



GRINNELL COLLEGE

*Invites Applications and Nominations
For the Position of*

PRESIDENT

Grinnell Perspectives

It may be apocryphal that Horace Greeley directed Josiah Bushnell Grinnell to “Go West, young man, go West.” Yet it is fact that the 33-year-old minister left New England with fellow Congregationalists to forge a new life on the American frontier in the Iowa tallgrass prairie. Rugged idealists, ardent abolitionists, and firm believers in social reform, these pioneers brought moral values and an entrepreneurial spirit to found the town of Grinnell in 1854. By 1859, J.B. Grinnell’s dream of establishing a town with a university came to pass when Iowa College moved from Davenport to Grinnell, eventually taking the name of its new home’s founder, whose ideals the College shared.

Founded in 1846 by the Iowa Band of ministers from Andover Seminary, Iowa College embodied the aspirations of these early abolitionists and prairie radicals. Their belief in education as a cornerstone of social reform has endured, secularized long ago and adapted to each historical period at Grinnell College. J.B. Grinnell befriended and sheltered noted abolitionist John Brown; the town became a stop on the Underground Railroad; later, Grinnell became a champion of the Midwestern Social Gospel movement; and Grinnellian Harry Hopkins 1912 went on to shape the New Deal policies of President Franklin D. Roosevelt. In the present, the campus has embraced diversity, environmental initiatives, and a broad commitment to internationalism as current inflections of its historic commitments to social equity and global outreach. Appropriately, Grinnell’s longstanding emphasis on social responsibility, inseparable from its liberal arts mission, was the focus of the self-study for the College’s most recent reaccreditation review.

Among the many small, religiously inspired, Midwestern liberal arts colleges, Grinnell has emerged as a national institution of the first rank, with an excellent faculty, a consistently strong and increasingly diverse student body, a well-equipped and memorably beautiful campus, and a formidable financial position.



As the College turns to its future, its dual commitments to liberal arts education and to social justice animate the entire Grinnell community. These commitments, and their pursuit at the highest level of excellence, distinguish Grinnell in American higher education. At a time when higher education has become enormously expensive, research highly specialized, the relevance of the liberal arts challenged, and teaching devalued, Grinnell exemplifies the distinguished liberal arts college where teaching and social responsibility remain the highest priorities. In an era when the world order is marked by global contention, when the economy is suffering, and when public issues are critical to our collective future, issues of social justice, broadly defined, require the attention of the best minds and the most generous spirits among us. Few colleges in America equal Grinnell in placing these challenges at the core of their academic mission.

J.B. Grinnell’s ideal of founding a town with a college now celebrates its 150th anniversary. Named “Jewel of the Prairie” for its Louis Sullivan jewel box bank and beautiful historic prairie, Grinnell is proud of its heritage, its landscape, its world-class college, and its sense of shared community. Few would disagree that the town of Grinnell enriches and is enriched by its association with the College. Grinnell College is a major employer in the region, and along with local and alumni investors, plays an active role in [community enhancement efforts](#) [Office of Community Enhancement].

Grinnell College seeks a president who can inspire all its constituencies, who can affirm the teacher/scholar mission as it has evolved on campus, who can reinforce the importance of an intimate, responsible learning community, who will build Grinnell esprit, and who can help its members develop their singular history and make their distinctive educational mission more widely recognized.

