



You make access, excellence, and opportunity possible



We live in a time of what often seems like unimaginable social upheaval, political and economic uncertainty, and technological innovation. Yet we have the benefit of knowing that just as in President Main's time 100 years ago, great leaps of human knowledge are propelling us forward regardless of external events. What remains most important is the College's unwavering commitment to preparing our students to be effective, knowledgeable, and compassionate citizens of the world.

Grinnell College is firmly dedicated to educational excellence on the frontiers of change for the common good, which by definition includes efforts to address the increasing economic inequality in our country. Our commitment to diversity on all levels continues to be one of our greatest strengths. Last year, we welcomed to campus our most diverse class ever, which included 24 percent domestic students of color and 15 percent first generation students. Our total student body now represents 50 states and 50 different countries, with 18 percent international students, 26 percent domestic students of color, and 16 percent first generation college students.

Statistics tell only a small part of the story. Students at Grinnell are ever more diverse in terms of activities, talents, interests, and experience. Through individualized advising and academic rigor that includes research opportunities and global exploration for all students, Grinnell students proceed to discover a multitude of ways to shape their own paths as global citizens. The innovative career communities model in our Center for Careers, Life, and Service is key to that experience. We are excited that new career communities in Business and Finance, Education Professions, Government and Social Service, Law, STEM, Health Professions, and Arts, Media, and Communications are being introduced in the coming academic year.

Grinnell students have long benefitted from a residential learning environment strengthened by inclusion, self-governance, and student leadership. Additionally, the impact on students' lives of co-curricular experiences, brought to life through an increasing array of global opportunities, is immense. Consider what second-year student

Nolan Boggess shared with me about his very first trip outside the country as a participant in a Global Learning Program tutorial that visited Italy, Spain, and Mexico:

"The best part, was being able to experience other countries. I got to experience art, culture, food, people, language, and knowledge as a first-year, which was pretty incredible. I also got to meet an intelligent, friendly, and knowledge-hungry group of students. The professors' contributions gave all of us an unforgettable experience. It was amazing!"

The Grinnell student experience will soon be enhanced further by the Humanities and Social Studies Complex and the programs it will support. The Admission and Financial Aid Center will elevate the overall student and visitor experience, and extensive landscaping and wayfinding improvements will make our campus community more navigable, more accessible, and more vibrant. Progress on these projects this year has been monumental, and the excitement on campus is palpable. When completed, they will showcase Grinnell College as a highly distinctive, 21st century model for globally-connected liberal arts education.

For generations, the generosity of Grinnell alumni and friends has helped provide students with exceptional opportunities for personal success and responsible global citizenship. It remains true that only through your gifts and support are we able to achieve all we are doing to advance our students' futures. The past year has been an exceptional one for philanthropic support. For that, please accept my heartfelt thanks. All who care deeply about Grinnell College are grateful for your help in pursuing our vision to strengthen and build upon the College's enduring mission.

Raynard S. Kington

President

Alumni and Friends,



Along with the Office of Development and Alumni Relations, I am pleased to present *Impact: The 2016–17 Philanthropy Report*, a celebration of the generosity and commitment of alumni, parents, students, faculty, staff, and friends who made gifts to, and volunteered for, Grinnell College during the 2016–17 year.

Last year you were one of 10,540 donors who chose to support Grinnell College, generating new commitments of over \$32 million. This was a 21.7 percent increase over the previous year, resulting in the second-best fundraising year ever for the College. This benchmark is exciting, and the accolades for this accomplishment belong to you, our donors. It is a privilege to partner with you to strengthen and sustain Grinnell College as it serves its mission and transforms the lives of its students.

Your gifts have a far-reaching impact at the College. This report touches on a few examples of your generosity and the inspiring outcomes made possible by your gifts. During the past year, philanthropy by alumni and friends opened doors to an array of new opportunities at Grinnell. From the launch of new career exploration communities at the Center for Careers, Life, and Service to the Institute for Global Engagement to enhanced student research possibilities, your support helped Grinnell achieve a number of important milestones throughout the 2016–17 year.

Through your philanthropy, our students gain invaluable experiences in our classrooms, laboratories, and studios, both on campus and around the world. Your support helps create new learning spaces that will empower students to discover and achieve in a 21st-century knowledge-driven economy. You ensure our ability to recruit, build, and support a talented and diverse student body. Indeed, your commitment makes it possible for our students to leverage all Grinnell has to offer as they seek to connect their education to the lives they want to lead, the careers they want to pursue, and the differences they want to make in the world.

Last year was a landmark year not just for donors, but also for the alumni and friends who volunteer on behalf of the College. Whether promoting annual gifts, planning reunions, hosting students for career exploration opportunities, recruiting prospective applicants, or coordinating regional Grinnell activities, we are fortunate to have the support of a vibrant community of volunteers. In 2016–17, over 2,000 people shared their time in a formal volunteer capacity with the College. Their collective impact is significant; hundreds of students and thousands of alumni are touched through these volunteer efforts. I am grateful for the time and energy so many of you give to keep our community connected, engaged, and informed. I want to especially extend thanks to my colleagues on the Board of Trustees for their leadership, as volunteers and philanthropists, as we work to sustain and grow Grinnell.

Together, all of us create a critical foundation of support for Grinnell College. Our individual efforts, taken collectively, generate the momentum that inspires Grinnell to be its very best and to achieve even more for students in the future.

It is my pleasure and honor to say thank you for your interest, involvement, and generosity.

