

G

The Grinnell Magazine

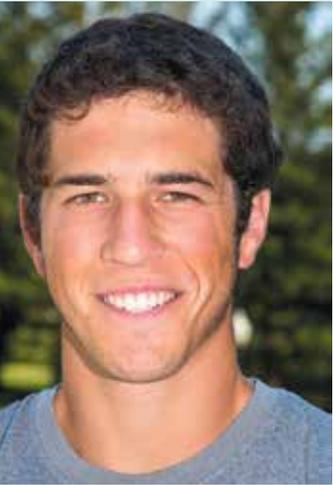
Fall 2012

Does Grinnell Mean Business?



Why I'm Not a Business Major

Three students with a keen interest in a business career explain.



T.J. Goetz '14

"After my junior year of high school, I narrowed my higher education options down to two colleges. The first, Iowa State University, allowed me to pick from a variety of specific business majors that would put me on a definite career course. I would be able to jump right into the field of my choice. Grinnell College offered a wide array of broadly based subjects that would eventually lead me to what I want to do.

"For a long time I couldn't make up my mind, and I didn't take my indecision lightly. I eventually chose Grinnell, and I now know that I couldn't have made a better decision. My liberal arts education allows me to understand that sometimes uncertainty is OK – that it can come from critically evaluating ideas to obtain a broader knowledge base. I've learned to pursue new levels of thinking, a skill I am not sure I would have gotten elsewhere.

"Through summer internships, I have caught up with many business majors when it comes to overall experience. But the moral and ethical base I built and will continue to build during my next two years at Grinnell has been invaluable. My most valuable skills are critically evaluating ideas and building a moral and ethical standard."

– T.J. Goetz '14 is an economics major from Ankeny, Iowa.



Chen Liang '14

"Through my liberal arts education, I've developed quantitative and qualitative analytical skills from courses in sciences, humanities, and social sciences. With the intense training in communications skills, both written and verbal, I developed skills in business writing. Summer 2011 I interned for TIAA-CREF, a Fortune 100 financial services company and the largest retirement fund management and investment firm in the world.

"A business school offers more directly related skills such as accounting, but my Grinnell education

is valuable because of the well-rounded skills and open-mindedness it cultivates – the ability to think outside the box. More importantly, in a business world where client relations is a top priority, a liberal arts education that encourages embracing opportunities and understanding different people, cultures, and languages lets me bring a special value to my internship and my career."

– Chen Liang '14 is an economics major from the People's Republic of China.

"I was always interested in business, and this past spring, a project for Professor **Doug Caulkins'** Managing Entrepreneurship and Innovation course prompted me to examine the liberal arts in the context of entrepreneurship. I'd considered starting a company, but assumed I'd be bad at running one. I'd never considered that Grinnell, in its own way, was preparing me to do just that.

"The core disciplines of my majors – history and literature – demand empathy, require an acute perception of culture, and develop an eye toward the grander sweep. Grinnell professors nurture these qualities. I'd like to think these characteristics are those of an efficient and prophetic CEO, preparing an organization for the knowledge economy.

"I've spent two summers researching business. But I don't feel I need to major in the subject: The path I'm on is just more interesting to me right now. I get to learn things I want to learn, and believe that my liberal arts pursuit of meaning will develop the analytical leadership my organization will one day need.

"If nothing else, I like to think I'll have more to talk about one day."

– Connor Schake '14 transferred to Grinnell from the University of Colorado. He is an independent major in American studies from Colorado Springs.



Connor Schake '14



Does Grinnell Mean Business?

Illustration by Tjaša Žurga Zabkar

14 Grinnovators

Three Grinnellians who have each transformed the way we live talk about the education that caused them to imagine – and create – the future.

19 Game Changers

Grinnellians are rewriting the rules of business culture, publishing, and health care delivery.

24 Business as Unusual

These alumni credit Grinnell with launching their often-unconventional private-sector careers.

31 Why Are They So Good at it?

Liberal arts graduates and business, that is. Three alumni who teach in M.B.A. programs – along with some recent Grinnellian M.B.A. graduates and the College’s business school adviser – offer answers.

Webextras
www.grinnell.edu/magazine

Download this issue!
The Grinnell Magazine is now available online in .pdf form

Departments

Student Musings *inside front*
Why I’m Not a Business Major

Editornotes 2
Liberal Arts, Applied

Letters 3
Remembering John Pfitsch,
print versus digital

Explorations 5
How Do I Look in this Ipod?

Campusnotes 6
Summer learning, fall tutorials,
and a very talented incoming class

Our Questions/Your Answers 36
How has your Grinnell education
served your business career?

Classnotes 37

Notable Alumni

Autism Pioneer
Susan Scholl Folstein ’66

A Fertile Mind
John C. Herr ’70

Missionary of the Delicious
Ed Levine ’73

Women Leaders
Linnet Harlan ’72
and Sydney McQuoid ’73

Sculpting Business
Gregory Gomez ’80

The Secular Investor
David Hollond ’91

Post Grinnell 45
Send a card

Coming Soon 48
President Kington’s
alumni visit schedule

Alumni Musings *inside back*
Exactly What I Needed

The Grinnell Magazine

Fall 2012

Volume 45 Number 1

Email: magazine@grinnell.edu

Office of Communications

Vice-president for Communications

Jim Reische

reischej@grinnell.edu

Editor

Dan Weeks '80

weeksdan@grinnell.edu

Art Director / Designer

Jim Powers

powersj@grinnell.edu

Senior Contributing Writer

Cindy Deppe

Classnotes Editor

Bonnie Primley

classnotes@grinnell.edu

Editorial Assistant

Kate Moening '11

Contributing Photographer

Justin Hayworth

The Grinnell Magazine

(ISSN 1539-0950) is published quarterly by Grinnell College, Office of Communications, 1026 Park St., Grinnell, IA 50112. Periodicals postage paid at Grinnell, IA, and additional mailing offices.

© Copyright Grinnell College, 2012

POSTMASTER

Send address changes to:

The Grinnell Magazine

1026 Park Street

Grinnell, IA 50112

FAX: 641-269-3408

Email: alumni@grinnell.edu

Mission Statement

The Grinnell Magazine is published quarterly for alumni, students, parents, faculty, and friends of the College by the Office of Communications. The contents of this magazine are selected to stimulate thought and discussion, to demonstrate the range of opinions and activities on the campus and in its broader community, and to provide news about the College and its alumni. Views expressed herein are those of the authors and do not necessarily reflect official policy of Grinnell College.

Central Switchboard

641-269-4000

World Wide Web

www.grinnell.edu

On the cover:

Illustration by Tjaša Žurga Žabkar



EDITORNOTES

Liberal Arts, Applied

When I met with class agents at last year's alumni volunteer weekend in October, several of them suggested that *The Grinnell Magazine* produce a special issue on Grinnell and business. We are delighted to oblige.

In the following pages, you'll hear from a biology major who led Amazon's retail revolution; a sports agent who chooses his athlete-clients as much for what they give back as for what they earn; a consultant and former Peace Corps volunteer who changed the face of American business; a scientist who is helping develop a new scientific discipline while working for an enterprise analytics company; and many more.

You'll discover alumni business professors and M.B.A. students who are transforming how business is taught and practiced. And you'll discover Grinnell faculty, staff, and alumni mentors who are helping Grinnell students explore diverse private-sector careers.

You'll also be reminded that Grinnellians in business careers are much like their fellow alumni who have chosen supposedly more-common Grinnellian vocations in nonprofit, academic, or service fields. All of us are using our Grinnell-developed independence, intellectual rigor, and wide-ranging curiosity to make a difference in the world through the organizations we work for. We are all doing what **Bruce Weindruch '78**, founder and CEO of a heritage management company, calls "liberal arts, applied."

Lynn Fortney '72, a division director for an information services company, agrees. "When I was on campus for reunion, I had lots of lightbulb moments about why I am the way I am," she says. "And so much of it goes back to Grinnell."

We hope you enjoy these stories – and as always, we welcome your emails and letters.

– Dan Weeks '80, editor

magazine@grinnell.edu

www.grinnell.edu/magazine



Question answerers

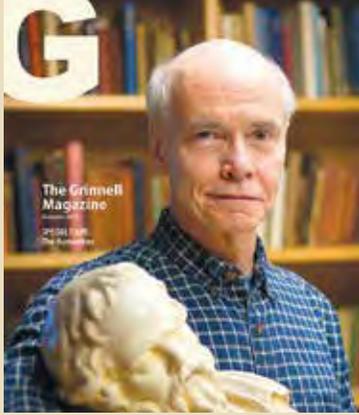
We've launched a new regular department with this issue: "Our Questions/Your Answers" (Page 36). Have a look – and contribute answers to next issue's column, which asks: "What was considered high technology during your time at Grinnell, and how did this technology influence your education and/or student life?" Email your answers to magazine@grinnell.edu

Online readers

In the Summer 2012 issue, **Arlo Leach '95** wrote us to ask if we'd stop sending him the paper magazine and just email him when new issues were released. Since then, more than 60 readers have joined him on "Arlo's List" (see "Digital or print?" on Page 4 of this issue). If you'd like to also receive email notifications, let us know at magazine@grinnell.edu. Put "Arlo's List" in the subject heading.



Printed in the USA
Printed on recycled paper
Please recycle



LETTERS

What — no nostalgia?

The Grinnell Magazine isn't very appealing to me. It's hard to describe — it is not much about how I felt when I attended and seems more about how Grinnell wants to project itself to the world, or even to prospective students and their parents. Ugh.

I see faculty awards, impressive academic things that students and alumni do, and what one can do with a liberal arts education. But I didn't think about those things as a student, and they don't bring back memories of *The Old Times*.

The only thing I see in the Fall 2011 issue about how students lived is the cover story about the Grinnell 14. But what I read of that (admittedly not much, as that sort of politics is not of much interest to me) seemed to be about what Grinnellians do in the wider world, off campus. Would the magazine consider publishing "History and Reminiscences of the Campus Pub"?

—Dale R. Worley '77
Waltham, Mass.

Send me a query!—Ed.

Chalky roots

During my first Reunion weekend, a highlight was a memorable conversation with **Ellen Mease** (theatre).

Freshman year I took Medieval and Renaissance Culture, team-taught by Mease and **Al Jones '50** (history). What an eye-opening experience! We explored the historical development of and interaction among ideas about God, nature, and humanity as expressed through literature, art, philosophy, and science. Equally significant, we witnessed our professors *disagreeing* (Jones had a tendency to smirk during some of Mease's remarks, foreshadowing an amicable-but-serious disputation).

After majoring in physics, I went on to a Ph.D. in philosophy, and I now teach and research in the field of philosophy of science. A few minutes with Ellen Mease reminded me how much of what I have become has its roots in that chalky ARH classroom.

—Kent W. Staley '86
Associate Professor of Philosophy
St. Louis University

For John Pfitsch

(1919–2012)

I met him on the first day of my freshman year
And he told me that he always liked Israelis

I'm not Israeli I explained at football practice
But he wouldn't hear of it

We were running drills in the hot afternoon
He was drawing plays on the blackboard

It has been forty years but I still remember
The day he told us about liberating
A concentration camp in 1945

Who wouldn't be changed by that he said

He was shaken by the suffering of the dead
And he admired the toughness of survivors

He always sided with the underdogs
The long-shots who fought their way into history

He always liked the strategies the drills
The odds that pitted him against larger teams

He was born in India
A country that came from far behind

And he was raised in Texas
Where he played everything all the time

So he could become a coach of all sports
A village explainer

It has been forty years but I can close my eyes
And still see him showing me the flea flicker

The right way to box out your man
The headfirst slide

He was obsessed with trying to see the ball
Hit the racket hit the club hit the bat

He was under the impression that kindness counts
Democracy works and everyone should be included

Women and men old and young
Slow-footed soccer players and poets

The non-swimmers should hop in the pool
And he would teach them too

He has his arm draped around me
And we're walking across the football field

The basketball court the baseball diamond
We're standing side by side in the pool

If there is a small college in the other world
Then he is there right now

Gathering people together
To explain a play and give a pep talk

— Edward Hirsch '72

Worship

I learned to worship
at Gutenberg's shrine
long before I knew
the prayer, liturgy or creed.

Growing from within,
nurtured by printed works,
succored when in need,
books became my talismans,
taking me on journeys
to worlds unknown.

Those friends I had
who shared my printed prayers
have now become apostates,
defecting to newer gods
and altars keeping to our times.

Rituals from Watson's work,
purified and refined by Jobs and Gates,
now supplant the printed page,
attracting multitudes
who never held leather covers,
or enjoyed the first break
of uncut pages.
Will our few remaining devotees
find crypts and catacombs
as reliquaries of treasured print?

As I regret the loss of love
for print and paper's heft,
I know that fire cannot consume
and moisture will not rot
the transient words and signs
transmitted through unseen circuitry.

From all I've read and seen
I prophesy by whatever gods may be
that whoever shall praise their works
will know newer gods in later days.

—Merle Fischlowitz '53

Digital or print?

I would love to read *The Grinnell Magazine* on my iPad. We travel a lot and it would be nice to stay caught up with some of our magazines. Thanks, Arlo!

— Hedda Haymond Smithson '62
Fair Oaks, Calif.

No! I do not want to be on Arlo's List and lose the wonderful *The Grinnell Magazine*! I have saved more than six years of this prizewinning and stimulating publication, in real print! Please see my views on loss of print in my poem [above].

— Merle Fischlowitz '53
San Diego, Calif.

Rest assured we have no plans to eliminate the print issue of the magazine. And thanks for the poem! — Ed.

I'm a big fan of *The Grinnell Magazine*, but I'm also a very mobile young alumnus. So far, I've saved several issues of the magazine that I like to refer back

to, but this habit is becoming logistically untenable. I see that you have PDFs of some back issues available, but it seems that not all of the archives are online. Is there a timeline for all of the issues to be available online? I would love to be able to recycle my back issues while knowing I can still refer back to all of my favorite articles.

— Ian Bone '09
Seattle, Wash.

Great idea! We're currently working on a major upgrade of the College website. Once that's complete, we'll be better able to host PDFs of back issues, and we'll start putting them up. We'll let everyone know which issues we post as we post them, so you can revisit your favorite issues on-screen. Thanks for the suggestion! — Ed.

I read this issue of *The Grinnell Magazine* on my phone — who have I become?!

— Matthew Zmudka '11
Madison, Wis.

No horns

I believe there were only four students in my class (1961) from New York City. Grinnell opened a new world to me that forever changed my life. Being a Bronx kid, every person, every piece of music, and every place was new — and I was new to many Midwesterners. My first-year roommate actually checked the back of my head for horns. Times have certainly changed!

I send my best wishes to any classmate who may have remembered me, and to Grinnell, that made my adult life possible. There was no better place to mature and learn — then as now.

— Steven L. Diamond '61
Delray Beach, Fla.

It's better here

I found it interesting to read the article on "Grinnellian Expats" but was surprised not to find in it my reasons for not returning to the U.S. mainland to live and raise my two children: the rampant racism and religious fanaticism one encounters there. Both do exist in the Caribbean, but are more laid-back than in mainland America. Love the magazine!

— Guy T. Ashton '63
San Juan, Puerto Rico

The Grinnell Magazine welcomes letters from readers concerning the contents of the magazine or issues relating to the College. All letters should include the author's name and address. Anonymous letters will be discarded. Letters selected for publication may be edited for length, content, and style. Address correspondence to: The Grinnell Magazine, Office of Communications, Grinnell College, Grinnell IA 50112-1690, or send email to magazine@grinnell.edu.

How Do I Look in this iPod?

Lately I've been flustered by questions from colleagues I could easily have handled a year or two ago. Someone might ask, "Have you read *Thinking, Fast and Slow*, by Daniel Kahneman?" The correct answer is not exactly "yes," not exactly "no." I have listened to the book on my new iPod, but for some reason I don't like saying that. That response seems uncomfortably close to, "No, I haven't read the book, but I saw the movie." I've discovered that the problem can be sidestepped by saying, "Wasn't that chapter on attention and effort fascinating?"

New digital gadgets have raised important challenges to social norms in higher education.

It's a cliché that people like me, whose computational experience began with punch cards, can feel overwhelmed by the explosion of electronic gadgets. The difficulties are less technical than emotional and social. Consider my beloved iPod. Is it OK for me to "wear" it around campus? Or does it undermine 165 years of institutional dignity for a gray-haired full professor to be seen strolling through the Quads with two wires dangling from his head?

The looks I get — an initial stare, quickly averted — suggest my behavior is age-inappropriate. But students wear earbuds all the time, so why is it so strange for a senior faculty member to do so? Admittedly, the defense of "Students do it; why can't I?" could be applied to behaviors one shudders to imagine faculty engaged in, but you get my drift. This is borderline age discrimination. Moreover, one could argue that any institution that makes you occasionally wear a mortarboard has ceded the right to ever say, "Take that off, you look ridiculous."

One very opinionated member of my department told me that when she sees me wearing an iPod in public she feels embarrassed on my behalf. Naturally I bristled. Disparaging the appearance of a fellow faculty member, I informed her pointedly, is at best uncollegial and at worst an assault on academic freedom. She said that the collegiality argument, which she respected in principle, was mitigated by the fact that she and I have been married for 32 years. (I am still working on a snappy comeback.)

In any case, this person claims that when I wear my iPod, I'm a negative role model, legitimizing the dysfunctional tendency of American youth to require external stimulation every second of every day. (I think she says that; I can't always hear her with my earphones in.) Instead, students should see that a professor's spare moments are used for quiet contemplation, not listening to music.

That criticism is unfair — I'm not listening to music. I'm listening to podcasts, audiobooks, recorded lectures — most of them directly related to my job as an

economics professor. And, OK, I do sometimes listen to music, but it's invariably classical: Beatles, Rolling Stones, Dylan, etc.

Unfortunately I've not yet worked out how to convey to passersby that my iPod-listening is devoted to the high purpose of enlightenment. One strategy I've considered is to occasionally pause mid-sidewalk, stare at the ground with hand on chin for a moment, then exclaim loudly, "Of course! Instinctive fast thinking would precede cognitive slow thinking in human evolutionary development." I've been afraid to try that though. To anyone too far away to see the earphones, it would look less like scholarly epiphany and more like schizophrenia. Indeed, my fear is that on those occasions when I am actually listening to music, I will accidentally make that public knowledge. I've had to suppress a decades-long habit of joining the Pips when they back up Gladys Knight singing, "A superstar, but he didn't get far."

Ironically, I find that among the earphone-wearing public (that is, most people under 23), the iPod can actually enhance communication. With students, I can use it to set the tone of a conversation before a single word has been uttered. Some examples: (1) One earphone removed and held poised an inch from my ear means I'm about to say: "If you want to discuss your exam grade, come to office hours." (2) Both earphones removed, allowed to dangle: "Where is the assignment that was due on Monday?" (3) Earphones removed, wires wrapped around the iPod, device tucked in jacket pocket: "Why have I not seen you in class all week?"

Unfortunately there is not yet a similar protocol for encountering colleagues while listening to an iPod. Do I just smile as I pass them? Do I pull out the earphones to be polite, knowing that this could launch a conversation neither of us has time for? What if one day I come around a corner and find myself face-to-face with the dean? I could smile and say, "These Planet Money podcasts on the financial crisis are a real help in my Intro class!" She could be pleased. But if she wants to stop and talk, I'll have to pull off the earphones, and if they happen to be squeaking "Sympathy for the Devil," I'm busted.

I guess what I'm saying here is that all forms of dress, including what comes out of your ears, are essentially just social conventions. They need to adjust to the times. In the Middle Ages, male professors wore long gowns; in the 1950s, they wore ties and tweed; in this century, they can wear jeans to class and a diamond stud in one ear. I say we keep going. I propose wearing an iPod as the next stage in the devolution of academic dress. Because, truthfully, in the many hours I've spent wearing my iPod, I have actually learned a great many things.