Section I: The Historical Record and the Current Moment

History

“The pioneers . . . were practical idealists. They have left us a great inheritance, both of character and achievement. Part of that inheritance is Grinnell College—still proud to bear the name, Pioneers. As a college Grinnell has never been content to accept the world as it is. It has always stood for a better social order. Its presidents and its most distinguished teachers have tried to present an intelligent constructive approach to a better life, and its best students have gone forth to put it into effect.” *Grinnell history professor Charles Payne in his 1946 essay for the College’s centennial*

In 1847, just after Iowa was admitted as a state, these pioneers became the trustees of what was then called Iowa College. They declared, “The object of this [institution](#) shall be to promote the general interests of education and to qualify young men [*sic*] for the different professions, and for the honorable discharge of the various duties of life.” During the Civil War, when most of the male students had enlisted (as might be expected from an institution with strong abolitionist roots), the majority of these “young men” were women. The doors of Grinnell were soon widened further to include African Americans: South Carolinian



Hannibal Kershaw 1879 earned his degree at Grinnell, and went on, in 1881, to be elected to the South Carolina state legislature. Grinnell's first African American woman graduate was [Edith Renfrow Smith](#) '37. Students from abroad began entering the College in the 1850s, and the first international student to be awarded a degree was Sen Katayama 1892, from Japan. This dedication to expanding the boundaries of the community, to valuing participation by all, and celebrating diversity has continued to grow stronger, and it remains both a hallmark of and a continuing aspiration for the College.

The College has produced a long line of distinguished graduates who became Grinnell icons. Harry Hopkins 1912 created millions of jobs under the WPA of the New Deal and became President Franklin D. Roosevelt's most intimate adviser, while [Hallie Flanagan](#) Davis 1911 directed the Federal Theatre Program. Joe Rosenfield '25 was a mid-century financier, who along with Life Trustee Warren Buffett, built the modern Grinnell endowment. Physics major Robert Noyce '49, co-inventor of the integrated circuit, went on to co-found the Intel Corporation. Thomas Cech '70, board member and former president of the Howard Hughes Medical Institute, shared the Nobel Prize in Chemistry in 1989. The creative spirit of Grinnell also laid the groundwork for the inspired poetry of both Amy Clampitt '41 and Edward Hirsch '72 and the inimitable rhythms of jazz great Herbie Hancock '60. Grinnellians also have become foremost leaders in law, and in for-profit and non-profit organizations. In innumerable ways, Grinnellians have shaped the larger educational community as they have become university and college presidents, academic deans and administrators, and a legion of teachers at all levels, both in the United States and abroad. Their spirit continues to vivify Grinnell College today: "the spirit" as Grinnell Professor of History Charles Payne defined it in 1946, "of the open mind and the new trail."

That spirit of openness and discovery is grounded in the College's three [Core Values](#): excellence in education, diversity, and social responsibility. These key values help to structure the governing principles of the College and are often invoked in decision-making. Excellence in education begins with a faculty dedicated to helping students acquire knowledge both in and outside of the classroom. At Grinnell, this process is self-reflective, based on close and candid interactions and a free, open sharing of ideas. With exposure to a diversity of people and perspectives, the exchanges become richer as Grinnell students become aware of the multiplicity of perspectives and experiences. As a result, they come to understand the power of relationships and learn to become informed and socially responsible participants in the community at large.

The Pioneering Spirit: A Curriculum of Collaboration and Innovation

In the early 1970s, Grinnell pioneered a new model in undergraduate education. One-size-fits-all distribution requirements were replaced by an "open" (individually advised) curriculum requiring only a [First-Year Tutorial](#). In consultation with their advisers and informed by six [Elements of a Liberal Education](#) presented in the catalog, students plan their study by choosing courses from three divisions ([Humanities](#), [Social Studies](#), and [Science](#)) and the [interdisciplinary concentrations](#). The new [Second-Year Retreat](#) further invites students to engage informally with faculty and peers off campus while



discussing academic choices and challenges. Because the College focuses on the advising relationship, faculty have an early and intimate understanding of their advisees, and students are made responsible for the quality of their own education, an approach that emerges from Grinnell's historic ethos of civic and personal responsibility.

The system works. Students uniformly report high satisfaction with the advising system. Most notably, almost all of them choose a genuinely balanced and varied curriculum, frequently enrolling in double majors or combining a major with one or more concentrations. Comparative studies reveal that Grinnell students roughly equal their counterparts in peer colleges in the breadth of their studies, and significantly surpass them in depth ([Reaccreditation Self-Study Report](#) 2008, p. 47).