Best regards,

Patricia Jipp Finkelman '80

Chair, Grinnell College Board of Trustees



Giving to Grinnell

The lasting impact of Grinnell donors is profound. Donors provide much-needed support, fueling advancements and excellence in innovation and entrepreneurship, faculty and student research, global education, athletics and the many other aspects of college life that create a transformational student experience at Grinnell.

Thanks to the generosity of our friends and the willingness of our alumni to pay forward the opportunities they received, each year 1,600 students are given the opportunity to build an educational base, a foundation from which to launch extraordinary lives. Because this foundation is built in a community that fosters diversity, inclusion, and service to others, they will transform more than their own lives. They will help build stronger, better communities wherever their post-graduate pursuits may take them.

It is a privilege to thank the individuals and organizations who choose to invest in Grinnell. Thank you for believing in our students and allowing us to believe with you.

2016-17 Giving at a Glance

6,589 alumni donors

10,540 individual donors

59/ members of the Asa Turner Society

1,095 first-time donors

The median gift to Grinnell in FY17 was

\$100

for all donors.

7,002

donors contributed generously to the unrestricted Pioneer Fund totaling

\$3,550,193

Total commitments in FY17 reached

\$32,827,711

This growth benefitted from an increase of more than

\$5.8 million, or 21.7%

in new gifts, new pledges, and new bequests over 2015-16 and firmly planted the year as the second best in history.

Total receipts for fiscal year 2017 — one-time gifts, payments on pledges, and realized bequests — reached

\$13.09 million,

20% or \$2.1 million

over 2015-16.

Congratulations to our top-achieving classes in 2016-17:

Most dollars committed:

Class of 1957 with

\$4,597,019

Highest class participation:

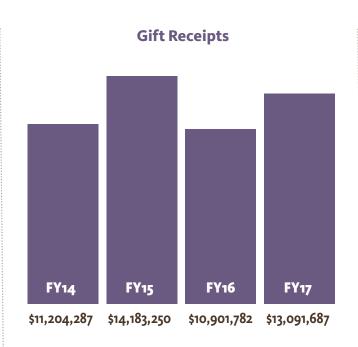
Class of 1968 with

62%

participation in giving

2016-17 Gift Commitments by Purpose* UNRESTRICTED **\$3,365,632** RESTRICTED **\$6,129,171** CAPITAL **\$1,513,392** ENDOWED **\$21,819,514** TOTAL **\$32,827,711**

*Commitments: new one-time gifts and pledges. Commitments are a combination of gifts received and gifts we expect to receive in the future.



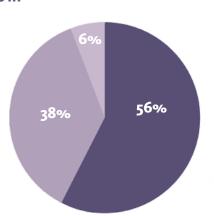


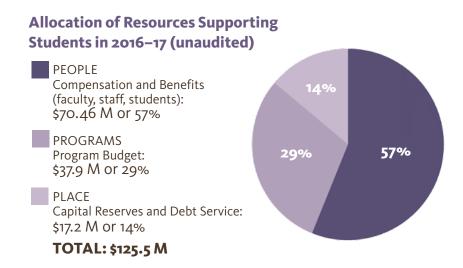


NET STUDENT REVENUE: \$46.6 M or 38%

GIFTS AND OTHER INCOME: \$7.4 M or 6%

TOTAL: \$127.5 M





Investing in Our Priorities

The generous support of alumni and friends has never been more crucial in helping Grinnell students prepare for meaningful lives and careers. Each investment in the College's educational core supports our commitment to excellence in teaching and learning, and to providing access to a liberal arts education of the highest quality. Living our values in the exercise of this commitment includes our best efforts to achieve financial sustainability in the areas that are identified as most important in the College's service to its students.

Our attention and investment are focused in six key areas:

For Grinnellians, **postgraduate success** equates to leading lives of distinctive and enduring purpose. Our Center for Careers, Life, and Service is committed to helping students from day one connect their education to the lives they want to lead, the careers they want to pursue, and the difference they want to make in the world.

Inquiry-led learning in various forms are part of every student's experience at Grinnell.

MAPs and other types of inquiry-led projects equip students with skills that come from working alongside faculty on research and creative projects that are usually available only at the graduate level. Facilities like the new Humanities and Social Studies Complex are designed to support pedagogical innovations that will further elevate scholarship, collaboration, and creativity.

Global Grinnell fully integrates global programming into every facet of our students' journey. Courses and co-curricular experiences enriched by global connections and travel ensure that students graduate with a global aptitude and are prepared to thrive in a constantly changing, interconnected world.

Supporting **financial aid** is an affirmation of Grinnell's foundational principles and ensures a premier college education for every qualified student, regardless of a family's ability to pay. It furthers the life-changing, one-of-a-kind discourse that happens here every day, in and out of the classroom and allows students from all walks of life to embark upon an unforgettable Grinnell journey.

Our **residential learning community** is environmentally rich and uniquely inspiring. Students' perceptions and assumptions are challenged as they embrace and appreciate the educational value of diversity, self-governance, and student leadership. Each year, Grinnell's residential learning environment continues to evolve and grow stronger.

These designations complement the generous, flexible support provided by the **Pioneer Fund** which provides unrestricted gifts that benefit the College by allowing spending where funds might be needed most from year-to- year.







