



The Arch:

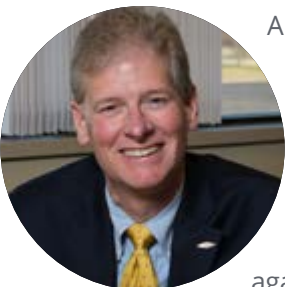
Stories of Impact from the Center for Alumni Relations and Advancement

2025



SOUTH DAKOTA MINES
Center for Alumni
Relations & Advancement

Dear Friends and Supporters of South Dakota Mines,



As another remarkable year draws to a close, we are proud to share that the South Dakota Mines Center for Alumni Relations and Advancement (CARA) has once again achieved a record-setting year in fundraising. Thanks to your unwavering generosity, we have raised over \$20 million for the **fourth consecutive year**—a truly outstanding achievement.

Even more momentous, we have now **exceeded our ambitious goal** for the **New Heights Campaign** – surpassing the **\$100 million goal** we set in the spring of 2020 and doing so well ahead of the campaign’s scheduled conclusion in 2025.

To pause and reflect: This is a watershed moment in the history of South Dakota Mines. When planning for New Heights began more than five years ago, many believed that raising \$100 million was beyond our reach. No previous fundraising campaign in our university’s history had come close to this scale.

But those skeptics underestimated something powerful—the enduring bond between Mines alumni and their alma mater. That bond, grounded in shared values, lifelong friendships, and a deep commitment to future generations, has fueled a campaign that has far outstripped expectations.

Of course, fundraising is not the goal itself, it’s the **means to a transformative end**. The New Heights Campaign has already driven significant changes across campus:

- **Capital projects:** Those who attended the 2025 All-School Reunion saw the results firsthand—from the modernized **Devereaux Library** to the **ongoing Surbeck Center expansion**, to

the state-of-the-art Nucor Mineral Industries Building.

- **Scholarship support:** Over \$38 million has been added to our scholarship endowments, expanding access and opportunity for future Hardrockers.
- **Academic excellence:** More than \$35 million is now bolstering high-impact academic programs like **CAMP**, equipping students with hands-on, career-shaping experiences.

Together, these investments have elevated South Dakota Mines in every measurable way—ensuring our university is better positioned than ever to meet the needs of our students, faculty, alumni, and the society we serve.

We would be remiss not to recognize the dedicated team behind these efforts. They continue to deliver results year after year. On behalf of the Board of Directors, we extend our heartfelt gratitude the entire **CARA team**—your work makes our mission possible.

We also pause to honor those whose terms on the CARA Board are concluding. To our retiring board members, **Jeremy Adams, Jeff Allen and Carlos Beatty, Jr**, we thank you for your leadership, wisdom, and unwavering commitment. Your legacy will continue to shape our work for years to come.

Thank you once again for your belief in South Dakota Mines. Because of you, the future has never looked brighter.

With gratitude,

Rich Wells
Chair, CARA Board of Directors
South Dakota Mines



“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.” — Desmond Tutu

At South Dakota Mines and in our community, we live this truth every day. Every gift, every scholarship, and every act of support contributes to a mission that is bigger than any one of us. Together, we are building a future where students have greater access, faculty have stronger resources, and our university continues to lead in science and engineering education.

This past fiscal year was one of historic achievements for our university. The numbers tell a powerful story:

- We celebrated the **largest individual gift** in the university’s history.
- Our New Heights campaign **reached and surpassed its \$100 million goal**.
- We raised **\$21.9 million in philanthropic support**, marking the **fourth consecutive year** exceeding \$20 million.
- Our **endowment grew to nearly \$122 million**, providing lasting support that will impact Mines students for generations to come.

Each of these milestones represents more than numbers or headlines. They reflect your belief in Mines, your trust in our mission, and your willingness to invest in the future. **You made this possible.** Through your generosity, students are pursuing their

dreams, faculty are advancing research, and new opportunities are being created across campus. The South Dakota Mines Center for Alumni Relations & Advancement (CARA) exists to connect generosity with impact, ensuring that every dollar entrusted to us creates opportunity, strengthens academic and research excellence, and builds a sustainable future for Mines. The stories in this year’s Arch highlight that impact: alumni creating scholarships that open doors, donors fueling innovation, and partners investing in programs that prepare students to lead.

I am deeply grateful to the CARA team and our Board of Directors for their integrity, stewardship, and commitment. Their work ensures that every contribution is managed responsibly and that every donor sees the tangible results of their investment.

I am proud of the strong foundation we have built and optimistic about the work ahead. Together, we will continue to advance the mission of South Dakota Mines, expanding access to education and creating a lasting impact through generosity that truly changes lives.

Go Hardrockers!
With gratitude and excitement for what is to come,

Marc Vaillancourt
Chief Executive Officer

On our cover:
Donors and friends of South Dakota Mines gathered on April 25 to official commemorate the opening of the Nucor Mineral Industries Building by holding a ribbon cutting ceremony.

New Team Member



Ryan Bozer,
Development Officer.

Ryan's first introduction to South Dakota Mines was a summer camp in 2014. Envisioning himself on campus, he pursued his degree in Geology at Mines, graduating in 2019. Prior to joining CARA, he was an educator, STEM director, and radio host. He brings his varied background to the CARA team, excited to listen, converse, and help donors have their desired impact on our Hardrocker community.

Mission

We promote the traditions, interests, influence, and reputation of South Dakota Mines among alumni and friends through meaningful engagement and by inspiring and stewarding philanthropy.

Vision

We will be a global network of alumni and friends who advance the prominence of South Dakota Mines.

Values

Integrity | Excellence | Collaboration | Stewardship | Community

CARA Team

Amanda Barnes,
Associate Vice President for Philanthropy

Nancy Beets,
Office Manager

Audrey Boehm,
Chief Financial Officer

Ryan Bozer,
Development Officer

Michelle Chikos,
Donor Stewardship & Engagement Officer

Jo Dwyer,
Alumni Engagement Coordinator

Bailey Ellis,
Director of Annual Giving

Shelli Grinager,
Director of Alumni Engagement

Nicole Haltiner,
Accountant

Brad Johnson,
Vice President of Development

Leah Mahoney,
Director of Planned Giving

Bonnie Mitra,
Senior Accountant

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JoAnn Strommen,
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SURBECK UPDATE

Work continues on the Surbeck Student Center expansion. The project will add an approximate 18,200 square feet of space to the welcoming front door of campus, with a July 2026 completion date. The Surbeck Center expansion, which has been supported entirely by donor funds, will add additional spaces for gathering and studying, an increased dining facility, and allow numerous student programs and services to be housed under one roof. If you are interested in getting involved with a donation, feel free to visit our giving page at give.sdsmt.edu or scan the QR code.



Opening Doors Early: The ACE Scholars Program Transforms First-Year Experiences

The summer after a student's first year in college can be a strange limbo. It is too soon for most internships, but it is too late to feel like the brand-new freshman just getting started. For chemical engineering majors at South Dakota Mines, that period is no longer a gap. Thanks to the Accelerating Career Exploration (ACE) Scholars program, students are stepping into research labs, working with established researchers, mentoring younger peers, and building skills that set them apart before they even start sophomore year.

