member] took interest in me as a person outside of just academics.

[Staff members] Best Friends that grew to be College Mothers to me! Their support and encouragement fueled me to the finish line!

[A staff member] demonstrated thoughtfulness and trust in others daily

[A staff person] with whom I worked […]. She kept me connected to the non-college life and was truly a great friend and co-worker. [She] encouraged me, recognized and celebrated my successes, and helped make my experience at Grinnell a memorable one.

I was very interested in [a certain career] and my boss […] was wonderful. I also worked at [another site on campus] and I learned a tremendous amount there. Both how to be [a certain kind of professional] but just how to talk with people period. [The people who work there] are amazing and it is such a great resource.

Without a doubt, my supervisor in […] was my most important influence at Grinnell. […] He has an uncommon gift: the patience, diligence, selflessness, and enthusiasm that defines his persona, teaching philosophy and practice. He taught my fellow students and me to develop what is finest in ourselves through hard work and constant opportunities to learn through experimentation, through making mistakes and then rectifying them. All of us struggled with the challenges […] at times during our careers at Grinnell, but [he] never let us fail; instead, he worked only harder to help us succeed. His optimistic enthusiasm and passion for what he does are infectious! No motivation was more valuable for us than seeing, on every occasion, his unwavering dedication to helping us achieve the high standards that you set for us, and more importantly, his commitment to helping us develop and expound the values of leadership, compassion, and magnanimous generosity that he embodies and that were so important to our growth and education at Grinnell. Under his exemplary leadership and sound counsel, we became better students […] and better people in general. We cannot express how grateful we are to him for his willingness to fulfill any role, perform any function, and make any personal sacrifice, in order to further the interests or enhance the experience of the students in his care. May his irreplaceable talent, integrity, warmth, and generosity continue to transform the lives of [Grinnellians] for another lucky generation! I join a large and growing group of alumns to say: I am so proud to have learned from [him]!

Working for […] was fun and also good preparation for my current job. […] were wonderful too and tried to teach me about time management (I'm still learning).

[…] was also encouraging and supportive and taught me a ton about practical matters in my vocation.

My supervisors at […] for the opportunities and trust they presented me with and for modeling professional roles that sparked my imagination.

[A staff member]. While I didn't interact with him much as an undergrad, he made himself available during my time working at the […] office. This led me to seek out his advice during a job search during the year following graduation.

[…] was a very nice employer and a model Grinnell community member.

Working in the […] under […] gave me a good chance to work with students who had various […] challenges, which definitely gave me a good background on which to build.

[Part-time employee.] He was my mentor and I still call him about once every 3 months to catch up. He […] provided guidance and assistance when ever it was needed. When my mother was hospitalized during my junior year, he provided me with a shoulder to lean on. Currently, he has been helping me with my application process to Law School. He helped me to clarify my goals and aspirations.

[…] allowed me to take many leadership roles in service and was a mentor in helping me resolve peer conflicts. [The support person] was also very supportive.

[Staff person.] He helped me think about how I could use my life to make social change.

Among the off-campus influences, people mentioned include business owners, area religious organizations, employers, co-workers, internship supervisors, alumnae/i, and even clients that they served as volunteers.

[Director of the local institution where I worked]. Incredibly tolerant and understanding, she was the embodiment of compassion, even while being firm in her goals.

[A] volunteer at [a local non-profit] became my mentor and gave me the gift of my first semester's tuition for Grad School. [Owner of a local business] was my 'host father' and responsible for bringing me to Grinnell and advocating for me. Changed my life!!

[A variety of people and business owners] from the community are people I remember fondly—they went out of their way to make a difference in my life—and I continue to do that in my professional and personal life.

[Mentor-teacher who] more than any other person influenced the way I talk to students, the way I manage a classroom, and the way I interact with my colleagues.

[Religious leader] showed me ways to be religious, just, and judicious in both faith and social matters. [The religious community] also embodied a faith community that was a healthy and balancing counterpart to my dorm and cafeteria existence.

[A Grinnell alumna/us and volunteer coordinator of a non-profit] helped support and inspire me to be involved in [that type of] volunteer work and provided transportation to volunteer commitments on many a snowy day.

Volunteering at [….] It is interesting because I think that was one of my formative experiences in trying to understand the many issues around […] in this country.

[…] These were my co-workers at […]. They always supported me in any of my activities. They also introduced me to rural Iowa and the life of a farmer. [An internship supervisor.] She was my boss at […]. She helped me to land my first job by acting as a reference and she was an inspiration in continuing my volunteer work. She also helped me to consider working for a non-profit after graduation […].

[An alumna/us] helped me learn more about what it was to have a sense of community and care for the needs of others.

[Community member]—for showing me that you don't have to sell your soul to work in the system.

Comments similar to the alumni/ae's are provided by current students in their replies to "Who are some of the most influential people you have interacted with at Grinnell and how have they influence you?" Again, they mentioned professors, coaches, and classmates. They also mentioned and pointed to the influence of staff members and people who are off-campus. Again, virtually every office and type of position on campus is represented.

[…] is so amazing. She is great at keeping everyone who knows her sane.

[…] my supervisor […] is a great boss and an amazing […] who is constantly working to better serve the students. He is someone who everyone seems to enjoy working with […] He makes me glad to come into work.

[My supervisor] helps me through tough times and has become a friend.

[…] with her ready smile.

[…] with her powerful and unassuming commitment to social justice.

[A department's] supervisors/staff are quite influential: they have to deal with [Grinnell students] and do so with a

smile on their faces. They work quite hard to provide for everyone and everyone fails to see and/or give them credit for that.

[Three staff members who] inspired me to study […], and in time I became passionate about it and more or less proselytize it on others.

[A number of staff members] who keep the best interests of students at heart and work twice as hard as required to make a crucial part of this school strong (demonstrating the importance of work ethic, even when those around them were not as outwardly committed). [… A staff person,] a partner in several projects whose love for Grinnell and belief in its mission taught me that the spirit of Grinnell community and fellowship in my life will extend far beyond just those who have attended this college. [Another staff person,] my supervisor […], whose genuine gratitude and constant sincere thanks taught me what it feels like to be appreciated and what it means to motivate coworkers through trust and encouragement. […Another staff person] who helped me recognize that everyone has had an experience that qualifies them to contribute to the diversity, location, or community, and reminded me that anger is a sign of caring and potential, not impossibility. [An administrator,] a longtime collaborator on different projects, who revealed to me that the faculty and administration of this college care just as much about our culture as the students do (and thus, just because someone is in a position of authority doesn't mean they don't care about the same things as those they serve!). […two alumni/ae] who gave me faith in post-Grinnell community that will last a lifetime.

[Staff member] was a role model for me in thinking about future careers.

[…] staff member—introduced me to geography, my passion.

[Two staff members] helped me gain confidence […]

Everyone at [a particular office]—they have helped me SO MUCH over the past 3 years […]. They've […] helped develop my interests both personal and career-wise, and are always willing to squeeze me in […] or work the extra hour with me—all with a smile. [Staff member] has been a great friend and mentor at Grinnell, always with a smile, a joke, and the sincerity of someone who genuinely enjoys working with students and loves his job. He's made me love my job, and helped me to understand the importance of townspeople in the Grinnell community instead of letting me get jaded by the Grinnell bubble. [… Another staff person] has helped me through many very hard times. I think in some ways she must have the hardest job in the school, and yet she is always so friendly and calm that she exudes a wonderful sense of peace to the students and faculty around her, which was the best thing I could have asked for in those situations. The school is very lucky to have her, and without her help, understanding and willingness to help students […], I'm not sure I would have made it through.

[Two support-staff people] for their ability to converse with the average student and really encourage them in any endeavor they choose.

[My boss]—always puts a smile on my face and gives me a perspective—so kind and a pleasure to work for— can't say enough good things.

I got to know [a staff member] through visiting [a campus office] and also by babysitting for her. She welcomed me into her home and acted as a mother to me when I was going through a rough time. She also has a wonderful way of calming me down when I am going into [her department] stressed out. I always leave […] feeling calm, collected and empowered. She makes me feel like I can do anything!

[A staff member] by taking pride in his work and continuing it even in the face of adversity.

[A staff member]. It's hard to find a more kind and generous soul at Grinnell College. He's helped me appreciate the all important, and not so visible, work the [service] staff does.

[A staff member] Inspired me to reach farther for my goals and never sell my self short.

My boss at […] from first year was wonderful. She was always there to listen and very understanding as a boss. Also she gave me hope after Grinnell. She showed me what a twenty-something life was like, and it made me happy to grow up.

[A staff member] is great to just have an older person to talk to that is still familiar with college life, but also has adult experience too.

[A staff member] has been an inspiring person to learn about devoting your life to a single cause.

[A staff member.] Has anyone ever met this guy and thought he wasn't genuinely concerned with your well being and you as an individual member of his community?

[A staff member] is the one I look up to, who can keep the order without being too strict, who is very popular, charismatic, and hardworking, while also disciplined. I believe him to be the living example of how to be a good leader.

[A staff member] who works in […] and makes an effort to interact with student is wonderful.

[A staff member and his wife] have shown me that good, caring people really do exist in this world. Together they do so much to offer help to anyone that might need it.

[A staff member]—encourages me to pursue my goals, an excellent role model.

One of the people I look up to in Grinnell is [a staff member. He …]is known and loved by many. I've never worked in [his department,] but I still know him because he is the nicest and most friendly person I have ever met. He not only fulfills his job, but he is active in other parts of campus life because he volunteers [his resources… and] his time for [students….] He inspires me because he always has a positive attitude and goes beyond the call of duty.

[A staff member] in terms of creating community, caring about people, and setting boundaries.

[A staff member]: she comes every day to work REALLY early, and she is always incredibly kind and cheerful.

[A staff member and her husband]. Outstanding community members who helped me get through a tough roommate situation.   [Another staff member] role model, employer, shows that I can do anything I set my mind to.