Remember, it only makes me *look* dumber.



by **Mark Montgomery**, professor of economics and Donald L. Wilson Professor of Enterprise and Leadership. This essay is based on a July 2, 2012, article in *The Chronicle of Higher Education*.

"Explorations," a regular feature, brings you the views, opinions, and insights of Grinnell College community members.

CAMPUS NOTES

Listening to Interns

... and their workplace mentors

Each semester and summer, Grinnell College students participate in internships of all stripes, gaining hands-on experience, valuable skills, and an invaluable peek at the working world.

■ *“My experience was priceless. ... The lessons I have learned will be long-lasting.”*

—Keilah Courtenay '13

The Career Development Office (CDO) makes internships possible by connecting students with opportunities — and often by offering needed stipends.

■ *“This experience made me identify those aspects of a job that are very important to me ... collaboration in a team and an opportunity to create something of value.”*

—Martin Dluhos '12

“Because so many internships are unpaid, funding helps to offset costs and makes these opportunities available to more students,” says **Megan Crawford**, assistant director of career development and internship coordinator.

■ *“Enjoyable and fulfilling ... the first job I have ever been sad to leave. ... The skills and experiences I developed during this time will be to my advantage in any field I enter.”*

—Brenna Ross '13

The CDO tracked 102 students with internships during the summer of 2012. Of those, 96 received CDO internship funding. The average stipend was \$2,866. Experiences included 78 domestic internships in 23 states and 18 international internships in 16 countries.

■ *“A very real, dive-right-in kind of experience. ... Aim for an internship like this one.”*

—Laura Zats '13

Forty-four of those internships were arranged, supervised, or partially funded by an alum or friend of the College. Many



Photo by Justin Hayworth

The CDO's Megan Crawford and Abby Trout

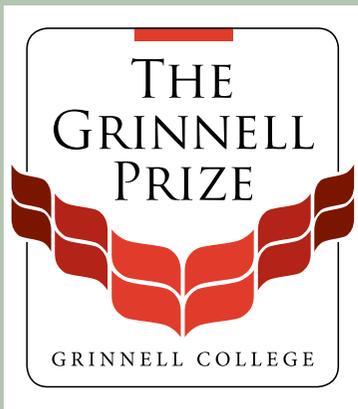
of these internship supporters — alumni or otherwise — felt they gained as much from the experience as did the intern.

■ *“Grinnell gave us the cream of the crop again when it comes to interns. We loved T.J. [Thomas Goetz '14] and Lucy [Bingyue Zhang '14]. They were a great part of our team*

and we hope to keep in touch with them in the future. They exceeded our expectations.”

— **Julie Oswalt**,

vice president of customer operations, GCommerce Inc., Des Moines, Iowa. (GCommerce has been a Grinnell internship site since 2006, thanks to **Steve Smith '86**, company president and CEO).



The 2012 Grinnell Prize

Winners innovate in journalism, disaster relief, and health care

Cristi Hegranes' Global Press Institute (GPI) empowers women by training and employing them as reporters, and uses the resulting high-quality, locally produced journalism to address large-scale, structural social justice issues.

Jacob Wood and William McNulty's Team Rubicon aids veterans reintegrating into civilian life while providing rapid, effective disaster relief worldwide.

Jane Chen and Linus Liang's Embrace distributes an innovative, low-cost infant warmer to low-income communities worldwide, and is developing new healthcare products tailored for the developing world.

All are winners of the second annual Grinnell Prize, honoring individuals younger than 40 years old who show extraordinary accomplishment in effecting positive social change.

Three hundred nominees worldwide competed for this year's prize. Each winning entry received \$100,000, half to the individual(s) and half to an organization the

winner(s) designated, for a total of \$300,000 awarded this year in prize monies.

These winners will visit campus the week of November 12 to lecture and meet with students. Jerry Greenfield, co-founder of Ben & Jerry's Ice Cream and president of Ben and Jerry's Foundation, will deliver the keynote address.

- *"Eliza-Eve Leas '13 has been nothing short of stellar this summer. She was fantastic! Her understanding and curiosity for the nuances of conflict transformation work was outstanding. Grinnell clearly develops strong students! I would love to recruit interns (and future staff) from Grinnell in the future."*

—**Heidi Rosbe**,
deputy director, Encounter, New York (internship arranged by 2011 Grinnell Prize winner Melissa Weintraub, former executive director of Encounter).

—*Kate Moening '11*

Talking to Externs

Internships aren't the only way Grinnell students learn about careers. Externships — 3-5 day job-shadowing experiences — allow students who are exploring career options to observe an alum at work, getting a sense of the alum's industry, career, responsibilities, required skills, and job culture to see if that career might be a good match for them, while building meaningful connections with alumni along the way.

During 2012 spring break, 25 students shadowed alumni in 11 different industries, including information technology, actuarial sciences, education, urban development, and domestic and international business. With the help of homestays provided by alumni hosts and travel stipends partially funded through the Donald L. Wilson Program in Enterprise and Leadership, first- and second-year students were able to do this at little to no cost.

Grinnellians Wanted

If you'd like to help give a Grinnell student a life-changing internship or externship:

- **Post** internship opportunities through PioneerLink any time at www.grinnell.edu/offices/cdo. Questions? Contact Megan Crawford at the CDO (crawform@grinnell.edu, 641-269-4940)
- **Host** an externship during the College's 2013 spring break, March 16-31, by completing the interest form at www.grinnell.edu/offices/cdo/alumni/externaluminfo by Friday, Dec. 14, 2012. Questions? Contact **Abby Trout**, assistant director of career development and exploration (trouta@grinnell.edu, 641-269-4940).
- **Join** LinkedIn.com and the Grinnell College Alumni Group. Connect with Grinnell students by responding to career-related posts and student's requests for professional advice and assistance.
- **Donate** to the College's internship program. Your donation will go directly to support student interns. Contact **Janet Muckler** in the Office of Development and Alumni Relations, (muckler@grinnell.edu, 641-269-3203).
- **Help** the Class of 1963 support the College's internship program through one of its 50th Reunion 2013 fundraising initiatives. Contact **Rod Schultz**, associate director of major and planned gifts (schultzr@grinnell.edu, 641-269-3200).

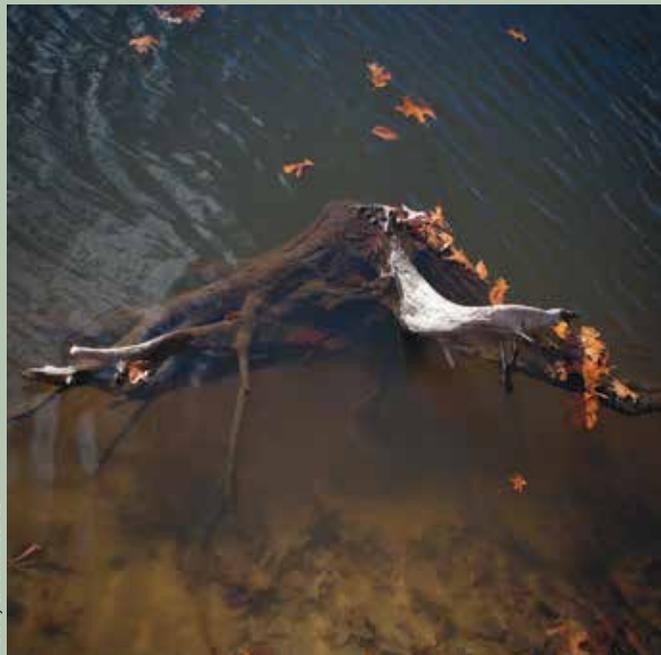


Photo by Garrett Hansen '02

Prairie Perspective

A short course and photography exhibit

This fall, photographer **Garrett Hansen '02** returns to help Grinnellians broaden and deepen their appreciation of the prairie. Landscape Awareness, a five-week interdisciplinary class that began Aug. 30, looks at Grinnell's history and landscape via photography, maps, and landscape theory and philosophy.

Hansen's art photography exhibit is on view in Burling Gallery now through Nov. 4. The show is the culmination of Hansen's 18-month project to document the prairie's seasons at Conard Environmental Research Area.

Hansen has taught and exhibited his photography in Cambodia, China, Japan, France, and the United States. He received his MFA in photography from Indiana University, Bloomington, in 2011.

The course and exhibit are presented by the Grinnell College Center for Prairie Studies.

What Ladies' Education Society?

After 150 years of quiet work, the LES is starting to make some noise

There are no secret sororities at Grinnell College. But the Ladies' Education Society (LES) comes closest. It's venerable — established in 1862. It is largely unknown — except to its beneficiaries. And its board and beneficiaries are 100 percent female. This 150th anniversary is an opportunity to make its work of making a Grinnell education affordable to women more widely known.

At first, funds came from contributions alone, and for several years the society was the only source of financial aid listed in the catalog. Women became members for 50 cents a year, or life members for a single gift of \$30. Men could be honorary members for \$5 a year.

"In those days, both men and women commonly worked to pay for college, but jobs both on campus and off paid men much more than they paid women," says LES board member **Leslie Gregg-Jolly**, professor of biology. "Some things stay the same."

Today, the society is incorporated, with its own endowment, and offers grants to selected women students. The LES board — women faculty members and the wives of faculty members — choose recipients from a list of women with financial need who maintain at least a 3.0 GPA and who exhibit scholarship, character, and community service. Four or five women are chosen each year

"Hester A. Hillis was sacrificing her health in the struggle for an education and for self-support. Benevolent ladies were interested. ..."

— Grinnell College's
Cyclone Blue Book of 1899

and announced at a tea in the fall of their senior year; awards, which vary in amount, are applied directly to loan reduction by the College's financial aid office.

"The scholarships meet real financial need and enable students to choose paths beyond Grinnell without the enormous burden of loan debt," says **Leslie Lyons**, professor of chemistry and another member of the LES board.

Awards are unexpected, like "manna from heaven," says **Cindy Cisar '80**. "I remember feeling humbled to learn that this group of successful women from the Grinnell community cared so much about my education and success," **Samantha Worzalla '07** says. "The element of women helping women was striking. It's still an example to me in my life," says **Diane Gumz '89**.

Grinnellians Wanted

To support the Ladies' Education Society or to find out about other College scholarship and debt-reduction programs needing support, please contact **Janet Muckler** in the Office of Development and Alumni Relations, (muckler@grinnell.edu, 641-269-3203).

webextra!

For a complete list of Tutorials and their descriptions:
www.grinnell.edu/2012tutorials

Tutorial Time!

The challenge is to pick just one

Every fall at Grinnell College since 1970, first-year and many transfer students have chosen from an eclectic banquet of tantalizing tutorials — specialized courses that introduce them to Grinnell-level writing, critical thinking, discussion, and information literacy skills, and pair students with initial faculty advisers.

This fall's 37 tutorial topics are engaging, frequently unexpected, and more diverse than ever. Here's a random sample:

- Fairy Tale and Fantasy in Russian Literature, with **Antoly Vishevsky** (Russian), guides students through the historical and cultural landscape of Soviet and post-Soviet folklore.
- Bad Words investigates the power of profanity with **Eric McIntyre** (music).
- Our Prairie Town, taught by **Jon Andelson '70**, (anthropology), uses Grinnell, Iowa, as a portal to explore notions of place and the relationship between the local and the global.
- Culture Jamming students are exploring corporate and cultural branding with **Andrew Kaufman** (art).

- CSI Grinnell: Forensic Files, with **Heriberto Hernandez-Soto** (chemistry), looks at the chemicals and instruments

of crime investigation — and studies real Iowa cases.

- The Mobile Phone and Human Values, with **Janet Davis** (computer science), tackles our dependency on the cellular phone and its effects on identity and social ties.
- The Sports Mirror: How Sports Reflect the Good and Bad

of Our Culture, with **Will Freeman** (physical education), studies media portrayal of sports and sports' function in our societal makeup.

- Music, Mind, Machine, taught by **John Rommereim** (music) helps students delve into the interaction between technology and our perception of music and sound.

Jia Rong Gracia Lee '16 meets with Professor of Anthropology Jon Andelson '70, her Tutorial adviser.

Photo by Justin Hayworth



Pioneering Scientists

A new grant recognizes Grinnell's national leadership in science education

In May, the Howard Hughes Medical Institute (HHMI) awarded Grinnell College \$1 million for science education development, in recognition of Grinnell's "sustained excellence and important contributions to undergraduate science education."

From a pool of 187 applicants, HHMI awarded grants to 47 small colleges and universities. Only 11, including Grinnell College, received Capstone Awards, made to schools "among the best in the country at producing graduates who go on to science careers," according to David Asai, director of HHMI's precollege and undergraduate program. "There is an enormous trove of know-how and wisdom at these schools, and we would like to see how that information can be shared more broadly," he adds.

"HHMI is investing in these schools because they have shown they are superb incubators of new ideas and models that might be replicated by other institutions

to improve how science is taught in college," says Sean B. Carroll, HHMI vice president of science education.

The four-year grant will support hands-on research opportunities for students, engaging courses and curricula, and student and faculty diversity. HHMI noted that the small size of recipient institutions "can make them more nimble than larger research universities and better able to quickly develop and test new ideas."

Leslie Gregg-Jolly, Grinnell College professor of biology and program director of the HHMI grant, says it will help Grinnell students become scientific leaders. "We will use grant funds to assess student learning and attitudes, develop opportunities to work in teams outside of traditional disciplinary boundaries and offer employment to increase their involvement and success in science departments," she says.

A portion of the grant

goes to the Grinnell Center for Science in the Liberal Arts, which will analyze and disseminate information about student performance, development, and persistence.

The grant is the most recent national spotlight on Grinnell's science program. Since 2000, HHMI has awarded the College four consecutive grants that benefit programs such as the biochemistry major and neuroscience concentration — both models of collaboration among scientific disciplines. The Grinnell Science Project also received the 2011 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. The project supports students traditionally underrepresented in science.

Paula Smith, dean of the College, says, "This grant is the fruit of much work by our science faculty and recognizes the importance that HHMI places on undergraduate science education

— the kind that can produce such world-class scientists as **Robert Noyce '49** and **Tom Cech '70**. Grants like this let Grinnell try out new ideas and enrich student learning."

"We are very grateful to HHMI for recognizing Grinnell's national leadership in undergraduate science education," says Grinnell President **Raynard S. Kington**. "The grant will further our institutional commitment to widening access and promoting success for all students as we respond to the nationwide call for science education reform and the need to develop a large and diverse pool of scientists."

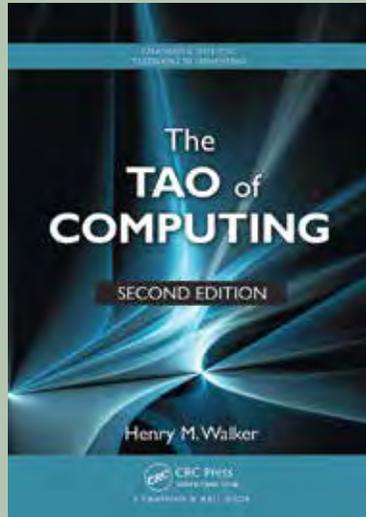
Approximately one-third of Grinnell College's students graduate with a major in science. Nearly 70 percent of the College's science graduates enter graduate programs; in fact, Grinnell ranks eighth on a per-capita basis among all United States higher education institutions with alumni who pursue Ph.D.s.

The Tao of Computing

Walker's new guide isn't just for students

Can computers think? How does the Internet work? How can I protect myself from computer viruses? These are just a few of the questions **Henry Walker**, professor of computer science, tackles in his ninth textbook, *The Tao of Computing*, second edition.

The book isn't just for college students; it is designed as an easy-to-follow guide for anyone who uses a computer. *The Tao of Computing* features in-depth, practical explanations and exercises.



In an accessible, question-and-answer format, Walker explains such relatively recent developments as apps, voice recognition software, spam, and social media. Walker says he asked himself: "What should a citizen know to function effectively in a technological society?" *The Tao of Computing* is his answer.

The book's first edition was published in 2005, but Walker says the rapid pace of technological development made an intensive revision necessary.

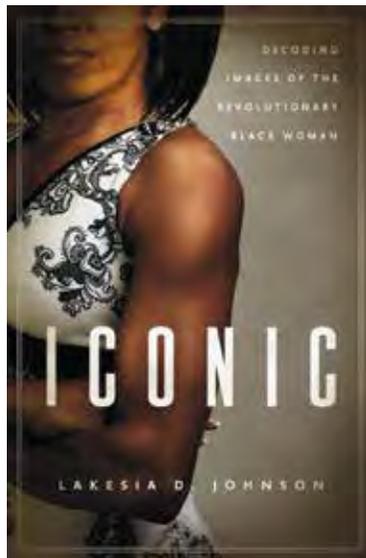
"The ideas are just right [in the first edition], but the details have changed," he explains. "The number of exercises is double what I had before, and the content is greatly expanded and refined. At least two-thirds of the book is substantially different."

American Revolutionaries

Turning the tables on media stereotypes of black women

Lakesia Johnson, assistant professor of Gender, Women's and Sexuality Studies and English, teaches courses on race, feminism, and pop culture at the College. Her new book, *Iconic: Decoding Images of the Revolutionary Black Woman*, examines how strong, countercultural black women have been portrayed in American history and media as either mammy or sex object — and how black female figures have resisted such stereotyping and rewritten their cultural milieu.

Iconic studies how women from Sojourner Truth to Angela Davis to Michelle Obama use speech, demeanor, fashion, and social relationships to forge new identities, both for themselves and for black women across America. *Iconic* "eloquently demonstrates how the revolutionary black woman in many public forums has been — and continues to be — a central figure in long-standing social injustices," says Baylor University Press, the book's publisher.



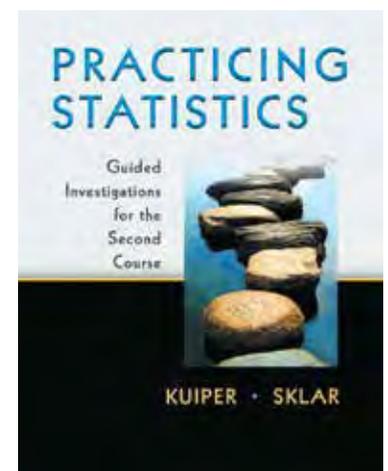
"One of the ways to deal with the tendency to be threatened by these women is to really unpack where that comes from," Johnson says. "There's always the hope that you can plant the seed and that people will start to think critically about the media they consume."

Statistically Significant

Kuiper wins recognition for her innovative, practical teaching

With a National Science Foundation grant, her first textbook, and an award-winning educational website, **Shonda Kuiper**, associate professor of mathematics and statistics, is at the forefront of statistics education. Now there is *Practicing Statistics: Guided Investigations for the Second Course*, her new book written with Jeffrey Sklar, associate professor at California Polytechnic State University. It is a workbook-style text "designed to give students a sense of the importance and allure of statistics early in their college career," says publisher Pearson. Kuiper's teaching emphasizes real-world, cross-disciplinary applications for statistical analysis.

On the heels of *Practicing Statistics*' publication, Kuiper's website Stat2Labs (web.grinnell.edu/individuals/kuipers/stat2labs/) also received the MERLOT Classics Award for statistics. The award honors developers of peer-reviewed learning material in a range of disciplines. Stat2Labs features interactive games, lab assignments,



assessment tools for instructors, and information on how to write a scientific poster or paper.

Kuiper uses cross-disciplinary, actual case studies to give students practice beyond short, simplified textbook problems. "Students can often have difficulty adjusting from traditional homework to a true statistical analysis," Kuiper says. "Stat2Labs bridges the gap between short, focused homework problems and the open-ended nature of a real-world problem."