The program was created in 2024 by Travis Walker (ACM ChemE 2008) Ph.D., associate professor in the Karen M. Swindler Department of Chemical and Biological Engineering (CBE), who saw the need to give first-year students a meaningful summer opportunity that would prepare them for internships and future research.

"We have incredibly talented students, but very few companies are willing to take on freshmen for internships," Professor Walker said. "That summer after their first year is such a critical time. If we can give them

paid research opportunities, they not only build their resumes but also gain confidence and clarity about where they want to go."

A HEAD START IN RESEARCH

Each cohort of ACE Scholars thus far has logged hundreds of hours of hands-on lab work, developed technical and professional skills, mentored high school students in the Army Educational Outreach Program, and presented their research at the **South Dakota EPSCoR Symposium** in Sioux Falls.

For Gunner Edson, class of 2028, the summer meant discovering a passion he hadn't expected. "The ACE program helped me realize what I want to do with my degree and taught me that I enjoy the biology/bioprocess side of chemical engineering," Gunner said. "I'm now considering looking at graduate schools that focus more on that side of chemical engineering."

Logan Merriam (2028) explored alginate tubes in a biopolymers project. "The ACE program has given me lab experience



that will be invaluable for my future," Logan said. "The biggest benefit for me has been getting familiar with working in a lab, following lab safety procedures, and learning how to properly work with different materials. I feel more prepared for higher-level courses and future research opportunities."

Lily Herwig (2028) was introduced to electrospinning — a cutting-edge process used to create nanofibers with biomedical applications. "Being a part of the ACE program allowed me to experience research that I never would have thought I would get the chance to

do this early in my college career," Lily said. "It gave me the chance to learn how to use advanced equipment and gain a better understanding of how research works at Mines."

For Grayson Glass (2027), ACE provided clarity about his career direction. "The ACE program gave me a chance to see what research is like and how it can be used to advance chemical engineering," Grayson said. "It has made me more interested in pursuing a career in bioprocessing or pharmaceuticals."

◀ And Allison Kahler (2027), who worked on optimizing the production of exopolysaccharides using two types of bacteria, emphasized the program's impact: "I got to take part in genuine research projects that will have a meaningful impact," Allison said. "It's really exciting to get that kind of experience with only a freshman education. Not only do you get experience as a freshman specific to your degree, but you also get paid to do it."

Over the summer, Allison completed more than 300 hours of laboratory research. "Having this experience will undoubtedly help me when I apply for internships and jobs in the future," she said.

BUILDING CONFIDENCE AND COMMUNITY

The program was not just about lab work. Scholars also often mentor high school students and participate in outreach on campus, reinforcing their own learning and building leadership skills.

"It's one thing to learn something yourself, but teaching it to someone else really cements your understanding," Logan said.

By the end of each cohort, the ACE Scholars had not only produced impressive research but also forged bonds with one another and with faculty that will last throughout their time at Mines.

Professor Walker said he was especially encouraged by how quickly the students adapted. "They start the summer nervous about whether they can handle the work, and by the end, they were functioning like independent researchers," he said. "That kind of growth in just ten weeks is exactly what we hoped to see."

A MODEL FOR THE FUTURE

Each cohort of the program has been, by all accounts, a resounding success. But,



CE HARD HAT CEREMONY

The Civil & Environmental Engineering Department held its Hard Hat Ceremony, thanks to Raising for Rockers. Similar to a white coat ceremony, juniors receive safety-compliant hard hats they can use during internships and on the job.

Professor Walker is only getting started. He hopes to expand the number of participating students each year and eventually establish a permanent endowment to ensure the program continues.

"We've already had upper classmen encouraging freshmen to apply," Professor Walker said. "That peer-to-peer excitement is what's going to keep this program growing."

That vision aligns with the program's funding roots. Seed money from the **Swindler Endowment** made the program possible for 2024, 2025, and heading into 2026, and donor support through **Raising for Rockers** is helping fuel its growth. The program is a clear example of how philanthropy directly impacts students, changing not only their Mines experience but also the trajectory of their careers.

"Innovation needs invention, and invention needs outstanding research and curious researchers," Dr. Rajesh Shende, chemical and biological engineering department head, said. "Developing such a program will motivate students for research in the early years of their careers. The CBE department is thankful to Dr. Walker for designing the ACE program, which will bring immense value to both undergraduate and graduate education and research."

For students like Gunner, Logan, Lily, Grayson, and Allison, the results are already evident. They're entering sophomore year with confidence, skills, and clarity that few undergraduates can claim.

"This program has allowed me to develop my knowledge and skills," Allison said. "It's an opportunity I'll carry with me for the rest of my career."

Paying It Forward, Building the Future

Scholarship gift reflects a deep belief in education, community, and the power of opportunity.

For Roger and Diane Wilson, giving back through scholarships is both personal and community-minded. Though Roger didn't attend South Dakota Mines himself, he has long admired the university's role in Rapid City and the engineers it produces.

"I grew up here, and I've always respected the way the school has functioned," he said. "It's always been a top-drawer education for engineering. Our community needs the school as a functioning part of who we are."

Roger knows firsthand what a difference scholarships can make. As a student at the University of South Dakota and later the University of Iowa, he received scholarship support that eased his financial burden and allowed him to focus on his studies. "That was a huge thing for me," he recalled. "I was able to get a decent education without getting into debt. You've got to pay it forward—that's part of our philosophy."

That philosophy extends beyond the schools he attended. He and his wife established a scholarship at Mines because they see the university's success as

integral to the region's future. "We've enjoyed the benefits of having a school like this in our community," he said. "We want to see kids get support while they're in school. Even small scholarships, when you put a few together, can make a significant difference in a student's life."

For Roger and his wife, supporting Mines is also about preparing the next generation of problem-solvers. "Engineering students will be the ones managing the needs of society—whether it's water, climate, or energy. Mines is already doing research in those vital areas. Helping students here is really helping our whole society move forward."

While the scholarship is intended to ease financial strain, its impact goes deeper. "You hope it gives students a head start in life," he said. "Maybe it flips a switch and allows them to take opportunities they wouldn't have been able to otherwise. That's what we hope this scholarship can do."

HUMANITIES

Thanks to the generous donations from donors during Raising for Rockers, the Humanities department was able to transform a study space from a dark corner of their building to a vibrant and welcoming space for students to gather and collaborate



together. They were also able to send students to the 4S Conference, giving them an opportunity to learn outside the classroom

Small Gifts Big Impact

Relationships that last. For Chris (MinE 97) and Tammy (IE 96) Klein, the friendships they formed at South Dakota Mines remain the heart of their connection to campus. Chris, a member of Triangle Fraternity, recalls how close-knit the Mining Engineering program was. “I knew everyone in the department,” he says. Tammy, involved in Greek life as well, agrees: “The relationships, the friendships — they keep me coming back.”

Those ties inspired the couple to give back. For many years, while living in Minnesota and raising their children, their support came here and there. But about five years ago, as their kids grew older and finished school, the Klines found themselves in a new season of life — one where they could contribute more consistently to the causes that mattered to them.