Faculty from all departments across the College are responsible for guiding students in the critical skills of the liberal arts: writing, oral communication, and research. In process, the courses promote inquiry-based and interactive teaching and learning, and they encourage collaboration. Faculty expertise and guidance is also available in the [Library](#), and the [Writing](#), [Reading](#) and [Math](#) Labs to address individual learning needs in these important developmental areas. Eleven interdisciplinary concentrations further enable students to build coherence and advanced research into their curriculum.

With its enviable student-faculty ratio (9-to-1) and its sound financial resources, Grinnell is in a position to pioneer innovative pedagogies that realize the goal of “inquiry-based” or “experiential” learning. While such phrases may be buzzwords in the academy, at Grinnell they are a lived reality. The enthusiastic support of student learning results in a strong record of continued educational achievement. When adjusted for size, Grinnell is the most productive undergraduate source of Ph.D.s in foreign languages and literatures in the nation. Despite the absence of a foreign language requirement, almost all Grinnellians study at least one foreign language, with the Alternate Language Study Option ([ALSO](#)) offering languages not available through departments. In the social studies, Grinnell is the second most productive source of Ph.D.s in economics, third in anthropology, 11th in sociology, and 18th in history, according to the HEDS *Weighted Baccalaureate Origins Study*. While interdisciplinary courses have long been a part of Grinnell's curriculum, the advent of the [Expanding Knowledge Initiative \(EKI\)](#) has expanded hiring in such interdisciplinary fields as geography, geology, history and theory of film, policy studies, gender and women's and sexuality studies, neurophilosophy, neuroscience, Arabic, and Islamic studies. In addition to its own substantial investments, the College has recently received a \$1 million Mellon Foundation grant for humanities and social studies and a \$1.2 million HHMI grant to support EKI-related curricular initiatives involving the sciences. At a time when many institutions are forced to curtail or even eliminate programs, Grinnell is actively encouraging collaborative and innovative initiatives in all areas of intellectual inquiry.

Inquiry-based learning in the sciences draws upon the brilliantly designed facilities of the Noyce Science Center, built explicitly to facilitate a new curriculum that teaches science experientially and experimentally from the ground up. The sciences are heavily subscribed, and the graduates go on in large numbers to leading Ph.D. programs or to very fine medical schools. Adjusted for institutional size, Grinnell is the country's sixth largest undergraduate source of Ph.D.s in chemistry, ninth in



biological sciences, 11th in mathematics and psychology, and 20th in physics. As part of the institution's commitment to diversity, the [Grinnell Science Project](#) develops the talents of all students interested in science and mathematics, especially those from groups underrepresented in the sciences: students of color, first-generation college students, and women in physics, mathematics, and computer science.

At Grinnell, the local and the global intersect in every disciplinary area, both on and off campus. This is nowhere more apparent than in Grinnell's active encouragement and support of some form of international experience for all students regardless of disciplinary background. With at least half of all students [studying off-campus](#), 13 percent of the 2009 entering class listed as international students, numerous undergraduate and post-graduate international fellowships and service opportunities, and faculty development study tours to Turkey, South Africa, China, and Eastern Europe, Grinnell's adage "come to Grinnell, see the world" has never been more true.

In addition to the Expanding Knowledge Initiative, Grinnell's Strategic Plan has devoted intensive investment and development to the [Mentored Advanced Project](#) (MAP). Formally launched in 1999 and building on the long tradition of independent study exemplified by Robert Noyce's study of transistors with his Grinnell professor Grant Gale, the MAP concept adds depth to already existing efforts at inquiry-based learning and promotes close faculty-student collaboration. It has taken shape in a variety of ways in all disciplines across the campus, ranging from the presentation of creative projects to student travel in support of site-specific study to the publication of papers in prestigious journals. The scholar/teacher profile of Grinnell faculty often helps prepare MAP students for the kind of research they might find in graduate school or in a future academic career. In other instances, the MAP encourages students to build upon an innovative project that might lead to a future career path in business or in the arts, for example.