The postgraduate Grinnellian life: guided by deep personal and professional values

Our robustly intellectual, social justiceoriented learning community produces independent thinkers, compassionate citizens, and groundbreaking professionals. The Center for Careers, Life, and Service (CLS) acknowledges that our graduates' lives are guided by their personal and professional commitments. The CLS guides Grinnellians to:

- engage in self-reflection to develop a sophisticated understanding of their values, strengths, and interests;
- develop the ability to distill and use their observations and discoveries to refine and guide their goals;
- acquire the experiences, knowledge, and skills to clarify and pursue meaningful postgraduate pathways;
- learn to present themselves effectively and persuasively — including their values, strengths, and qualifications to an array of audiences;
- learn how to identify and cultivate relationships with — individuals who can support their professional, personal, and civic development; and
- develop the ability to conduct themselves in an ethical, socially responsible, and professionally respectful manner as they live, learn, work, and serve.

Your support helps create and expand real world experiences.

Today, neither experience nor an undergraduate degree alone is sufficient to prepare for any profession. Our Center for Careers, Life, and Service has launched seven career communities to help students explore, clarify, and pursue meaningful post-graduate pathways. Through CLS's career communities, students will have access to specialized advising, tailored programming, and experiential learning opportunities that include externships, internships, and service experiences.

In 2016-17, three new career communities in Business and Finance, Health Professions, and Arts, Media, and Communications were launched by generous gifts from Charles Ashby Lewis and Penny Bender Sebring '64, Dr. J. Michael and Linda Bird Powers '67, and Harold W. "Hal" '67 and Pamela Crist Fuson '68, respectively. Those communities join four other career communities in the Education Professions, Law, STEM, and Government and Social

More than 200 students applied for externships with alumni and friends during 2016-17, and 101 students were

Service.

selected to job shadow and learn more about their values, strengths and aspirations for life after Grinnell. Currently, 120 externships are offered by 81 alumni hosts. In

an effort to meet demand, our goal is to increase the number of externship hosts to 150.

Internships are especially critical for liberal arts students, and fully 65 percent of the class of 2016 participated in at least one internship during their time at Grinnell. While this is a five-year high, our goal is to increase participation to 85 percent. Currently, we boast 123 domestic internships in 22 states and 31 international internships in 18 different countries. In 2016-17, internship funding totaled \$457,107 for 154 students

Treks, funded by CLS, are high-impact, industry-focused career exploration opportunities for students. Sixteen Grinnell students journeyed to Los Angeles for a week in January 2017 to experience the entertainment industry. Alumni hosts introduced students to the





inner workings of the Western Costume Company, Nickelodeon, Sunset Gower Studios, ICM Partners talent and literary agency, the Screen Actors Guild, and the USC School of Cinematic Arts. CLS also helps students blend their service and social innovation interests with their personal values and professional goals. Grinnell students log thousands

of volunteer hours with 80-100 regional community partners each year. Students volunteer individually or with dedicated student groups, through athletic teams or peer connections. Many students

pursue Service Learning Work-Study opportunities that provide real-world, problem-solving experiences in local nonprofit and governmental organizations.



Global Grinnell: Shaping Your Own Future in an Interconnected World

Beginning in their first year, Grinnell students realize opportunities from global programming that is layered throughout their academic experience. They are afforded the distinctive advantages of a highly international student body and campus culture, a respected Institute for Global Engagement, concentrations in areas studies and Global Development Studies, course-embedded travel, international internships and internationally-focused courses, and dynamic co-curricular programming. Prepared to face unprecedented global concerns like climate change, food security, human migration, and public health, Grinnellians are able to shape their own experience in an interconnected global society.

Global opportunities help Grinnellians think across cultural boundaries

More than 60 percent of Grinnellians study abroad, often more than once. Approximately 20 percent of our students are international, making Grinnell a truly global environment. In the past year, Grinnell welcomed scholars and visitors from China, Japan, Egypt, France, South Africa, Poland, the United Kingdom,

Germany, and Ireland. Significantly, more Grinnell students design individualized majors focused on international studies than in any other field.

Course-embedded comparative studyabroad opportunities: Established through generous gifts from **Susan McCurry '71** and the Roland and Ruby Holden Foundation, the Global Learning Program offers first-year students a comprehensive, carefully calibrated set of international learning experiences across disciplinary boundaries.

In 2016-17, a group of 15 first-year students explored the complexities of borders, migration policy, and refugees in a semester-long seminar that included a one-week trip to the U.S.-Mexico border over spring break and a three-week tour through some of Europe's borderlands.

Another group of 15 first-year students traveled to both China and Russia as part of a Global Learning Program tutorial on food, culture, and identity. During each two-week trip, students and faculty explored foodways as a window into the history and dynamics of complex societies. Experiences in both urban population centers and rural villages yielded

revelations about the influence of culinary traditions on host cultures, such as the culture of *cha* in rural Hangzhou China. Kohei Kotani '20 was particularly intrigued by the differences between tea culture in China and in his native Japan. "Japan is famous for green tea, and I've learned about it since elementary school," Kotani says. "But I never knew that Chinese tea culture is just as complex, if not more so."