ATMOSPHERIC SCIENCE

As a result of Raising for Rockers, the Department of Atmospheric & Environmental Sciences was able to send students to the American Meteorological Society annual meeting, allowing them to gain additional professional development outside of the classroom.



“We look for causes that we’re both passionate about,” Tammy says. “BAM, Triangle, and the Mining and Industrial Engineering programs had the most influence on us when we were there. Those are the organizations we were involved in, so it makes sense to give back.”

Chris adds, “It’s not so much about giving enough. If you can give something, just give something.”

THE POWER OF SMALL GIFTS.

The Kleins are quick to point out that philanthropy doesn’t have to mean large checks or named funds. Small, steady contributions can make just as big an impact.

“As a college kid, \$50 can be quite a bit of money,” Chris says. “Any little scholarship or grant I got when I was in school was big. Back then, that could have been a week’s worth of meals.”

Tammy echoes the sentiment, noting her own experience receiving a scholarship from alumna Sharon Chontos. “I remember holding down three jobs one summer to pay my way through college, and every little bit helped. Sharon’s generosity made such an impression on me. That’s always stuck.”

Both see small, consistent gifts as a foundation for student success and institutional strength. “If you can’t give big, then give consistently,” Tammy says. “It’s a way to stay connected, to provide stability. It doesn’t wreak havoc on your finances, but it has a substantial impact over time.”

MAKING A DIFFERENCE FOR STUDENTS.

Today, the Kleins know their gifts are helping Mines students in ways that matter —



scholarships, equipment, and the support systems that make rigorous programs manageable.

“Scholarships mean one less student has to work part-time while in school,” Chris says. “That makes it that much easier to get through.”

Tammy hopes their giving eases the load in many ways. “College is challenging. We want students to have the support groups, the additional time in labs, the resources they need. More than that, I hope they see there are people out there who care about them and want them to succeed. That leaves an impression — and hopefully inspires them to turn around and do the same for the next generation.”

For the Kleins, giving together is also about setting an example. “We’re focused

on doing it as a team, with shared interests,” Tammy says. “It feels good knowing the campus and community are stronger for it.”

A LASTING CONNECTION.

Returning to campus during their recent reunion reminded the Kleins of just how much Mines has grown — and how much has stayed the same. “To think that when I was there, West Campus ended at the Surbeck parking lot, and now look at it,” Chris reflects.

Tammy adds, “Enough remains the same that it still feels like home. The memories are still there.”

For both, supporting Mines is about honoring those memories while investing in the future. “It’s nice to know you’re making a difference in some shape or form,” Tammy says. “Even small gifts matter.”

Engineering the Future: Philanthropy Powers the Leslie A. Rose Department of Mechanical Engineering

A LEGACY OF GENEROSITY

On any given day, the Leslie A. Rose Department of Mechanical Engineering is buzzing with activity. Students sketch designs, build prototypes, and run tests. Behind this energy is something less visible but essential: philanthropy.

"The impact of the gifts has been substantial," says Dr. Pierre Larochelle, head of the department. "They enable us to maintain state-of-the-art equipment, do upgrades, allow us to recruit the best and brightest students to come to Mines, help our students in need, and attract world-class faculty. It permeates everything we do."

Almost every resource students touch — scholarships, labs, mentorship, and research — can be traced back to the generosity of alumni, friends, and corporate partners.

CHOOSING MINES, CHOOSING MECHANICAL ENGINEERING

For students like Cole Peterson

(2027), the choice to study mechanical engineering was influenced by both location and opportunity.

"I made the decision to be a student at Mines prior to making the choice to enter Mechanical Engineering. Class sizes, proximity to the Black Hills, and Mines being an engineering-focused college made my decision to come to Rapid City. Originally, I was undecided, but a look through the Civil/Mechanical building to see all the hands-on labs and learning environments made my selection of Mechanical Engineering as my major easy."

Samantha Winker (2027) echoes the sentiment, citing project-based learning as a key draw. "The main reason I chose Mechanical Engineering at Mines was the emphasis on hands-on, project-based learning. At another program, I might learn similar material in the classroom, but the opportunity to develop practical skills here is unique. From the very beginning, even as a freshman,

we're working on projects and gaining real experience that puts us ahead of other programs."

WORLD-CLASS FACULTY, ENDOWED BY GENEROSITY

Faculty are at the heart of the Mines experience, and endowed positions have transformed the department's ability to attract and retain them.

"The resources that these endowed positions provide to the faculty members are transformative when it comes to recruiting," Dr. Larochelle explains. "Faculty members know that these positions come with resources to enable them to do the educating and researching they want to do. The named professorships carry a lot of weight and prestige, and it makes these positions really attractive."

The Stensaas Endowed Chair honors beloved professor Elden Stensaas, whose passion for hands-on education inspired generations.

"That gift has been very



Les Rose (ME 70) visited Astro the robotic dog with his family during the All School Reunion. Astro was purchased with funds from Raising for Rockers, South Dakota Mines' 24-hour giving day.

a world-class expert in energy storage using battery storage and other chemistries. Now there's a huge energy storage lab doing world-class research, producing multiple PhD and master's students going into this cutting-edge research industry — without the vision of Larry (ME 72) and Linda Pearson, that wouldn't be happening."

HANDS-ON LEARNING AT ITS BEST

Mechanical engineering at Mines is defined by experiential learning. For Cole, being able to apply theory in practice has deepened his understanding.

"Hands-on learning has allowed me to immediately apply what I learn in theoretical lectures. Being able to not just visualize, but directly experience

the physics governing the equations we use, gives me a new understanding of what I learned in class. Furthermore, my appreciation for Design for Manufacturing was only realized once I began making the parts I designed — another incredibly useful experience!"

Samantha emphasizes that the department's labs cater to multiple learning styles.

"For me, and probably for many other Mechanical Engineering students, donations directly support spaces like the machine shop, the reef, the aquarium, the zoo, and the wood shop. These facilities provide us with the opportunity to develop hands-on skills and apply the concepts we learn in the classroom. What makes them especially valuable is that



Cole Peterson (ME 2027) along with the 2025 Baja car, Ghost, at a competition in Maryland in June. Philanthropy makes experiences like this possible.

not every student learns the same way. These spaces provide multiple avenues for learning and help students better grasp the fundamentals of engineering.”

SCHOLARSHIPS THAT CHANGE LIVES

While labs and faculty are critical, scholarships often make the most personal difference.

“My scholarship support has allowed me to continue enrollment at Mines! I would not be able to financially support myself without the scholarships offered by the school, which are donor funded. This is very important to me, as I have found a home at Mines,” Cole says.

Teagan Wright, another scholarship recipient, describes how funding creates space to grow beyond academics.

“Scholarship support has given the gift of time by not having to work during the academic year. This has allowed me to participate in the music department (Concert Choir, Jazz A Cappella, Singing Engineers) and travel to Austria with the choir to participate in the Salzburg Music Festival. I have also had the opportunity to get into rock climbing, which I absolutely love. In addition, I am a student athlete on the cross-country and track teams. All of this would not have been possible if I needed to also hold a job, as I juggle a full load of academics and athletics.”