Grinnell supports its faculty's ambitions for scholarship and research by providing generous support for conference and summer research travel. The scholarly interests of the faculty inform a host of distinguished programs, which enhance the regular course offerings for students. These include [the Rosenfield Program in Public Affairs, International Relations, and Human Rights](#) established in 1979, the [Donald L. Wilson Program in Enterprise and Leadership](#), and the three recently established Centers (for [Prairie Studies](#), [Humanities](#), and [International Studies](#)) Each program generously supports curricular and co-curricular events, faculty scholarship, course development, visiting scholars, and symposia, and often funds student internships both domestically and abroad. Students across all disciplines report that intellectual life spills easily out of the classroom into both residential life and the College's highly varied public spaces. This innovative approach to teaching and learning has become the hallmark of a curriculum that reaches well beyond the confines of the traditional classroom.

Campus Life

Grinnell's campus life enjoys an intense vitality, with students, faculty, staff, and local residents contributing to the rich diversity of activities one finds here. Indeed, "campus life" reaches well beyond the campus, as illustrated by the new [Liberal Arts in Prison](#) program, in which students and faculty offer classes to inmates in two of Iowa's prisons. Similarly, numerous public lectures sponsored by the centers



and programs, events held at the [Grant O. Gale Observatory](#), art exhibitions at the [Faulconer Gallery](#), and concerts sponsored by the Public Events committee – all free of charge – draw their audiences from neighboring communities, residential and academic alike. The College reports over 900 free public events in an academic year.

There are over 100 student groups, 20 NCAA Division III varsity sports, and 16 intramural sports, in addition to hundreds of concerts, readings, workshops, performances, speakers, and symposia. One-third of the student body participates in at least one varsity sport, and another third participates in one or more intramural sports. An equally impressive number of students pursue their passions in music, theatre, dance, or the fine arts, many under the direction of Grinnell’s arts faculty, its alumni, or distinguished visiting artists, with even more in student-directed ensembles and performances.

Campus life is varied in its diversions, and Grinnell students invest as much energy in their commitments to service as they do in leisure pursuits. While students enjoy on-campus dances and parties and spring-break getaways, Grinnellians also choose to participate in volunteer work sponsored by the popular [Alternative Break](#) program. Established in 1988, the [Community Service Center](#) assists over 350 students annually in finding a role in over 20 volunteer programs both on and off campus. Students, faculty, and staff alike also relish the opportunity to advocate for social and political causes. Every four years, the entire Grinnell community enjoys its unique access to national politics and its most prominent figures, taking advantage of Iowa’s front-row seat in the theater of the nation’s political cycle. Campus and town citizens join forces to invigorate national debate in the participatory democracy of Iowa’s caucuses as they define issues of common interest.

“Self governance,” a concept that informs the relationship between faculty and administration at Grinnell, also structures student life, giving 18- to 22-year-olds the right and responsibility to use large budgets for student organizations, to serve on important committees within the governance structures of the College, and above all to govern their own behavior in residence life. Naturally, this climate of self-governance leads to lively discussion and dissent on a campus that is used to speaking its mind. Self-governance grows directly from the College’s traditional understanding that all who are engaged in a liberal arts education create a community based on freedom of choice informed by a sense of responsibility to others. This learning “for the various duties of life” complements the intellectual learning that takes place in the classroom, the studio, the performance space, the laboratory, and in the surrounding community.