Alex Odom '16 (standing) and Connie Wang '16 hit the campus running — and rolling — during New Student Orientation.



Photo by Justin Hayworth

A Strategic Planning Timeline

The first planning phase has concluded; stay tuned for the results!

June 2011: At its annual June meeting, the Grinnell College Board of Trustees “charges the president with the development, within the next academic year, of an ambitious, five-year strategic plan and authorizes the board chair and the president to take all actions deemed necessary and appropriate to implement the formation of such a plan.”

August 2011: At the all-campus picnic, President Raynard S. Kington launches the strategic planning process and asks Grinnellians to contribute responses to the question, “What makes Grinnell College distinctive?”

September 2011: A 24-member steering committee, co-chaired by David Lopatto, chair of the faculty, and Angela Voos, special assistant to the president, leads working groups, which are focused on idea generation and data collection for five key topics:

- Distinctiveness of Grinnell College
- Teaching and learning
- Enrollment
- Postgraduation Success
- Alumni engagement

October 2011: The five working groups start sifting through what will eventually add up to more than 1,200 responses from Grinnell College community members, including alumni, about the plan’s key topics, looking for themes to further articulate and develop. A sixth working group, the transparency committee, reports to the College community on the results, via reports on the strategic planning website, articles in *The Grinnell Magazine*, and periodic email communications.

November 2011: The five working groups each hold discussion forums to present ideas they have been considering to the campus and to collect further input.

December 2011: The transparency working group reports to the campus on the process and progress of the other working groups.

February 2012: After winter break, the working groups deliver summaries of their work to the College community via the strategic planning website.

March–April 2012: The strategic planning working groups finish the process of analyzing responses to the key topics, organizing them into themes, and synthesizing and prioritizing the results. They submit the results of their work to the Strategic Planning Steering Committee.

May 2012: The Strategic Planning Steering Committee, drawing from the work of the working groups, crafts a report to the trustees.

June 2012: Kington discusses the report with the board of trustees at its annual retreat in June. The

board applauds the report and begins drafting a response.

July 2012: The board finishes drafting a response to the steering committee’s report, praising the report and closely mirroring the work of the steering committee.

August 2012: The board’s response is delivered to the faculty on Aug. 29, its first meeting of the academic year.

September 2012: Watch the Grinnell College website’s front page and your email inbox for more information.

The Grinnell Magazine will summarize the initial action plans from the strategic planning process in the Winter 2012 issue. The plan is iterative and ongoing, and the College will communicate periodic updates on the plan’s application and further development on the College website, in *The Grinnell Magazine*, and via Grinnell-News-Online emails.

Welcome, Grinnell Class of 2016!

Here's a quick measure of some of the classes attributes and accomplishments at press time:

- 70 percent participated in community service
- 68 percent graduated in the top 10 percent of their secondary school class
- 66 percent graduated from public high schools
- 47 percent were varsity athletes
- 41 percent are musicians
- 27 percent participated in student government
- 24 percent are U.S. students of color
- 19 percent are varsity athletics captains
- 16 percent are first-generation college students
- 14 percent are international students from 28 countries
- 8 percent are National Merit finalists, scholars, or commended students
- 5 percent were high-school class presidents

Better than the Beach

Summer MAP Research

Mentored Advanced Projects (MAPs), provide a chance for students to work closely with professors on scholarly research or the creation of a work of art — combining faculty development, student learning, and the creation of new knowledge. During the summer of 2012, 105 Grinnell students worked with 39 Grinnell faculty members on 41 projects representing work in all three academic divisions. Here are a couple of examples:

- **Contemporary Art in China:** Andy Delany '13 and Caleb Neubauer '13 traveled to China for six weeks to observe the works and personal processes of artists from Beijing and Shanghai, then created works of art in response to what they saw there. Their works will be on display in Edith Renfrow Smith '37 Gallery at the Joe Rosenfield Center, Sept. 3–14; Associate Professor of Art Lee Running was their MAP adviser.

- **The Effect of Glucose on Prospective Memory:** Emily Yoon '13, Claire Tseng '14, and Seth Gustafson '14, working with Janet Gibson, professor of psychology, found a hole in the literature on research into nutrition and memory. Most studies dealt with retrospective memory, which refers to memory for people, words, and events encountered or experienced in the past. The Grinnell team decided to study prospective memory, a form of memory that involves remembering to perform a planned action or intention at the appropriate time. They studied the impact of glucose on the prospective memory of 48 college students and plan to submit their findings to the Midwest Psychological Association this fall.

— Gina Physic '11



Andy Delany '13, Caleb Neubauer '13, and Associate Professor of Art Lee Running.

Photo by Justin Hayworth



DOES GRINNELL MEAN BUSINESS?

Illustration by Tjaša Žurga Zabkar

Grinnovators

Three alumni who have changed the way we live talk about how their educations led to their innovations.

by Doug McInnis

Great inventions change lives and change cultures. The airplane and the automobile are obvious examples. But the integrated circuit, co-invented by **Robert Noyce '49**, may top the list of great discoveries in terms of impact. The integrated circuit led to high-speed computers and the Internet. In turn, these two inventions changed the way we learn, order goods, get our mail, read our newspaper, entertain ourselves, run our businesses — the list goes on and on.

In the years since Noyce's discovery, successive generations of Grinnellians have seized on his legacy to transform our world. This story profiles three. They have helped to drive e-commerce, transform the mammoth industrial supply chain, and develop data science, an emerging discipline that mines the Internet's vast hoard of information.

None of these innovators studied their current fields at Grinnell College, because in each case, what they do now didn't exist as college subjects when they were students. For them, Grinnell's greatest legacy was teaching them how to create the future.

Taking Retailing Online **Joel Spiegel '78**

In 1997, Joel Spiegel astounded his colleagues at Microsoft by quitting his job to join an upstart Internet bookseller, Amazon.com, as vice president of engineering.

Microsoft was in the top tier of the computer world, while Amazon was a fledgling company. Amazon's growth and the pace of work were furious. Spiegel kept a futon in his Amazon office for round-the-clock workdays, and he joined warehouse workers during the Christmas rush to pick, pack, and ship orders.

It wasn't long before Amazon expanded beyond books. As the company grew, it rolled out a plan for an online marketplace that invited other Internet companies to use Amazon's site and computer platform to sell their goods. Spiegel was tapped to launch it.

To outsiders, the plan may have seemed counterintuitive — about as unusual as JC Penney inviting other mall retailers to use some of its floor space to sell goods. But Amazon management looked into the future and asked themselves a few key questions, Spiegel recalls. "What would happen if we tried to do everything



ourselves? Or, what would happen if we invited other companies to the party? We concluded that it made sense in terms of long-term value to invite others,” he says. For one thing, other sellers would fill the gaps in Amazon’s product lines. And their presence could attract additional customers to Amazon’s site. Still, it was a bold move.

“We knew our first attempts would likely be less-than-perfect, hence learning experiences,” Spiegel remembers. “And therefore we expected to spend significant time and resources getting it dialed in.”

Spiegel joined Amazon founder Jeff Bezos and other colleagues to invent the technology needed to make Amazon’s e-commerce ideas work. In fact, Spiegel is a named inventor on more than two dozen patents generated during his time at Amazon. One of these is Amazon’s 1-Click patent. Others range from search technology to logistics.

Amazon’s first venture that included other sellers was Amazon.com Auctions, launched in 1999. That was followed by zShops, a platform for third-party, fixed-price sales, and by a higher-end online auction joint effort with Sotheby’s. In the process, Amazon revolutionized retailing by becoming a platform for retailers of all sizes, now famous as Amazon Marketplace.

Spiegel came to Grinnell with no knowledge of computers. The year he arrived, the College opened a computer center, and in typical liberal arts fashion, Spiegel tried to figure out what to do with the intriguing-yet-unfamiliar equipment. Other students were doing the same. “We collectively thrashed around, learning to program,” he recalls. Before graduating, he worked for Grinnell’s biology and chemistry departments, as well as in the computer center itself.

In 1978, he graduated with a degree in biology. But after a year as a VISTA volunteer on the Northern Cheyenne Reservation, he concluded his future lay in computers and embarked on a career that included such industry icons as Hewlett Packard and Apple, as well as Microsoft and Amazon.com. In hindsight, he says, it would have been more efficient to have studied computer science in college. But he had gained other skills at Grinnell – the ability to teach himself and the ability to take the long-term view when making decisions. Those skills led him to quit a “sure thing” at Microsoft in favor of an upstart innovator and, once he had made the leap, to use those skills to help invent the future.



Photo by Justin Hayworth

Unshackling the Supply Chain **Steve Smith '86**

Anyone who has spent time at an auto repair shop has likely noticed that mechanics aren't always fixing cars. Often they're on the phone trying to locate parts for a car, or calling car owners to say it will take an extra day to fix the car because of hard-to-find parts. You, the customer, are paying for the wasted time.

Steve Smith grew up with the auto parts business — his father worked for a major parts manufacturer — and knew this problem well. When he founded GCommerce in 2000, he decided to fix it. First, he defined the problem: There were 10 million different auto parts in existence.

"No one on the planet can stock 10 million parts," he says. "The average parts warehouse stocks only 200,000 parts; the average local auto-parts store only 13,000." The remaining millions were scattered here and there.

Moreover, there was no central computer database of their location. On average, it took 15 minutes for repair shops or auto-parts stores to locate all but the most commonly used parts. Nationwide, the time spent locating parts was a multibillion-dollar drain on the economy. This same problem infested other industrial-supply chains as well.

Smith thought computers could fix it, though he didn't know how until he hit on cloud computing. The cloud allows tiny companies such as GCommerce to rent data-storage space at remote sites operated by a third party — in this case, Microsoft. Smith could rent the storage space he required, avoiding the need to buy costly in-house data storage.

Smith convinced auto-parts suppliers to put their parts-availability data on Microsoft's cloud. "Now, with a click of the mouse you can tell where a part is," Smith says. "It cuts the search time from 15 minutes to 15 seconds."

Smith extols cloud computing as a way to help small businesses everywhere. "Small businesses struggle for competitive advantage all the time," he says. "The cloud changes that. Instead of spending a half million dollars on in-house databases, you can use the cloud when you need it. This will empower small- to medium-size businesses globally in every industry. Small business will have everything the big boys have. The cloud is the great equalizer."

Smith tackled the supply-chain problem with a built-in advantage. He understood supply chains. But he also had a handicap. "I didn't know anything about technology," he recalls.

"I asked myself, 'How could you start a technology company if you don't know anything about technology?' Well, I didn't have to. I saw that technology was not the end game — it was a tool to solve the problem." So he first defined the problem, then settled on a solution. Only at that point did he look for the technology to pull it off.

It was a textbook example of what he learned to do at Grinnell. "I consider myself a deep thinker," Smith says. "And deep thinking was embedded in my Grinnell education."

Developing Data Science

Hilary Mason '00

In 1796, British surgeon Edward Jenner correlated two bits of data — milkmaids contracted a nonvirulent disease called cowpox, and they didn't contract smallpox, one of the great scourges of the time — to create a smallpox vaccine. Jenner's discovery came from the simplest form of collecting and using data — observation and logic. The collection and use of data has radically changed since, fueled by computers, advanced mathematics, digital media, and the Internet.

This has spurred the creation of new disciplines, among them Data Science. Hilary Mason is among its chief practitioners. "I'm a data scientist and hacker," she says on her website. Mason defines data science as a discipline that combines engineering, math, statistics, computer science, and hacking, which she calls the "ability to take all those statistics and computer science, mash them together and actually make something work. It's fundamentally about learning about human behavior from the data exhaust that we generate."

As the chief scientist at bitly.com, commonly known as a URL-shortening service but also one of the leading commercial firms specializing in data science, Mason has been in high demand to explain this new field to the rest of us. She has conducted numerous interviews with media that range from *Fortune* to NPR's well-known Science Friday. She is also cofounder of HackNY, a nonprofit that connects student hackers with New York start-up companies.

bitly.com collects data on human social sharing across various social networks including Twitter, Facebook, and Tumblr. The data provides insight into how information spreads through these networks and has value to customers such as major brands, publishers, and celebrities.

There are, of course, other types of data-based sciences. Disease researchers have developed new methods to comb through vast data troves to track disease trends, for instance. And most of us mine data electronically when we hop from one website to the next.

But professionals like Mason are turning data collection and usage into an important new discipline, literally creating it as they go along. "I keep saying the sexy job in the next 10 years will be statisticians," Hal Varian, Google's chief economist, wrote in *The McKinsey Quarterly* in 2009. "The ability to take data — to be able to understand it, to process it, to extract value from it, to visualize it, to communicate it — is going to be a hugely important skill in the next decades."

No liberal arts college is likely to prepare graduates for a field that hasn't yet been invented. But it can teach them how to learn what they don't know, then invent the rest.

"I'm a huge fan of the liberal arts approach of teaching you to think, analyze, and communicate, then sending you out into the world to cause trouble," Mason says. "My Grinnell education didn't prepare me directly for the work that I'm doing, but it did give me the tools that I needed to focus my curiosity." ■



Hacking the Liberal Arts Culture

Doug Caulkins invites alumni entrepreneurs to campus to share their take on careers with students in his classes. One of those classes had the largest enrollment at the College.

As a rule, Grinnell classes are small. But emeritus professor of anthropology **Douglas Caulkins** waived the enrollment limit for his course “Creative Careers: Learning from Alumni,” which brings alumni who work in private, government, and non-profit sectors of the economy back to campus to talk about their careers, their passions, and their advice to students who are about to venture into the world of work and career. In the spring of 2011 more than 80 students enrolled in the two-credit course to hear 15 alumni speak.

“This is the largest Grinnell course in the past 20 years” Caulkins notes. “Students are desperate to learn about nontraditional careers that the alumni have crafted.” The power of the alumni as mentors became apparent when Caulkins served as acting Dean of Career Development in 2007.

Caulkins finds that many graduates gravitate toward the nonprofit sector without giving a thought to business and industry. “For many students and faculty, the for-profit world is unfamiliar and more than a little

tainted by the profit motive, a common perspective in the liberal arts that I once shared,” Caulkins says.

Caulkins’ conversion started in 1983, when he took the first group of students to the Grinnell Technology Semester, a student/faculty internship program in Washington, D.C., funded by the Sloan Foundation. He interned with the Congressional Office of Technology Assessment on a project for advising Congress about possible ways of encouraging the growth of high-technology industries in new regions. Caulkins was disappointed that the project only used aggregate statistics and failed to investigate how entrepreneurs decide to locate their startup firms — a serious omission to an anthropologist.

For his next sabbatical, Caulkins interviewed business support organizations and owner/managers of more than 60 small high-tech firms that chose to locate away from the United Kingdom’s technology hotspots. “These entrepreneurs were among the brightest, most socially responsible people I had met,” Caulkins says. “This reinforced my conviction that Grinnell students should get involved with any sector of the economy where they can make a difference. I don’t want Grinnellians to just be critical gadflies; many of them have the talent as well as the liberal arts skills to make things happen in business and government as well as in traditional nonprofits.”

When trustee and Stanford business professor **Bill Lazier ’53** taught a short course in entrepreneurship in 1995, Caulkins served as his teaching assistant and taught a similar course the next year.

Following his conversion through both teaching and researching entrepreneurship, Caulkins asked the Executive Council to approve an expansion of the Donald L. Wilson Program to include additional courses by and about alumni entrepreneurs. Caulkins, who is president of the board of Social Entrepreneurs of Grinnell, continues to teach courses on careers, entrepreneurship, and innovation using alumni exemplars as class visitors. A parent of one of Caulkins’ students said, “my son’s whole liberal arts education came together in your entrepreneurship class.”



Photo by Justin Hayworth



DOES GRINNELL MEAN BUSINESS?

Illustration by Tjaša Zurga Žabkar

Game Changers

Transforming the way we live and work takes real skill — the kind that Grinnellians such as **James H. Lowry '61**, **Caroline Little '81**, and **Kevin Schmidt '91** say Grinnell College instills.

by BJ Towe

Amid today's tsunami of cultural, technological, and economic shifts, many Grinnellians have gone on to transform business, media, even culture. Here, three of them talk about what led to their success.

Creating the Nation's Model for Minority Business

James H. Lowry '61

In the mid-1970s, when less than one percent of U.S. corporations' total procurement was directed toward women and minorities, James Lowry was working to transform business's way of viewing, embracing, and leveraging diversity. Today in the United States, nearly 80 percent of corporations, 90 percent of urban areas, and countless others have adopted Lowry's state-of-the-art model for minority business.

Lowry's far-reaching impact on business policies and practices — and thereby on minority populations — has earned him recognition as the nation's leading expert

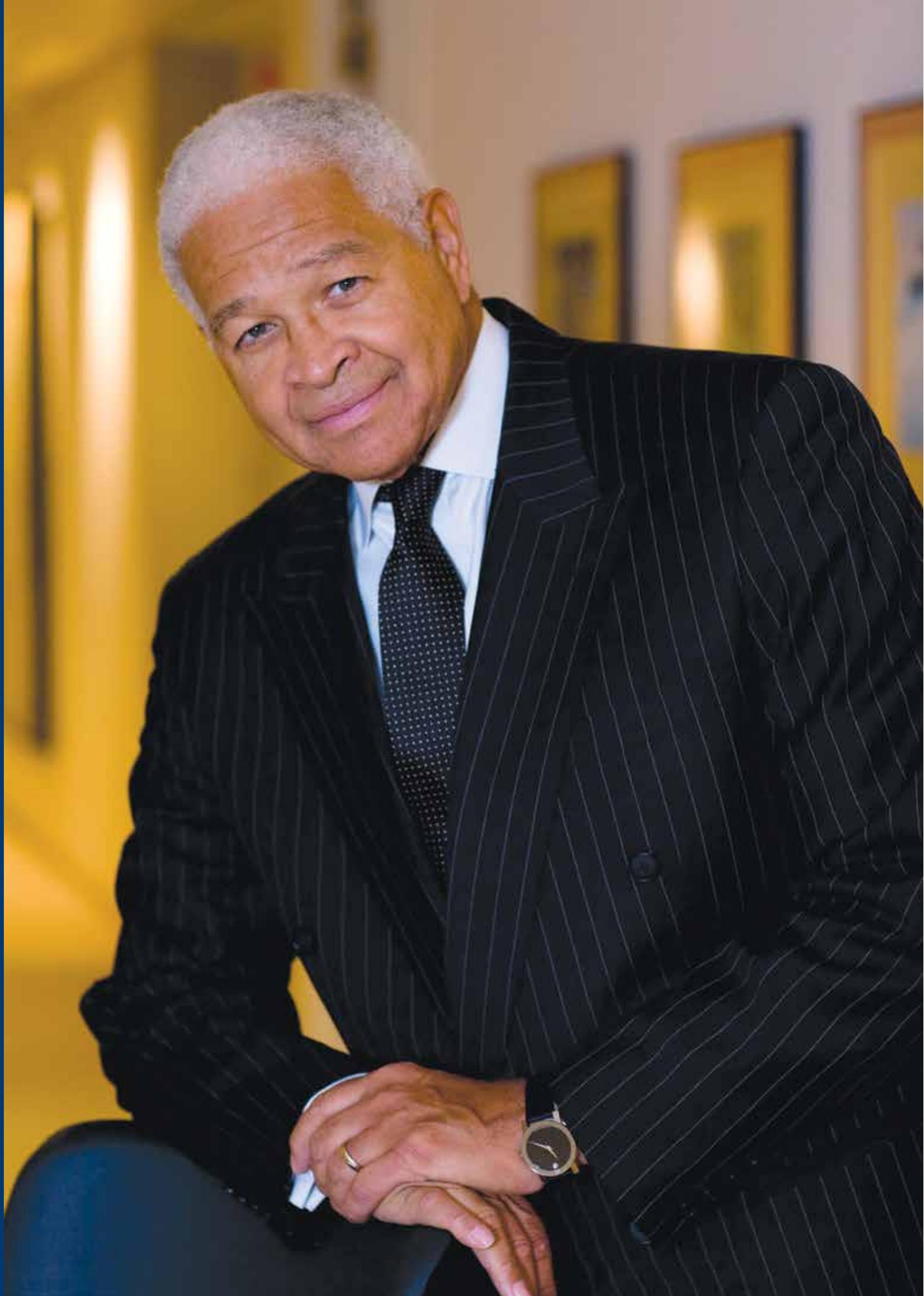
in workforce and supplier diversity. A political science major at Grinnell, he has a master's degree in public international affairs from the University of Pittsburgh and attended Harvard Business School's Program for Management Development. He is the 2011 recipient of the Abe Venable Award for Lifetime Achievement from the Minority Business Development Agency. Lowry currently serves as a senior adviser and global diversity director for Boston Consulting Group, is an adjunct professor at the J.L. Kellogg Graduate School of Management at Northwestern University, and is an active life trustee for Grinnell College.