Additional distinctive international learning ventures available to students

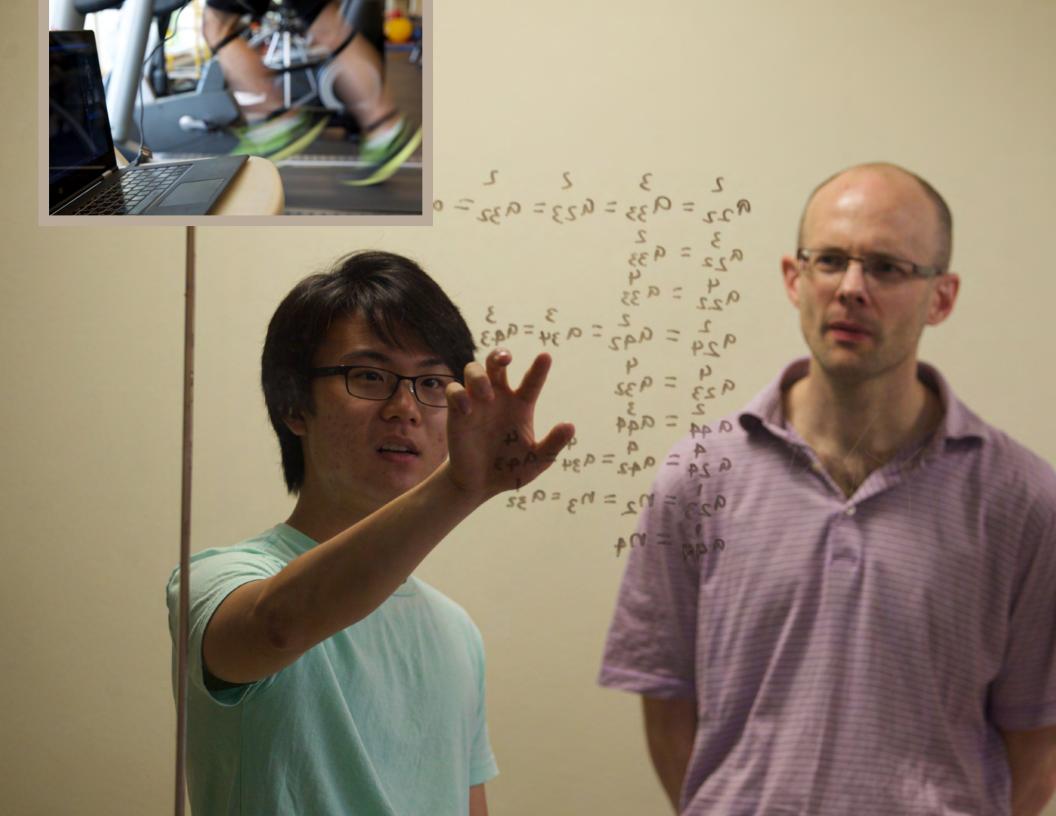
- Course-embedded travel. On many Grinnell course syllabi, international travel appears alongside books, articles, films, and lab research. Economics students have traveled to South Korea to study economic development; biology students have investigated desert ecology in Namibia; and physics students have examined bridges and towers in the UK to name a few examples. For students who have never had a passport, Grinnell's "Passport for All" program helps them obtain one.
- Alternate Language Study Option (ALSO). The ALSO program enables students to travel abroad to study

languages that the regular curriculum doesn't offer. The program provides two semesters of beginning-level, self-instructional study in a variety of languages, including Italian, Portuguese, Korean, Hindi, Czech, and Kiswahili.

• Global Development Studies
Concentration. Students can design
a GDS concentration that explores
strategies for addressing global problems
and the social and environmental
implications of development. As part
of their program, students undertake
independent research or internships in or
concerning a developing country.

Your gift to Global Grinnell empowers today's students to engage the world the Grinnell way — bravely, humbly, compassionately, and creatively — as we continue to fully integrate global programming into every facet of our students' journey. By expanding students' access to an increasingly wide range of global experiences, you ensure that they graduate with an exceptional global aptitude, preparing them not only to thrive in a world that's more connected than ever, but to shape it.





Inquiry-Led Learning: Advancing our Undergraduates' **Stellar Academic Reputation**

From their first year onward, Grinnell students identify opportunities to work one-on-one with professors as they delve into challenging research projects. Intellectual partnerships with distinguished faculty researchers energize academic life at Grinnell and ensure the development of confidence, expertise, and professionalism early in students' college careers. Through course-embedded research, external fellowships, and Mentored Advanced Projects (MAPs), students are guided toward publication and participation at national and global conferences where Grinnellians are often the only undergraduate presenters. These expanded opportunities are a hallmark of Grinnell's undergraduate experience and a key reason why our undergrads are frequently mistaken for graduate students.

Your support helps grow and develop student research opportunities

Research, Scholarship, and Creative Activity Symposium. Poster sessions, moderated panels, and performances during the second annual student research symposium in April 2017 featured participation by 103 students, an increase of 28 students from the inaugural year.

Mentored Advanced Projects/Directed Research. For summer and fall 2016 and spring 2017 combined, 206 individual

students working with 54 individual faculty members completed 258 MAPs.

MAPs and directed research afford students a deeper understanding of underlying science by working in close collaboration with faculty who are distinguished researchers in their own right. MAPs may be connected with a faculty member's scholarship or they can be student initiated. Some blend scholarly research with independence and creativity in the arts. Last year, Katie Krainc'17 collaborated with Jennifer Brown, associate professor of music, on a MAP that combined academic knowledge and historical research in the practical process of building a baroque violin.

"I like the violin, I like building things, and professor Brown was enthusiastic about it," says Krainc, who majored in music and physics. "I like knowing how things work, and there are crossroads of physics in music, like the acoustic aspect and the geometry of the instrument."

Course-embedded research. In

2016-17, 97 first-year students were introduced to authentic independent

MAPs: a priority at Grinnell

Total spent on Summer MAP student stipends for 2016-17:

\$342,010

2017 Summer MAPs: 156

2016 Summer MAPs: 121

(Please note: summer stipend payments are split between fiscal years and some MAPs are funded by outside grants.)