Samantha notes that scholarships allow her to prioritize learning and leadership:

“Because I am fortunate

enough to receive scholarships, I’m able to focus more on my academics. Without them, I would likely need to work one or two jobs just to support myself through school. Instead, I can put my education first without the added financial burden.”

MENTORSHIP AND FACULTY SUPPORT

Beyond facilities and funding, donors help create mentorship opportunities that shape students’ journeys.

“One of the biggest impacts my professors have had on me is nominating me to become an M.E. Ambassador, and later, a shop mentor in the machine shop,” Samantha shares. “Without their support, I wouldn’t have had the chance to show prospective students just how valuable the opportunities at Mines are.”

Teagan also highlights the difference a dedicated faculty mentor can make:

“Ardell Knudson has consistently gone above and beyond for me. He has been welcoming since the first time I walked onto campus during my visit to Mines. He took significant time to show me the department and labs and share the exciting things that were happening there. His dedication and pride made me excited about my decision to come to Mines.”

INDUSTRY PARTNERSHIPS

Corporate partners complement scholarships and labs, providing mentorship and real-world insight.

“Corporate partners have a great opportunity to get involved with the department and form meaningful partnerships to help them recruit their future employees,” Dr. Larochelle says. “We have a long relationship with the Nucor Corporation, for example. They provide resources constantly, and we have Nucor mentors focused on manufacturing shops where students learn fabrication and manufacturing techniques.”

RAISING FOR ROCKERS: SMALL GIFTS, BIG IMPACT

Not every gift is a million-dollar endowment — but every gift matters. Through Raising for Rockers, alumni and friends have rallied behind fun, visible projects.

“The first campaign, the supersonic wind tunnel tank, needed painting,” Dr. Larochelle

recalls. “We engaged a local artist, and now we have an inspirational piece of art on that tank which celebrates mechanical and aerospace engineering. It brought some color to our campus.”

Subsequent campaigns brought Astro the robot dog to Mines, inspiring students and K-12 classrooms alike. Most recently, the initiative funded full-time research opportunities for five of the department’s top students. “They’re coauthoring papers and posters and going to conferences to present their work,” Dr. Larochelle says.

PREPARING FOR THE FUTURE

Looking ahead, Dr. Larochelle sees unrestricted gifts as key to keeping Mines nimble.

“The best gifts for the department’s future are those unrestricted gifts,” he says. “The world’s changing so fast; higher education is changing so fast. With unrestricted gifts, new needs pop up and we have the resources to affect change. We can stay

on the cutting edge with these unrestricted gifts.”

He also points to the youth and energy of the faculty as a source of excitement.

“The majority of the faculty have been hired in the last seven years — really great young people who are planning to have 40-year careers here. The next 10 years are going to be very exciting for the department. The resources from these gifts are going to make a phenomenal difference.”

IMPACT THAT LASTS

At a university of Mines’ size, even moderate gifts can be transformative.

“One of the great things about the School of Mines is we remain a small school,” Dr. Larochelle says. “Very moderate-sized gifts to the ME department can be very impactful, impacting hundreds or thousands of students to have a transformative experience here that changes the trajectory of their path, their family, their future.”

He sums it up simply:

“Our faculty and staff work extremely long and hard hours to provide a world-class ME education to our students, and we’re able to do that because of your generosity. We take a lot of pride and satisfaction in the work that we do, and these gifts enable us to do that work.”



Larry Pearson (ME 72) was able to visit with Dr. Weibing Xing and several students during the All School Reunion to learn about some of the research and projects that are taking place.

Paying It Forward: Karl Gerdes (ChemE 71)



When Karl Gerdes (ChemE 71) arrived at South Dakota Mines, he never imagined he'd end up on the football field. Weighing just 145 pounds after high school, athletics wasn't on his radar. But by sophomore year, he'd grown into the game, grinding his way onto the team and eventually becoming the team's long snapper his senior year.

"Football absolutely forced me to be organized and disciplined," Gerdes recalls. "Balancing a full course load with practices and games taught me to prioritize and

focus. It built bonds with teammates that were unlike anything else."

Those lessons carried him through graduate school, a successful career with Chevron, and a lifelong commitment to giving back. Today, Gerdes and his wife, Pamela Rohrich, DVM, have established two endowed scholarships at Mines — one supporting academics and one for student-athletes — to ensure future generations can have the same opportunities he did.

INVESTING IN STUDENTS

Gerdes remembers attending Mines when state support for higher education kept tuition affordable. "My wife and I were lucky to attend at a time when states still invested heavily in higher education," he says. "It's a lot harder today for students to get through without taking on immense debt. That's been behind our funding of scholarships — we finally reached a position in life where we could pay it back."



His endowed academic scholarship supports students in Mines' rigorous programs. More recently, he created an endowed athletics scholarship to help student-athletes balance the heavy demands of both academics and competition. "Competing in intercollegiate athletics is a huge learning experience," Gerdes says. "It's also a huge drain on your time and energy. To the extent I can help students achieve their goals in the classroom and on the field, that was the incentive."

A RIPPLE EFFECT

Gerdes hopes his giving not only eases the burden for current students, but also inspires a culture of generosity. "I hope scholarship recipients acknowledge the benefit of receiving support, and then think ahead to

how they will pay it forward as well," he says.

Students who benefit from his support already share that vision:

"This scholarship will allow me to become more involved on campus and in organizations I am passionate about. One major commitment for me these upcoming semesters is serving as the High Rho for Lambda Chi Alpha here on campus. This role requires a lot of time and concentration, and thanks to your support, I can focus more on the role and contributing to my fraternity and less on financial stress."

— *Brooks Brandner, Class of 2027*

BUILDING THE FUTURE TOGETHER

For Gerdes, supporting Mines is about more than his own legacy. It's about ensuring the university remains strong in a challenging environment. "Support by alumni is important to give the university the wherewithal to compete," he says. "Alumni support is a signal to the state and the public that the school is valued and worth investing in."

He offers a simple message to fellow alumni considering giving back: "Just do it. It's tremendously satisfying and it's what builds the future. If you've got any hope for the future, part of it is making sure we produce educated, solid citizens — which is what Mines can continue to excel at with philanthropic support."

CHEMISTRY

Funds raised during Raising for Rockers allowed the chemistry department to update gathering spaces for students. These enhancements were aimed at making the CBEC lobby spaces more welcoming, functional, and student-friendly.