[My boss in an office on-campus] has been like a second mother to me while I'm here. She has attended my […] performances and recorded them so that I could show my parents at home, and is always concerned with motherly things like staying warm and asking about my weekends, etc. She manages to do all this while still teaching me the ropes and getting me to work.

[A staff member]—demonstrates the ability to be cheerful and helpful at all times, motivates people to work.

[A staff member]. Most motivating man I have ever met. I spoke in depth with him in the Dining Hall, and I have never felt so encouraged in my life.

Current students also identified their work or interactions with people off-campus as very influential.

The locals at [an establishment in town] remind me not to get blinded by the Grinnell bubble every time I see them. My experience at Grinnell would not be the same without [that place.]

The [religious leader from a local organization] helped me realize that some congregations do in fact make an effort to correct social injustices. This reverses the cynicism about religion I learned in high school.

[…] a local farmer who taught me a lot about Grinnell as a wider place than the college. [A townperson] I babysat her daughter and she was a really inspiring figure for me to interact with, even in our brief interactions.

[A townperson] has taught me a lot about life, business and cooking.

[An alumna/us] leader, mentor, […], encourages people in leadership, social justice, and generally serving others.

I have appreciated the town of Grinnell very much. This year I'm living downtown and enjoy going to the businesses downtown [identifying several].

Alumns who I met through a Grinnell Externship program.

[Religious organization] They keep me going.

Alumni have broadened my horizons, and also given great advice.

My co-workers from my previous internships have influenced me to love myself and know the power that I have in me to change the world and my community. […] My church has taught me strength in God and in his will.

My boss [at a business in town]—I am constantly inspired by the way she does her work to help the local citizens get their [products] the most affordable and simplest way possible.

[…] is a resident of the town and an alumna. She welcomes [students] into her home and is unbelievably friendly and understanding.

Staff Outlook Survey

Results Set 1, February 2008

GRINNELL COLLEGE

Every ten years the College engages in a thorough review of its programs and activities to prepare for a review by the Higher Learning Commission (HLC), the accrediting agency that oversees colleges and universities in our part of the country. A review team is scheduled to visit Grinnell in September of 2008. To help prepare for this visit, the 2008 Self-Study Steering Committee sponsored the *Staff Outlook Survey*. The survey was designed to examine the work climate at Grinnell College and to explore attitudes, morale, leadership, and service. This report summarizing the results is presented for diagnostic and developmental work, and does not draw conclusions or make recommendations.

Survey response

Overall, 56 percent of the staff responded to the Staff Outlook Survey. The questionnaire was sent to non-faculty employees of the College. Surveys were not sent to executive administration officers or instructional faculty members (input from these groups will be gathered in different venues). The response rate for *service & trade* employees was low, so this group will be underrepresented in the aggregate results.

Response Rates

Employee type	Population		Respondents		Response rate
	Count	Percent	Count	Percent	Row percent
Administrative	144	32.5	112	45.2	77.8
Support & technical	146	33.0	89	35.9	61.0
Service & trade	153	34.5	40	16.1	26.1
Anonymous			7	2.8	
Total	443	100.0	248	100.0	56.0

Definitions (groupings based on Human Resources data)

Administrative employees: People who organize, direct, or supervise people, activities, or programs in an office setting for the general operation of the College. Includes occupational titles such as *associate director*, *director*, *manager*, and *supervisor*.

Support & technical employees: People who provide academic, clerical, specialized, or technical support for the operations of the College. Includes occupational titles such as *guard*, *nurse*, *support assistant*, and *technical assistant*.

Service & trade employees: People whose work contributes to the comfort, hygiene, maintenance, and physical operation of the College, including skilled crafts. Occupational titles include *cashier*, *cook*, *custodian*, *groundsperson*, and *mechanic*.

The adage, *a friend in need is a friend indeed*, if applied to co-workers, would aptly describe the general outlook among staffers at Grinnell College. The importance of having people willing to help you, expressed in the survey as, "I can rely on my co-workers when I need help," was a widely agreed-upon sentiment among the 248 survey respondents. Eighty-five percent of the survey participants *agreed* or *strongly agreed* with this statement. Figure 1 on page ten, where the graphs and tables begin, provides additional information.

Staff members identify with the mission of the College (Figure 3) and commonly speak in terms of role modeling, leading by example, and providing a "human touch" to describe how they affect Grinnell College students (pages six and seven). They frequently mention benefits, relationships with peers, facilities, and enthusiasm for students as positive workplace attributes. Poor communication, pay disparities, lack of recognition for achievement, and condescending or unappreciative managers, administrators, and faculty members are often cited as negative aspects of the work environment.

Relationships

Relationships among employees and their direct supervisors (operational leaders) are generally positive. On the whole, staff members agree that their supervisors understand and appreciate what they do, and that they understand and appreciate what their supervisors do at work (Figure 1). Staff members are less likely to report feeling valued by organizational leaders — faculty members and upper-level administrators (Figure 5). About 20 percent of the respondents are uncomfortable talking to people in positions of authority about decisions that directly affect their work (Figure 1).

Employees characterize the College as being accepting of different sexual orientations, racial/ethnic backgrounds, and varied demographic characteristics, but less accessible to non-native English speakers and people with disabilities (Figure 2). Ideological diversity, specifically tepid acceptance of conservative and Christian traditions, surfaces in the text comments.

Issues involving communication (*people communicate well with each other on campus* and *departments & offices across campus work well together*), professional involvement (*staff members are sufficiently involved in decision making* and *upper-level administrators genuinely listen to people at all levels of the College*), and respect for efforts at work (*all employees are treated fairly* and *hard work & good performance are recognized*) are not perceived as particularly strong aspects of the work environment (Figure 2).

Identification with the mission
The great majority of staffers say they understand, value, and believe in the mission of the College. Three-quarters of the employees feel their work contributes to the mission (Figure 3), and see their jobs contributing to the greater good of society (Figure 1). Text comments (page six) demonstrate how staff members interact with students and how they see themselves contributing to the educational mission of the College.

Professional advancement
Nearly 50 percent of employees disagree that they have "good opportunities for advancement," though four out of five said they have the right resources (materials, software, equipment, training, and tools) to do their jobs well. More than a third of the administrative staff indicated they have seriously considered looking elsewhere for a job within the past six months due to job dissatisfaction (Figure 1). Text comments identify a desire for more systematic job reviews. There are appeals for training, education, and cross-training, and calls for programs to develop a stronger cadre of middle managers.

Daily contact
Service & trade employees say they interact with upper-level administrators on a daily basis at nearly twice the rate of the other two employee groups. *Administrative* employees report the least amount of interaction with students, and *service & trade* workers report the most frequent contact with the general public (Figure 4).

Institutional endorsement
Seventy-eight percent of respondents indicated they *probably* or *definitely would* recommend Grinnell College to a friend or relative as a place to attend college (Figure 6). Eighty-one percent said they *probably* or *definitely would* recommend Grinnell College as a place of employment (Figure 7).

Comments on the question of promoting the College to prospective students most frequently address outstanding or great opportunities for education, or qualify the response. A verbatim sampling of the text respondents submitted:

> *If I feel the student would fit in the Grinnell Community, I would definitely recommend Grinnell.*

> *I would make sure they are the quality student that Grinnell admits before I would recommend it to them.*

> *Grinnell's not for everyone. Would definitely depend on the student — where they call "home," their academic preparation for college, their level of tolerance for others (living with others, eating with others, socializing, etc.). Perhaps a little nebulous, but there is a Grinnell culture in which not all high school graduates would achieve success.*

The education and opportunities provided by the College to students is wonderful.

Excellent education and superior faculty.

At this point in time both of my children want to attend Grinnell College and I hope they do.

About one-fifth of the comments about recommending Grinnell as a place to attend college convey dissatisfaction with culture or climate, such as:

Grinnell College is very open to many ideas, viewpoints, etc. Ironically though, the Grinnell College community does not seem very open to certain specific viewpoints involving more traditional, Christian, conservative values.

First you have to be rich...

I believe GC is too liberal for most of my friends and relatives.

Grinnell provides a great education, but there is too much pressure on students academically.

I would want my friends or relatives to enjoy their college experience by taking time to enjoy all the other aspects that college life provides, such as campus activities and speakers. There is just too much stress that is put on the students and the faculty are not good role models for balanced living.

The college is very relaxed in its policies, almost to a fault. Dangerous behaviors are overlooked and administrators do not want to confront many situations for fear of being disliked by students. I would not want my own child to attend the college.

Eighty-one percent of the respondents say they *probably* or *definitely would* recommend Grinnell to a friend or relative as a place of employment. Comments on the question of recommending Grinnell as an employer most frequently speak to general qualities of the workplace, highlight a good benefits package, confirm that they have recommended Grinnell, or qualify the response.

I think the college is a great place to work because of the attitude of the people and students who work here. There is a basic respect and caring for students and for each other.

I enjoy working here and there are a lot of great perks.

Great place to work, great work environments, but the new people need better training on things, and their opinions really should matter and not be blown off by upper management.

In fact, I have recommended Grinnell College to friends in similar positions at other colleges.

Tried to get my wife hired somehow because I feel it is a great place to work.

I would add the caveat that the pay is not great, but the benefits are good.

Good stability; good pay and benefits.

As an employer, Grinnell is open, supportive, and treats its employees well for the most part.

I have never taken my job for granted! I have always been proud to be a part of the GC Team and I let people know how lucky I am and they express the desire to be a part of the team also.

Even though the College has some issues it needs to address, I still think it's the best place to work and would recommend it to others.

Whether or not to work here depends on the department advertising. Some departments are a joy to work with, and I would wholeheartedly recommend. Others, not so much — whether it is the nature of the work, or the current group of employees and management, or a combination of the two make them rather unpleasant to work with or, I imagine, for.

It would depend on the individual and their needs. Grinnell (and, yes, the College, too) can be a very isolated and lonely experience for those coming from religious/racial/ethnic minorities.

One out of seven comments about recommending Grinnell College as an employer address issues of motivation, class division, or workload.

The rhetoric of fairness, equality, and hard work pays off simply doesn't translate to how the College is run...