"Where did I get my fire for minority-owned business?" Lowry asks. "It all comes back to Grinnell and the people I met there — as a student, graduate, and later as a trustee.

"As a student, my political science professor, **Harold Fletcher**, encouraged me to apply for a Grinnell scholarship that enabled me to go to Africa after I graduated. Being exposed to people living in ignorance, disease, and poverty showed me that I wanted to dedicate my life to eradicating those conditions. Subsequently I spent years in the Peace Corps, eventually as a director in

“Most of the power to impact decisions and policies comes from the business community and people who own assets.”

James Lowry '61



Peru. That's where I met Senator Bobby Kennedy, who coached me to return to the states and work on a special project dealing with poverty in Brooklyn's inner city. It was there I realized how most of the power to impact decisions and policies comes from the business community and people who own assets.

"I again saw this when I began serving as a Grinnell trustee in 1969 along with some prominent graduates, such as **Robert Noyce '49**, who later founded Intel. These board members were entrepreneurs. Most had large fortunes. And they had tremendous power to effect change.

"I spend a fair amount of time on Grinnell's campus, and I believe many students there have an unfair bias against business, capitalists, and entrepreneurs. It's great to have a career that puts you in a village working directly with people. But what is the total impact? When you see the good that individuals such as Bill Gates and Warren Buffett have done around the world, you appreciate that having financial resources does make a difference. You don't have to be poor to help poor people. My advice is to be as successful as you can; money will help you transform a broader community."

Leading the Way in Internet Publishing

Caroline Little '81

There was a time when the law was crystal clear about where ownership of and liability for published content resided. With the advent of the Internet, that changed. Caroline Little was on the front lines, interpreting and shaping legal precedent regarding online publishing. With a B.A. in English from Wesleyan University and a J.D. from New York University, she's been helping the publishing industry usher in the new era of digital communications ever since.

After serving as deputy general counsel for *U.S. News & World Report*, Little led *washingtonpost.com*'s product development, technology, sales, and marketing activities, and ultimately served as its CEO and publisher. She later served as CEO for the North America division of Guardian News & Media. Little is now president and CEO of the Newspaper Association of America, the nation's largest newspaper trade association, where she is guiding the industry's digital transformation.

"Working at a dot-com in the Internet's early days allowed me to be pretty creative when thinking about legal principles and digital content," says Little. "It was no longer clear who was responsible for third-party content posted to a publisher's site. There were many other questions — how to police online content, who was liable for it, and the extent of protection provided by insurance companies. As we worked through these issues, we were



"Internet publishing is still in its infancy. There is huge potential yet to be realized."

— **Caroline Little '81**

setting legal precedent. We were getting laws changed to respond to new nuances presented by digital publishing.

"Another first occurred during my time at *washingtonpost.com*. We executed a major deal with MSNBC and NBC. Never before had news media partnered in this way, but it made sense; it increased the value we were able to provide advertisers and viewers. From a legal perspective, my role was to help figure out how the partnership would work, and then make it happen.

"New ventures such as this were not only transformative, but also really exciting. We were able to collaborate with journalists, producers, designers, and others and think about our business in entirely new ways. As a result, we were able to help shape the industry. Even so, I believe Internet publishing is still in its infancy. There is huge potential yet to be realized.

"Because of Grinnell, I learned to really think through issues and work collaboratively with others, which is essential to effective leadership. Religious studies professor **Howard Burkle** had a huge impact on me. He had a fabulous class that emphasized listening to different voices, appreciating different points of view, and putting them into the context of the real world — all with tremendous compassion. He taught me how to take lots of different, sometimes conflicting, data points and to not reject any of them, but rather to figure out the path that exists through them. Those skills have proved so important in all aspects of my life — business, publishing, understanding people, and leading teams."

Launching the Nation's First Mental Health Cooperative

Kevin Schmidt '91

A biology major with a master's in social work from the University of Wisconsin-Madison and a licensed clinical social worker, Schmidt is one of 12 mental health counselors who last year founded Center Point Counseling Services, the first mental health cooperative in the country. The co-op's structure is based on a centuries-old model that has enabled Center Point to break free of high overhead, goals based chiefly on profitability, and limitations on serving under- and uninsured populations. Additionally, members now enjoy a democratic, ethical, and sustainable workplace.

Schmidt helped conceive the co-op, co-wrote its bylaws and policy, and today is able to serve patients regardless of their ability to pay. In addition, he now consults with

other businesses and healthcare providers interested in implementing the cooperative business model.

Schmidt says, "My sociology professor at Grinnell, **Kesho Scott**, helped me understand the social impact that is possible when groups of committed individuals act together with cohesion and integrity. She helped me see group dynamics as a rich milieu for creative problem-solving. That mindset helped lead our group of counselors to launch Center Point Counseling Services as a cooperative in December 2011.

"Most of us had worked together for the same agency for the better part of two decades; we had tremendous cohesion and esprit de corps. But in recent years, it became increasingly difficult to achieve our employer's profitability goals. Insurance reimbursement policies exacerbated the problem. At first, the agency responded by tinkering with how we were compensated, then with our benefits, then by restricting the number of under- or uninsured patients we could serve. None of that worked. It became apparent that some of us would be laid off. By that time, however, we had already been meeting to consider our options.

"We discovered the U.S. Federation of Worker Cooperatives. Its seven guiding principles spoke to the heart of what we wanted our business to focus on — free and open membership; democratic member control; economic participation; autonomy and independence; education, information and training; cooperation with other co-ops; and concern for the community.

"When Center Point Counseling Services opened, the benefits were immediate. Lower overhead and tenets that weren't based strictly on profitability allowed us to extend the boundaries of who can access care. You could practically hear our community's sign of relief: *Finally, a healthcare provider is treating according to need rather than the dictates of next quarter's profits or an insurance company's opinions about what care is needed.*

"We didn't set out to be transformative; we just wanted to keep our jobs and continue serving our clients. Desperation and brassy confidence will sometimes yield remarkable results. For example, the philanthropic community has responded. We've gained donors who know that arresting the freefall of individuals and families into further despair, disease, or dysfunction benefits all of us. We are also getting a lot of interest from other businesses interested in implementing this model.

"By finding a solution that met the needs of our counselors, clients, and community, we are less vulnerable to and dependent on the whims of a jealous economy or the statutes and formula of insurance companies." ■

"Desperation and brassy confidence will sometimes yield remarkable results."

—Kevin Schmidt '91

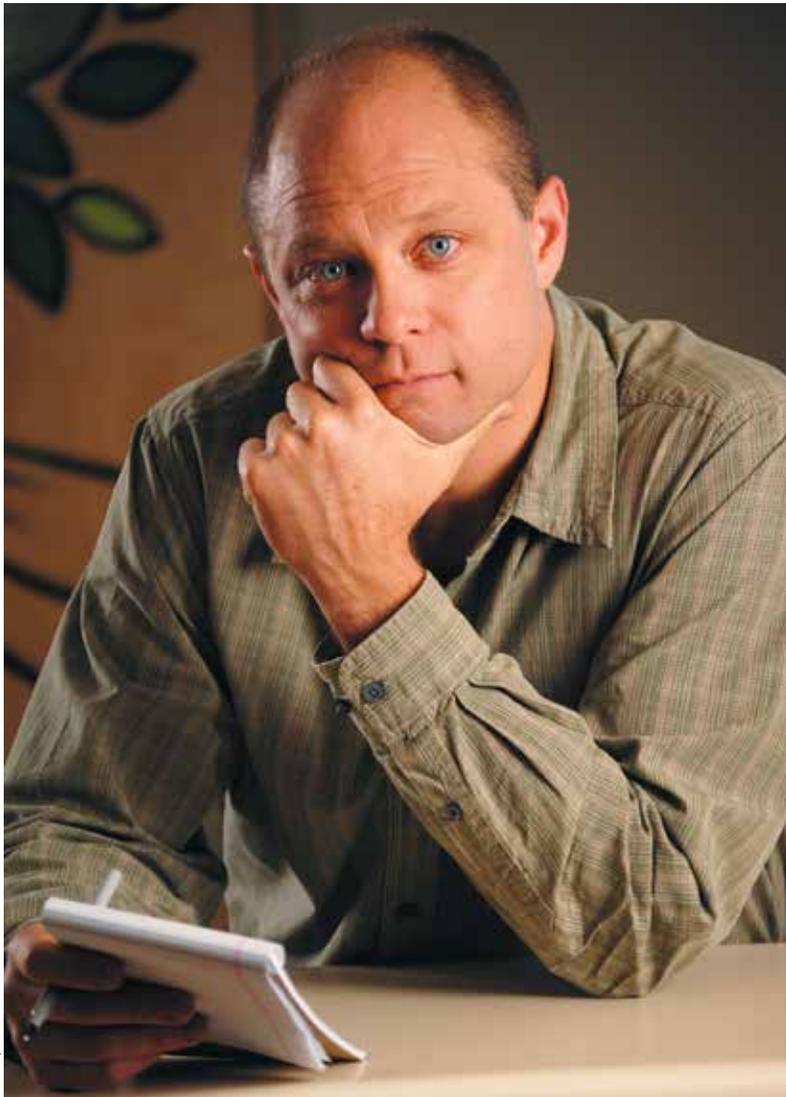


Photo by Bruce Defries

Preparing the Next Generation *of Business Leaders and Innovators*

From its longtime emphasis on inquiry-based learning to its recently stepped-up career development opportunities, a liberal arts education at Grinnell College is designed to prepare future leaders and innovators. “We want our students to be equipped to solve problems we haven’t even thought of yet,” says **Erik Simpson**, professor of English.

Economics professor **Mark Montgomery** adds, “Higher education is not just about the classroom anymore; it’s about providing rich practical learning and educational experiences that translate seamlessly to the real world. In this regard, Grinnell is in step with some of the nation’s most elite colleges. It’s impressive.”

There are countless examples across campus of how this is happening. Here are some of them:

An interdisciplinary approach to science.

Professor **Jim Swartz’s** chemistry and other classes learn how to grapple with complex issues that need input and knowledge from multiple sources. To understand climate change, for example, they need to not only understand science but also issues related to human behavior, economics, and public policy.

“They all come into play. There’s no linear pathway to a single right answer,” Swartz explains. “This interdisciplinary approach teaches our students how to learn, how to interact, what knowledge they need, and how to access it – and to do so with confidence.”

Transcending borders.

To become a leader in today’s increasingly global economy, individuals must be able to work within other cultural contexts, says **Todd Armstrong**, professor of Russian: “That’s what the humanities at Grinnell gives students: the ability to easily move across borders and boundaries.” He points to students such as **Panayot (Poncho) Poshtov ’13**, an economics major who recently interned with Goldman Saks. “Poncho has studied several languages and cultures,” Armstrong says. “He knows that this will help him negotiate and transform the business world in the future.”

A focus on inquiry-based learning.

Beginning in their first year, Grinnell students participate in an inquiry-based approach to learning. In computer sciences, Professor **Sam Rebelsky** says, “Students often propose assignments and the research agenda. Being able to pose the question and how you will address it are skills you need in order to innovate. We introduced this approach 20 years ago and emphasize it even more today. We know this style of learning helps develop innovative leaders in virtually any field.”

Connecting the dots across disciplines.

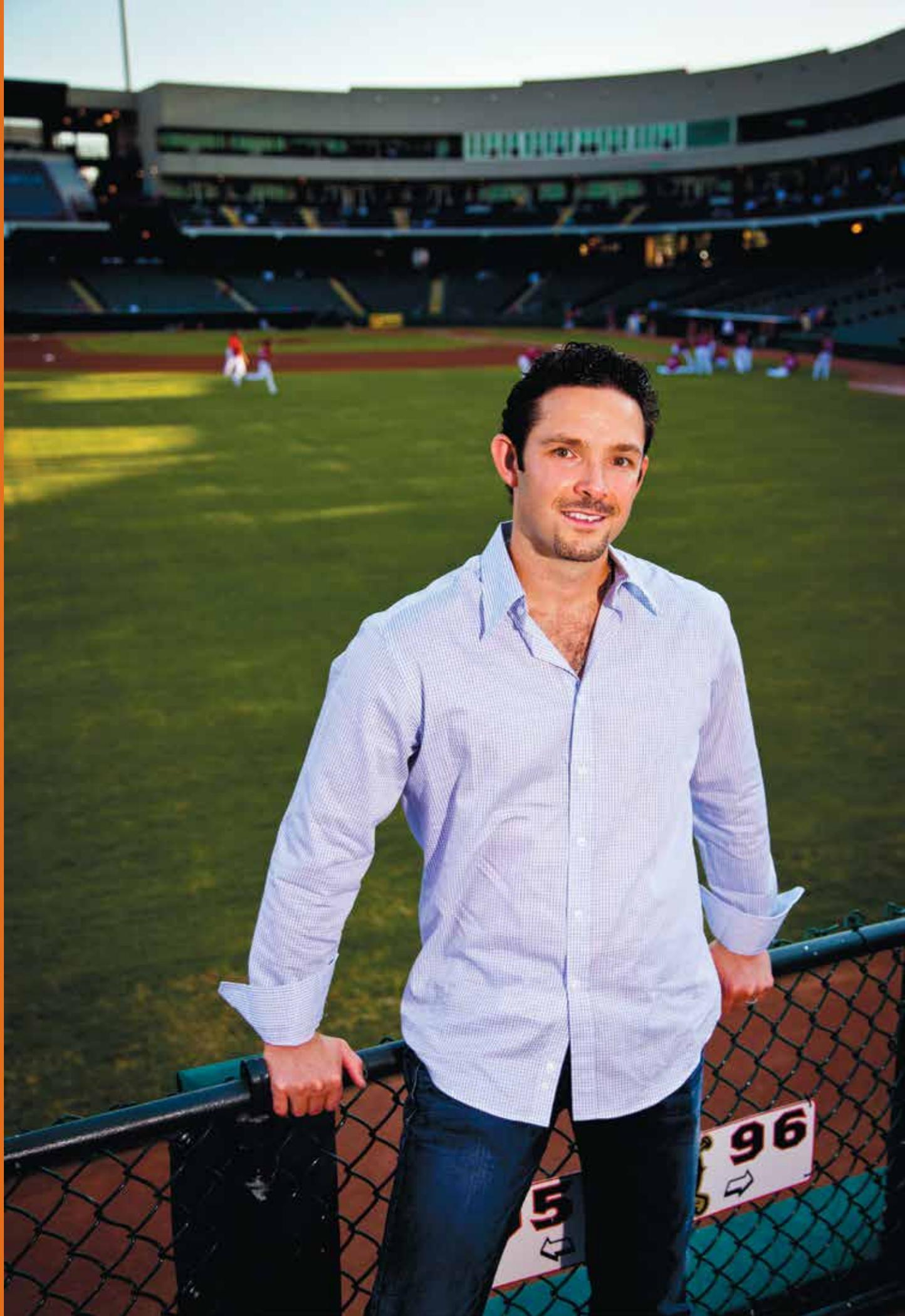
Grinnell encourages conversations that often lead students to new discoveries. For example, the recently introduced Computer Science Table is open to all students and covers a broad mix of topics related to the computer sciences, from technical to social. “The Computer Science Table facilitates conversations that help students connect the impact and implications of the computer sciences to larger contexts. For instance, sessions covering information and communications technology for healthcare attracted computer science students as well as those interested in medicine and public health,” says **Janet Davis**, associate professor of computer science.

Instilling an entrepreneurial spirit.

The Donald L. Wilson Program in Enterprise and Leadership, offered through Grinnell’s Social Studies Division, examines the theory and practice of socially responsible innovation, enterprise, and leadership. It focuses on real-world learning provided by invited alumni and professionals in business, government, and nonprofit sectors, as well as through internships. Montgomery, also the Donald L. Wilson Professor of Enterprise and Leadership, says, “By connecting students directly with innovators in a powerful and life-enriching way, they see the range of possibilities for using their liberal arts degree. They gain inspiration and insights that are critical to lead and innovate.”

“There’s a tremendous opportunity to bring together industry and social consciousness ... We can be those pioneers.”

Rob Martin '98,
cofounder,
Icon Sports
Management





DOES GRINNELL MEAN BUSINESS?

Illustration by Tjaša Žurga Žabkar

Business as Unusual?

Many alumni credit Grinnell
for their successful — and often
unconventional — business careers.

by Erin Peterson '98

Grinnell has built a reputation as an incubator for influential nonprofit, academic, and public-sector leaders. Equally impressive are the important skills, perspectives, and values that Grinnell offers students who go on to become top performers in business.

Some Grinnellians get into the business world while they are still students. As a third-year student, **Rob Martin '98** wrote the first mission statement for Icon Sports Management. He was standing in a Dibble Hall dorm room in 1999 when he got his first commitment from an athlete. He snared an inspiring marketing internship with the help of former Career Development Office director **Steve Langerud**, took advice from former economics professor **Brad Bateman**, got guidance from baseball coach **Tim Hollibaugh**, and worked alongside founding partners and fellow Grinnellians **Dave Lukowski '98** and **Michael Hunt '96** to start the company.

Grinnellians were crucial to the trio's success, and the company's mission suggested how deeply the Grinnell ethos was embedded in the new venture. "Our tagline is, 'We represent heroes,' and our mission is to work with role-model athletes — the ones who want all the aspects of a normal agency, plus to give back to their community and make an impact on the world through their platform as professional baseball players," Martin says. "We spend a lot of time setting up charitable events, foundations, and community-interest groups."

One of the agency's recent draft picks, Garin Cecchini, donated \$20,000 of his Red Sox signing bonus to The Jimmy Fund, while helping raise \$20,000 more for the cancer charity by participating in their annual telethon. Another, Arizona Diamondbacks reliever Brad Ziegler, has helped buy more than 6,000 game tickets for members of the Armed Forces and their families through his Pastime

“A liberal arts degree in a business setting has absolutely set me apart, and it’s given me the flexibility to do many different things.”

— Catherine Gillis '80,
director of customer insights and research, Elsevier



Photo by George Widman

for Patriots initiative. And Braves second-year stalwart Brandon Beachy has adopted two Atlanta-based charities while establishing himself as one of the best young pitchers in the game. In a business known for big numbers, bigger egos, and too often, unethical behavior, Martin and his partners are focused on creating a different kind of venture and a different kind of culture. Martin’s agency now represents more than 40 professional baseball players.

We asked alumni who work in the upper echelons of business to share how Grinnell influenced them as they launched and built their careers. They explained why it might just make sense for many more Grinnellians to go into business as well.