The Power of a Scholarship: Students Say Thank You

Behind every scholarship is a story — a dream pursued, a burden lifted, a future made possible. At South Dakota Mines, scholarships don’t just open doors; they change lives. Each year, hundreds of students take the time to write heartfelt thank-you letters, sharing how donor generosity makes their education possible. Here are just a few of their voices:

“I wish to thank you on behalf of myself and the other students who are lucky enough to attain this reward. I believe that it is imperative for students to receive financial aid and benefits in order to supplement and encourage their academic future. Personally I would not be going to school without scholarships, grants, or benefits. I deeply appreciate the many opportunities I’ve been given to attend my ideal school in my desired field. I grew up in a family where college was a second thought— neither of my parents had graduated high school, and that was the expectation for me growing up.”
– James Killion, (BIOL and GEOL 2029)

“I am a first-generation college student from Lead, South Dakota. I do not come from an easy background, as my family and I struggled throughout my early years. Once I became of age to work and help out my family, I did. It was during these times that I wanted to be a turning point in my family. I decided I wanted to pursue a brighter future and life than the one I had already been presented... You are helping give me and many others a better chance at a successful future.”
– Connor Harrison (CsC 2029)

OPPORTUNITIES CREATED

Scholarships remove financial barriers, giving students the chance to focus fully on their education and future careers. “This scholarship allows me to focus more on my schoolwork and less on financial concerns, allowing me to take full advantage of the opportunities South Dakota Mines has to offer. Your generosity inspires me to work even harder toward achieving my academic and personal goals... This scholarship brings me closer to achieving these goals, and I am deeply grateful for the role you play in making my college career possible.”
– Zachary Schutte (ME 2028)



DREAMS FOR THE FUTURE

Beyond the classroom, scholarships give students the confidence to look ahead — to internships, careers, and the impact they’ll make after graduation.
“Looking to the future, I aim to pursue a career that blends robotics and mechanical engineering to create solutions that address real-world challenges. Whether designing automated systems or contributing to innovations in manufacturing or healthcare, I hope to make a lasting impact through my work. I also hope to be in a position someday to donate back to Mines in the same way that someone has for me to help the next generation of Hardrockers. Once again, thank you for your generosity and belief in my potential. This scholarship has not only helped fund my education — it has also inspired me to work harder, dream bigger, and make the most of my time at South Dakota Mines.”
– William Harvey (ME 2029)

Receiving this scholarship not only eases the financial burden of college but also motivates me to strive even harder to reach my goals. It means so much to be supported by someone who once walked the same halls and shared similar aspirations. Thank you again for your support, your belief in students like me, and for giving back to the next generation of engineers. I hope to one day pay it forward, just as you have.
– Ava Johnson, (ME 2029)

OR AS ONE STUDENT PUT IT BEST:

“The donation that you have made means an enormous amount to me, making school more attainable and helping me take steps to reaching my goals in life. I aspire to be a very successful and respected engineer in my career, and with your donation those goals become far clearer and within my field of view. The donation that you have made goes beyond helping the students here at South Dakota School of Mines pay for their education. It shows that the alumni from our school have faith in us to achieve what they have accomplished with their degree and that someone wants them to achieve their goals.”
– Jackson Parrill, (ME 2028)

“I chose Mines because it is a prestigious school in the engineering field. Also, because it is challenging. Nothing great ever comes easy, and this gives me an opportunity to be great in my field. My long-term career goal is to open my own engineering firm. Running a business has always been a dream of mine and now I have found my discipline. I need all the help I can get, and this scholarship is a huge part of it.”
– Jackson Reno, (CE 2028)

Paying It Forward: How One Young Alum is Making a Big Impact Through Continuous Giving

When Justin Wenner (ME 2006) graduated from South Dakota Mines, he left with more than a degree. He left with a sense of gratitude for the education, leadership opportunities, and community that shaped his future.

“The School of Mines provided me with the education and leadership opportunities, all the things necessary to put me in a great job right out of school,” he said. “The school really set me up for success, so I felt that it was important I pay it forward and help others have those same opportunities that I had.”

That motivation to “pay it forward” has guided him ever since. Early in his career, he began giving back to Mines — not with large, one-time gifts, but with continuous support. For him, the consistency mattered more than the size. “The key is just getting started,



any amount can make a difference, it kind of snowballs,” he says. “Start with a small amount, as you become better able to and are led by your heart, keep increasing. Every gift makes an impact, there’s not a right amount.”

His giving often reflects the people and experiences that shaped his student years. He remembers working closely with Jason Ash, a longtime mentor in the Leslie A. Rose

Department of Mechanical Engineering. “Seeing all he’s given to the school, the ASME Design Competition Teams, and his commitment to the students, is an inspiration,” he says. Justin’s involvement in Triangle fraternity, Student Senate and other organizations also created lifelong connections. “Seeing my friends, other alumni, stepping up and making a difference, I wanted to do my part and keep the campus community strong.”

Mines traditions also helped create that sense of community he wanted to give back to. He recalls climbing M Hill during whitewashing of the M, complete with a thrift store suit. “All the traditions, from Beanie Hats, to whitewashing the M, to Senior Hats bonds us together, not just with our generation, but with past and future generations that come here for an education” he says.

Giving back, he explains, is as much about community as it is about financial support. Coming from a small farming community, he says he was humbled by the opportunities his Mines education afforded him. “I didn’t know I’d be in the position straight out of college that I was in, and I felt like the salary that I was able to gain was more than I needed, so I wanted to give this back to others,” he says.

That sense of community deepened during a tragedy when he was involved in a car accident that took the lives of two fraternity brothers, Trent and Chad. “The community and support network really helped me through a tough time and I just wanted to give back. I can’t thank Dean Mahon and the campus community enough.”

Now based in Kansas City, he’s committed to keeping alumni connections strong beyond campus. As another way to give back, he currently serves as the chair for the alumni chapter in Kansas City, planning events and get togethers for other South Dakota Mines alum in the area.

“When my wife and I moved to KC, we knew no one. It wasn’t long before we met and were



welcomed by alum’s living there. It’s great to have that community of alumni who you can lean on when you’re new to an area,” he says. “We all have this connection back to School of Mines; we’re a small school, we’re close knit, we have this connection. That is what makes Mines unique!”

His message to fellow alumni is simple: start small, start early, and know that every gift matters. “No amount is too little; give what you feel comfortable, give what’s in your heart. It’s fulfilling to know you are providing opportunities for the next generation of Hardrockers.”



WEST RIVER MATH CONTENT

The 73rd West River Math Competition was held in May 2025 thanks to support from Raising for Rockers. This annual competition brings together hundreds of students from around the region.

The Arch Annual Report

Data for FY 2025

\$171,258,500

CARA NET ASSETS

\$122,943,650

ENDOWED FUNDS

2,536

TOTAL NUMBER OF DONORS

\$21,882,600

TOTAL AMOUNT RAISED

\$1,079,250

FACULTY AND RESEARCH SUPPORT

\$7,374,300

DEPARTMENT SUPPORT

\$2,114,100

STUDENT ASSISTANCE

\$3,204,500

FACILITY ADDITIONS AND UPKEEP

\$3,807,213

ACADEMIC & ATHLETIC SCHOLARSHIPS FUNDED

21

NEW ENDOWMENTS IN FY25

ENDOWMENTS
BY CATEGORY
\$122,943,650
TOTAL

\$1,043,800
RESEARCH

\$5,695,500
ATHLETIC SCHOLARSHIPS

\$6,029,600
STUDENT ASSISTANCE

\$7,251,250
UNRESTRICTED

\$13,342,400
FACULTY
DEVELOPMENT

\$22,226,700
DEPARTMENT
SUPPORT

\$67,354,400
ACADEMIC
SCHOLARSHIPS

NEW ENDOWMENTS IN FY25:

Patrick & Christine Smith Scholarship	Leslie A. Rose Department of Mechanical Engineering Endowment
Tom & Sharon Ohlmacher Scholarship	Keith & Helen Graham Endowment for Physics
Marjory Konechne Memorial Scholarship	Gnirk Family Endowment Fund for Mining Engineering & Management
Vijaylakshmi Ramakrishnan Fellowship	Gnirk Family Endowment Fund for Mechanical Engineering
Robert & Amy Burgess Glodowski Scholarship	Gnirk Family Endowment for Hardrocker Athletics
Tom & Joleen Eizember Scholarship	Alva L. (Tad) Addy Professorship in Mechanical Engineering
Donn & Carole Lobdell Scholarship	Kenneth Brown Cretaceous Western Interior Seaway collections
Curt & Betty Graversen Scholarship	Kenneth Brown Student Travel Fund
William J. Kass, Ph.D. Scholarship	The Leo & Deb Van Sambeek Award
Ernest Baresch Scholarship Fund	
Ronald W. & Mary M. Kiehn Scholarship	
Donald B. Urquhart Engineering Scholarship	

Forging His Own Path: Gregory Domashenko's Journey

When Gregory Domashenko (ME 2028) arrived at South Dakota Mines, he brought with him the resilience of someone who had been pushing forward on his own for most of his life.

Growing up in New Jersey, Gregory's parents were older and had already raised families, so he often felt like he was navigating challenges independently. His mother, however, kept him busy with soccer, chess, advanced math, and science activities.

"At the time I thought it was annoying to go from school straight to more activities," Gregory says. "But now I'm really thankful. It set me ahead of my peers and prepared me for the workload I face now."

That preparation paid off when he was accepted to Bergen County Academies, a prestigious technical high school with demanding coursework and a required internship. The rigor was intense, but it meant that by the time Gregory arrived at Mines, much of the curriculum felt familiar. "Other people found it difficult, but for me it felt natural," he says.

His internship with a mechanical engineering team, however, convinced him that wasn't the right fit. When his mother suggested mining engineering,

Gregory researched programs and visited Mines, Colorado School of Mines, and McGill University. Mines became the clear choice—and soon after, life changed even more.

THE SCOFIELD SCHOLARSHIP

Gregory was stunned when he opened a letter awarding him the Jared Scofield Mining & Geological Engineering Scholarship.

"At first I thought something had to be wrong," he remembers. "But here I am."

The \$17,000 scholarship significantly reduced his financial burden. And at a time when his family was facing uncertainty—his mother had lost her job before going on disability, and his father's modest income as a nurse couldn't cover tuition—it was transformative.

"This scholarship has taken so much pressure off me and my family," Gregory says. "College is just getting more and more expensive. Without this, I don't know how we would be managing."

For Gregory, the impact goes beyond tuition. "The biggest thing is I don't have to have a job while I'm in school," he explains. "I have friends who work



insane hours just to stay in college. Instead, I can focus on my academics and all the extracurriculars I'm involved in."

A FULL LIFE AT MINES

Gregory is a member of the Mining and Mucking team, where he traveled to England his freshman year to compete in an international mining competition. His coed team won first place overall.

He's also a cadet in ROTC, training with the Ranger Challenge team, waking up early for physical training, ruck marches, and weapons familiarization. "It's a great group of people who feel like a family," he says. "They push me to be my best." On top of that, Gregory is pursuing Mine Rescue training and tutoring middle school math students online in classes he designs himself. "It's another big time commitment, but I like being busy," he says. "The scholarship makes it possible."

LOOKING AHEAD

As for the future, Gregory is keeping his options open. ROTC may lead him into a military

career, either long-term or for several years before transitioning to industry. He's drawn to underground mining, particularly precious metals, and hopes to land an internship soon to gain more hands-on experience.

"Right now I feel a little clueless," he admits with a laugh. "But I know for sure I want to be a leader, whether that's in the Army or in mining. That's how I'll make a difference."

PAYING IT FORWARD

For Gregory, the Jared Scofield Scholarship is not just money—it's a responsibility.

"I don't want to throw this away," he says. "It's not on my dime. Someone else is paying for my education. I want to make sure I'm putting it to good use."

And while his journey is still unfolding, one thing is certain: the investment made in Gregory is already yielding returns in his academic success, leadership, and determination. "This scholarship really changed my life," he says simply. "It made college possible for me. I'm so thankful."

This past July, the South Dakota Mines Concert Choir toured Austria for the first time, performing in several cities over a week filled with music and cultural experiences. Starting in Vienna and continuing through Melk to Salzburg, the choir gave four memorable performances in historic, acoustically rich venues.



The tour's highlight was a collaborative concert at the Salzburg Choral Festival, where they joined

six other choirs and the Salzburger Dom Symphony Orchestra in the magnificent Salzburg Cathedral.



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Together, we've built more than buildings—
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our next great ascent.

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the future.



Class Giving

* Deceased

CLASS OF 1949

Doug Fuerstenau
Jim Ward

CLASS OF 1951

Jim Morrison
Morris Range
Lowery Smith

CLASS OF 1953

Thomas Beyer
Paul Conrad
Harold Hanson
Ray Sauer
Roy Strom

CLASS OF 1954

Darrell Brekke
Arnie Mueller
Harold Von Colln
Dick Wismer
Donald Zimmerman

CLASS OF 1955

Chuck Dougherty

CLASS OF 1956

Chao-Ning Liu
John Mohr
Val Ptak
Dennis Shoener
Roger Stapf
Pete Vossos

CLASS OF 1957

Bill Benda
Charles Goodart
Ben Schatz*

CLASS OF 1958

Anonymous (2)

CLASS OF 1959

John Burggraff*
Bob Kelley
Roger Kiel
Donn Lobdell
Errol Matzke
Wes Mendenhall
William Nagel
Stuart Ulfers
Curt Westley

CLASS OF 1959

Terry Fiechtner
Conrad Fuchs
Allan Hins
Roy Hoffman
Robert Hollenbeck
Don Houck
Dave Huschke
Clark Kurtz
Richard Lee
Rick Maki
JW Matousek
Landy Stinnett

CLASS OF 1960

Anonymous
Sherwin Artus
Jim Bailey
Dale Bryson
Carl Coad
Dave Coe
Doug Olson
George Peacore
Bob Pederson
Dave Rogers

CLASS OF 1961

Anonymous
Larry Blair
Dave Braun
Jerry Daughenbaugh

CLASS OF 1962

Chuck Fishel
Hank Foglesong
Denny Gough*
Jim Hauck
Joe Kulik
Joel Martin*
Bob Nelson
Loren Peters
Dennis Price

CLASS OF 1962

Bob Bottge
Cecil Deisch
Val Dutcher
Lee Harms
Mel Klasi
David Likness
Merlin Malde
Ed Mead
Tom Monheim
Walter Paulsen
Ken Sageser
John Sibert
Bob Stofft
James Wilhelm

CLASS OF 1963

Russ Buyse
Jim Chittick
Bill Demmon
Archie Doering
Guy Everhart
Carl Gehring
Marvin Hammer
Ing-chang Jong
William Kass
Keith Kitzman
Roger Lange
Gilbert Linkswiler
Lonnie Ludeman
Jack Mallow