2016-17 MAP Supplies:

\$52,259

2016-17 Student Travel:

\$97,200

This includes:

- MAP students presenting at conference
- Independent Research Students presenting at conference
- MAP Students doing off-campus research

research during Bio-150 Introduction to Biological Inquiry. Kelsey Zhang'20 was part of a team that performed and presented a study on the Effects of Arm Movements and Direction on Runners. "I was thinking I would learn some knowledge like body structures and physiology," Zhang says of Grinnell's innovative intro course, "but it turned out we ourselves were doing the experiments and learning from our groups. I want to be a doctor, so this gives me a direction for the aspect of biology I'm focused on."

2016–17 Class Participation Statistics

Class Year	Solicitable Class Members*	Donors	% Participation	Money Received	Class Year	Solicitable Class Members*	Donors	% Participation	Money Received
2020	408	124	30.39%	\$4,105.02	1997	382	134	35.08%	\$69,123.65
2019	419	91	21.72%	\$1,299.00	1996	309	92	29.77%	\$36,611.01
2018	425	81	19.06%	\$3,476.18	1995	348	104	29.89%	\$18,232.80
2017	449	135	30.07%	\$5,360.05	1994	333	99	29.73%	\$36,167.88
2016	426	88	20.66%	\$2,447.25	1993	345	124	35.94%	\$60,951.81
2015	442	100	22.62%	\$3,724.55	1992	345	145	42.03%	\$87,842.38
2014	400	88	22.00%	\$2,952.32	1991	284	109	38.38%	\$30,785.28
2013	360	102	28.33%	\$10,953.96	1990	355	121	34.08%	\$27,196.10
2012	449	162	36.08%	\$22,890.84	1989	361	122	33.80%	\$75,582.18
2011	394	112	28.43%	\$19,851.44	1988	326	116	35.58%	\$66,168.65
2010	383	106	27.68%	\$5,411.55	1987	306	131	42.81%	\$178,207.10
2009	375	81	21.60%	\$11,754.00	1986	293	110	37.54%	\$111,113.16
2008	395	104	26.33%	\$9,312.73	1985	324	99	30.56%	\$96,986.17
2007	343	83	24.20%	\$20,028.51	1984	296	99	33.45%	\$59,731.00
2006	331	95	28.70%	\$12,934.24	1983	300	98	32.67%	\$43,506.70
2005	335	88	26.27%	\$24,322.89	1982	317	88	27.76%	\$58,484.10
2004	355	92	25.92%	\$14,494.92	1981	302	91	30.13%	\$31,301.49
2003	311	77	24.76%	\$8,504.00	1980	338	107	31.66%	\$107,766.86
2002	331	101	30.51%	\$23,359.14	1979	294	91	30.95%	\$114,436.18
2001	388	111	28.61%	\$21,632.65	1978	305	102	33-44%	\$141,728.95
2000	333	83	24.92%	\$41,828.79	1977	284	94	33.10%	\$178,043.74
1999	297	93	31.31%	\$79,011.00	1976	339	104	30.68%	\$131,084.00
1998	340	110	32.35%	\$38,840.10	1975	301	109	36.21%	\$159,991.78

Class Year	Solicitable Class Members*	Donors	% Participation	Money Received
1974	321	107	33.33%	\$295,922.80
1973	291	108	37.11%	\$216,740.49
1972	258	108	41.86%	\$80,769.10
1971	238	98	41.18%	\$483,107.61
1970	249	99	39.76%	\$63,322.19
1969	281	118	41.99%	\$62,438.80
1968	221	138	62.44%	\$108,216.19
1967	233	137	58.80%	\$1,227,660.46
1966	244	103	42.21%	\$168,812.08
1965	224	113	50.45%	\$175,321.86
1964	274	146	53.28%	\$463,536.10
1963	248	116	46.77%	\$73,831.80
1962	207	98	47-34%	\$198,195.98
1961	194	60	30.93%	\$34,479.12
1960	156	57	36.54%	\$72,912.00
1959	152	58	38.16%	\$239,373.27
1958	154	60	38.96%	\$248,447.29
1957	162	67	41.36%	\$4,597,019.84
1956	127	56	44.09%	\$435,405.00
1955	108	38	35.19%	\$274,751.00
1954	136	54	39.71%	\$88,832.43
1953	125	53	42.40%	\$75,828.99
1952	124	42	33.87%	\$134,292.12

Class Year	Solicitable Class Members*	Donors	% Participation	Money Received
1951	124	45	36.29%	\$3,057,118.11
1950	121	45	37.19%	\$17,408.64
1949	79	31	39.24%	\$114,235.00
1948	42	19	45.24%	\$7,285.00
1947	28	3	10.71%	\$791.00
1946	20	8	40.00%	\$81,014.32
1945	31	8	25.81%	\$6,015.00
1944	18	3	16.67%	\$280.00
1943	17	7	41.18%	\$16,100.00
1942	19	3	15.79%	\$148,446.76
1941	7	3	42.86%	\$20,100.00
1940	7	1	14.29%	\$1,034.28
1939	7	2	28.57%	\$262,010.46
1938	2	0	0.00%	\$0.00
1937	3	0	0.00%	\$0.00

^{*}In addition to the participation rates shared above, we wanted to share the fiscal year 2017 alumni participation rate, as it will be reported to the U.S. News & World Report. Alumni participation is the only alumni factor affecting the overall U.S. News @ World Report ranking. That means participation is very important. U.S. News @ World Report determines alumni participation by calculating the average percentage of undergraduate alumni of record who donated money to the College. Alumni of record are former full- or part-time students who received a degree and for whom the College has a current address. That is 6,316 donors out of 17,462 in the alumni base, which is a participation rate of 36.2%. Last year's U.S. News & World Report alumni participation was 39.4%.