Students

Grinnell has a student body of roughly 1,600, up from 1,400 a decade ago. Grinnellians believe that students self-select for the College. The admission office reports that a substantial number of applicants are introduced to Grinnell through word of mouth from both graduates and current students. Admitted applicants come for a liberal arts education in which they can invent their own intellectual agenda,



embark on a life of learning, and begin to fulfill a commitment to social justice. Grinnell appeals to students who hold high ideals for themselves and the world around them.

Grinnell has always had a high-quality student body, but it has had a relatively small applicant pool compared to its peers – until recently. Over the last decade students in growing numbers wish to come to Grinnell, with first-year applications rising 67 percent, and the admission rate improving from 52 percent in 1999 to 34 percent in 2009. The 378 new Grinnell students in the class of 2013 are decidedly diverse. They come from 42 states, the District of Columbia, and 28 other countries. Twenty-six percent are U.S. students of color (the largest percentage in Grinnell’s history), 13 percent are international, and 19 percent are first-generation college students. The overall first-year retention and four-year graduation rates are 94 percent and 84 percent, respectively.

Grinnell is justifiably proud of its talented students and the sincerity of their intellectual curiosity. As the College has become better known, it has taken pride in a record of improved diversity and selectivity in student admission. Grinnell believes that a great many potential students who are personally suited to Grinnell and who would thrive in Grinnell’s educational environment do not know about the College and therefore do not apply. Clearly the opportunity to pursue an exceptional liberal arts education at Grinnell College can become better known.

Financial Aid

Grinnell College admits students without regard to their ability to pay, and it meets 100 percent of domestic students’ demonstrated financial need. Approximately 70 percent of Grinnell’s students receive some form of need-based aid. Starting in 2008, the College set a loan cap of \$2,000 a year on student financial aid packages, ensuring that no domestic student need incur more than \$8,000 in need-based loan debt upon graduation. At the same time, the College has steadily increased aid commitment to international students. In addition to need-based aid, the College has a long-standing merit aid program.

As part of its extensive initiatives to increase the diversity of its student body, the College provides a four-year full-tuition scholarship each year to 20 promising students from urban backgrounds in Los Angeles and Washington, D.C., through the [Posse Program](#). The program has been a significant success, and the College continues to seek new opportunities for achieving ever greater diversity.

Staff

Approximately 400 staff members work with Grinnell’s faculty and students. They are integral not only to the administration, maintenance, and operation of the College, but also to its educational mission. The staff’s loyalty, hard work, and commitment to a shared mission are critical to the College’s success. Students value the support and guidance they receive from staff members in their academic pursuits, in residential life, and in financial aid. Staff members supervise students in on-campus employment and help students develop an ethic of professional responsibility, an important component of the civic education at Grinnell. Staff members, often longtime residents of the town, help to further solidify bonds



between the campus and the town. Most important of all, every year staff members, in greeting a new generation of students, exemplify Grinnell's caring.

Faculty

While the College recognizes that improving the diversity of its faculty and staff remains a long-term goal, Grinnell's 217 faculty members come from remarkably diverse backgrounds, especially since the College began its Faculty Diversity Initiative in 2000. With tenure-track/tenured faculty at 18 percent faculty of color and 41 percent women, tenured faculty at 12 percent faculty of color and 40 percent women, and pre-tenure at 34 percent faculty of color and 42 percent women, (Self-study, pp 34-36), Grinnell's record has become a model for recruitment of diversity.

Faculty are teacher/scholars who see these two parts of their professional lives as more complementary than competing. Tenure requires peer-reviewed scholarship, foregrounded by excellent teaching. No faculty member will achieve tenure without research success and an excellent, proven teaching record. Most colleges make this claim. At Grinnell, it is true.