Howard Riewe
Jim Smolik
Charles Snyder
Tom Warborg
Dick Zarneke

CLASS OF 1964

Larry Ayres
Sam Begeman
Joyce Bjork
Phil Bjork
David Christensen
Jim Curnow
Lon Denison
Jim Fry
Ted Haley
Bill Harris
Owen Hollingsworth
Richard Howard
Tex Longcor
Wayne Lotz
Tom McLaughlin
Ray Rossi
Roger Scheusner
Jerry Takle
Bob Wedwick

CLASS OF 1965

Loren Anderson
Don Becker
Ken Berg
Jerry Brown
Ron Cullum
William Delinger
Bill Dukelow
Gus Gustafson*
Douglas Hanson
Joe Harris
Dan Hoshino
Art Hunt
Bill McDowell
Gerry Meyer
Dave Novotny
Daryl Pratt
Neil Randen
Steven Reyner
Dick Schlumpberger
Paul Smart
Dave Sorum
Ronald Uttecht

CLASS OF 1966

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Jim Baker
Larry Baruth
Eric Batchelder
Fred Beauvais
Larry Brusse
Larry Carswell
Bill Ferguson
Mike Gilbertson
Frank Hahn
Rick Lyke
Charles Marks
Larry Mohr
Carol Reed
Herb Reichert
Hugh Ritchey
Mel Roberts
Larry Rohl
Tim Sagen
Monte Schneider
Jon Smith
Ron Smith
Alan Swanson
Jim Yoss

CLASS OF 1967

Ray Aberle
Anonymous
Gary Britton
Duane Broline
Les Davis
Dean Edmundson
Ron Foster
Bob Glodowski
Wally Gutzmer
John Heinemann
Ralph Heinert
Dennis Hinders
Eliot Johnson
Erv Nesheim
Howard Noziska
Randy Parcel
Jim Roehr
Roger Rollins
Dean Shroll
Ron Stember
Walt Strobel
Duane Trythall
Benton Visser

Class Giving

* Deceased

Bernie Wilcox
Walter Williams

CLASS OF 1968

Paul Axtell
Jim Borin
Doc Bross
Jim Crouch
Jim Deters
Bob Dominicak
Thomas Flakoll
Tom Gaidry
Mike Hobler
Andy Hunsbedt
Jim Keil
Jim Kotas
Dennis Krause
Bill Larson
Gene McPherson
Michael Mitchell
Jim Neuharth
Peggy Nissen
Steve Nordaker
Craig Nordby
Terry Pavelka
Gerry Ries
Sam Rokusek
Bill Roth
Delmar Rumph
Halvdan Saethre
Steven Sanborn
John Steichen
Peter Stephans
Richard Storm
John Synhorst
Bill Thorvaldson
William Torrie
Brian Tucholke
Don Wessel

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Melva Cain
Mike Configliacco
Jim Cox
Rick Digiantonio
Dianne Dorland
Paul Fauss
Dave Hammond
Diane Hammond
Alan Hann
M. R. Hansen
Ron Jeitz
Dan Johnson
Fred Kopp
Richard Mickelson
Steven Ogden
Marv Olson
Bob Powles
Bob Pullman
Jeff Ransom
Larry Richards
Larry Roduner
Jim Russell
Jeanette Salverson
Chuck Schneider
Lin Seder
Bruce Seger
Larry Simonson
Lance Sloan
Daniel Staton
Darrell Svalstad
JT Thomas
Phil Wagner

CLASS OF 1970

Kathy Ammon
Mike Basham
Glenn Beusch
Vernon Brown
Dennis Bryan

Jarle Dahl
Randy
Daughenbaugh
Ron DeJong
Terry Downing
Lynn Ebbesen
Anita Flindt
Terry Fuller
Chuck Geary
Gary Gunther
Dennis Gusse
Thomas Hsu
Jerome Johnson
Olav Maehle
Don Meisel
Jim Miller
John Nedrud
Dennis Olsen
Gene Quinn
Ron Rehfuss
Fred Rist
Russ Roeber
Les Rose
Frank Rubin
Dick Salverson
Craig Scott
Jerry Sechser
Barb Seder
Geir Seger
Tom Sheldon
Lyle Steffen
Tom Zeller

CLASS OF 1971

Alan Anderson
Vernon Arens
Darrel Auch
Scott Barber
Curt Belden
Pete Birrenkott
Jim Cameron

Steven Danekas
John Davies
Leroy Foster
Bob Gjere
Jim Goodman
Wayne Greaves
Don Hamann
Steven Hoffman
Timothy Holleman
Randall Ice

Dennis Johnson
Steve Kaufman
David Larson
Steven Mills
Keith Mutchler
Roger Nelsen
Randy Nelson
Harvey Robinson
Ray Roseland
Jim Swartz
Pat Tlustos
Eric Warren
Steve Weeldreyer
Gary Weishaar
Dale Westendorf

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Gary Baker
Steve Bode
Jerald Byg
Dan Daniels
David Daughters
Bob Deis
Jeff Dietz
Clyde Ericsson
Gary Evensen
Harald Flatoen
Lester Goldstine
Jake Hess
Don Hixson
David Hogue
Stephen Isaacson
Kenneth Juell
Ken Kolegraff
Keith Kostlan
Ron Lacher
Mike Langerman
Steve Lux
Don Pawlowski

Larry Pearson
Michael Peterson
Steve Pirner
Lance Swanhorst
Leo Van Sambeek
Gary Veurink
Bill Woodward

CLASS OF 1973

Mike Alley
Anonymous
Dave Berg
John Bradford
Dennis Brady
Bill Dailey
Packer DeMarcus
Vickie DeNeui
Joseph Gersic
Joel Grace
Russ Guenthner
Doug Ham
Arne Hatlestad
Robert Heier
Steve Jeschke
Wayne Kellogg
Jim Konst
Patrick Langerman
Michael Langner
Terry Linde
Jerry Lipovsky
Scott Marin
Michael Matson
Richard Moen
Lawrence
Muellenberg
Rick Nixon
Dale Novstrup
Doug Quiett
Jim Quinn
Lou Rensch
David Roth
Bruce Sabacky
Jerry Schley
Butch Skillman
Henry Smith
David Springhetti
Jim Stoebner
Raymond Symens
Ron Symens
Merle Symes

Doug Todd
Tom Van Wyhe
Bob Waxdahl
Bill Weber
John White

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Mark Adel
Tom Anderson
Anonymous (2)
Alan Bergeron
Lavonne Blucher-Nameny
David Cappa
Christina Chiang
Lin Chiang
Gary Christman
Monte Dirks
Larry Dresch
Tony Eichstadt
Jim Green
Dave Habicht
Kevin Hegerle
Stacey Hieb
Jerry Jarding
Francis Johnson
Donald Kellar
Chuck Kliche
Darwin Koepp
Sue Koepp
Chuck Konechne
Marvin Larsen
Steve Lin
James McNulty
Ivan Mehlhaff
Kathy Miller
Roger Mitchell
Bob Morcom
Gerry Morgen
Jeff Muffat
Marlene Nelson
Al Ness
Tom Ohlmacher
Art Rausch
Arlen Schamber
Steven Schmidt
Jim Schunneman
Jim Scull
Lindell Sunde
Don Swanson