Broad Skills, Vast Applications

Unlike business schools and preprofessional programs, Grinnell doesn’t prepare students for specific jobs. But the critical thinking and analytical skills – not to mention curiosity and engagement in the wider world – have often given Grinnellians an edge compared to their more narrowly educated peers.

Catherine Gillis '80, for example, was ready for a career change after spending more than a decade climbing the

corporate ladder at a French glass company. But when she interviewed for a high-level position at Elsevier, a medical publisher, her interviewers pointed out that she had no publishing experience. She made her case by analogy: Sports teams often choose the best all-around players over those with specific-position expertise. “Even though I don’t know much about the publishing industry, I bring you an important set of skills for this job that you don’t need to teach,” she told her interviewers. “I can learn about this company and about the competition. And I’m the best athlete out there.”

She got the job.

Today, she is director of customer insights and research for Elsevier’s nursing and health professions division. She plays a crucial role in a company that has published some of Galileo’s works, the original *Gray’s Anatomy*, and Nobel Prize winners in physics, chemistry, and medicine. She credits much of her success to the critical thinking, analysis, and curiosity she developed as an English and economics major at Grinnell. “I didn’t graduate with a degree in accounting or marketing,” she says. “A liberal arts degree in a business setting has absolutely set me apart, and it’s given me the flexibility to do many different things.”

Martin agrees. Working in a business in which many are focused solely on maximizing profit, he says taking a

“When I was on campus for reunion, I had lots of lightbulb moments about why I am the way I am ... so much of it goes back to Grinnell.”

Lynn Fortney '72,
director, biomedical division, EBSCO

Weindruch double-majored in American studies and education, then attended the George Washington University/Smithsonian Affiliation Ph.D. program in history before becoming a staff member at the Smithsonian's National Portrait Gallery. While he was there he saw a huge gap in the histories that are collected and shared.

Many nonprofits – churches, schools, governments – do an excellent job of preserving their histories and heritage. But in corporations, such work was rare. That was what inspired Weindruch to start The History Factory. “We took some of the tenets underlying archives and academic history and applied them to the corporate world,” he explains.

Today, his company runs archives for dozens of huge national and international brands, including Home Depot and Subaru. The company produces books, designs museum exhibits, and builds websites – among other things – that allow these corporations to use their histories to market their products and services and define their corporate cultures. Many of The History Factory's employees, including **Scott McMurray '79** and **Dave Buck '81**, are graduates of Grinnell or other liberal arts schools.

To Weindruch, it's not a surprise. “This work requires lots of writing and research,” he says. “It's liberal arts, applied.”

Gillis agrees that the corporate world offers many of the kinds of learning experiences she valued at Grinnell. “Because of my [corporate work], I've become fluent in French. I've traveled the world, and I've gotten to know an incredibly diverse population,” she says. “That matters.”

Sharing the Grinnell Ethos

No matter where they end up, Grinnellians are often hard-wired to bring the values they developed at Grinnell to the paths they pursue. In business careers, this can lead to new ways of tackling long-standing problems.

Lynn Fortney '72 started her career as a biomedical librarian, and she charged herself with improving the health of the population, often going above and beyond her normal responsibilities to get medical students – and even those unaffiliated with medical schools – the comprehensive information they needed to make smart decisions. “Librarians have a socialistic bent and some think information should be free,” she says. But gathering

On Campus:

Holistic Career Planning

Helping students evaluate ALL the options.

When **Mark Peltz**, Grinnell College director of career development, started his job on campus in April 2011, he knew that Grinnell's values were an excellent fit for a diverse range of careers. But even he was surprised by the number of business schools eager to enroll more Grinnell graduates. "A colleague from the University of Iowa's Tippie College of Business told me that Grinnellians' broad focus on social responsibility is uncommon among M.B.A. students," he says. "It equips our alumni with a unique ability to look at problems – including business problems – from an unconventional perspective."

Ironically, while business schools can see how valuable this point of view can be, Grinnell students often don't see it in themselves. Peltz wants to change that. He's eager to start championing those who go on to earn M.B.A.s – currently about a dozen a year – in the same way that the College has touted alumni who earn Ph.D.s or serve in the Peace Corps. He and faculty members are also working to bring more business-minded graduates back to campus. As part of a February symposium about the global financial crisis, for example, Standard and Poor's managing director **John Chambers '77** and Federal Reserve economist **Elizabeth Stromberg Laderman '80** both returned to campus to speak.

Peltz is also building recruiting relationships in Chicago and other cities that tap into Grinnell's vast network of alumni in business. Over time, he and his colleagues hope to build more robust internship and externship programs to include a wider array of business careers. "We have alumni in top positions at Citigroup, Deloitte, Northern Trust & Company, Monitor Group, American Express, and CNA Insurance," he says. "Don't underestimate the number and caliber of our alumni in business."

Grinnellians who do find a fit in business, he believes, have an exceptional opportunity to make a difference. "Our core values – social justice, a sense of responsibility and fairness – have much to offer corporate America," he says. "If we had more people with those kinds of values and that sense of responsibility, maybe we wouldn't have the kind of failures like the ones we've seen in Enron, WorldCom, Lehman, and Bear Stearns."

Peltz believes that Grinnell will continue to be a powerhouse in the academic, nonprofit, and public-sector careers. He hopes to better support and celebrate students to examine for-profit career options as well. "The question isn't 'Should I do business or should I not do business?'" he says. "It's a question of what kinds of career paths will make best use of their interests, skills, and values."

–Erin Peterson '98



Photo by Justin Hayworth

and disseminating up-to-date medical information can be enormously expensive. A major medical library can easily spend \$3 million a year for the best cutting-edge materials.

Many libraries can no longer afford that scale of expenditure, so Fortney, now a director of the biomedical division of EBSCO, is working on innovative ways to keep information accessible. At EBSCO, a company that helps schools buy medical journals and other highly specialized medical information, she's helping develop a system that will let libraries pay a la carte for just the articles their patrons need, when they need them, rather than paying for costly subscriptions to entire issues. "Publishers aren't set up to take individual payments like that, but they'll be able to rely on EBSCO for that service," Fortney says. It's an innovation that will benefit everyone; cash-strapped libraries will still be able to offer their students the resources they need, journals will be able to receive income from nonsubscribers, and EBSCO will profit by providing a service that streamlines the process.

She says that many of the broad skills that helped her move the company in this direction — formulating and articulating arguments with evidence, writing well, speaking up, and being patient — were those she learned and sharpened at Grinnell. "When I was on campus for reunion, I had lots of lightbulb moments about why I am the way I am," she says. "And so much of it goes back to Grinnell."

Weindruch agrees, and adds that his work with corporations has provided him a unique vantage point for understanding the value of places like Grinnell. "Documenting corporate histories has taught me that the greatest leaders, the greatest innovators, and the greatest teams within organizations are not necessarily the ones who are trained as accountants — or [have] any kind of professional training at all," he says. "The best are those who have deep curiosity — like those who follow the Grinnell path."

Rob Martin, meanwhile, believes it's time that more Grinnellians take the leap into business careers. He knows he can't change the entire world through a sports management company, but he feels like he's making a dent. He's watched as copycat agencies have popped up with Icon's approach of assisting their clients in being more active in their communities. "I think it's a wonderful development, because it means that there are more athletes taking their unbelievable resources to do good in the world," he says. "There's a tremendous opportunity to bring together industry and social consciousness, and I think Grinnellians need to see that. We can be those pioneers. We can pave the way." ■

Grinnellians Wanted

Was Grinnell campus culture, in your opinion, pro for-profit careers, anti for-profit careers, or neutral during your time at Grinnell? What made you think so? Let us know at magazine@grinnell.edu.

On Campus:

Don't You Believe It!

Rumors to the contrary, for-profit careers are OK with the campus community

The strategic plan's postgraduate success working group kept hearing from various campus community members that pursuing a career with a for-profit organization was anti-Grinnellian. Yet those who said so usually excepted themselves from this bias.

Intrigued by this paradox, we surveyed all 282 faculty members, 485 staff members, and 1,632 students (a total of 2,399 individuals) in Fall 2011; 46 percent of the faculty, 31 percent of the staff, and 24 percent of the students responded.

We found:

- 97 percent of the campus believes a career working for NONprofit organizations is consistent with Grinnell's core values. (No surprise there.)
- 92 percent of faculty, 83 percent of staff and 84 percent of students believe that working for FOR-profit organizations is consistent with Grinnell's core values or have no strong opinion against it. (Who knew?)

So clearly, most Grinnellians don't have an anti for-profit bias — in fact, there's remarkable support for for-profit careers here (if not quite the almost unanimous support that nonprofit careers enjoy).

Another interesting finding: respondents generally agreed that the top contributors to postgraduate success are:

- a well-rounded education
- internships (rated particularly high by students)
- the ability to translate classroom skills to career skills (rated particularly high by members of faculty and staff)
- advanced research
- campus and volunteer leadership positions
- lifelong learning

—By **Mark Peltz**, director of the Career Development Office, and **Lesley Wright**, Director of the Faulconer Gallery and lecturer in art. Peltz and Wright are co-chairs of the strategic plan's postgraduate success working group.



DOES GRINNELL MEAN BUSINESS?

Illustration by Tjaša Žurga Žabkar

Why are they so good at it?

Liberal arts graduates and business, that is. Three alumni who teach in M.B.A. programs — along with some recent Grinnellian M.B.A. graduates and the College's business school adviser — offer answers.

by Andrew Faught

“My top business students are typically not out of technical undergraduate programs like engineering or statistics,” says **Ray Horton '62** at Columbia Business School. “They’re people from liberal arts colleges. As far as I’m concerned, they’re the best and the brightest of the M.B.A. students.”

John Haigh '76 at Harvard University's Kennedy School of Government and **Barrett Thomas '97**, associate professor at the University of Iowa's Tippie College of Business also agree: Liberal arts graduates — Grinnellians especially — are particularly well-suited to lead businesses.

They're insightful

“Business is not just about accounting or figuring out how to discount cash flows,” Ray Horton says. “Business is about understanding people and cultures. It’s about understanding how history can inform the future. It’s

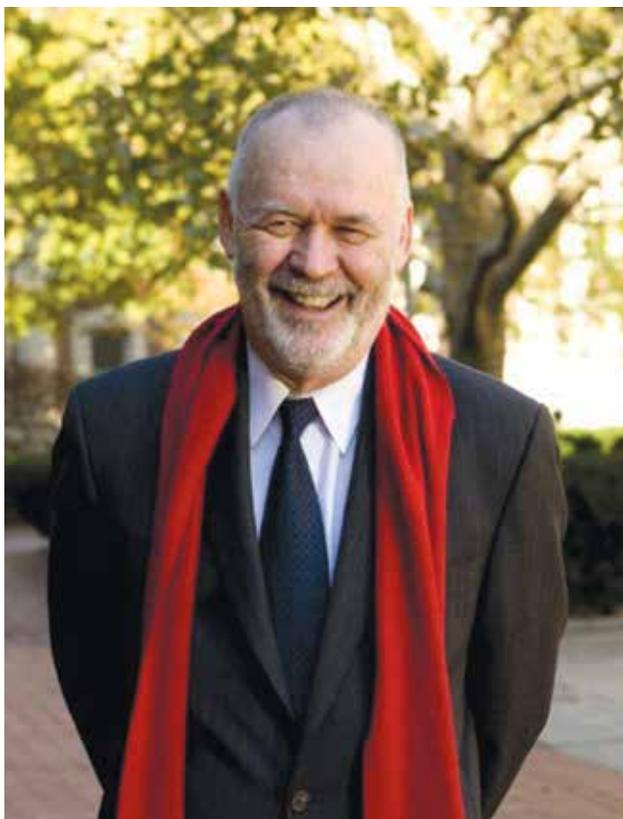
about understanding the relationship between business and politics. These are all things that Grinnell has comparative advantages in bringing to M.B.A. programs,” Horton says. He joined the Columbia business faculty in 1970 during student riots about the Vietnam War and civil rights. “Our dean figured he needed somebody on the faculty who had a different kind of intellectual background,” he says.

Horton, a double major in history and political science at Grinnell, didn't expect to like teaching business and assumed he would leave the program after a year or two. That was 42 years ago. Since then, he has taught political economy and launched the school's Social Enterprise Program, which is built around public and nonprofit management and corporate social responsibility/sustainability.

“I had a feeling that a great business school needed to focus on more than profit maximization,” he says.

“Business is about understanding people and cultures.”

—Ray Horton '62



The effort started in the 1980s as the Public and Nonprofit Management Program. Now, although case studies, internships and lecturing still are the basis of business education, “there’s much less focus on pure profit maximization as being the purpose of business,” Horton says. “The international component has increased dramatically and the social enterprise programs have increased dramatically.”

And internationalism and social enterprise is something Grinnellians are already well versed in before they land in business school — a clear advantage, Horton says.

They see the big picture

“A liberal arts education gives you a breadth of perspective that can influence how you perceive information, how you understand context, and also what your values are as you try to make decisions,” says John Haigh, faculty co-director of Harvard’s Mossavar-Rahmani Center for Business and Government at the Kennedy School. “It helps you make some of those broader, moral considerations. It’s not just about the coursework.”

After graduating Phi Beta Kappa and as President’s Medalist from Grinnell with a degree in political science and economics, Haigh earned a master’s degree in public policy from Harvard, worked for the Washington, D.C.-



“Public problems are not going to be solved by one distinct sector of the economy or the world. ... It’s going to take a collective approach.”

—John Haigh '76

based Resources for the Future housed in the Brookings Institution, a think tank where Haigh considered forest management and environmental problems. He then spent 13 years at Mercer Management Consulting as a consultant in telecommunications, transportation, energy, and the environment. He was President of AT&T’s International Ventures from 2000 to 2002, and from 2002 to 2005 he was senior vice president for emerging initiatives at AT&T Wireless. In 2005, he joined the Kennedy School, where he is executive dean. He helps oversee a program between the Kennedy School and Harvard business school, in which students earn a joint degree — a master’s degree in public policy and an M.B.A.. The three-year program enrolls 25 new students annually.

“The power of this program is that, increasingly, public problems are not going to be solved by one distinct sector of the economy or the world,” Haigh says. “Business problems inevitably are going to engage government. Government problems are invariably going to engage business. Public problems are increasingly going to cut across traditional boundaries of nation states. It’s going to take a collective approach to solve those public programs, whether it’s global climate change or addressing the issues that led to the financial crisis.” That kind of collaborative approach is increasingly needed, Haigh says — and is something Grinnell alumni, with their familiarity with



“What’s really important is the ability to learn new things, analyze a situation, and, most importantly, solve problems.”

—Barrett Thomas '97

multi- and interdisciplinary study, are already comfortable with and experienced in.

In fact, Haigh believes the very foundations of capitalism should be reconsidered. “We’ve fallen into a model where some businesses try to understand what the rules are and then try to get away with as much as they can to optimize their profits,” he says. “At the same time, regulators are continually trying to restrain behavior. It becomes a game of cat and mouse, and that’s not necessarily a constructive model that can solve the problems facing the world going forward and enable the growth necessary to provide for the well-being of individuals.”

Haigh’s views are proof that the world of business education has changed quite a bit over the past decades — and that it is quickly moving in a direction of increasing interest to Grinnellians already well-versed in collaborative, interdisciplinary approaches to problem-solving.

They’re innovative

“A company’s ability to innovate is its only remaining sustainable competitive advantage,” says Barrett Thomas, faculty director of Tippie’s Strategic Innovation Academy at the University of Iowa. “There are all of these competitors out there, which wasn’t true 20 years ago.

“If you’re not going to do something different and better tomorrow, your competitors will,” he continues. “They’ll eat your market. And the fact that you learned some technique in school probably isn’t going to mean anything 10 years from now. What’s really important is the ability to learn new things, analyze a situation, and, most importantly, solve problems.”

In the early- to mid-’90s, Thomas was a mathematics and economics double major with designs on a career in operations research. He’d held summer internships with Schneider Logistics in his hometown of Green Bay, Wis., where he got hooked on operations while watching managers cut transportation and warehousing costs in the trucking industry.

What the M.B.A.s Say



**Cheryl Ohman
Kohlmetz '90**

worked in county government after earning a sociology degree from Grinnell. “But that wasn’t how I felt I could have the most impact,” she recalls. She earned an M.B.A. in healthcare administration from the University of St. Thomas in 2003.

Now director of data file management for Optum, a leading health services company in Eden Prairie, Minn., she created a trio of teams within the company that develop alternatives to business as usual – critical in the ever-evolving healthcare industry.

“We have developed a process and solution that has put controls around the movement of data that did not exist before,” Kohlmetz says. “It’s simplified what we do and it also ensures we have less errors in what we deliver.”

Kohlmetz says she uses the analytical and communication skills she developed at Grinnell every day on her job. “The problems I manage are highly ambiguous and require that I make decisions that will lead to desired outcomes.”

Even in a fast-paced corporate environment heavy on data, Kohlmetz says her job is bound by another Grinnell tenet: compassion. “The College supported a compassionate view of the world, cultures, and individuals that continues to impact my perspective today,” she says.



**Jonathan
Finley '00**

will be using his newly minted M.B.A. from the University of Iowa’s Tippie School of Management at A.T. Kearney Global Management Consultants in San Francisco. After leaving Grinnell with a degree in music and political science, Finley

worked at consulting firms in Chicago and Sacramento before enrolling in business school.

Throughout, Finley reflected on lessons learned at Grinnell, which gave him analytical skills to “take an amorphous problem and weed through nonimportant data to get to the root of the problem and solve it.” He adds that Grinnell’s emphasis on clear writing and communication also gives him an edge.

Finley hopes he can work for a greater societal good, another tenet inculcated by Grinnell. He was president of Tippie’s chapter of Net Impact, an international nonprofit group that strives to use business skills to benefit sustainability, corporate responsibility, and social entrepreneurship.

“You can do well, and you can do good at the same time,” Finley says. “Getting an M.B.A. is not the bottom line. There are a lot of other things that come along with running a business, including social responsibility. What M.B.A.s have to do now that they didn’t have to do 20 years ago is figure out the entire cost of how business is done. We’re not there yet by any means, but it’s starting.”

Thomas, who is also a member of the Grinnell College Board of Trustees, earned a doctorate in industrial and operations engineering from the highly regarded Ross School of Business at the University of Michigan. In 2002, he joined Tippie, where he is the Leonard A. Hadley Faculty Research Fellow.

Thomas helped develop the Strategic Innovation Academy to bolster M.B.A. students’ business acumen by incorporating more experiential learning. Students work at businesses and alongside decisionmakers.

The academy’s mandate is straightforward: Innovate. Or else.

Academy students follow one of two tracks: the strategic management and innovation track or the process

and operations excellence option. A faculty director, who is joined by a business executive who shares insights with students, oversees each student. The program started in 2010 and in some ways offers an experience similar to Grinnell’s Mentored Advanced Project, Thomas says, in which students work closely with a faculty member on scholarly research.

In another parallel with Grinnell, Thomas says he sees “more of an interest in sustainable business practices and thinking about business in a societal context than I saw 10 years ago. Now, there are a lot of M.B.A. students thinking that way.”

It just makes sense, he says: “If you destroy your society, your business future is rather limited.”



Kartik Ramachandran '04

worries that too much emphasis is being put on corporate wrongdoing. “There are many cases where fraud is active and deliberate, and there are many cases where decisions are being made in a complex environment,” he says. “I think people ascribe more agency to wrongdoing

than there really is in the world.”