[We're] always shorthanded…

For the most part, I feel that employees try to respect each other. There have been, however, repeated instances of marginalizing...One example is not providing individuals with the amount of assisting staff members that he/she requires.

In general, Grinnell College patronizes its staff, almost entirely failing to motivate them and providing very little in the way of personally meaningful reward or appreciation...Grinnell apparently has little sense of how much potential productivity is lost because of poor morale in the workplace and the general lack of goodwill towards those in charge…Staff are commonly viewed as being merely in a "support" role, apparently without needs of their own for professional growth, self-realization, recognition, and advancement. Whether this is the unintended result of a lack of appropriate education or an elitist attitude linked to artificial and outdated notions of class and privilege is of little importance since the effect is the same: this institution and everyone associated with it is in some way diminished. Grinnell will never achieve the greatness to which it aspires if as a human organization the college fails to respect, inspire, motivate and reward all of the people who give their lives to it.

The college has a very poor understanding of what is takes to motivate people and show their appreciation for the contributions that people make for the good of this institution. Employee loyalty and skills are very much taken for granted!

What the College does right

About half of the responses to the question, "What do we, at Grinnell College, do right?" refer to fringe benefits, including the employee benefits package, facilities, training and professional development, concerts and events, and community- and family-friendly perks.

I would say that Grinnell College is the employer of choice based on benefits, technology, facilities, pay scale, work/life balance.

Provide a safe work environment and good benefits.

Pay and benefits are good. The intellectual atmosphere is nice. I enjoy working with intelligent people.

We have the $ to do something well and right and not cut corners. Fantastic facilities.

From my perspective we are actively engaged in the community of Grinnell and a provider of cultural opportunities that enliven and enrich the local and regional quality of life.

Support professional development through training, conferences and professional memberships.

Cultural/athletic events are great for employees and the community of Grinnell in general. Opportunities for fun — ice cream Fridays in the summer, for example. Flex time. 10-month or 11-month contract options. Week between Christmas and New Year holiday.

Flexibility with family schedules; understanding that family is #1.

About 25 percent of the respondents' answers cite a respectful, diverse community that shows respect for its members.

Creates an atmosphere for me where I feel valued, my opinions are respected and I feel as if I make a difference in a student's life.

We treat the students with respect and provide them with great customer service.

Accept and respect people of varying age, gender, ethnic background, and political beliefs.

Another twenty-five percent of comments refer to exceptional people, and the opportunities to prepare and support young people.

We recruit and educate some of the brightest most exceptional people in the country. Working with these students is the best part of my job.

From my perspective Grinnell College does an excellent job in accomplishing educating students in accordance with it's established mission.

What the College does right is value the students, educate them, and provide incredible opportunities for students during their time here and during summers and beyond. Grinnell indelibly marks students with the drive to think, to write, to create, to be critical, and to do for others. Our students are and will continue to be leaders in the world!

What the College could do better

Responses to the question, "What could we, at Grinnell College, do better?" most frequently (nearly half) focus on issues of communication.

We could be more intentional and deliberate about communication. There is a pool of shared information, but one must wade in the pool to find what one is looking for. In the absence of intentional communication about decisions and actions (budget, buildings, programs, etc.), different College constituencies are left to draw their own conclusions. This communication should be more dialogue-oriented, not a forum for complaint or grandstanding.

Communication between departments and executives isn't good. Professional staff members are often marginalized.

Have more interaction between staff of all departments, with each other, faculty and students. Some offices don't have any interaction outside of their office with others on campus. I think it is a shame that we don't get to know each other more, and that we don't interact with the students more. We could all benefit from this.

In general, better communication and better utilization of technology/the web. Understand most employees are valuable resources. Utilize their talents more fully with effective supervisors. Get to the root of extremely low morale by offering confidential (safe) one-on-one interviews. Not all comments can be taken seriously, but patterns will arise. These types of interviews shouldn't wait for when an employee exits the college.

Put policies in writing...Clearer guidelines for merit-based pay increases.

About 20 percent of the comments refer to appreciation, involvement, and supervision.

The College should treat its staff with the same level of respect that is given to students and faculty.

I don't feel like staff at the College are truly appreciated by upper administration and the Trustees as part of what makes the college successful.

Staff morale is low...They would like to know that what they are contributing is just as important to the College as what the faculty and administration contribute.

We should also promote more cross-training or job-shadowing so that people understand what staff in other offices do. This might help promote more sense of community on campus.

My biggest suggestion is that we be more thoughtful in the hiring of middle management positions. I've noticed an increasing number of ill-qualified administrators who alienate colleagues and support staff and create unfair and cumbersome workloads for staff while not effectively communicating vision and

goals. Poor management quality and the inefficacy of upper administration to cope with poor management breeds a high level of staff turnover and dissatisfaction. I recommend that all supervisors undergo a 360 review as part of their annual evaluation. I would also like to recommend an evaluation of "comp" time or salary reviews for administrators in areas like [ ] who consistently work weekends.

Nearly 20 percent of the respondents cite compensation equity issues.

Salaries of some staff members are VERY low. The response from the administration is usually that they are commensurate with the area, but some staff have to work two jobs to support their family. This runs counter to the advocacy of the college to help the poor…The percentage of increases each year of a low salary is miniscule in actual monetary increase compared to the same percentage of a much larger salary, thus year by year, thus the wages on the lower end of the salary scale fall farther behind. Again, this runs counter to the advocacy of the college to help the poor. There is no group, such as a union to advocate for those staff members.

It disappointments me that the college is forward thinking in most areas but pays its female staff members so poorly. This is especially true of female support staff members but it continues to female administrative staff members, albeit at a lesser extent.

A very specific example is administrators who are NOT held accountable for their paid time off, meaning they do not report sick or vacation days used.

About one in seven responses identify issues related to wellness and wellbeing.

Wellness needs to be a more significant part of the students experience as well as the faculty and staff's experience. Wellness at the college should include considerations of the environment along with physical and emotional wellness.

Seriously consider (at all levels) what would help create a healthier environment, especially for students, but also for staff and faculty. Model and facilitate ways to find balance, which students will then be able to rely on their whole lives.

Provide opportunities for students to grow intellectually, emotionally, spiritually—to stretch themselves—and ultimately do our best to prepare them to leave Grinnell and live in the world as creative, productive, thinking, conscientious individuals.

In your personal and professional life, how do you see yourself affecting Grinnell College students?

Role modeling, mentoring, listening, and being supportive are themes frequently running through the responses to this question. Most comments refer to direct interactions with students though a few reference indirect linkages. Some staff members have little direct contact with students. Work life for some employees blends considerably with personal life, while others are conscious about keeping the two distinct and separate.

Leadership, hard work pays off, open mindedness, responsibility, motivation.

I think being a good role model and showing leadership skills. Student workers learn how to develop responsibility.

Hopefully in a good way. Definitely not in the way one should probably dress! Students do seem to enjoy my enjoyment of my work, and also my interest in their projects. I always try to be very encouraging and try to help with ideas and problem solving, when and where appropriate.

I have very little student contact. I believe my job enables others to do their jobs which either directly or indirectly enhance students" lives and education.

I hope to separate my personal life from students!! And I think everyone should in order to keep boundaries clear! Professionally, I like to think I have a profound effect on their development...

I provide services they can take it or leave it and I don't really know if I make any difference.

On the personal side, my spouse and I entertain, encourage a forum for discussion, and provide housing

for current and former students. On the professional side, I sometimes remind students who are stressed to see themselves and life in a broader context than the College.

I feel that I have provided lessons in wellness and leadership. I have also been here to help make recommendations regarding life events of students.

I make the area clean, safe.

Provide vocational, political and social leadership.

Mentoring students who work in the office. Several of our students have gone on to do graduate assistantships in similar offices in order to fund their continued education.

I don't have much prolonged personal contact with students, so I mainly try to be helpful when I see students who look lost or need information. I always try to act in a mature and professional manner whether I'm on the clock or off, on campus or in the community (just as I want to be a good role-model for my own child).

I have housed a student when she needed a place to stay and am open to helping my student staff with anything they need. I have given them rides and have given them advice when they have asked for it. At work, I teach them that being prompt and reliable workers translates to anything they want to excel at in life. I hope I set a good example as a supervisor.

In my years at the College, I've tried to present a realistic view of what a professional staff member is, how to behave in the workplace, how to dress appropriately and what reasonable expectations there are for the workplace. Students who work [in this building] should have a clear understanding of what a real job is...that is how we hire.

Though I don't deal with students directly in my job very often, I enjoy helping them when I can — whether it be in my capacity as a college employee or as a citizen of Grinnell, when seeing them at church or around town.

I'm always willing to help them. I've donated furniture and helped them set it up. I hope they will remember us as a great place.

My family has hosted [ ] international students and helped them find a "home" in Iowa.

I do interact with students fairly regularly, but not as an official part of my job...they sometimes turn to me as a resource on "life after Grinnell." And I know some of them are glad to interact with somebody older on a basis of something like equality (by which I mean I'm not an "authority figure" for them).

I strive to live and work in ways that reflect my ethical and spiritual values; I hope that I teach by my actions including my commitments to justice and compassion but also by how I listen and learn from others. While I do not know ultimately how I "affect" students, I would like to believe that our interactions will be a step in their life-long commitment to spiritual and moral and intellectual development.

...I always see each student who walks into my office as someone's daughter or someone's son and I want to care for them in the same way I would want my own children treated at their school.

Mentoring and building relationships; also modeling how to live in a community (having students over for meals and movies).

Leading by example.

I do see myself as a mentor for several students, helping shape their leadership skills. I see myself encouraging students to look inwardly and figure out what they believe.

In my personal life none, except to show them civility, tolerance, and kindness. In my professional life, helping them with [ ], being understanding, kind, tolerant and patient.

In your personal life, how are you active in the larger community?