Ellen Thompson
Francis Toscana
Steve Vanderboom
Arnie Victor
Bill Wahl

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Anonymous
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Deek Chancellor
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Doug Emme
Chuck Enze
Paul Fuoss
Pat Halley
Dave Hammerquist
Mark Hjelmfelt
Jeffrey Ingerson
Carroll Laufmann
David Lolley
Doug Miller
Ken Miller
John Osnes
Owen Palm
Eileen Peterson
Randy Powell
Linda Rausch
Chip Story
Tom Tammen
Al Tidball
Ralph Wagner
Allen Walter
Wayne Welch

CLASS OF 1976

Denise Barton-Miller
Mark Berggren
Al Berreth
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Lang-Ping Chang
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Jim Dunn
Tom Eizember
Bill Fall
Patrick Hallauer
Joan Howard

Dennis Howe
Dan Jackson
Rodney Jerger
Monty Jost
Colleen Kelley
Wayne Larsen
Jerry Neal
Rita Neff
Kathy Rodgers
Debbie Roggenthen
Bob Roggenthen
Darles Scheibe
Les Siewert
Pat Smith
Kathy Ulman
Sue-Lee Wang
Tom White
John Zoss

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Anonymous
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Mary Brass
Greg Bucknell
Dan Carlson
Steven Cooper
Brian Freese
Jeane Hull
John Hull
Margaret Larsen
Karen Niedan-Palm
Polo Pawlowski
Joe Peanasky
Jim Pompy
Bob Quinn
Mark Rezac
Bruce Stovall
Terry Straetker
Ken Wrede

CLASS OF 1978

Ernest Anoma
Anonymous (2)
Orie Barnes
Rollo Cain
SK Choudhury
Sam Colvin
Sharalyn Colvin

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Kevin DeSomber
Dennis Doerr
Peter Eckhoff
M.J. Green
Judd Hansen
Steve Hinman
Monty Hintz
Jeff Hohle
Yvonne Baker Hoop
John Hovanec
Eirh-Yu Hsie
Daryl Jensen
Carol Lyell
Paul Millea
Neil Nolop
Don Oakland
Sam Polino
Jim Rankin
Stan Roberts
Kip Squire
Robert Stuard
Dave Thompson
Larry Todd
Linda Wiley
Mark Wismer
Randy Zwetzig

CLASS OF 1979

Roger Anderson
Sandra Anderson
Anonymous (4)
Steven Bauer
Steven Bauman
Hugh Boyle
John Chandler
Pete Chikos
Elaine Cowley
Arden Davis
Gary Gabe
Jeanne Goodman
Kim Haarberg
David Hoffman
Morris Hunt
Timothy Johnston
Mark Kalmi
Linda Pirtle
Rick Redder
Joanne Rieger
Larry Schmaltz

Jim Spurrier
Gary Stevens
Koby Stoll
Bruce Weeks
J.D. Wientjes
Daryl Zimmerman

CLASS OF 1980

Lallie Adams-Peterson
John Alden
Mark Anderson
Anonymous (2)
Gaurdie Banister
Doug Beck
Lynn Bell
Greg Brekken
Peggy Carder
Jim Cole
Knut Dahl-Stamnes
Susan Dake
Parviz Eftekhari
Randal Evans
Tony Evers
Tom Farrell
Dwight Gemar
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Tim Ogdie
Ray Peterson
Jerry Pfarr
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Don Sargent
Bobby Schmitz
Gerry Schulte
Tom Schweitzer
Michael Stahl
Doug Stalheim
Todd Stewart
John Stieha
Dan Watson
Rod Webber
Mark Woytassek
Deborah Zimmerman

Class Giving

* Deceased

CLASS OF 1981

Kreg Beck
Hilary Brook
Willie Chiang
Tim Dake
Charlene Dubs
Bart Eddy
Steve Elrod
Dusty Gilyard
Reah Graham-Dahl
-Stamnes
Jim Hildebrand
Michael Johnson
Martin Kidner
David Kuhlmeier
Dave Litzen
Lori Litzen
Doug Martin
Randall Newcomb
Blaine Olson
Rick Ross
Harry Rossander
Ken Simon
Janice Vosika

CLASS OF 1982

Anonymous (2)
Mandy Barker
Tim Barker
Mark Benson
Tracy Bentley
Dean Bierwagen
Bret Budd
Greg Fiegen
Doug Fluke
Alan Goldschmidt
Greg Hess
Manalee Johnson
Stu Kellogg
Dana Koth
Jill Nelson

Kurt O'Bryan

Ruth Partlo
Brian Powers
Alvin Punt
Bryan Ripp
Mike Soukup
Rich Wells
Linda Weltzin

CLASS OF 1983

Lea Anderson
Carl Beck
Karen Eidsness
Dorothy Engelking
Dave Erb
Debra Fowler
Rosa Lea Grav
Burke Henehan
Creties Jenkins
Doug Johnson
Kristi Johnston
Mark Koepke
Leighton Lien
Jerry Logan
Shirley Mondy
Clark Neuharth
Lorraine Padden
Mike Perkovich
Terry Schultz
Mark Sewell
Srini Sundaramoorthy
Perry Sweet
Brian Vognilid
Barb Watson
Todd Williams

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Anonymous (2)
Tom Barnum
Jerry Beckman
Leo Beer

Jim Bier

Jon Christopherson
William Cross
Todd Eckstaine
Danna Eisnach Nesler
Mark Fakler
Mark Falk
Bhargav Gollabinnie
Jay Higashi
Roger Hodson
Kyle Hoops
Mike Jahraus
Shiri Kadambi
Jon Kellar
Karl Knapp
Camille Kovarik
Dave Kyllonen
Milton McPeek
Bob Miller
Dale Morrison
Mark Mudlin
Steve Mullan
Paul Nelson
Carrie Nettles
Joe Odegaard
Christina Olheiser
Mike Pagel
Lesley Pedde
Ravi Ravichandran
Gene Rye
Scott Schmidt
Mark Stafford
Duke Tallam
James Unruh
Dan Weinacht
Trudy Wells
Steve Wiederrich

CLASS OF 1985

Anonymous (3)
Nancy Arstein

Kay Baumeister
Ken Chisolm
Jeanne Eha
Vicki Franzen
David Grimm
Tom Hagstrom
Jack Henris
John Heying
Dennis Hulm
Eric Johnson
Doug Junker*
Toni Logar
Terry Matuska
Joel Nieland
Barb Nielsen
Dennis Olheiser
Brad Pekas
Laura Pike
Tim Pike
Rocky Pray
Rob Sayler
Mike Spilde
Julie Thompson
Jeffrey Weiland
Lisa Zacher
Todd Zweifel

CLASS OF 1986

Anonymous (2)
Todd Brewster
Todd Brick
Julie Carver
David Christensen
David Coble
DeDe Crough
Dave Crumrine
Dan Driscoll
Tom Durkin
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