Asa Turner Society

In 1843, 10 men joined Asa Turner on the frontier and organized into what became known as the "Iowa Band." They came to Iowa with an inspired plan: "Each to found a church and all a college." With this inspired vision of the future, Turner and the Iowa Band established what we know now as Grinnell College.

The Asa Turner Society honors those who have made this choice to help Grinnell sustain the excellence that began in 1846 through an estate provision or a deferred gift, helping to make it possible for Grinnell to continue the work of Asa Turner and his followers.

We are pleased to recognize the following funds supported, or created, through a documented planned gift during the 2016-17 year.

A listing of all Asa Turner Society Members can be found in the online Honor Roll of Donors.

Anthony S. Dalsimer Fund for Study of Africa

Tony Dalsimer'57 achieved a distinguished career in the United States Foreign Service. During his 35 years in the Foreign Service, he spent 22 years in African diplomatic and consular posts. His assignments included tours of duty as Deputy Chief of Mission in Ndjamena, Chad and Ougadougou, Burkina Faso. His Washington assignments included Director of the Office of Central African Affairs and Director of the Office of Intelligence and Research for Africa. He established this endowed fund through a bequest to provide future Grinnell students the opportunity to further their study, understanding, and appreciation in all aspects of Africa.

Barbara Mullen White '42 **Endowed Scholarship**

After graduating from Grinnell in 1942, Barbara spent a lifetime teaching in the Sioux Falls, SD area. Grinnell College was such an important part of Barbara's life she chose to leave a portion of her estate to the College to establish an endowed scholarship. Barbara's scholarship supports current Grinnellians who are seeking a degree in education and share her love of teaching.

Class of 1962 Scholarship

This class scholarship provides full tuition support for one student every four years. To date, this fund has supported three Grinnell students. In 2016-17, the following donors established a planned gift to support this scholarship:

John A. Stopple '62 Martin E. and Sonja Banks Gibbs, both '62

Christine Greene '64 Endowed Scholarship and Christine Greene '64 **Endowed Chair for Interdisciplinary Studies**

In the late 1950's, Christine was fortunate enough to take an American Studies college prep course at her Iowa high school that was very interdisciplinary in nature. That experience, combined with her family background and lifetime of travel, influenced her belief in the value of an interdisciplinary education and a global outlook as a path to a better informed individual. Additionally, Christine is forever grateful for the generous financial aid package

that allowed her to attend Grinnell and experience a first class education. To honor her time at Grinnell, Christine is endowing a faculty chair at Grinnell in interdisciplinary studies as well as an endowed scholarship through an estate gift.

Errett and Jack Schmid Endowed Scholarship

In 2011, Errett Peele Schmid '60 and Jack Schmid established a Charitable Gift Annuity (CGA) with the College. They designated that gift to establish this scholarship. In 2016, Errett and Jack added to the principal of their scholarship fund by establishing another CGA. Through their planned gifts, the Schmid's are providing a generous need-based scholarship to Grinnellians who choose to major in history.

Grinnell Careers in Education Professions Program

Penny Sebring Lewis '64 and Chuck Lewis have made an estate commitment to support the Grinnell Careers in Education Professions Program within the Center for Careers, Life, and Service. Through their planned gift, Penny and Chuck will provide Grinnell students with professional development resources to find their niche in the broad and diverse world of education.

Grinnell College Libraries

Through their planned gifts, Lynn M. Fortney '72 and Geraldine Beaty King '58 (deceased) have chosen to support Grinnell College Libraries.

Margaret E. Sheehan '50 Endowed **Scholarship Fund**

Margaret (Peg) Sheehan has made an estate commitment through a bequest in her will to endow a need-based scholarship for future Grinnellians. Through her planned gift, Peg wishes to support students who couldn't otherwise afford a Grinnell education.

Michael Kahn '74 and Virginia Munger Kahn '76 Endowed Fund for Career Advancement

Michael Kahn and Virginia Munger Kahn have used two different planned giving vehicles to build this fund, which will support high-impact experiences designed to prepare Grinnell students for careers around the world. These experiences will be administered by the Center for Careers, Life, and Service. This fund is being supported by Michael and Virginia through outright giving and will be further enhanced via a Charitable Remainder Unitrust. They will add to the principal of the fund through a bequest from their estate.

Lane Family Scholarship

This scholarship was established in 2010 by George Lane '52. The funding helps gifted, science-centered students experience the superior educational opportunities at Grinnell College. George included the College in his estate plan to add to the principal of this endowed scholarship which honors three generations of the Lane family who had the privilege of studying at Grinnell.

Charles W. '55 and Jean Wood '55 **Anderson Scholarship**

This endowed scholarship was created in 2000 by Charles and Jean. Through scholarships, they were both able to receive an exemplary education at Grinnell. Thankful for this opportunity, Charles and Jean left a bequest in their will to increase their support for others with limited financial resources to have the special opportunities that Grinnell can provide.