Respondents cite a wide range of activities to describe their community involvement. Church is mentioned by 37 percent of the respondents and 27 percent describe K-12 school involvement. About 17% of the respondents say they are not very involved in the community. Some explain their thoughts in terms of being new to the community, commuters and having less time for involvement, or having been more active in a past phase of life when they were younger and/or new to the community. In addition to church and school, community involvement examples include arts, community theater, Habitat for Humanity, Scouts, 4-H, sports, Red Cross, animal-oriented groups (dogs, shelters, etc.), book clubs, civic groups, and service organizations.

> *Church, professional associations, various social groups, college alumni activities.*

> *I attend church regularly and teach Sunday School; city events such as Happy Days, Kites Over Grinnell, community theatre, high school plays and performances, sporting events. I shop locally when possible.*

> *As a parent of young children we are involved in many activities for them — school, church, sports, friends and family time...We volunteer at local nursing homes...We do traveling ministry work...*

> *I was active as a board member and then president of a [ ] board. I resigned when my supervisor left the College and work load and focus changed for me (more evening and weekend commitments).*

> *Very little time or energy left after work.*

> *I participate actively in a church, several clubs, and multiple non-profit/volunteer opportunities. I'm active in both the community as well as various additional groups that are related to the College.*

> *I am not active in the greater community as it has very little to offer and is generally not welcoming to new young employees.*

> *I am an active community volunteer, serve on many boards and committees, and believe strongly that we can only have a better community if we are willing to invest ourselves into it.*

> *Am a member of a community board...Speak frequently to community groups. Am involved in the political life of the community.*

> *Honestly, my job takes up almost all of my time. I am pursuing an advanced degree and between schoolwork and working...I don't have much time to devote to the larger community. But at this point in my life I don't really mind.*

> *I am very active in community organizations in town; I also attend many cultural and athletic events on campus, as well as attend lectures and symposia events. As a longtime [ ] staff person, I am surprised at how few of my campus colleagues take advantage of all that a college campus can offer during nonwork hours. I find myself advocating for the College at non-college gatherings.*

> *We get in trouble by supervisors if we try to take on a larger action in the community.*

Group differences

There are significant differences among groups of employees on several topics:

- *Administrative* employees report being mentored or guided by another employee of the College less frequently than *Support & Technical* employees (Figure 1).

- *Administrative* workers are more likely to agree that their jobs provide opportunities for them to help students become effective leaders for social change (Figure 1).

- *Service & trade* employees more frequently say they hide characteristics of their identity in order to fit in at the College (Figure 1).

- *Support & technical* staff members show more agreement than *Administrative* workers that Grinnell College encourages community service by its employees (Figure 2).

- *Administrative* employees are less apt to think the College is accepting of a variety of political perspectives (Figure 2).

- *Service & trade* employees feel less valued by other staff members who are not in their immediate area of work (Figure 5).

Women are less likely to agree that *all employees are treated fairly* or that *staff members are sufficiently involved in campus decision making*. Men are more likely to feel they *need hide some characteristics of their identity in order to fit in here*. Figure 8 provides additional information about differences between men and women.

Additional information

Figures 9, 10, and 11 display national data related to issues of staff outlook. This information is presented for context and to support additional dialogue. Comparisons to the local Staff Outlook Survey are imperfect, but relevant and thematically related.

Figure 9 displays results from a recent Gallup poll about workplace climate. The Gallup Organization conducts its *Work and Work Place* poll annually, and its timing (August 2007) corresponds well for general reference.

Figure 10 presents employee counts for Grinnell College and its peer institutions.

Figure 11 shows results from the 2005 National Survey of Student Engagement (NSSE). The NSSE was last administered at Grinnell in the spring of 2005 and is planned again for the spring of 2007. One of the questions on the NSSE asks students to rate the quality of their relationships with administrative personnel and offices. This survey item is one component of a composite indicator, dubbed *Supportive Campus Environment*, that has been liked empirically to effective educational practices and positive student outcomes. How staff outlook manifests itself and how it affects the qualities of student-staff relationships can perhaps be glimpsed through this lens. ❖

Figure 1: Individuals' Experiences

All respondents

	Percent dis*agree* or *strongly disagree*	Percent *agree* or *strongly agree*

Percent *agree* or *strongly* agree by employee type

Statement	Disagree	Agree	Administrative	Support & technical	Service & trade
I can rely on my co-workers when I need help	8%	85%	82 %	91 %	85 %
I have the right resources to do my job well	10%	83%	85	88	77
My direct supervisor <u>appreciates</u> what I do at work	9%	79%	78	85	83
I <u>appreciate</u> what my supervisor does at work	7%	79%	80	85	74
I <u>understand</u> what my supervisor does at work	10%	78%	83	80	68
My direct supervisor <u>understands</u> what I do at work	12%	76%	75	80	78
I see my job as contributing to the greater good of society	5%	75%	80	73	75
I have the right people around me to do my job well	15%	74%	71	83	70
The duties of my job are clearly communicated to me	15%	69%	69	70	72
Students see me modeling leadership...	10%	67%	65	68	79
I feel comfortable talking to authority about decisions...	22%	61%	65	58	65
My workload is reasonable	22%	60%	51	66	70
My values fit well with predominant institutional values	8%	58%	66	58	40
My professional skills are recognized by the College	16%	54%	60	51	55
My skills are fully utilized in my current position	28%	51%	51	55	51
I have been mentored by another employee	30%	49%	39	60	54
Other people at the College <u>appreciate</u> what I do	20%	48%	50	45	48
The College's values are reflected in its leadership...	18%	46%	42	48	57
My job provides opportunities to help students...	19%	45%	55	41	31
I see good leadership modeled at the College	25%	44%	39	51	50
My job promotes an <u>emotionally</u> healthy lifestyle	27%	43%	38	47	55
My job promotes a <u>physically</u> healthy lifestyle	26%	43%	38	42	63
Other people at the College <u>understand</u> what I do	30%	36%	32	41	41
<Recently> I have looked elsewhere for a job...	52%	30%	35	24	23
I hide characteristics of my identity to fit in here	58%	22%	20	19	30
I have good opportunities for advancement	48%	21%	25	15	28

Percent of valid responses. Percentages in bar chart to not add to 100 because the "neutral" category is not displayed.

Figure 2: Sense of the College as a Whole

	All respondents		Percent *agree* or *strongly agree* by employee type		
	Percent dis*agree* or *strongly disagree*	Percent *agree* or *strongly agree*	Administrative	Support & technical	Service & trade
The College is accepting of gay, lesbian, bisexual, & transg. people	0%	94%	96 %	97 %	87 %
The College is accepting of a variety of racial/ethnic backgrounds	1%	91%	90	91	90
The College community is accepting of people of a variety of ages	2%	80%	82	80	80
Ethnic minorities have the same opportunities for advancement	6%	72%	70	77	74
The College is accepting of a variety of socio-econ. backgrounds	7%	71%	71	71	81
The College provides a welcoming, accepting work environment	4%	70%	71	79	59
Responsible leadership is respected and valued	11%	68%	71	70	65
The College community is accepting of religious people	14%	67%	58	72	77
Creativity and innovation are welcomed	10%	66%	66	73	57
There is respect for the expression of diverse values and beliefs	12%	62%	63	60	72
The College encourages community service by its employees	15%	57%	50	65	64
The College is accepting of a variety of political perspectives	23%	56%	44	65	70
The College is accessible to non-native English speakers	10%	53%	43	57	78
Women have the same opportunities for advancement as men	21%	50%	50	45	59
The College is accessible to people with disabilities	26%	49%	41	54	62
Hard work and good performance are recognized	30%	41%	41	39	54
All employees are treated fairly	34%	37%	43	31	38
Departments & offices across campus work well together	28%	32%	32	34	36
Upper-level admin. genuinely listen to people at all levels	36%	30%	32	28	37
People communicate well with each other on campus	42%	26%	23	27	36
Staff members are sufficiently involved in decision making	37%	24%	27	19	29

Percent of valid responses. Percentages in bar chart to not add to 100 because the "neutral" category is not displayed.

Figure 3: Mission of the College

	All respondents		Percent *agree* or *strongly agree* by employee type		
	Percent dis*agree* or strongly disagree	Percent *agree* or strongly agree	Administrative	Support & technical	Service & trade
I understand the mission of Grinnell College	4%	82%	88 %	80 %	79 %
I value & believe in the mission of Grinnell College	2%	77%	85	73	74
My work contributes to the mission of Grinnell College	3%	76%	86	72	64

Percent of valid responses. Percentages in bar chart to not add to 100 because the "neutral" category is not displayed.

Figure 4: Daily Interactions

Percent of respondents, by employee type, reporting daily interactions with the following groups of people.

	Employee type		
Daily interaction with...	Administrative	Support & technical	Service & trade
Staff members not in my area of work	72 %	67 %	56 %
Upper-level administrators	23	23	43
Faculty members	39	47	47
Students	68	83	92
The general public	45	56	60

Percent of valid responses.