Ramachandran got his M.B.A. this year from the University Michigan’s Ross School of Business. This summer, he started work as a finance manager for American Express in New York. (His wife **Ellen O’Brien Ramachandran '04** works in the Government Accountability Office, Congress’ watchdog agency.) After earning his economics degree at Grinnell, he earned a master’s degree in international and development economics from Yale, then worked for two years in microfinance with ICICI Bank in Mumbai, India. Microfinancing involves extending credit to poor households, particularly in the Third World.

He credits his liberal arts experience with giving him an “ability to look at the bigger picture.”

“The College’s emphasis on social consciousness definitely impacted the way I think about the kind of work I do, but it also affects the day-to-day decisions I make,” says Ramachandran, who resist the notion that the role of business is solely about profit and competition. “There’s a culture in liberal arts schools where folks think a little more carefully about their relationships with people.”



Meghan Redd '06

was drawn to the University of Oxford’s Saïd Business School because of its diversity. “It has a great international focus – both socially and in the classroom. We have more than 60 countries represented,” she says.

A Russian major

at Grinnell, Redd has long been interested in international development. Following her time at Saïd, she hopes to forge public-private partnerships and help businesses achieve competitive advantage through sustainability.

From 2008 to 2010, Redd worked for a nongovernmental organization in Kazakhstan, helping to create a business enabling environment, and working to measure the impact of corporate social responsibility initiatives – something businesses are only now beginning to do, she says, and something she hopes to help them do as a consultant.

She leans heavily on her undergraduate experience. “Grinnell taught me to go into the world and question everything, to always think critically,” Redd says. “I don’t think I knew how unique that was until I left the liberal arts world and realized that sometimes I was the only one doing it.”

They’re Well-Rounded

“Grinnell students certainly possess the intellectual horsepower to solve the most complex problems and generate innovative ideas,” says **Mark Peltz**, director of Grinnell College’s Career Development Center and the school’s prebusiness adviser. “But they also have the ethical compass to keep in mind how the way they work as business professionals will impact their local communities and the world around them.”

M.S.	311	M.B.A.	120
J.D.	298	M.D.	74
Ph.D.	297	M.F.A.	56
M.A.	246	M.P.H.	41

Between 1995 and 2007, 120 Grinnell graduates earned M.B.A.s, according to the National Student Clearinghouse Research Center – many at some of the nation’s top M.B.A. programs, such as Harvard, Stanford, and Columbia universities. That’s less than half the number of Grinnellian M.S., J.D., Ph.D., and M.A. degrees earned during that time, but two or three times the number of M.D.s, M.F.A.s, and M.P.H. degrees. ■

Our Questions/Your Answers

How has your Grinnell College education served your business career?

It helped me become a co-opreneur

I recently started Webskillet, a small worker-owned cooperative that provides a variety of services related to online communications, after spending almost all of my post-Grinnell years as a social-justice organizer (both paid and unpaid).

Among the ways I have found my Grinnell education helpful in this venture:

- **Openness:** I was most influenced by professors **Victoria Brown** and **Al Jones '50**. They taught history (my major) with a commitment to social justice and an openness to the varieties of paths to achieve it. That openness is particularly important now, when both the traditional institutions of large-scale capitalism (corporations, banks) and the traditional institutions for ameliorating inequality (nonprofit organizations, labor unions) are in crisis.
- **Communication.** All my professors had a passion for communicating clearly, whether it was about history, math, music theory, or the Greek classics. In the online world, there are specialists in programming, design, social media, etc. — but it's rare that they all collaborate with one another in the service of clearly communicating (this is one of the niches we fill).
- **Community.** Finally, the Grinnell community showed me a community defined by caring, respect, democracy, and intellectual inquiry, rather than self-interest and profit. As a worker-owned cooperative, we are trying to bring those values to the workplace.

—Jonathan Kissam '95
Burlington, Vt.

It made me a quick study

After graduating, I entered the Peace Corps, where I taught English in Kyrgyzstan and created and edited educational materials. I later worked for an outsourcing company in India and Chile. Now I'm an editor and supervisory analyst at an investment bank in Sao Paulo. I work with nonnative-English-speaking financial analysts to help them write reports in English in compliance with U.S. regulations.

I majored in political science and never planned on going into business, but my Grinnell experience has served me well. Because I'm reading reports in different subject areas every day, I have to be able to pick up new subjects

quickly. The study, writing, and communication skills I learned at Grinnell have made me very adaptable.

I didn't have a specific plan when I graduated, but feel lucky to have found a career that challenges me to learn something new each time I walk into the office.

—Elizabeth Azzolini '06
Sao Paulo, Brazil

It gave me a leg up

I'm enjoying a career at Sunrun, the nation's leading home solar company. Working at a company that invented a whole new way to go solar that makes economic sense for ordinary homeowners, I've found my liberal arts education (major: religious studies) has given me a leg up. We are literally inventing an industry; and the ability to work hard, find creative solutions, and think both deeply and broadly is critical.

—Janaki Sullivan '07
El Cerrito, Calif.

It loaded me with transferable skills

After graduating with a degree in philosophy in 2010, I've been a management trainee, worked in business operations and customer service, and now do operations for a Web design firm.

Grinnell gave me transferable skills that allowed me to move from one job to another while learning what universal lessons could be gleaned from each. This is a direct result of the breadth and depth of the courses I took at Grinnell.

I'm also on a quest to try and make Grinnellians in business not be the black sheep of our alumni family. It's a work in progress.

—Hugh Redford '10
Portland, Maine

Next question:

What was considered high technology during your time at Grinnell, and how did it influence your education and/or student life? Email your answer to magazine@grinnell.edu

Each issue, *The Grinnell Magazine* asks a question and prints a selection of your responses in the next issue. (Look for these questions each issue in the GRINNELLIANS WANTED section, beneath Editor's notes on Page 2.)

Photo by Joel Goldstein '61



Joel Goldstein '61

Goldstein's photo, "Big Sur Waterfall," won Viewer's Choice in this year's California Coastal Commission's photography contest. The contest, open to amateur photographers, invites entrants to submit photos of the California coast and its people and wildlife. With 806 votes, Goldstein's image of McWay Falls at Julia Pfeiffer Burns State Park led the pack of 680 submissions. Goldstein lives with his wife in Laguna Woods, Calif. Now retired, he was a psychology professor at Carnegie-Mellon University for eight years and held positions in public health services for 23.

Submit your Classnotes to:

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

866-850-1846

Email:
classnotes@grinnell.edu
Website:
<http://loggia.grinnell.edu/classnotes>

Deadlines

Winter 2012 Issue: October 19, 2012
Spring 2013 Issue: January 4, 2013

CLASSNOTES

1940

Charlotte Carman Foote attended the alumni event featuring President Raynard S. Kington in Ann Arbor, Mich., May 2012.

Hugh C. Acton received one of three honorary awards presented by the American Institute of Architects Michigan, June 2012 at its annual Celebration of Architecture event.

1950

Patricia Meyer Paper received the 2012 Silver Medallion Award from the Miami branch of the National Conference of Christians and Jews, March 2012. She was one of five honored for their civic and humanitarian volunteer service.

1960

Hypnosis Focus Groups lead by **Harold "Hal" Goldberg** received the Advertising Research Foundation's 2012 David Ogilvy Award for its work with Venables Bell Advertising Agency and its client Audi, May 2012.

1967

R. Ellen Detering Langill received a Community Leader of the Year Award by the United Way of Waukesha County, Wis., April 2012, and the

Todd Wehr Volunteer Award from the Greater Milwaukee chapter of the Association of Fundraising Professionals, November 2011.

Merle Fischlowitz '53

Written over the course of 60 years, *Songs of Exotic Birds* is the second book of poetry from Fischlowitz. These poems represent an "arc of life," tracing memories from childhood to the Internet age – sometimes his own, sometimes those of others. A retired psychologist, Fischlowitz has written poetry since high school and now lives in San Diego. *Songs of Exotic Birds* is available at www.authorhouse.com or from online book retailers.



Joan Fuhrman Jones '54

Last May, Jones' paintings appeared in *Inspiration, Near and Far*, an exhibition at Solvang Brewing Co., Solvang, Calif. In 2006, Jones followed a blossoming interest in genealogy to her Norwegian ancestral home, where she gathered sketches, photos, and Norwegian music – fodder for a 2007 independent show and the Solvang exhibit. A painter since the age of 10, Jones has worked in public relations and graphic design and designed costumes for Hollywood's now-defunct Theater East.



Autism Pioneer

Alum was the first to demonstrate a genetic cause

Susan Scholl Folstein '66 received a 2012 lifetime achievement award in May from the International Society for Autism Research at its annual meeting in Toronto. “Her work was very influential in changing prevailing social and medical views of autism from a search for problems in the family dynamics to our modern understanding of autism as a developmental brain disorder,” says Dr. John Nurnberger, Jr., chair of the society’s prize committee.

Folstein conducted the first systematic study of twins, one or both of whom had autism, and her 1977 paper first demonstrated that autism had a genetic cause. Folstein also helped establish the Autism Genetics Cooperative, the forerunner to the Autism Genome Project, a worldwide consortium dedicated to identifying the genetic factors underlying autism.

Folstein, a chemistry major at Grinnell, spent more than 20 years at John Hopkins University, where she founded the division of psychiatric genetics. In 2009 she opened the University of Miami Autism Clinic for people on the autism spectrum who also have psychiatric symptoms — perhaps the first such services in the country for the psychiatry of autism.

1972

Norris Stubbs was highlighted in *The Nassau Guardian* as a past Bahamas Athlete Association scholarship recipient and for his significant impact on his local community and the wider international community, June 2012. He is a professor in the civil engineering department at Texas A&M University.

1973

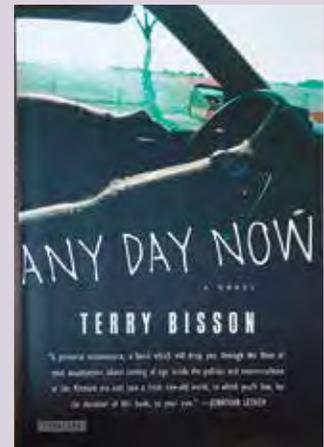
Claibourne G. Williams, associate professor at Hunter College, New York, received the college’s Presidential Award for Excellence in Service and Hunter Citizenship for 2011–12, May 2012.

“Ability-to-Repay Rule for Mortgages Nears CFPB Approval,” by Carter Dougherty and Clea Benson, includes an interview with **Barry H. Zigas**, Bloomberg.com, May 1, 2012.

1975

“Leaving the Newsroom to Launch Online Startups,” by Carl Straumsheim, featured **Jeanne B. Pinder**, *American Journalism Review* (www.ajr.org), April/May 2012.

Hedy M. Weinberg discussed First Amendment issues in the presidential election at the sixth annual First Amendment Dinner sponsored by The Jewish Federation of Greater Chattanooga, July 12, 2012. Weinberg is executive director of the ACLU of Tennessee.

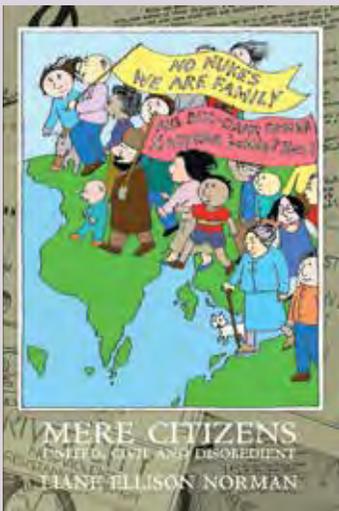


Terry Bisson '64

Bisson’s seventh novel, *Any Day Now*, is set in part at “Gideon College” in Iowa during the last days of the Beats and the turmoil of the mid-1960s. Bisson co-authored the article “The Grinnell 14 Go to Washington” in the Fall 2011 issue of *The Grinnell Magazine*. His classmate **Peter Coyote '64** says, “I’m in awe of his skills now, as I was 40 years ago. Treat yourself to this book.”

Liane Ellison Norman '59

Norman’s *Mere Citizens: United, Civil and Disobedient* chronicles the River City Nonviolent Resistance Campaign, a nearly decade-long citizen challenge to three Pittsburgh corporate giants involved in nuclear weapons production. A poet, novelist, and biographer, Norman recalls the final decade of the Cold War from the perspective of a lifelong citizen activist. The privately published book is available through the Grinnell College bookstore: <http://bookstore.grinnell.edu/>



A Fertile Mind

Alum honored for reproductive research and invention

This year, **John C. Herr '70** received the 2012 University of Iowa Distinguished Alumni Achievement Award for his genome research and for translating research into useful products. Herr's lab at the University of Virginia created and patented the FDA-approved home immunodiagnostic test SpermCheck Fertility, now available at drugstores, for monitoring male infertility.

"The project began with a basic research question: 'What are the proteins in a human sperm?'" he says. "We started microsequencing hundreds of proteins in the human sperm using mass spectrometry. This investment in basic science was crucial to eventually getting a novel consumer product." Herr's lab has named more than 35 human genes involved in the development of the sperm and the egg. He's also working on a new contraceptive concept and seeks to develop a single-dose sterilant for dogs and cats.

Herr is professor of cell biology and director of the Center for Research in Contraceptive and Reproductive Health at the University of Virginia, Charlottesville. He received his doctorate from the University



of Iowa in 1978, but started his research career in professor of Biology emeritus **Waldo S. Walker's** electron microscopy lab at Grinnell. "My research at Grinnell was foundational to both my career development and later research approaches," Herr says.

—Kate Moening '11

The Virginia General Assembly elected **Steven C. McCallum** as a judge of the Circuit Court of Chesterfield County for an eight-year term starting in July 2012. He has been a trial lawyer in the Richmond office of McGuire Woods LLP for 31 years.

1978

Mary J. Greenwood was named chief public defender of Santa Clara County, Calif., and a federal prosecutor from Palo Alto, Calif., May 2012.

1979

Lawrence H. Schankman accepted a position as instructional design program manager at the University of Oregon, Eugene, July 2012.

1980

Elizabeth Emme Faust accepted the position as medical director in the provider relations, reimbursement, and medical management division of Blue Cross Blue Shield North Dakota, Fargo, N.D., June 2012.

Catherine M. Gillis was appointed director of customer insights and research for the nursing and health professions division of Elsevier Health Sciences, the world's largest medical and scientific publisher, Philadelphia, July 2012.

Thomas A. Peters was named dean of university libraries at Missouri State University, Springfield, August 2012.

1981

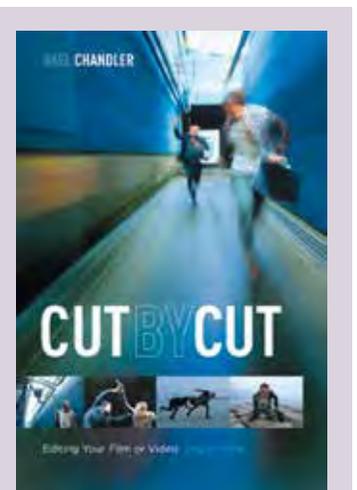
David B. Heath, reporter for the Center for Public Integrity, was part of a panel discussing "Dollars and Dentists," a live chat on *PBS Frontline*, June 26, 2012. The panel included Heath, PBS correspondent Miles O'Brien, and producer Jill Rosenbaum, discussing abuses by corporate dental chains targeting the needy.

Margaret Sametz Rutherford was accepted to a low-residency MFA program in poetry at Western State College of Colorado in Gunnison, June 2012. She lives in Gallup, N.M.

Kristin Layng Szakos became vice mayor of Charlottesville, Va., January 2012. She also chairs the regional Metropolitan Planning Organization and the board of the Regional Jail Authority. Charlottesville recently became the smallest city to receive a federal Promise Neighborhood planning grant for the City of Promise initiative to develop a cradle-to-college career path for children in three Charlottesville neighborhoods, an initiative Szakos helped design.

1984

Snehalata V. Huzurbazar, associate professor of statistics at the University of Wyoming, began a two-year leave of absence in July 2012 to serve as deputy director of the Statistical and Applied Mathematical Sciences Institute (SAMSI). She will also be a member of the research faculty at North Carolina State University's statistics department. SAMSI, based in Research Triangle Park, N.C., is a partnership of the National Science Foundation with the consortium of Duke University, North Carolina State University, the University of North Carolina at Chapel Hill, and the National Institute of Statistical Sciences.



Gael Chandler '73

Cut by Cut, second edition, is a 477-page guide to film editing practice and theory. Chandler, a film editor, writer, and instructor in Los Angeles, was twice nominated for a Cable ACE Award. *Cut by Cut* "is a tried-and-true compass that can help the student filmmaker as well as a seasoned professional navigate the ever-changing waters of the editing world," says filmmaker Victoria Rose Sampson.



Photo by fellmanstudio.com

Justspeak:

Ethnic mapping/racial profiling: What's in a name?

"First they came for the Jews and I did not speak out because I was not a Jew. Then they came for the Communists and I did not speak out because I was not a Communist. ...Then they came for me and there was no one left to speak out for me."

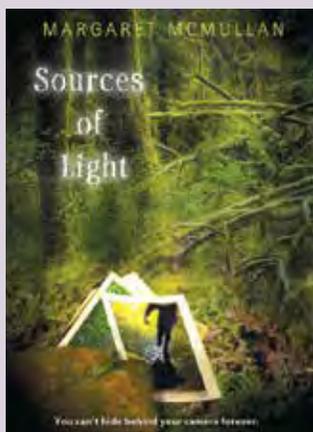
I am always haunted by these words of Rev. Martin Friedrich Gustav Emil Niemöller, delivered in his last sermon before he was incarcerated by the Nazis in 1937. They are a reminder of how

fragile freedom is and a warning of what can happen to all of us when we remain silent in the face of atrocities. Our country is engaged in a battle of "rights" versus "security." And in the name of the latter, we find ourselves standing at a precipice in which the "rights" of a few (Muslims) are deemed to be expendable for the sake of the "security" of all. Enter the new age of "ethnic mapping."

We are told that Muslims, often portrayed to us in the media as monolithic and acting in some type of "psychic unity" in their disdain and hatred for Americans and Christianity, are a security threat. And so, we must preempt them in order to save ourselves. The question is: Who is included in "ourselves?" Are Blacks included, even though we were once subjected to "racial profiling?"

Are gays and LBGTs included or, because their lives and loves are viewed by some as amoral and an affront to certain types of Christian values, should they be excluded? It's not clear anymore. And ethnic mapping seems to be another way to take bodies that are easily identifiable – because they are black, brown, Muslim – and find ways to monitor and contain them.

By **Irma McClaurin '73**, Ph.D., culture and education editor for *Insight News of Minneapolis*. She is a biocultural anthropologist and writer living in Raleigh, N.C., the principal of *McClaurin Solutions* (a consulting business) and a former university president. This piece originally appeared on Insightnews.com and was reposted on McClaurin's website, www.irmamcclaurin.com.



Margaret McMullan '82

McMullan's young adult novel, *Sources of Light*, follows teenage Samantha's coming of age in the early '60s. After her father's death, Sam and her mother move to Jackson, Miss., where they contend with hard racial lines and white supremacists. Armed with her camera, Sam joins the struggle for racial justice. McMullan is professor of literature and writing at the University of Evansville, Ind. Houghton Mifflin, 2012.

1993

John H. Fuson joined the office of Crowell & Moring LLP, Washington, D.C., as partner, May 2012.

1996

Lisa J. Faust was appointed vice president of conservation and science at the Lincoln Park Zoo, Chicago, July 2012. She oversees five science centers at the zoo.

Michelle Raymer Joy received the 2011 Young Healthcare Executive of the Year award from the Colorado regent of the American College of Healthcare Executives at its annual meeting in Breckenridge, Colo., October 2011. She was promoted to associate administrator of North Colorado Medical Center (Banner Health), Greeley, Colo., April 2012.