At Grinnell, faculty place sincere value on teaching and learning and on achieving the goals of curricular diversity; nowhere is this value more evident than in the vitality of collaboration among faculty members to develop courses. Faculty attend lunches to discuss new curricular directions, consult with [Instructional Technology Specialists](#) (ITS) to learn how to apply innovative technologies, spend parts of their summers in workshops to develop syllabi, or attend each other's classes to discover new teaching techniques and subject matter. Team-teaching, joint course meetings, and other modes of interdisciplinary practice are more common as faculty work to realize their interdisciplinary aspirations both in research and in courses. While many great colleges and universities stress the importance of the classroom, strikingly few have embraced the teaching and learning mission as a vital part of intellectual life in the way that Grinnell College has done.

Alumni

The commitment of Grinnell's graduates to lives of continued inquiry and service testifies to the enduring value of a Grinnell education. While no summary could begin to capture the variety of career paths and accomplishments of Grinnell's alumni, numbers help to tell part of the story. Thirty percent of [Grinnell alumni](#) go directly to graduate or professional schools, and more than half eventually earn an advanced degree. Grinnell ranks 10th among all U.S. colleges and universities, adjusted for size, as the undergraduate source of future Ph.D.s. Grinnell's students have received an impressive share of prestigious scholarships: between 2003 and 2008, Grinnell graduates won 32 Fulbrights, 17 National Science Foundation Graduate Research Fellowships, eight Watsons, and three Trumans. In 2002, Grinnell's 14th Rhodes Scholar was named.

Consistent with Grinnell's commitment to social responsibility, a high percentage of Grinnell graduates join the Peace Corps, Teach for America, Grinnell Corps, and other public service pursuits. More than



300 Grinnell alumni have served in the Peace Corps since it was founded in 1961, and for the past seven years Grinnell has ranked in the top dozen colleges with fewer than 5000 students in the number of graduates who join the Peace Corps, sending on average 20 per year since 2003. Grinnell is consistently one of the top small college sources of volunteers for Teach for America, attracting about 10 students per year. [The Office of Social Commitment](#) administers the College's own post-graduate service fellowship program, [Grinnell Corps](#), which selects about 10 graduates each year to serve as full-time teaching or service fellows, primarily abroad (i.e., Lesotho, Namibia, Nanjing, Macau).

Facilities and Finances

Grinnell has one of the five largest liberal arts college endowments in the country, both on an absolute basis and in terms of endowment per student. On June 30, 2009, it amounted to approximately \$1.1 billion, or \$687,500 per student. Only 32 percent of the endowment is restricted in use. The College's total operating budget for the current year is \$84 million. An unusually large percentage of this, about half the base budget, comes from endowment payout. Student aid accounts for 29 percent of Grinnell's budget and the discount rate on tuition is a generous 60 percent.

Grinnell's campus comprises 120 acres and 63 buildings, in the center of Grinnell, Iowa, two blocks from the business district and the new public library. The College also maintains the 365-acre [Conard Environmental Research Area](#) (CERA), which features varied natural habitats and the Environmental Educational Center powered by a 50kW wind turbine. The College has just undergone its fourth major building program in its history, having invested close to \$265 million over the last 10 years. Fulfilling a master plan that was crafted 10 years ago, the results are impressive: a new campus center designed by Cesar Pelli and named for Joe Rosenfield '25, the new Noyce Science Center, five new residence halls, new athletic facilities (the last phase of which is targeted for completion spring 2010), and substantial renovations to many existing buildings. And the College has retained its distinctive wide lawns and generous open spaces.

These substantial improvements to campus facilities and programs have occurred within a framework of prudent financial management. The College uses a disciplined budgeting process that links spending to a multi-year average of the endowment. It is a forward-looking model in which all constituents have an opportunity for input. The budget has been balanced for the last eight years and in all but two of the last 20 years. The result of the exceptionally responsible management of its substantial wealth means that, while many schools are forced to make significant cuts in programs or personnel, Grinnell is in excellent financial shape.