Figure 5: Perceptions of Value in the Workplace
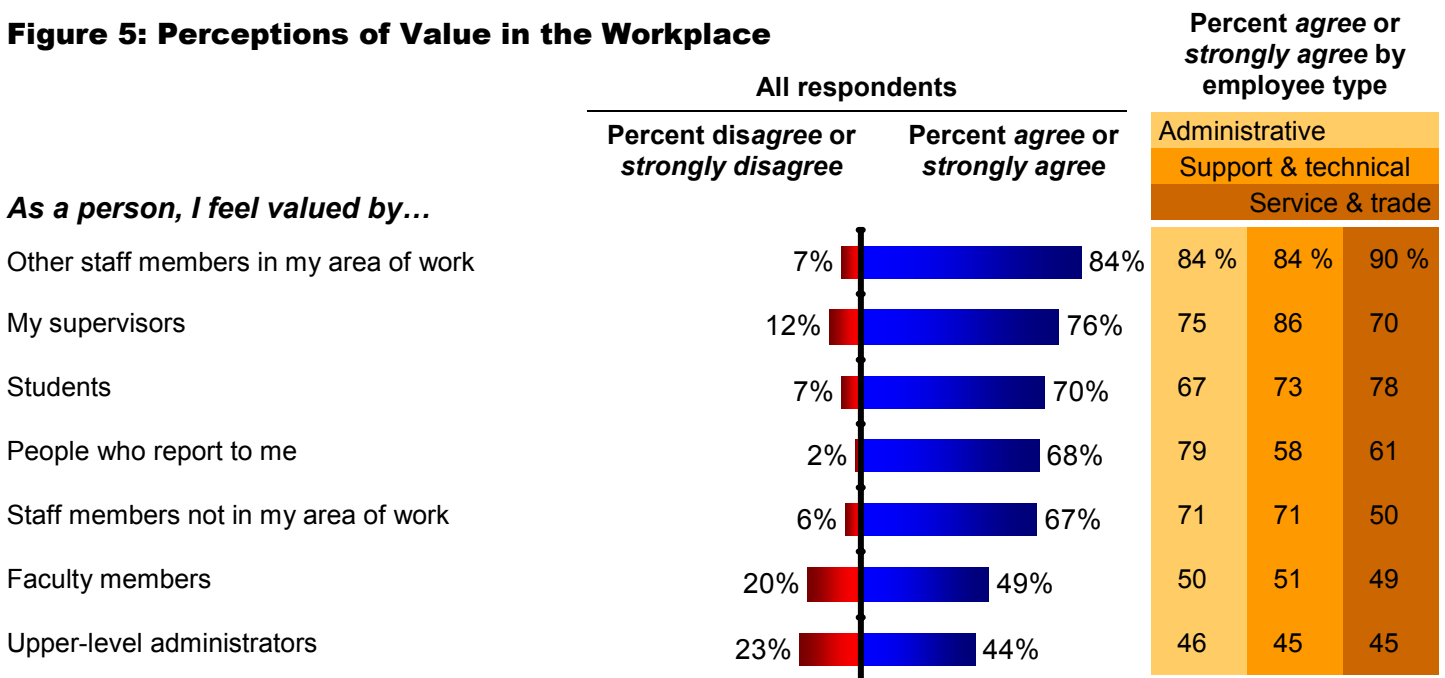
	All respondents		Percent *agree* or *strongly agree* by employee type		
	Percent dis*agree* or strongly disagree	Percent *agree* or strongly agree	Administrative	Support & technical	Service & trade
As a person, I feel valued by…					
Other staff members in my area of work	7%	84%	84 %	84 %	90 %
My supervisors	12%	76%	75	86	70
Students	7%	70%	67	73	78
People who report to me	2%	68%	79	58	61
Staff members not in my area of work	6%	67%	71	71	50
Faculty members	20%	49%	50	51	49
Upper-level administrators	23%	44%	46	45	45

Percent of valid responses. Percentages in bar chart to not add to 100 because the "neutral" category is not displayed.

Figure 6: College Endorsement

How likely is it that you would recommend Grinnell College to a friend or relative as a <u>place to attend college</u>?

Percent responding *definitely* or *probably would*.
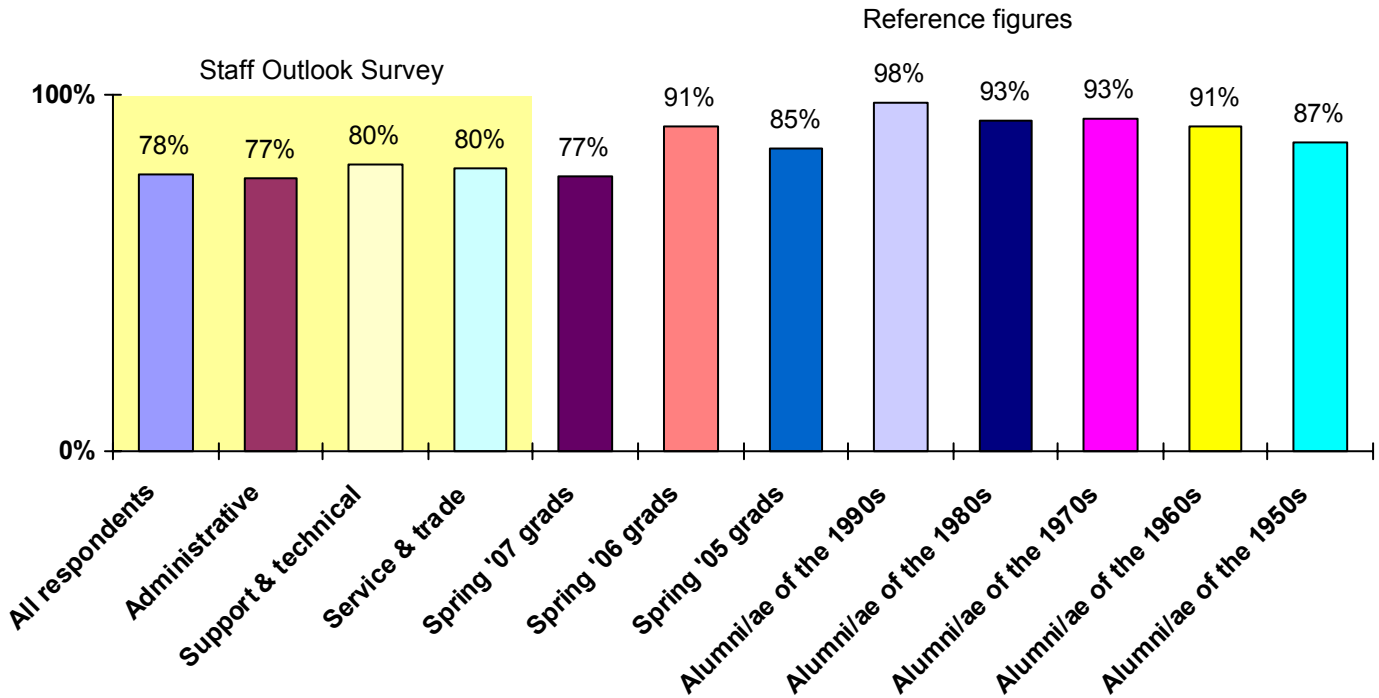
Response scale: Definitely would | Probably would | Maybe | Probably not | Definitely not
Reference figures from 2005-2007 *Senior Snapshot* surveys and 2006-2007 alumni surveys.

Figure 7: Workplace Endorsement

How likely is it that you would recommend Grinnell College to a friend or relative as a <u>place of employment</u>?
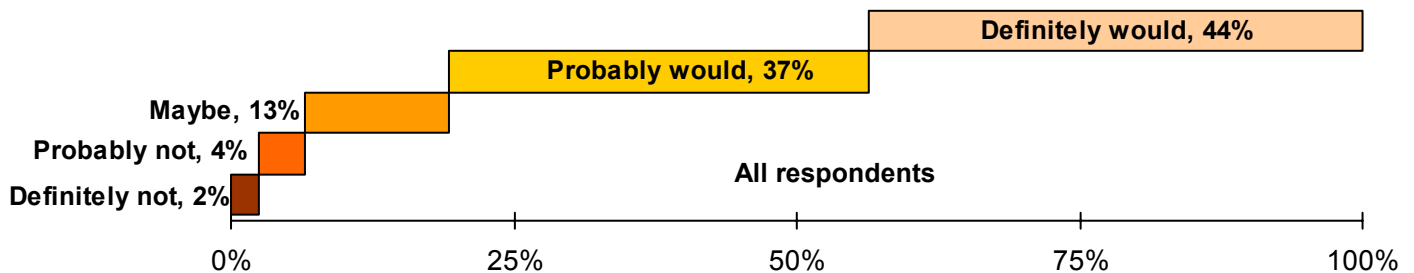
	Definitely not	Probably not	Maybe	Probably would	Definitely would
Administrative	3%	4%	13%	41%	40%
Support & technical	0%	2%	9%	42%	47%
Service & trade	3%	8%	18%	18%	55%

Percent of valid responses.

13

Figure 8: Differences between women and men

	Women			Men	
Pct. dis*agree* or strongly disagree	**Pct. *agree* or strongly agree**		**Pct. dis*agree* or strongly disagree**	**Pct. *agree* or strongly agree**	

Women disagree	Women agree	Statement	Men disagree	Men agree
35%	34%	Other people at the College understand what I do at work.	15%	44%
64%	18%	I feel I need to hide some characteristics of my identity in order to fit in here.	47%	30%
25%	41%	Women have the same opportunities for advancement as men have at the College.	5%	73%
38%	30%	All employees are treated fairly.	16%	61%
39%	20%	Staff members are sufficiently involved in campus decision making.	24%	35%
27%	45%	The College community is accessible to people with disabilities.	25%	61%

Percent of valid responses. Percentages in bar chart to not add to 100 because the "neutral" category is not displayed.

Figure 9: External References

Grinnell Staff Outlook Survey		Gallup Work & Work Place Poll	
Percent of respondents who *agree* or *strongly agree*		Percent of respondents who say *completely* or *somewhat satisfied*	
My workload is reasonable	60 %	The amount of work that is required of you	88 %
I have good opportunities for advancement at the College	21	Your chances for promotion	68
Hard work and good performance are recognized	41	The recognition you receive at work for your work accomplishments	81
As a person, I feel valued by other staff members in my area of work	84	Your relationships with coworkers	94
As a person, I feel valued by my supervisors	76	Your boss or immediate supervisor	84

The Gallup *Work & Work Place* poll was conducted August 2007 with national sample of adults employed full-time or part-time.
Response scale: Completely satisfied | Somewhat satisfied | Somewhat dissatisfied | Completely dissatisfied | Not applicable | No opinion.