1997

Life Z. LeGeros was appointed assistant principal/math curriculum coordinator at Pierce Middle School, Milton, Mass., June 2012.

2000

Holli Hoerschelman Klein accepted a position with the International Atomic Energy Agency as equipment information officer, February 2012.

2001

Tyler J. Bradbury was named academic coordinator of the International English Language Institute at Humboldt State University in Arcata, Calif., July 2012. She develops ESL curriculum and supervises the teaching faculty.

Michael A. Haak began preservice training as an English teacher-trainer Peace Corps volunteer in Cambodia, July 2012.

Zorka Milin is volunteering in Sierra Leone with Timap for Justice, a local human rights nonprofit that provides justice services to the poor in rural communities. She works closely with local chieftom authorities and community members, as well as international NGOs and lawyers on developing and addressing complaints against foreign mining companies for environmental damage, labor violations, and other human rights abuses. She also mentors and trains local paralegals, July 2012.

Emily E. Stamey accepted the position of associate curator at the Scottsdale, Ariz., Museum of Contemporary Art, September 2012.

2003

Geoffrey J. Swenson, who has been law program manager for the Asia Foundation in Timor-Leste in Southeast Asia and in-country director for Stanford Law School's Timor-Leste Legal Education Project, will be a Clarendon scholar at Oxford University's doctoral program in international relations, October 2012.

Dinah C. Zebot was promoted to director of alumni relations and annual giving at the University of Minnesota Law School, Minneapolis, Summer 2012.

2005

Marie Kiak Li Tan accepted a position as logistician with Doctors without Borders, July 2012–April 2013, working with the obstetrical fistula project at the Urumuri Centre, Gitega, Burundi.

Missionary of the Delicious

Grinnell alum is serious about food.

Reality series *Food Network Star* got a Grinnell connection when **Ed Levine '73** served as a featured judge on the June 24 episode. Levine has been a food writer since 1992, when his first *New York Eats* book hit the shelves, earning him the moniker “missionary of the delicious” from food writer Ruth Reichl.

In addition to writing for *The New York Times* and *Gourmet*, Levine started the food blog *Serious Eats*, winner of two James Beard Foundation awards for Best Food Blog and No. 17 on *Time Magazine's* “50 Best Websites” in 2008. “The recipes will satisfy even the picky eaters in your house,” says the magazine’s report, “though you might ask before serving up grilled kimcheese (as in kimchi) sandwiches at the next family barbecue.”

As for his *Food Network Star* gig? “The contestants were focused and ambitious and had been coached by one of the hosts. Their reach exceeded their grasp in the realm of presenting and storytelling, which is what they were being judged for on this particular episode,” he reports. “It made sense for the show in general, which is looking for the next Food Network star, not the next great chef.”



Megan K. Straughan was one of four members of the Medical School for International Health’s 2012 graduating class to receive the Gold Humanism Award, which honors a graduating medical student’s commitment to service, outstanding

compassion in the delivery of care, respect for patients, and demonstrated clinical excellence, July 2012. She will serve her general residence at Greenville Hospital at the University of South Carolina, Greenville.



Leah Bradley '84

Last March, enchanted by historic homes, Bradley set up her easel (a birthday gift from husband **C.J. Roffis '82**) and started painting Louisville, Colo.’s Old Town. The project mushroomed, homeowners commissioned paintings, local press took note. To date, the Boulder, Colo., resident has finished more than 40 of the oil-on-panel paintings. Bradley has an M.F.A. from Colorado State University and seeks to paint “the beauty and abundance of ordinary life through ordinary things.”

2008

Olajumoke “Jumy” Adekeye received a 2012 Moremi Initiative Leadership and Empowerment Development fellowship, May 2012. The fellowships provide a yearlong leadership training program to 25 young women selected for their potential for leadership and community service in Africa.

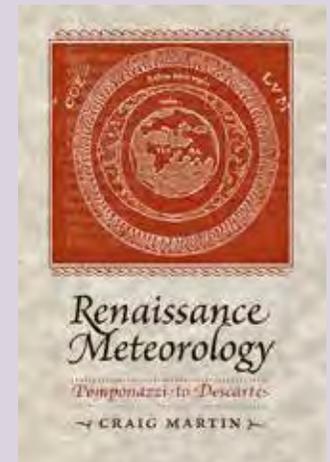
Emily J. Carson accepted a position as associate with Lieber Hammer Huber & Bennington P.C., Pittsburgh, July 2012. She focuses on family and employment law.

Christopher M. Neubert accepted a Fulbright assistantship for international teaching and research assignments for 2012-13. He will conduct independent research and field work in Sri Lanka.

Eleanor “Nora” Skelly accepted a promotion to assistant director for advocacy at Lutheran Immigration and Refugee Service, Washington, D.C., May, 2012.

2009

Heidi E. Conner was elected to serve on the board of trustees of the Sharon Academy, Sharon, Vt., June 2012.



Craig Martin '95

Martin’s *Renaissance Meteorology: Pomponazzi to Descartes*, from John Hopkins University Press, is the first study on Renaissance theories of weather in 50 years. Martin explores prevailing views of natural disaster and weather phenomena and the effects of these views on early modern science, politics, courtly life, and religious doctrine. He is assistant professor of history at Oakland University, Rochester, Mich.



Photo by Ben Brewer '11

Sydney McQuoid '73 and Linnet Harlan '72 in the classroom.

Women Leaders

Two alumni offer students lessons from the workplace

Linnet Harlan '72 and **Sydney McQuoid '73** team-taught a three-week alumni short course, "Women Leaders in the Private Sector: Practical Career Advice," as a part of the Donald L. Wilson Program in Enterprise and Leadership.

As women who spent their careers in the business world in male-dominated environments, Harlan and McQuoid want women to be visible and treated as the leaders they are and can become. The two women saw this class as an opportunity to invigorate and educate young women by sharing their career experiences.

Although Harlan's and McQuoid's time at Grinnell overlapped by three years, the two never met as students. And they have taken very different paths since.

"Our careers are about 179 degrees apart," McQuoid says. "Linnet went to law school; I went straight into the work force." Harlan

2010

Kyle A. Lobaugh was commissioned as a second lieutenant after graduating from Officer Candidate School at Fort Benning, Columbus, Ga., April 2012.

Hugh B. Redford became operations coordinator of iBec Creative, a Web design and marketing firm, Portland, Maine, June 2012. He is in charge of internal and business operations, assisting with the overall growth and management of the company.

2012

Kelly H. Bruce was selected to the 2012 Capital One Academic All-American Division III Women's At-Large Second Team, July 2012. She is the 23rd Academic All-America selection in Grinnell history and the second this year, joining baseball player **Michael T. Nodzinski**. The Academic All-America Team is selected by the College Sports Information Directors of America.

Sophie A. Fajardo was interviewed as part of a discussion called "A look to the future; College graduates are eager to take on challenges," *DesMoines Register.com*, May 11, 2012.

Degrees

Robert L. Tree '49, honorary doctor of humanities degree, Iowa Wesleyan College, Mount Pleasant, May 2012.

Roberta P. Smith '69, an art critic at *The New York Times*, honorary doctorate of fine arts, San Francisco Art Institute, for her achievements in shaping contemporary art, culture, and disclosure, May 2012.

Skye Langs Kovach '00, J.D. magna cum laude, University of California Hastings College of Law, San Francisco, May 2012. She accepted a position in the law office of Jones Day in the Silicon Valley, Calif.

Daniel D. Hackbarth '01, Ph.D. in art history, Stanford University, Calif., April 2012.

Rebecca A. Merrill '05, masters degree in arts and cultural management, St. Mary's University of Minnesota, Winona, Minn., June 2012.

Rebecca L. Dworkin '06, M.S. in nursing for midwifery and women's health, Georgetown University, Washington, D.C., December 2011. She joined the staff at the University of Iowa Hospitals and Clinics, Iowa City, as a certified nurse midwife and assistant clinical professor.

Renata K. Sancken '07, M.S. in library and information science, University of Illinois, Urbana-Champaign, May 2012. She became teen services librarian at Floyd County Public Library, New Albany, Ind., June 2012.

Leslie D. Turner '07, M.A. in organizational and multicultural communication, DePaul University, Greencastle, Ind., June 2012. She has accepted the position of assistant director of intercultural relations at Lake Forest (Ill.) College.

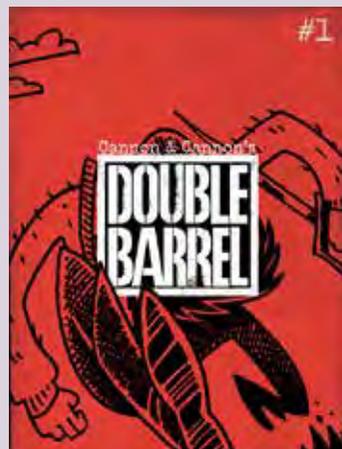
Marriages and Unions

John P. Foster '87 and **Luciana Hintz**, May 12, 2012.

Christine L. Doherty '94 and **Chris Harmon**, May 20, 2012. **Mary Cooper Yu '94** attended the ceremony.

Zander Cannon '95 and Kevin Cannon '02

The Cannons aren't related, but with a shared last name, alma mater, and love of cartooning, this Minneapolis-based duo teamed up to form comic studio Big Time Attic. Just out: *Double Barrel*, a monthly digital comic serializing two full-length graphic novels, Zander's *Heck* and Kevin's *Crater XV*. Readers also get a make-your-own-comic guide, a letters page, and a Q&A about the making of *Double Barrel*. More at www.barrelmag.com



practiced law in Silicon Valley; McQuoid worked in the television broadcast industry.

Both women also noticed some significant differences – and some similarities – between the experiences of current Grinnell women students and their own.

“Women are much further along in leadership at the College now,” McQuoid says. “They’re still more reticent to run for student government positions than are men, but women are in the pipeline. They’re in ‘middle management.’” [McQuoid had no way of knowing this when interviewed, but the president and one of two vice-presidents of the College’s Student Government Association are women. –Ed.]

Harlan agrees: “They’re much more mature, and very confident in a lot of their abilities. We tried to help them think about how to translate those abilities into the workforce.”

“But there are fewer women role models out there for these women than we expected to find 40 years later,” McQuoid says. “Gloria Steinem was really important to me.”

Their advice to women students?

“Have the confidence and determination that you can rise to the highest levels in leadership,” McQuoid says.

“You can do it!” Harlan agrees.

–Mona Ghadiri '11

Joshua G. Strauss '99 and Joseph P. Caron, May 26, 2012. Attending the Dublin wedding were *Nathaniel B. Hopkins '98, William H. Moses '99, and Ivy D. Chang '01.*

Meredith A. Hellmer '01 and Anthony Stella, April 28, 2012.

Ania E. Mikos '02 and Arpat Ozgul, June 28, 2012. Attending were *Ellen K. Hong '00, Marcy J. Brant '02, Emma Leland Drake '02, Hilary Minnick Drake '02, Molly E. Ekerdt '02, and Sarah G. Neilsen '02.*

Sarah E. Gossett '04 and Omar Granados, May 26, 2012. Attending were *Daniel L. Carter '04, Elizabeth A. Gastineau '04, Margaret H. Leslie '04, Denise R. Marsh '04, and Louisa B. Warren '04.*

Aron E. Szapiro '04 and Alexandra Bloom, May 27, 2012. Attending were *Courtney E. Prior '03, Rachel A. Haile '04, Nicholas J. Lloyd '04, Colin L. Loftin '04, James Michael-Hill Prior '04, Ellen O'Brien Ramachandran '04, and Kartik Ramachandran '04.*

Molly C. Quinn '05 and Neil Eichstadt, March 24, 2012.

Katherine E. Jares '07 and Christopher Hail, June 16, 2012. Attending were *Professor Jackie Brown, Solana P. Flora '07, Emily M. Guenther '07, Megan K. Straughan '07, Christopher M. Neubert '08, and Spencer L. Green '09.*

Soren E. Berg '08 and **Heather Anu Kramer '09**, June 16, 2012. Attending were *William “Byll” D. Bryce '03, Brian B. Marion '05, Anastasia N. Nagel '05, Kennett P. Cabbage '06, Sarah E. Fullmer '06, Eleanor R. Kemple '06, Zachary S. Aaker '07, Andrew R. Cotton '07, Daniel J. Reid '07, Christopher D. Elderkin '08, Carter O.S. Mason '08, Ian M. Bone '09, and Kelsey P. Morse-Brown '09,*

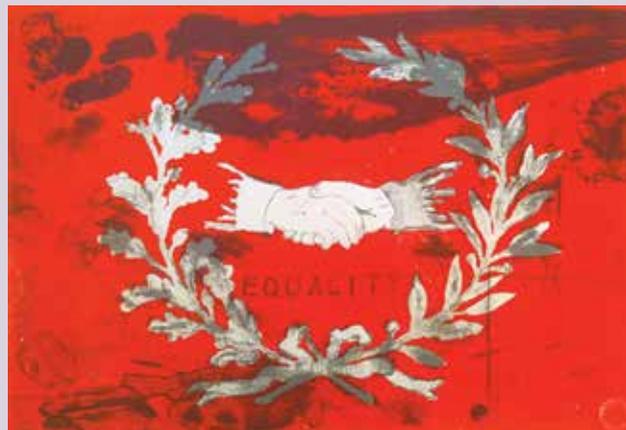
Jaimie E. Stomberg '09 and Matthew Mills, May 27, 2012. *Benjamin W. Archer '09* officiated. *John T.S. Yeoman '08, Jessica Walther Cheney '09, and Samuel C. Tape '09* attended.

Rebecca J. Hughes '12 and **Andrew S. Marcum '12**, June 16, 2012. The wedding party included *Andrea A. Asimeng '12*, bridesmaid; *Mary Jane Giesey '12*, maid of honor; *Peter G. Macfarlane '12*, groomsman; and *Emma R. Rellergert '12*, bridesmaid.

Births and Adoptions

Emmanuel “Manolis” Maou '86 and Giota Samara, July 4, 2011, their second child, second son, *Dimitris Maou.*

Brian D. McMahon '88 and **Sherrie Griffith McMahon '93**, Feb. 10, 2012, their first child, a daughter, *Felicity Ann Marie McMahon.*



Jeremy Lundquist '99

The University of Iowa awarded Lundquist a Grant Wood Fellowship in printmaking. He will be a visiting assistant professor for the 2012–13 academic year. Lundquist, currently an adjunct assistant professor at Chicago’s School of the Art Institute, works in print, drawing, photography, installation, and cut and collaged paper. He writes that his pieces focus on decay and “contemporary notions of progress and cleanliness.” Lundquist holds an M.F.A. in printmaking from Ohio University.



Sculpting Business

This alum's art mirrors the cycle and structure of the corporate world

Gregory Gómez '80's steel and aluminum sculpture, "Corpus Mirabile" ("Wondrous Body"), has hung in the atrium of Youngstown State University's Williamson College of Business Administration in Ohio since July 2011.

The permanent suspended sculpture's expanding spiral "is inspired by the Fibonacci number, found in many forms in nature," Gómez explains. "'Corpus Mirabile' is meant as a metaphor for 'the Corporation,' an ever-expanding entity, with form, made of many parts working together, and going through cycles. The open surface of 'Corpus Mirabile,' revealing its strong inner structure, suggests the value of trust and transparency in matters of business."

An associate professor of art at Wheelock College in Boston, Gómez specializes in sculpture, drawing, and painting. His public art sculptures include works for the Vermont Fire Academy, the University of Chicago neurology department, and the neuroscience department at Harvard Medical School.

—Kate McLoening '11

Photo: Len Wehr

Molly Dahlberg '07

After months of tests, interviews, and auditions, Dahlberg competed in the Jan. 6 episode of *Jeopardy!* "I was surprised at how difficult the buzzer system was," she says. "I kept thinking, just let me press it, I know the answer!" A music and French major, Dahlberg has a master's of music from Louisiana State University. She teaches voice and works for Opera Louisiane in Baton Rouge, La. Dahlberg won third place and \$1,000.



Anthony G. Harris '90 and Alexandra Harris, Jan. 17, 2012, their second child, first son, Henry Jacob Harris.

Michael J. Krueger '92 and Susan E. Decker '94, July 27, 2011, their first child, a son, Eric John Krueger.

Ted Stanley '95 and Jocelyn Prewitt-Stanley '99, June 21, 2012, their first child, a daughter, Emmerson Jocelyn Christina Stanley.

J. Craig Studer '94, April 28, 2012, his first child, a daughter, Thea Emma Studer.

Mauren Ness Colburn '95 and Bill Colburn, March 27, 2012, their first child, a daughter, Amelia Ann Colburn.

Stephanie L. Ford '95 and Charlie White, May 2, 2012, their first child, a son, Ezra David White.

Julia C. Gage '96 and Nathaniel J. Rickard '96, June 29, 2011, their second child, second daughter, Amihan Margaret Gage.

Neil Goodspeed '96 and Jeannie MacKenzie Goodspeed '98, March 18, 2012, their third child, first son, Simon Jasper Goodspeed.

Kendra Potz Watkins '96 and Jonathan Watkins, April 10, 2012, their third child, second son, Wolfe Olsen Watkins.

Rachael Dhakal-Green '97 and Hari P. Dhakal, June 1, 2011, their second child, second daughter, Lila R. Dhakal.

Anna Grogg Holen '97 and Patrick Holen, Jan. 7, 2012, their second child, first daughter, Eleanor Louise Holen.

Meredith M. Kleinschmidt '97 and David P. Lentini, June 5, 2012, their first child, a son, Anthony Emerson Lentini.

John P. Christiansen '98 and Laura Ackelson Christiansen '98, Dec. 13, 2011, their second child, first daughter, Arryn Mae Christiansen.

Rachel M. Taylor '98 and David Cory Turner '98, March 4, 2012, their second child, second son, Rowan Turner.

Holli Hoerschelman Klein '00 and Nathan D. Klein, June, 18, 2011, their first child, a daughter, Jaina Isabel Klein.

Meredith Ibey Milliron '00 and Jason Milliron, May 13, 2012, their first child, a son, Northern Reid Milliron.

Sara Jensen O'Brien '00 and Christopher O'Brien, Feb. 1, 2012, their first child, a daughter, Molly Frances O'Brien.

Sarah Reinhard Baughman '01 and Matthew Baughman, Aug. 29, 2011, their second child, first daughter, Joan Elizabeth Baughman.

Mark Czarniecki '01 and Megan Latchaw Czarniecki '04, July 11, 2012, their first child, a daughter, Nora James Czarniecki. Maternal grandmother is *Judith M. Ranney '76*.

Anna E. Carey '03 and Chris Zelenak, Nov. 20, 2011, their first child, a daughter, Zoe Carey Zelenak.

Patrick J. Midtlyng '03 and Erin Will Midtlyng '04, May 5, 2012, their first child, a son, Asher David Midtlyng.

Peter C. Rhee '03 and Laura Rhee, March 15, 2012, their first child, a son, William Yong Rhee.

Victor Soria '03 and Audrey Coffield Soria '05, Feb. 26, 2012, their second child, second son, Theodore Luis Soria. Maternal grandmother is *Mary Margaret Brown Coffield '73*.

Alice Anderson '04 and Benjamin Cochran, May 12, 2012, their first child, a son, Henry Anders Cochran.

Susan Daniels Johnson '05 and Daniel Johnson, March 5, 2012, their second child, first daughter, Jane Penelope Johnson. Maternal aunt and uncle are *Sarah L. Daniels '97* and *Dietrich A. King '95*.

Katharine Pecsok Ewert '07 and Josh Ewert, March 29, 2012, their first child, a son, Dwight Alexander Pecsok Ewert.