Financial Aid

Grinnell College is one of only 45 colleges and universities in the United States that supports a need-blind admission policy and meets 100% of the demonstrated financial need of its students. Scholarship support is vital in the College's ability to give students the opportunity to attend Grinnell College regardless of their family's ability to pay. In 2016-17, the following donors indicated plans to support student financial aid through their estates:

Joan Landman Fitzgerald '49 (deceased) **Gregory L. Vranicar '72**

Unrestricted

The following donors established an unrestricted planned gift, which allows the College to determine how to use the funds based on its most pressing needs at the time the gift is received:

Mirriel Shields Bedell '41 (deceased) Jessie L. Ternberg '46 (deceased) Donald L. '49 and Katherine Cosandey Snook '50 William A. Idema '51 (deceased)

Carole McNeill Bell '53 (deceased)

Joel R. Stubbs '56 (deceased)

Carolyn Hewes Toft '58

Judith Morgan DeCourcy '59 (deceased)

Gary R. Wilson '66

Marcia T. Mindell '67

Linda S. Pinsker '72 and Mary L. Humphries

Mark Y. Tanaka '72

William W. Dressler '73

Michael J. Humphrey '73

David S. '76 and Beverly A. Stein

Michael E. '86 and Tobi Klein Marcus '87

R. Skylar Rupp '88

Nara N. Takakawa '89

Theresa D. Duncan '01

John Lewis (deceased)

Lois Winter (deceased)

In Progress

The following donors are actively working with the Office of Development and Alumni Relations to finalize their planned gift intentions:

Keith A. Jantzen '80 and Scott M. Beth



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MEMBERS

The date in parentheses at the end of each listing indicates the year of election to the board.

- Trish Fitzgibbons Anderson '80, B.A., M.A., Marriage and Family Therapist, Long Lake, Minnesota (2006)
- David B. Braman '75, B.A., M.B.A., Senior Partner, Pantheon Ventures, Inc., (retired), San Francisco, California (2006)
- Odile Disch-Bhadkamkar, A.L.B., M.P.A., Managing Director and Chief Financial Officer (Emerita), Stanford Management Company, Stanford University, Palo Alto, California (2017)
- Peter S. Calvert '79, Alumni Council President (2016-17), B.A., B.F.A., M.F.A., Andes, New York.
- Laura M. Ferguson '90, B.A., M.D., Physician, Grinnell Family Medicine, Grinnell, Iowa (2003)
- Shelley Floyd '72, B.A., M.S., M.B.A., Technical Assistant to the Chairman, Intel Corporation, Santa Clara, California; Portola Valley, California (2011)
- Harold "Hal" W. Fuson Jr. '67, B.A., M.S., J.D., Executive Vice-President, Copley Press, (retired), La Jolla, California; Encinitas, California (2004)

- Julie Gosselink, B.A., M.A., President, CEO, and Chair, the Claude and Dolly Ahrens Foundation, Grinnell, Iowa (2017)
- Charles E. Gottdiener '86, B.A., MBA., COO and Managing Director, Providence Equity Partners, New York, New York; Tenafly, New Jersey (2016)
- Atul Gupta '88, B.A., Chairman/CEO Advanced Technologies Group, Inc., West Des Moines, Iowa; Grimes, Iowa (2012)
- Steve Holtze '68, B.A., B.S., M.S., Chairman, Magnolia Hotel Company, Denver, Colorado (2002)
- Michael B. Kahn '74, B.A., Senior Managing Director, TIAA, New York, New York; Huntington, New York (2015)
- John H. Kispert '85, B.A., MBA; Managing Partner, Black Diamond Ventures, Los Gatos, California; Atherton, California (2016)
- Sylvia Kwan, B.S., Ph.D., Chief Investment Officer, SimplySmart Asset Management, Palo Alto; California; San Francisco, California (2010)
- Tobi Klein Marcus '87, B.A., M.S., Ph.D., Management Consultant, Marcus Partners, LLC., Salinas, California; Carmel, California (2014)
- David E. Maxwell '66, B.A., M.A., Ph.D., Consultant and Senior Fellow, Association of Governing Boards, Washington, D.C.; Asheville, North Carolina (2015)
- Susan Holden McCurry '71, B.A., Board Member, Holden Family Foundation, Naples, Florida and Coralville, Iowa (2003)
- Kathryn J. Mohrman '67, B.A., M.A., Ph.D., Professor, School of Public Affairs, Arizona State University (retired), former President, Colorado College, Chevy Chase, Maryland (2016)

- George E. Moose '66, B.A., Adjunct Professor, Elliot School of International Affairs, The George Washington University, Washington, D.C.; Arlington, Virginia (2014)
- Jeanne Myerson '75, B.A., M.C.R.P, President and CEO, The Swig Company, San Francisco, California (retired), San Francisco, California (2017)
- W. Edward Senn '79, B.A.; Vice President, State Public Policy and Government Relations, Verizon Communications, Washington, D.C. (2016)
- Karen E. Shaff, B.A., J.D., Executive Vice-President and General Counsel, Principal Financial Group, Inc., Des Moines, Iowa (2007)
- Joel R. Spiegel '78, B.A., Vice-President, Amazon.com (retired), Woodinville, Washington (2007)
- Barrett W. Thomas '97, B.A., M.S., Ph.D., Professor, University of Iowa, Tippie College of Business, Iowa City, Iowa (2005)
- Sheryl Walter '78, B.A., J.D., M.P.A., General Counsel, Administrative Office of the US Courts, Washington, D.C. (2017)
- Matthew E. Welch '96, B.A., M.P.A., President, Sustainability Accounting Standards Board Foundation, San Francisco, California (2013)
- Eric E. Whitaker '87, B.A., M.D., M.P.H., TWG Partners, LLC, Chicago, Illinois (2008)
- **Connie Wimer**, Owner and Chair, Business Publications Corporation, Des Moines, Iowa (2014)