Figure 10: Staffing at Grinnell and peer institutions

Fall 2006

	Full-time students	Total number of employees (faculty & staff)	Number of staff employees (non-faculty)	Proportion staff	Student-to-staff ratio	Staff-to-faculty ratio
Amherst College	1,648	805	593	74 %	2.78	2.80
Bowdoin College	1,726	875	658	75	2.62	3.03
Carleton College	1,958	767	554	72	3.53	2.60
Colorado College	2,025	673	476	71	4.25	2.42
Davidson College	1,668	720	546	76	3.05	3.14
Grinnell College	**1,556**	**596**	**378**	**63**	**4.12**	**1.73**
Kenyon College	1,631	662	466	70	3.50	2.38
Macalester College	1,867	593	361	61	5.17	1.56
Oberlin College	2,756	1,063	720	68	3.83	2.10
Reed College	1,365	453	307	68	4.45	2.10
Swarthmore College	1,477	899	670	75	2.20	2.93
Washington & Lee	2,166	811	523	64	4.14	1.82

The headcount employee statistics are from the U.S. Department of Education's IPEDS, *Human Resources*, employees by assigned position reports. Student enrollment figures are from IPEDS *Enrollments* reports. Staff counts in this table are not directly comparable to the *Response Rates* table due to the vintage of the data and because the Staff Outlook Survey was constructed broadly for inclusiveness and sent to staff members not covered by IPEDS reporting.

Figure 11: Quality of relationships with administrative personnel and offices

Percent of students marking a *5*, *6*, or *7* on a scale where
1 = unhelpful, inconsiderate, rigid to *7 = helpful, considerate, flexible*.
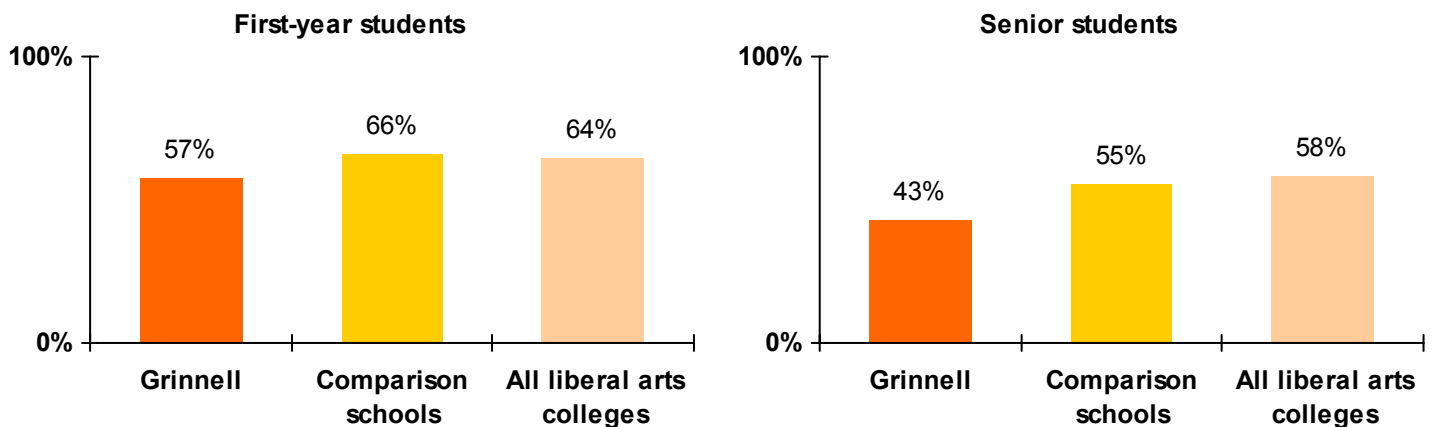
National Survey of Student Engagement, spring 2005. Seventy-seven percent of first-year students and 61% of seniors responding.
Comparison schools = Bucknell, Luther, Macalester, St. Olaf, Swarthmore, Washington & Lee, and Williams.
All liberal arts colleges refers to aggregate results for all liberal arts schools participating in 2005.

Survey methods

The questionnaire was designed by the HLC Self-Study Steering Committee and pilot tested with several focus groups. The focus group participants discussed their interpretations of the survey items and offered new ideas; the survey was refined in response to this feedback. The final survey instrument was sent to staff employees across the College in October (questionnaires were not sent to executive administration officers or instructional faculty members). Responses were collected from 10/19/07 through 12/6/2007 using both printed and electronic data collection methods. Reminder messages were sent to non-respondents, and announcements were made in several staff meeting venues to promote participation.

Survey codes were used for administrative purposes. Login IDs were used for electronic surveys and codes were printed on hard copy questionnaires. Identification numbers and survey codes were employed such that project administrators could eliminate any direct link between name and survey response (only codes were used). Any individual pieces of information that could be used to link names with responses have been destroyed. This technique allowed for targeted reminder messages, consistency for attaching appropriate demographic data, and documentation of non-response. A controlled-access survey eliminates potential "ballot stuffing" problems associated with anonymous "suggestion box" surveys. This provides more confidence in the responses received, but it is not without trade-offs. Follow-up conversations with office coordinators, and post-administration interviews, indicate that some employees did not trust in the confidentiality of the institutional process. A few voiced concern that their responses could be forwarded to supervisors. Anonymous submissions were accepted, and the results of the seven questionnaires submitted this way are included here. Overall, the survey garnered a 56 percent response rate. Participation varied among groups of employees, as detailed in Table 1.

Notes

Anonymous responses are included in the *all respondent* groupings.

Some percentages may not appear to add to 100 due to rounding.

"Percent of valid responses" means as a percent of those who provided a response to the question.

The employee group comparisons discussed in the text (section titled "Group differences"), gender differences, and the comparative data from the National Survey of Student Engagement were subjected to standard statistical tests to confirm the differences were not likely due to simple chance variation.

For results based on the total sample, the margin of error is ± six percentage points with a 95 percent level of confidence. Margins of error for subgroups will be larger than the margin for the entire sample. In addition to sampling error, question wording, non-response, and practical challenges in survey administration can introduce error or bias into the findings. These aspects cannot easily be quantified with mechanical sampling error calculations. Consideration was given to weighting the results since the population figures were known, but the assumptions required about non-responders were not satisfactory in the view of the editorial team. It is left to the reader to consider the response rates presented in Table 1 to judge the representativeness of the survey and its applicability in terms of the actual, unweighted data.

Profiles in Leadership[1]
The Grinnell Magazine
1998–2007

Spring 2007
1. "Power Up" (p. 5) — Grinnell students, faculty, and administration succeed in harnessing wind power at CERA
2. "Working Hard in the Big Easy" (p. 6) — Grinnell students, faculty, staff, and alumni work together to help victims of Hurricane Katrina
3. "Access All Areas" (p. 8) — Making Grinnell more accessible for the disabled
4. "Alumnus Honored for $1 Million Gift" (p. 10) — Frank Rathje '50 gives back to Grinnell and its students
5. "No Excuses: Making Schools Succeed" (p. 14) — Teacher Brian Stoffel '04 is helping inner city students in Washington, D.C., succeed as students
6. "GrinActivism: Small Steps to a Better World" (p. 24) — profiles of five Grinnellians for whom activism is both personal and local
    a. Ben Whitehill '51
    b. Jim Diers '75
    c. Frank Thomas '71
    d. Christiane Leitinger '86
    e. Katya Gibel Mevorach
7. "Born to Run" (p. 29) — Cross country runner Sarah Spencer '08 charges to the front of the pack, finishing third at nationals and leading her team to record achievements
8. "Her Honor, the Mayor" (p. 36) — Ann Hamilton Campbell '62 surprised herself by becoming the mayor of Ames, Iowa, after she thought she had retired
9. "New Activism, New America" (p. 38) — Warren Morrow '99 and Max Cardenas '01 founded the Latino Leadership Project and plan to open an upscale restaurant/bar in Des Moines as a community development project

Winter 2006
1. "Dear Soldier" (p. 5) — Ellen Harris '09 founds a student group that writes letters to soldiers in Iraq
2. "Activism: It's the Real Thing" (p. 8) — Grinnell students make activism a key part of their education
3. "Betwixt and Between the Bonobos" (p. 9) — Daniel Musgrave '07 finds his niche at the Great Ape Trust of Iowa, helping us better understand primates
4. "HIV/AIDS: Grinnellians and a Global Challenge" (p. 12) — Fourteen Grinnellians are leading the way in the fight against HIV/AIDS:
    a. Matthew Golden '85
    b. Susan Hunt '69
    c. Eric Whitaker '87
    d. Henry James '75
    e. Avram Machtiger '74
    f. Margit Sawdey '78

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[1] Compiled by Jackie Hartling Stolze.

5. "Seeing Clearly: One Grinnellian's Story of Depression, Recovery, and Hope" (p. 24) — Raymond Brit '82 talks about his own struggle with depression to try to help others
6. "Being Number 15" (p. 28) — Katy Bowen '06 defied physical disabilities to excel at basketball
7. "Swartz to Chair Energy Advisory Council" (p. 30) — Professor of Chemistry Jim Swartz named chair of the Iowa Energy Center advisory council
8. "Excerpt from *The Man Behind the Microchip: Robert Noyce and the Invention of Silicon Valley*" (p. 32) — Biography of Robert Noyce '49, whose co-invention of the integrated circuit helped spark the information age

Fall 2005
1. "Making a Difference" (p. 6) — Grinnell's Wilson Program in Enterprise and Leadership helps students discover successful career opportunities across the spectrum of work
2. "From Bread Lines to Harvard Yard" (p. 8) — Eric Otoo '01 goes from a difficult youth in his native Ghana to a degree from Grinnell and on to graduate school at Harvard
3. "Fighting Words" (p. 9) — Lola Garcia '06 wins entry to a prestigious program for history students in New York City
4. "President's Report" (p. 10) — President Osgood looks at the progress of the College over the previous year
5. "The East Street Shuffle: Thirty Years After the 'Springsteen Invasion'" (p. 20) — Grinnell has been a leader in bringing top-notch entertainers to campus over the years, as evidenced by a performance by Bruce Springsteen and the E Street Band in 1975
6. "Summer of '64" (p. 30) — Grinnell faculty member Doug Caulkins remembers his summer as a Civil Rights activist in Mississippi in 1964
7. "Fifteen Years After ADA: How Well Does Grinnell Adapt to the Needs of Students?" (p. 32) — Grinnell College makes progress in adapting to the needs of disabled students
8. "Musical Risk-Takers" (p. 36) — The Grinnell Singers perform new compositions, and play a role in sponsoring new work by composer Steven Stucky