Tiffany Au '09

The former political science major and reigning Narcissus Festival Queen is a goodwill ambassador for Hawaii's Chinese. The daughter of Chinese refugees, she's highlighting Chinese presence on Oahu through service, by promoting Chinese heritage and businesses, and via a three-week goodwill tour of China. "It's the 63rd year of this tradition," Au says. "We want to foster a sort of sister-city relationship." Au is also running for the, District 26 state representative seat.

Post Grinnell

Send a card, honor a Grinnellian.

Many of us have Grinnellians to thank for things ranging from interests to careers to life partners.

"How can we honor them?" wondered **Molly Rideout '10**, who credits job interviews, internships, and her job as director of the Grinnell Area Arts Council to help from fellow alumni.

Her idea: Send a thank-you card that will be posted at www.grinnell.edu/postgrinnell (have a look — there are already some up). Selected cards will also form a "Post Grinnell" exhibit on campus that will run April-June 2013 to demonstrate the power of Grinnell connections and to show students the diverse ways alumni support one another.

To participate:

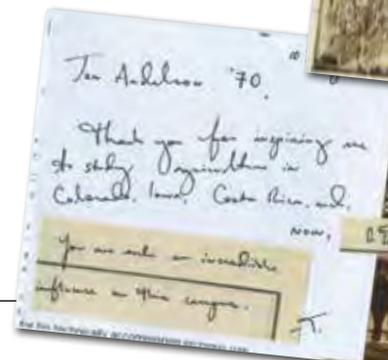
- Tear off the attached postcard.
- Write a brief message of thanks to an alumni (include their name and class year) on the front
- Elaborate your story on the back (optional).
- Drop it in the mail.

Or, if you prefer:

- Make your own postcard and mail it to Office of Alumni Relations, Grinnell College, Grinnell, IA 50112.
- Scan and email a digital version of your postcard to reply@grinnell.edu

Cards can be signed or anonymous, and you can send as many as you like.

Questions? Contact **Jayn Bailey Chaney '05**, director of alumni relations, chaneyj@grinnell.edu or 641-269-3206.





The Secular Investor

David Hollond '91 sees opportunity in uncertainty.

Investors can be quixotic, says **David Hammond Hollond '91**: “A company comes in, everybody likes it and the stock goes up.” But that mindset runs counter to his investment acumen and the liberal arts approach to problem-solving he cultivated at Grinnell.

A senior portfolio manager for Kansas City, Mo.-based American Century Investments, Hollond takes

a scholarly, against-the-herd tack to seek investment opportunities in “secular” businesses [meaning, in this context, “occurring over a long period” and independent of the business cycle]. He also seeks out “accelerating” businesses that are seeing increasing sales and earnings. For some companies, success is built on consumer trends, and they can flourish outside the ebb of a typical business cycle.

“Think about the secular demand for smart phones,” says Hollond, an economics and Russian major at Grinnell. “Smart-phone demand has ratcheted up, independent of the downturn we’ve been in since 2008. I’ve added two smart phones in my family, from zero, since then. Had it been more of a cyclical thing, I would have been cutting back my usage.”

Online travel booking is another successful secular industry in the United States with yet-to-be-realized investment potential in the important European and Asian marketplaces, Hollond says.

Like the business world’s mosaic theory, in which money managers evaluate a security by collecting data about a company from various sources, Hollond uses his liberal arts background to link disparate pieces of economic data.

“There was some commonality between my economics, anthropology, and linguistics classes,” he says. “They all came together or were linked in some kind of way. It was a very cool thing, the kind of thing that is critical every single day to what I do.

Publications, Productions, and Exhibitions

“Artspeak: The ‘Despair’ of College Reunions,” by **Irma P. McClaurin '73**, *InsightNews.com*, June 25, 2012.

“My Table is Spread,” an online column by **Melissa Musick Nussbaum '74**, *National Catholic Reporter* (nronline.org). She also contributes to NCR’s monthly liturgical journal *Celebration* and to *Give Us This Day: Daily Prayer for Today’s Catholic*, Liturgical Press, Collegeville, Minn.

“Left Behind, Left Out or Kicked Out: Strategies for Protecting Children’s Rights in School,” an article by **Matthew D. Cohen '77**, *Beginnings*, National Alliance for the Mentally Ill, Issue 19, Winter 2012.

“Can New Rule 3002.1 Snooker a Secured Creditor?” by **Robert C. Meyer '79**, dealing with a new provision of U.S. bankruptcy rules, *American Bankruptcy Institute Journal*, 31(4), May 2012.

Workin’ Bridges: Historic Truss Bridge Restoration, a documentary film by **Julie K. Bowers '80**, opened First Annual Snake Alley Festival of Films in Burlington, Iowa, June 2012.

A Generation at War: The Civil War Era in a Northern Community by **Nicole Etcheson '85**, honored with the 2012 Avery O. Craven Award from the Organization of American Historians as the most original book – with the exception of works that are purely military history – on the coming of the Civil War, the Civil War era, or Reconstruction, February 2012.

“Joint chiefs must join budget debate,” by **Lindsey R. Neas '86**, *The Washington Times*, commentary section, May 26, 2011.

Madeleine’s Light: A Story of Camille Claudel by **Natalie Publow Ziarnik '88**, Boyds Mills Press, Honesdale, Pa., May 2012.

Drupal in Libraries, a nontechnical guide to building a library website in Drupal, by **Kenneth J. Varnum '89**, Neal-Schuman Publishers, Chicago, June 2012.

Melon de Bourgogne: Beginners Guide to Wine (101 Publishing: Wine Series), an ebook by **Jameson M. Fink '93**, 101 Publishing, Santa Monica, Calif., July 2012.

“The Definition of Marriage Bends Toward Justice,” by **Angela Onwuachi-Willig '94**, *The New York Times*, opinion pages, April 24, 2012.

Before There Is Nowhere to Stand: Palestine | Israel: Poets Respond to the Struggle, edited by Joan Dobbie, **Grace K. Beeler '95**, and Edward Morin, Lost Horse Press, Sandpoint, Idaho, June 2012.

Anarchism & Sexuality: Ethics, Relationships and Power, coedited by Richard Cleminson and **Jamie L. Heckert '97**, Routledge Publishing, New York, November 2012.

“OCIPs in the Future of the Insurance Industry: Legal and Regulatory Considerations,” by **Chad G. Marzen '05**, *University of Miami Business Law Review*, University of Miami School of Law, 20(1); “Can (and Should) an Insurance Defense Attorney Be Held Liable for Insurance Bad Faith?”, *Virginia Law and Business Review*, University of Virginia School of Law, 7(1); and “The Legacy of Rux v. Republic of Sudan and the Future of the Judicial War on Terror,” *Cardozo Public Law, Policy and Ethics Journal*, Benjamin N. Cardozo School of Law at Yeshiva University, 10(3), July 2012.

Mastodon Farm, a novella by **Michael J. Kleine '11**, Altatl Press, Dayton, Ohio, September 2012.

“Ascension Kept in Memories,” a musical piece written by **Vincent J. Newton '12** to honor Galena, Ill., senior Kimberly Brashaw, who died in October 2011, was performed at the Galena High School graduation ceremonies, May 2012. Vincent graduated from Galena High School before attending Grinnell College.

"It's not just about looking at numbers and saying, 'this growth rate is better or worse than that growth rate,' 'buy or don't buy.' There are so many factors to think about to determine whether a trend will continue. I need to understand a good amount of all parts of the economy. I need to be able to figure out the sustainability of business trends."

Hollond manages the \$3.7 billion American Century Heritage Fund (TWHIX) and the \$936 million American Century All Cap Growth Fund (TWGTX) at a particularly tough time. The global economy continues to be roiled by Europe's debt crisis, an economic slowdown in Asia, and unease over the extent of economic recovery in the United States.

Working in Kansas City, says Hollond, lets him pursue out-of-the-box investment strategies that might not fly elsewhere. "We can avoid some of the herd mentality that comes with being in a place like New York. We have access to the same data, but I think we can be more independent thinkers by being here."

Hollond has an M.B.A. in finance from The University of Pennsylvania's Wharton School and a master's degree in international studies from the university's Lauder Institute. Prior to joining American Century Investments, he was a research associate for the Federal Reserve Bank in Minneapolis.

He's been married since 1993 to **Anne Hollister Hollond '92**, a classics major and self-described "vinylista" who designs and sells handmade vinyl fashion accessories online as *annebvinyl*. (Opting against hyphenating their surname, the couple spliced "Hollister" with "Hammond" to create "Hollond;" they have four children).

As another market day dawns, David Hollond will set out hunting for that next secular boom. "My job," he says, "is to find situations where that dynamic change, that excitement, is likely to last longer than the business cycle, and invest early on." That's an approach you can take to the bank.

— Andrew Faught

In Memoriam

Some alumni and friends inquire about making a memorial gift. If you would like to do so, please call 866-850-1846, ask for Meg Jones Bair.

Ruth Stearns Bentley '36, Papillion, Neb., Oct. 9, 2011.

Richard E. Schaen '36, Palm Desert, Calif., July 21, 2011.

Harriett Goughnour Sheldon '36, Mesa, Ariz., March 23, 2012. Survivors include her brother, *George R. Goughnour '52*.

Eve James Park '37, Lombard, Ill., March 14, 2012. Survivors include her son, *Kerry J. Park '69*.

Jewel Wertens Kimbell '38, Spirit Lake, Iowa, March 3, 2012.

Leona Barth Arnold '39, East Berlin, Pa., Feb. 24, 2011. Survivors include her son and daughter-in-law, *Arthur P. Arnold '67* and *Caroline Scheaffer Arnold '66*.

Julia Carroll Hannas '39, Franklin, Tenn., Feb. 2, 2012.

Beatrice L. Butterbaugh '40, Des Moines, Iowa, Aug. 5, 2011.

Ruth Linn Hansen '40, Norman, Okla., May 2, 2012.

Martha Brereton Loss '40, Arlington Heights, Ill., March 1, 2012.

James S. Miles '42, Fernandina Beach, Fla., April 13, 2012. Survivors include his daughter, *Patricia Miles Patterson '68*.

Rose-Anne Kornblum Burstein '43, Davis, Calif., March 4, 2012.

Charlotte Wells Speight '43, Red Wing, Minn., June 9, 2012.

A. Elizabeth Batschelet '44, Guthrie Center, Iowa, April 26, 2012.

Donna Whitney Winslow '45, Spencer, Iowa, June 6, 2012.

Robert W. Norvet '50, Los Angeles, Calif., April 19, 2012.

Frank C. Rathje, Jr. '50, Fond du Lac, Wis., May 10, 2012.

William G. Schuler '50, Morrilton, Ark., April 12, 2012. Survivors include his sister, *Joan Schuler Vannet '47*.

Joan Davis Silvia '50, Vineyard Haven, Mass., May 1, 2012.

Richard C. Budlong, Jr. '51, Little Rock, Ark., June 27, 2012. Survivors include his brother, *Edwin C. Budlong '56*.

Ruth Atwater Johannsen '52, Santa Barbara, Calif., May 28, 2012.

Warren H. Kurth '52, Ackley, Iowa, April 11, 2012. Survivors include his wife, *Ritta Randolph Kurth '51*.

Charles S. Stryker '52, White Bear Lake, Minn., June 30, 2012. Survivors include his wife, *Barbara Browne Stryker '52*, and his son, *Robert C. Stryker '85*.

Mary "Polly" White Purcifull '54, San Diego, May 26, 2012.

Frederick D. Thompson '54, San Diego, May 1, 2012.

Lucy Tye Vandenburg '54, Glenview, Ill., April 14, 2012.

John R. Leetz '55, Dunlap, Ill., April 13, 2012.

Nancy Unsworth Reeves '55, Naples, Fla., March 14, 2012.

Katheryn Holman Jansen '57, San Diego, March 9, 2012.

Bruce Artherholt '59, Red Oak, Iowa, June 24, 2012.

William J. Christman '60, Joplin, Mo., Dec. 27, 2011.

The Seventies Online

The Classes of '71, '72, and '73 have posted a collection of images, essays, and timelines online that focus on campus activism during the late '60s and early '70s. The materials were originally solicited and collected by **David Hechler '72** and **AJ Morey '73**, for the Burling Library exhibit "Something's Happening Here" that was installed as part of the class cluster's 40th reunion in June. To view these materials: <http://loggia.grinnell.edu/71.73reunionarchives>.

Carolyn Adams Dunn '62, Silver Spring, Md., June 8, 2012. Survivors include her son, *James A. Dunn '87*.

Robert L. Lanier '66, Cheyenne, Wyo., April 7, 2012.

Don C. Aldrich '74, Minneapolis, May 15, 2012. Survivors include his brother, *Robert D. Aldrich '79*.

George M. Ebert '75, Burlington, Vt., July 14, 2012. Survivors include his wife, *Charlotte S. Brody '77*.

Carolyn S. Projansky '76, Chevy Chase, Md., Nov. 13, 2011.

Paul M. DeLaney '77, Coralville, Iowa, July 4, 2012.

J. David Vanderpool '78, Adel, Iowa, May 23, 2012. Survivors include his sister, *Carol M. Vanderpool '72*, and brother, *William S. Vanderpool III '72*.

Peter A. Kazenoff '92, Ester, Alaska, April, 12, 2012.

Jocelyn Prewitt-Stanley '99, Columbus, Ohio, June 25, 2012. She is survived by her husband, *Theodore Stanley '93*.

Armando A. Montano '12, Colorado Springs, Colo., June 30, 2012. Survivors include his mother, *Diane F. Alters '71*.

Coming Soon to a City Near You

President Kington joins alumni gatherings from coast to coast.

During the 2012–13 academic year, Grinnell College President **Raynard S. Kington** will continue to meet with alumni, parents, and friends across the nation to discuss the future of the College and how they can engage with and support the experience of current and future students

Below is an alphabetical list of cities that will host events featuring President Kington. Come learn more about the state of the College and enjoy the opportunity to meet Grinnellians in your area for an evening of fellowship and networking.

Save the date for your region – and look for an email and/or print invitation about a month in advance of the event. Also, if your travels coincide with any of the alumni events below, we'd love for you to join us. Call the Office of Development and Alumni Relations at 866-850-1846 or visit <http://loggia.grinnell.edu/events> for further details.

For a complete nationwide listing of alumni activities, please visit <http://loggia.grinnell.edu/eventcalendar>.

City	Event Date
Austin, Texas	Thursday, March 21, 2013
Boston	Friday, April 26, 2013
Champaign/Urbana, Ill.	Friday, April 12, 2013
Chicago	Sunday, March 17, 2013
Denver	Thursday, Nov. 29, 2012
Des Moines, Iowa	Tuesday, Feb. 26, 2013
Honolulu	Saturday, Jan. 5, 2013
Indianapolis	Thursday, April 11, 2013
Iowa City, Iowa	Tuesday, April 23, 2013
Los Angeles	Thursday, Dec. 6, 2012
Miami	Friday, Jan. 18, 2013
Minneapolis-St. Paul	Thursday, Nov. 8, 2012
New York City	Sunday, Jan. 13, 2013
Omaha, Neb.	Thursday, March 7, 2013
San Diego	Friday, Dec. 7, 2012
San Francisco Bay Area	Sunday, Oct. 21, 2012
Sarasota, Fla.	Saturday, Jan. 19, 2013
Seattle	Wednesday, Nov. 28, 2012
Springfield, Ill.	Saturday, April 13, 2013
Washington, D.C.	Thursday, Dec. 13, 2012

Exactly What I Needed

Marketplace education correspondent Amy Scott '97 reports on what she got from Grinnell.

The closest I came to taking a business class at Grinnell was probably **Tom Moore's** excellent course on statistics. I was a South Campus-dwelling vegan who played jazz trombone and Javanese gamelan. I spent a semester in Central America working with preschoolers and wrote my senior thesis on the commercialization of Glacier National Park. I was suspicious of capitalism and, when I graduated, not particularly interested in making a lot of money.

Yet for most of my professional life, I have been immersed in the world of corporate profits and economic policy as a business journalist. For seven years I covered Wall Street from New York, interviewing bankers and digesting quarterly earnings reports. On the face of it, my Grinnell experience didn't exactly tee me up for this line of work. (And in hindsight, I do wish I'd taken Econ 101.) But I got exactly what I needed.

The challenge of daily journalism is to parachute into an unfamiliar world and figure out, quickly, how that world works. It requires asking the right questions and questioning the answers. And really, these are the same skills I began to develop on day one of freshman tutorial (**Howard Burkle's** Images of God in Modern Fiction) and refined in **Victoria Brown's** history classes.

I learned to think skeptically and challenge assumptions. I learned that the most important information is sometimes buried in the footnotes. I learned to communicate effectively and punctuate correctly. ("How do you expect to change the world if you don't know how to punctuate?" Professor Brown chastised. Years of writing for radio have depleted that particular skill, but her point was well taken.) I learned how to learn.

I now cover education for *Marketplace*, the public radio business and economics show, with an emphasis on the economics of higher education. I hear constantly that employers want the same kinds of skills I learned at Grinnell from their workers. But they complain that today's college graduates don't measure up. In the recent book *Academically Adrift: Limited Learning on College Campuses*, sociologists Richard Arum and Josipa Roksa tracked a group of students on several campuses. They found that — after four years of college — more than a third of them showed no significant improvement in critical thinking, reasoning, and writing.

At today's prices, more people are questioning the value of a liberal arts education. To get a better value

for their money, students are advised to specialize early and choose majors in high-demand fields. Educators and employers are also developing alternative types of credentials. I recently profiled a provider of low-cost online courses. Starting this fall, the company plans to offer students a test of critical thinking — the same test used by Arum and Roksa to gauge learning on college campuses. The idea is that eventually students will be able to bolster a handful of college credits with a critical thinking score. It's not an end run around the traditional college degree — yet. But if a job candidate can prove he or she has acquired skills employers are looking for (and for far less money), why get a degree?

It's easy for me to argue why. I was lucky enough to graduate from Grinnell debt-free, thanks to my father's position at a sister college. Grinnell is among the colleges that can afford to provide significant financial aid. Today roughly two-thirds of college students graduate with debt, according to the Institute for College Access and Success. On average, they owe about \$25,000. Students are right to demand a meaningful return on that investment.

But a good education is more than job training. In an essay a few years ago in the *Chronicle of Higher Education*, University of Chicago professor Martha C. Nussbaum warned that in stripping out the liberal arts, our educational institutions risk creating "useful machines, rather than complete citizens who can think for themselves, criticize tradition, and understand the significance of another person's sufferings and achievements." Our very democracy is at risk, she argued. But we don't need to choose between a profitable society and an ethical one. "A flourishing economy requires the same skills that support citizenship," she wrote.

It's going to take a lot more than good punctuation to change the world — to make the economy and our society work better for everyone. It's going to take creative, innovative leaders who take the long view, who value the health of their customers and employees more than short-term gain. Through the kinds of experiences many of us had at Grinnell — working closely with brilliant and dedicated professors, studying abroad, volunteering in the community — schools like Grinnell can help launch the careers of such innovators and leaders. Now it's time to figure out how to make those opportunities accessible to more people.

photo by Alexander Heilner



Amy Scott '97 is education correspondent for American Public Media's *Marketplace*. A history major at Grinnell, she also earned a master's from University of California-Berkeley's Graduate School of Journalism. She lives in Baltimore.



GRINNELL COLLEGE

The Grinnell Magazine
Grinnell College
1026 Park Street
Grinnell, Iowa 50112

Iowa View



Photo by Justin Hayworth

Tefiro Serunjogi '15 and Natalie Duncombe '15, left, and Bethine Moore '13 and Shelby Carroll '13, right, watch as Cody Weber '13 and Tom Brinkman '13 compete in the bungee run during Field Day on Mac Field Wednesday Aug. 29, 2012.