LIFE MEMBERS

- Robert F. Austin Jr. '54, B.A., M.D., Pediatrician, Houston, Texas (2003; Life Trustee, 2015)
- Elizabeth Ballantine, B.A., M.A., Ph.D., J.D., McLean, Virginia (1980; Life Trustee, 2003)
- J. Robert "Bob" Barr'57, B.A., J.D., LL.B., Attorney, Sidley Austin (retired), Chicago, Illinois; Evanston, Illinois (1996; Life Trustee, 2008)
- Nordahl L. Brue '67, B.A., J.D., Attorney and Entrepreneur, Burlington, Vermont (1996; Life Trustee, 2008)
- Carolyn Swartz Bucksbaum'51, B.A., Chicago, Illinois (1970; Life Trustee, 1998)
- John F. Egan '57, B.A., M.S., Ph.D., Vice-President, Corporate Officer, Lockheed Martin Corporation (retired), Nashua, New Hampshire (2002; Life Trustee, 2014)
- Patricia Jipp Finkelman '80, B.A., M.B.A., Granville, Ohio (1998; Life Trustee, 2014)
- Kihwan Kim'57, B.A., M.A., Ph.D., Distinguished Visiting Research Professor, Korea Development Institute, Seoul, Korea (2003; Life Trustee, 2015)
- Todd C. Linden, B.S., M.A., President and CEO, Grinnell Regional Medical Center, Grinnell, Iowa; Brooklyn, Iowa (2000; Life Trustee, 2012)
- Caroline H. Little '81, B.A., J.D., President and CEO, Newspaper Association of America (retired), Arlington, VA; Santa Fe, New Mexico (1996; Life Trustee, 2012)

- Fred A. Little '53, B.A., J.D., Attorney, Pillsbury, Winthrop, Shaw, and Pittman (retired), Washington, D.C.; San Francisco, California (1976; Life Trustee, 1996)
- Randall C. Morgan Jr., '65, B.A., M.D., Orthopedic Surgeon, University Park Orthopedics, Sarasota, Florida; University Park, Florida (1993; Life Trustee, 2005)
- Robert C. Musser'62, B.A., M.S., Controller, Mobil Corporation, (retired), Alexandria, Virginia (1995; Life Trustee, 2007)
- Gregg Narber '68, B.A., M.A., J.D., Ph.D., Longmont, Colorado (2000; Life Trustee, 2012)
- Patricia Meyer Papper '50, B.A., Miami, Florida (1983; Life Trustee, 2003)
- John Roy Price Jr. '60, B.A., M.A., J.D., President and CEO (retired), Federal Home Loan Bank, Pittsburgh, Pennsylvania (1970; Life Trustee, 1995)
- Penny Bender Sebring '64, B.A., M.Ed., Ph.D., Director, Consortium on Chicago School Research, University of Chicago, Chicago, Illinois; Evanston, Illinois (1993; Life Trustee, 2005)
- David P. White '90, B.A., J.D., National Executive Director, Screen Actors Guild & the National Federation of Television and Radio Artists, Los Angeles, California (1999; Life Trustee, 2015)
- Henry T. Wingate '69, B.A., J.D., U.S. Chief District Judge, Southern District of Mississippi, Jackson, Mississippi (2000; Life Trustee, 2016)

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Donor Bill of Rights

Philanthropy is based on voluntary action for the common good. It is a tradition of giving and sharing that is primary to the quality of life. To ensure that philanthropy merits the respect and trust of the general public, and that donors and prospective donors can have full confidence in the not-for-profit organizations and causes they are asked to support, we declare that all donors have these rights:

- 1. To be informed of the organization's mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively for their intended purposes.
- 2. To be informed of the identity of those serving on the organization's governing board, and to expect the board to exercise prudent judgment in its stewardship responsibilities.
- 3. To have access to the organization's most recent financial statements.
- 4. To be assured their gifts will be used for the purposes for which they were given.
- 5. To receive appropriate acknowledgment and recognition.

- 6. To be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law.
- 7. To expect that all relationships with individuals representing organizations of interest to the donor will be professional in nature.
- 8. To be informed whether those seeking donations are volunteers, employees of the organization or hired solicitors.
- 9. To have the opportunity for their names to be deleted from mailing lists that an organization may intend to share.
- 10. To feel free to ask questions when making a donation and to receive prompt, truthful and forthright answers.

The text of this statement in its entirety was developed by the Association of Fundraising Professionals (AFP), Association for Healthcare Philanthropy (AHP), Council for Advancement and Support of Education (CASE), and the Giving Institute: Consultants to Non-Profits.

Editor's Note

This report is published annually by the Office of Development and Alumni Relations. It is intended to include the names of all donors who made gifts to Grinnell College during the July 1, 2016, to June 30, 2017, fiscal year or who volunteered their time. If your name has been misspelled, entered incorrectly, or unintentionally omitted, we apologize. We make a sincere effort to correctly list and thank all of our donors. If you have any questions or believe an error has occurred, please notify us by writing:

Office of Development and Alumni Relations Grinnell College Grinnell, IA 50112

Or call us at 641-269-1846 or 866-850-1846

Send address changes and other updates to:

Kelly Garwood Office of Development and Alumni Relations Grinnell College Grinnell, IA 50112-1690

FAX: 641-269-3222 E-mail: alumni@grinnell.edu

A limited number of printed copies of the Honor Roll of Donors are available for members of the Grinnell community who cannot easily access the online version. To request a printed copy, please send an email to stewardship@grinnell.edu or call 866-850-1846. You can also write to Grinnell College, Office of Development and Alumni Relations, Grinnell, IA 50112.