In the last few years, to reduce its reliance on the endowment, the College reduced its payout rate from 4.5 percent to 4 percent. Of the 4 percent, roughly 3 percent of the endowment has been used for direct operating expenses, while roughly 1 percent has gone to a capital reserve, which acts primarily as a reservoir for one-time capital expenses. These exceptionally prudent measures have served the College well in the current downturn. For example, in this current year, in the midst of the worst financial crisis



since 1929, funding for scholarships and grants has increased by \$4 million, thus assuring that the College can continue to offer need-blind admission and meet the full demonstrated needs of its students.

The College continues to resist overreliance on its considerable investment successes to fund operations and improvement. Alumni participation in the annual fund, which currently averages 40 percent over the past 15 years, has been identified as an area for improvement. Total gifts to the College average around \$11 million, a number smaller than the gifts received by Grinnell's most impressive peers.

Section II: Challenges and Opportunities

Grinnell has successfully met most of the challenges that typically confront new college presidents. It has a clear mission, a high quality academic program, a handsomely equipped campus, talented and dedicated faculty and staff, challenging and intellectually curious students, and enviable financial resources. The next president will encounter a two-fold charge: to help Grinnell achieve its highest potential as one of the country's very best liberal arts colleges, and to communicate its record of achievement both within and beyond the educational community domestically and internationally. Specifically, the new president needs to meet the following challenges.

Embrace and champion Grinnell's distinct mission to combine the values of educational excellence and social justice.

Grinnell is distinguished among America's leading colleges and universities by the intellectual power and moral force of its dual commitment to the liberal arts and social justice. It has one of the strongest undergraduate academic programs in the country that specifically seeks to promote education as a way to advance the common good. A new president will have the opportunity to inspire and strengthen Grinnell's dual mission. In this time of global and national challenge, Grinnell's liberal arts education empowers the kind of intellectual and responsive leadership needed in today's world. Building on the Grinnell ethos of service in the non-profit sector, the president can also become an effective voice in supporting multiple models for socially responsible leadership in the for-profit sector, as called for in the 2008 Self-study Report (p. 158).

Encourage and sustain Grinnell's commitment to educational innovation.

Grinnell's sure footing in the liberal arts and its history as a community of teachers and learners serves the College exceptionally well in its embrace of inquiry-based learning. Its substantial investments in interdisciplinary study (most recently through the Expanding Knowledge Initiative), its unusually high levels of student research, study abroad, and foreign language acquisition, and its wealth of opportunities for experiential learning through internships prepare students to live and work across national, cultural, and disciplinary boundaries. The new president must support curricular innovation by providing fresh perspectives and securing new resources to sustain faculty development efforts, and find ways for



successful new approaches to become better integrated and enduring. It is equally important to support the development of new instructional technologies and the classroom spaces needed to implement them.

Lead the effort to coordinate and enhance the College's commitment to diversity.

One of the new president's goals should be to help bring together from throughout the nation and the world an increasingly diverse group of exceptionally talented students, faculty, and staff who share Grinnell's core values. In promoting the specific character of Grinnell's educational mission, the new president has a key role to play in achieving the dream of realizing a diverse community in Iowa. Enhancing the diversity of the Grinnell community requires not only ongoing success in recruitment, but also imaginative solutions to faculty retention. Diversity is an organic part of the College's commitment to social justice and to the preparation of its students for civic engagement; moreover, increased diversity will further enliven the core intellectual and cultural life of the College.

Strengthen the Grinnell College community through improved communication and collaboration.

For the College to be its best, the ties between the various communities at Grinnell, both on campus and off, require nurture and support. This calls for the president to solidify and mobilize the College's bond with its alumni by demonstrating the value of their Grinnell education throughout their lives. The president must engage with and become a part of the local community as a way of putting the mission of social justice into local action, communicating the College's values by example. And the president must embrace the College's faculty, staff, and students as full partners in a common enterprise, ensuring a sense of ownership in decisions by all groups in the community. To honor the ethos of shared responsibility, the new president will need to promote deliberative processes that value and hear diverse voices within the community, with the aim of strengthening the sense of contribution to and responsibility for Grinnell's mission.