Summer 2005
1. "Looking Down the Road: A Strategy for Grinnell" (p. 11) — What will Grinnell's new strategic plan mean for the College?
2. "Justice for All" (p. 16) — What does justice mean? Five Grinnellians share their perspectives:
   a. Peace activist/library assistant Chris Gaunt
   b. Associate Professor of Economics Irene Powell
   c. Associate Professor of Biology Diane Robertson
   d. Professor of History/President Emeritus George Drake '56
   e. Assistant Professor of Sociology Karla Erickson

3. "Harvard, Take Note: Women Flourish in Sciences at Grinnell" (p. 23) — Grinnell College's science programs welcome women students, who thrive at the College
4. "A Phone Call from the Dean: Grinnell's Newly Tenured Faculty" (p. 28) — New faculty leaders emerge:
   a. David Harrison (French)
   b. Peter Jacobson (Biology)
   c. Mark Levandoski (Chemistry)
   d. Sarah Purcell '92 (History)
   e. Henry Rietz '89 (Religious Studies)
5. "A Walk on the Sunnyside" (p. 42) — Garrett Shelton '01 works for Sunnyside Records, a jazz label, helping to forge the new way music is sold and disseminated online

Spring 2005
1. "Playground Heroes" (p. 5) — Student-athletes volunteer with kids at Bailey Park Elementary School
2. "After the Voting in Iraq: What Now?" (p. 14) — Six Grinnellians answer the question of what we can do to achieve peace and stability in Iraq
   a. Republican Congressman Tom Cole '71
   b. Rosenfield Professor of Political Science Wayne Moyer
   c. Iraq veteran Derrick Mitchell '06
   d. George Moose '66, retired from the U.S. State Department
   e. Retired Republican Congressman Tom Railsback '54
   f. Grinnell College Associate Professor of History Sarah Purcell '92
3. "Poetry and Love among the Grinnellians, circa 1970" (p. 25) — Poet David Mura '74 reflects on how he discovered his life's calling at Grinnell
4. "Scholarships: Money to Learn" (p. 31) — Generous faculty donors make a Grinnell education possible for the students of today:
   a. Edd Bowers '43
   b. Margaret Dunn '65
   c. Linda Miller Staubitz '62
   d. Kappie Spencer '47
   e. Juergen Roennau '57
   f. Millie Lekan Roessmann '53
   g. Lee Weiel '62
5. "Kasimow Book Wins Accolade" (p. 42) — Drake Professor of Religious Studies Harold Kasimow's book helps open dialogue between world religions
6. "The Harris Year: Twelve Months to Explore" (p. 42) — Two young Grinnell faculty members get funding to pursue their research:
   a. Nancy Rempel-Clower, assistant professor of psychology, studies the interaction between memory and emotion
   b. Erik Simpson, assistant professor of English, focuses on minstrelsy and improvisation in 18th-century Britain and Ireland
7. "Memory Maker" (p. 46) — Jim Daughton '58 develops MRAM, a new type of computer memory

Winter 2002

[due to a change in the mailing schedule, there were two winter issues in 2002]

1. "Making Peace Among Religions: Humanity's Last Hope?" (p. 9) — Professor of Religious Studies Harold Kasimow talks about current issues and their roots in our religious past
2. "Grinnell Wins HHMI Grant" (p. 18) — Grant to support science education at Grinnell and in the community
3. "Grinnell's New Science Project Comes of Age" (p. 20) — Grinnell's experiment in creating a science curriculum to encourage and support women and others underrepresented in the sciences celebrates 10 years

Fall 2001

1. "Dreams of Bricks and Mortar: The Residence Hall System at Grinnell" (p. 7) — Grinnell President John Main's dreams for a residence hall system at Grinnell continue to evolve today
2. "Center for the Humanities" (p. 17) — A new center brings speakers and guest faculty to campus, and focuses attention on the humanities

Summer 2001

1. "Alumni Award Winners" (p. 26)
2. "A Living Legacy: Grinnell's Wall Service Awards Bring Service to Life" (p. 30) — J. Scott Raecker '84 and Hollis Pfitsch '96 win Wall Awards for their service projects

Spring 2001

1. "No Sweat" (p. 3) — Grinnellians join the protests over sweatshop labor and worker exploitation
2. "The Peace Corps: What You Can Do for Your Country" (p. 7) — Grinnellians write about their experiences in the Peace Corps (Dennis Furbush '59, Pat Nolan Nyhan '65, Mary Lanaghan '87, Sharyn Obsatz '93, Chris Dietrich '01)
3. "Renaissance Man on the Minnesota Prairie" (p. 29) — Sam Schuman '64 serves as chancellor of the University of Minnesota-Morris, making a liberal arts education part of a public university

Winter 2001

1. "Grinnell Corps" (p. 5) — Grinnell launches a new postgraduate service fellowship program
2. "A College with a Mission" (p. 7) — Grinnell's new mission statement takes shape
3. "Come Hell of High Water" (p. 9) — Biology professor wins a grant from the Nature Conservancy to study how floods affects riparian forests
4. "A New Cartography: Grinnell Experiments with Mentored Advanced Projects" (p. 12) — Students talk about Grinnell's new addition to the curriculum
5. "History Made Personal: Grinnellians and WWII" (p. 19) — Grinnell's own "greatest generation" talks about wartime experiences

Fall 2000

1. "Politics, Baseball, and Grinnell" (p. 3) — Joe Rosenfield '25 made Grinnell College one of the great causes of his life
2. "On the Write Track" (p. 5) — Patricia T. O'Conner '71 helps writers write better with her book, *Words Fail Me*
3. "Survival: Outwitting Evil" (p. 9) — Sam Harris '58 survived the Nazi death camps as a child; now he relives those unthinkable experiences to help others remember
4. "John Chrystal: A Life in Iowa" (p. 19) — Profile of activist, politician, unofficial diplomat, and Grinnell trustee John Chrystal

Summer 2000

1. "Pushing the Frontiers of Diversity" (inside front cover) — Frank Thomas '71 to serve as diversity officer
2. "Grinnell Students Win Prestigious Scholarships" (p. 4)
3. "The Legend and the Legacy: Joseph F. Rosenfield" (p. 11) — A profile and remembrance of Joe Rosenfield '25, alumnus, trustee, benefactor, and friend to Grinnell College
4. "Diversity: Can We Get There from Here?" (p. 15) — What's it like to be a student of color at Grinnell today? How can we achieve our diversity goals?
5. "Everybody in the Pool" and "The Water's Fine" (pp. 34-35) — David Malbrough '35 and Mike Daley '72 reflect on the joy of swimming, at any age
6. "Alumni Award Winners" (p. 38)
7. "Defusing the Violence: 2000 Wall Service Award Winners" (p. 43) — Lorie Hill '68 and Amy Neevel '95
8. "Leaving Samantha" (p. 45) — Lindsay Hagy '00 says her best experiences at Grinnell were with her Davis Buddy

Winter 2000

1. "Pioneering Prairie Studies" (inside front cover) — Grinnell's Center for Prairie Studies celebrates Grinnell's setting in Iowa
2. "Springtail Fever" (p. 9) — Professor Emeritus of Biology Ken Christiansen talks about his lifelong love of insects
3. "Save Big Trees: Student Activism at Grinnell" (p. 11) — Students fight for environmental causes
4. "Parenthood: For the Love of a Child" (p. 17) — Grinnellians talk about how parenthood reshaped their lives and their goals

Fall 1999

1. "More than One Road to Silwan" (p. 10) — Mark Kaas '71, a conflict resolution specialist, talks about the Middle East conflicts
2. "Southern Exposure: Reconsidering Mississippi as the 'Heart of Darkness'" (p. 12) — Students travel south as part of a capstone travel seminar to explore how representations of Mississippi in popular culture compare to reality

7. "Wall Service Award Winners Announced" (p. 32) — Trevor Harris '89 and Benjamin Whitehill '51

Spring 1998
1. "College engaged in self-study for accreditation" (p. 3)
2. "Faculty to study DNA repair genes and British literature with Harris Fellowship" (p. 4) — Leslie Gregg-Jolly, biologist, and Cannon Schmitt, English, win Harris Fellowships
3. "Arseneault Reveals Formula for Courting Success" (p. 7) — Grinnell's basketball "system" takes off
4. "Getting to the Future: The Fund for Excellence" (p. 8) — Trustees create a fund of $5.7 million for innovative new programs
5. "Making Contact: the Overseas community involvement Program" (p. 10) — Students talk about their experiences abroad
6. "Talk the Talk in any Language" (p. 23) — Grinnell's Alternative Language Study Option makes it possible to study almost any language
7. "Help for the Hormonally Challenged" (p. 30) — Randy Seeley '89 conducts research that may help the obese reach a healthy weight
8. "Doing Good and Having a Good Life" (p. 33) — Allison Davis '61 specializes in providing low income housing integrated into the general housing environment
9. "Always on the Run" (p. 37) — Polly Parker Clarke '32 began running at age 58, and has set age group world records in several events
10. "Mr. Goat's Good Idea" (p. 39) — Marileta Sawyer Robinson '65 writes for children and edits *Highlights* magazine

Fall 1998 [special anniversary issue; most of these articles were published previously]
1. "How the Grinnell Curriculum Runs the Course" (p. 2) — Joseph F. Wall '41 writes about Grinnell's curricula through the College's first 132 years
2. "Requirements Restructured" (p. 8) — New academic plan emphasizes faculty advising rather than distributional requirements
3. "Closing the College" (p. 8) — In 1970, the College closed two days early after Kent State deaths shock the nation
4. "Done in Dayton" (p. 9) — Grinnell purchases WLWD, a television station in Dayton, a decision that would significantly grow the endowment
5. "Fortune Smiles on Grinnell" (p. 9) — *Fortune* magazine features an analysis of Grinnell's endowment and its "stunning" growth
6. "Inauguration of George Drake '56" (p. 10)
7. "Trustees Denounce Apartheid" (p. 11)
8. "Grinnell-in-China Exchange Contract Renewed" (p. 11)
9. "College Announces 'I Have a Dream' Program" (p. 12)
10. "Swifter, Higher, Stronger: Remembering Morgan Taylor '26" (p. 14) Grinnell's Olympic medalist ran to break world records
11. "Grinnell College — 1966: the Year and the Yearbook" (p. 18) — Joseph F. Wall '41 discusses the 1966 Grinnell College Yearbook, which had to wait until 1996 to be published