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

Grinnell aims high, innovates freely, and puts the responsibility for choice squarely on faculty, students, and staff. It can be an intense community. Grinnell's innovative spirit requires sustenance. The 2008 Reaccreditation Self-Study identifies the promotion of wellness and well-being as key challenges facing the entire college community. The next president has the opportunity to offer a healthy model for a balanced approach to achievement and fulfillment, and to guide the community toward an appreciation of wellness as a responsibility one has to oneself and to others. Just as importantly, the next president must ensure that the excellence of Grinnell's resources for mental and physical wellness reach the standards one would expect from one of the best liberal arts colleges in the country.

Streamline governance and administrative structures.

Fueled by its generous endowment and guided by its well-crafted campus and strategic plans, Grinnell has changed and grown. The pace and scope of change pose some challenges, however, for Grinnell's



historically-rooted culture of collaboration and mutual responsibility. A larger and more complex scale of operation has sometimes obscured the transparency of communication and decision-making; at the same time, the slow pace of organizational change has inhibited a reallocation of administrative efforts to emerging priorities for Grinnell in the 21st century. In order to capitalize on the collective skills of the College and to underscore the responsibilities of all members of the community to one another, to the larger community, and to the College's future, the president must find ways to strengthen the responsiveness of governance and administration to the needs of the institution.

Strengthen the public profile of Grinnell College, Grinnellians, and the value of a Grinnell education.

Grinnell must articulate its distinctive academic qualities and its devotion to the common good more clearly and prominently. By celebrating the College's dual mission of the liberal arts committed to social justice, the new president can better reward and renew the strong loyalty alumni feel toward their alma mater. In promoting a culture of responsibility and excitement about Grinnell's direction in the 21st century, the president can reinforce the College's historic core values and inspire the contributions necessary to realize future aspirations of the institution and its students.

Section III: Qualifications and Experience

As Grinnell College seeks its 13th president, it looks for a leader who will embrace the institution's historic commitments to the liberal arts and to social responsibility. Grinnell is eager to realize the potential promised by its record of excellence in undergraduate education, and to share its achievements and its mission with the world at large. To fulfill the College's aspirations,

- the next president must have a personal commitment to Grinnell's core values: educational excellence, a diverse community, and social responsibility
- the president must be a person of distinguished intellectual achievements with a deep understanding of undergraduate education in the liberal arts and the ability to inspire this community of scholars
- the president must be a person of vision committed to the pursuit of excellence, with the capacity to inspire collaborative efforts and draw out the best in others
- the president must not only share Grinnell's belief in the importance of diversity, but also have a demonstrated record of commitment to enhancing diversity
- the president must have the ability to communicate his or her ideas effectively and to champion Grinnell and its educational values nationally and internationally



- the president must have relevant administrative experience, including a proven ability to lead collaboratively and in a manner respectful of the views of others
- the president must have the ability and the desire to lead in raising additional resources for Grinnell
- the president must relish involvement in campus life and engagement with students, alumni, faculty, and staff
- the president must have a generous spirit and indefatigable stamina
- the president must be absolutely trustworthy, a person of impeccable integrity
- the president must welcome the opportunity to strengthen the traditional bonds between the College and the local community by striving for the best that a life in Grinnell can offer.

To Apply

Grinnell College has retained Isaacson, Miller, a national executive search firm, to assist in this search. Please submit nominations and applications before November 6, 2009, in confidence to:

John Isaacson and Peter Stanley
334 Boylston Street, Suite 500
Boston, MA 02116
3900@imsearch.com

Electronic submission is strongly encouraged.

Grinnell College is an equal opportunity/affirmative action employer committed to attracting and retaining highly qualified individuals who collectively reflect the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, gender identity and expression, marital status, religion, creed, or disability.

For further information about Grinnell College, see our website at <http://www.grinnell.edu>.