Grinnell College-nominated winners of prestigious national scholarships and fellowships since 1999-2000

<u>79 winners, 8 honorable mentions/alternates</u>

Number after student name indicates graduating class.
Number in parentheses indicates academic year the student won.
List at end is by academic year.
+ indicates honorable mention or alternate

Beinecke (3)   Rachel Melis '01 (99-00)
               Ilana Meltzer '05 (03-04)
               Holly Lutwitze '08 (06-07)

Carnegie Jr Fellows (3)   Geoff Swenson '03 (02-03)
                             Rashed Chowdhury '03 (02-03)
                             Gretchen Lay '07 (06-07)

Jack Kent Cooke (2)   Eric Otoo '01 (04-05)
                      Andriana Nikolova '07 (06-07)

DACOR Bacon House (1)   Sarah Moss '06 (05-06)

Fulbright   Joe Grim Feinberg '02 (01-02) (Slovak Republic)
(36, +3)   Erin Hart '03 (02-03) (Germany ETA – declined)
               Julie Dona '03 (02-03) (India)
               +Katie Michaelsen '03 (02-03) (Sweden (alternate))
               Tony Pham '03 (02-03) (Vietnam)
               Georgia Hart '04 (03-04) (Ecuador)
               Eileen Twohy '04 (03-04) (Korea ETA)
               +Holly Maness '04 (03-04) (UK (alternate))
               Coco Downey '04 (03-04) (Russia)
               Jennifer Robinson '04 (03-04) (Nicaragua)
               Rachel Clark '02 (04-05) (Sri Lanka)
               Margo Gray '05 (04-05) (Russia)
               Joe Hansen '05 (04-05) (Chile ETA)
               Zeke Hausfather '05 (04-05) (Netherlands)
               Lara Janson '05 (04-05) (Ecuador)
               Kyle Marquardt '05 (04-05) (Korea ETA – declined)
               Marko Mircetic '05 (04-05) (Nigeria)
               Anne Solomon '05 (04-05) (Korea ETA)
               Wes Barber '06 (05-06) (South Africa)
               Eva Constantaras '06 (05-06) (Colombia)
               Tricia Hadley '03 (05-06) (Colombia)
               Elisabeth Kruger '06 (05-06) (Russia)
               +Marina Posniak '06 (05-06) (Sweden (alternate))

John Snyder '05 (05-06) (Germany ETA)
James Taggart '06 (05-06) (Korea ETA)
Elena Yesner '06 (05-06) (Indonesia ETA)
Anna Cesa '07 (06-07) (Korea ETA)
Steffi Fried '07 (06-07) (Hong Kong ETA – declined)
John Guittar '07 (06-07) (Argentina ETA – declined)
Lindsey Martin '07 (06-07) (Russia ETA)
Jeffrey Mashburn '07 (06-07) (Germany ETA)
Leann Wilson '07 (06-07) (Russia)
Julia Ault '08 (07-08) (Germany ETA)
John Guittar '07 (07-08) (Colombia ETA)
Molly Kratz '08 (07-08) (Macao ETA)
Ellen Lambert '08 (07-08) (Germany ETA)
Shiela Lee '08 (07-08) (Taiwan ETA)
Alex McKinley '08 (07-08) (Thailand ETA - declined)
Rebecca Taylor '08 (07-08) (Uruguay)

Gates-Cambridge (1) Uday Chandra '06 (05-06) (declined)

Goldwater (11, +2)   Molly Gallogly '01 (99-00)
                      Ben Buelow '02 (00-01)
                      Julia Haltiwanger '02 (00-01)
                      Erin Lay '02 (00-01)
                      Megan Salter '03 (01-02)
                      Holly Maness '04 (02-03)
                      Katie Lewin '05 (03-04)
                      Jon Henry '07 (05-06)
                      Sarah Parker '07 (05-06)
                      Katrina Honigs '08 (06-07)
                      Britta Nordberg '09 (07-08)
                      +Katherine Lee '09 (07-08) (honorable mention)
                      +Joshua Weber '09 (07-08) (honorable mention)

Mitchell (2)   Geoff Swenson '03 (04-05)
                Lara Janson '05 (07-08)

NSEP Boren (1)   Sarah Spencer '08 (05-06)

Rhodes (1)   Kendra Young '02 (01-02)

Truman (3)   Eli Zigas '06 (04-05)
              Katie Jares '07 (05-06)
              Alec Schierenbeck '09 (07-08)

Udall (2, +2)   +Joseph Mowers '02 (00-01) (honorable mention)
                Eli Zigas '06 (scholar 03-04); (+honorable mention 04-05)
                Emily Stiever '09 (07-08)

Watson (13, +1)   David Burnett '00 (99-00)
                       Megan Williams '00 (99-00)
                       +Kirsten Anderson '00 (99-00) (alternate)
                       Matthew Magee '01 (00-01)
                       Michael Abel '02 (01-02)
                       Hai-Dang Phan '03 (02-03)
                       Devan McGranahan '04 (03-04)
                       Qi Zheng '04 (03-04)
                       Omondi Kasidhi '05 (04-05)
                       Kyle Marquardt '05 (04-05)
                       Jason Rathod '06 (05-06)
                       Sarah Parker '07 (06-07)
                       Linn Davis '08 (07-08)
                       Graciela Paz Arias '08 (07-08)

Winners by academic year

99-00 (4+)	00-01 (4+)	01-02 (4)	02-03 (7+)
1 Beinecke	3 Goldwater	1 Rhodes	1 Watson
1 Goldwater	+ Udall	1 Goldwater	2 Carnegie
2+ Watson	1 Watson	1 Watson	1 Goldwater
		1 Fulbright	3+ Fulbright

03-04 (9+)	04-05 (13+)	05-06 (14+)	06-07 (11)
2 Watson	1 Mitchell	1 Watson	1 Watson
4+ Fulbright	1 Truman	1 DACOR B.H.	6 Fulbright
1 Goldwater	2 Watson	7+ Fulbright	1 Carnegie
1 Beinecke	+ Udall	1 NSEP Boren	1 Beinecke
1 Udall	8 Fulbright	1 Truman	1 Goldwater
	1 J. K. Cooke	2 Goldwater	1 J.K. Cooke
		1 Gates-Cam.	

07-08 (13++)
1 Mitchell
2 Watson
1 Truman
1 Udall
1++ Goldwater
7 Fulbright

NON-SELECTED FINALISTS
The following is a list of students who were advanced to a "finalist" stage of competition by the scholarship foundation, but were not selected or named as honorable mentions/alternates. This list does not include finalists in competitions that interview all nominees, such as the Watson, or that do not name finalists, such as the Beinecke.

Rhodes (12): Jordan Esbrook '01 (State (IA) 00-01); Geoff Swenson '03 (Regional 02-03 and 03-04); Randy Martinson '04 (State (IA) 03-04 and 04-05); Andrea Gelatt '02 (Regional 03-04); Stephen Ford '05 (State (IA) 04-05); Lola Garcia '06 (Region XIII, 05-06); Jaimie Adelson '07 (Region XIV 06-07); Lara Janson '05 (Region XIV 06-07); Megan Straughan '07 (Region XIII 07-08), Gretchen Lay '07 (Region XIV 07-08)

Marshall (1): Holly Maness '04 (03-04)

Mitchell (3): Lara Janson '05 (finalist, declined interview 06-07); Jaimie Adelson (semifinalist 06-07); Katie Jares '07 (finalist, 07-08)

Truman (7): Rakhi Patel '01 (00-01); Randy Martinson '04 (02-03); Jenny Dale '06 (04-05); Benjamin Weyl '07 (05-06); Linn Davis '08 (06-07); Hannah Garden-Monheit '08 (06-07); Emily Stiever '09 (07-08)

Fulbright (4): Liz Allan '04 (03-04); J. Adelia Chrysler '05 (04-05); Kara Moskowitz '06 (05-06); Kristin Boehne '06 (05-06)

Gates-Cambridge (2): Ilana Meltzer '05 (04-05); Heather Whisenhunt (07-08)

Carnegie Jr. Fellowship (3): Mark Gardiner '05 (04-05); Zeke Hausfather '05 (04-05); Jason Rathod '06 (05-06)

Grinnell's record of regional finalists and winners in the Big Four UK Scholarships since 2001-02 (Rhodes, Marshall, Mitchell, Gates-Cambridge)

2001-02	<u>Kendra Young won Rhodes</u>
2002-03	Geoff Swenson was regional finalist for Rhodes
2003-04	Geoff Swenson and Andrea Gelatt were regional finalists for Rhodes; Holly Maness was finalist for Marshall
2004-05	<u>Geoff Swenson won Mitchell</u>; Ilana Meltzer was finalist for Gates-Cambridge
2005-06	Lola Garcia was regional finalist for Rhodes; <u>Uday Chandra was offered Gates-Cambridge and declined</u>
2006-07	Jaimie Adelson was semifinalist for Mitchell and regional finalist for Rhodes; Lara Janson was regional finalist for Rhodes and finalist for Mitchell (declined finalist interview to stay in Rhodes competition)
2006-08	<u>Lara Janson won Mitchell</u>; Katie Jares was finalist for Mitchell; Gretchen Lay and Megan Straughan were finalists for Rhodes; Heather Whisenhunt was finalist for Gates-Cambridge

GRINNELL COLLEGE

CAMPUS FACILITIES

CAMPUS PROGRAMS AND SPACES

* 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

Some of the recent construction or major renovation are highlighted in red.