

*Overview of Grinnell College  
and its Environment  
October 5, 2002*

# *Table of Contents*

	Page
Foundational Documents.....	3 – 7
Grinnell College Students.....	8 – 24
Grinnell College Graduates.....	25 – 32
Grinnell College Faculty.....	33 – 48
Grinnell College as an Institution.....	49 – 64
Grinnell College Facilities.....	65 – 67
The Grinnell Community.....	68 – 71
External Perceptions of Grinnell.....	72 - 75
The Broader Academic Environment.....	76 – 83
Past Strategic Planning Efforts at Grinnell College.....	84 – 91
Planning at Similar Institutions.....	92 – 98

# *Grinnell College Foundational Documents*

## *Mission statement*

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

*Approved May, 2002*

## *Core values*

### *A residential liberal arts college committed to:*

- Excellence in Liberal Arts Education
- A Diverse Community
- Social Responsibility

*January, 2002*

## *A Grinnell education*

- Intensive mentoring of students by the faculty
- Education rooted in active experience
- Active learning which extends to participation in the global community
- Students entrusted with an uncommon level of responsibility for their own college experience

*Approved Spring, 2002*

## *Background: Who are our peers?*

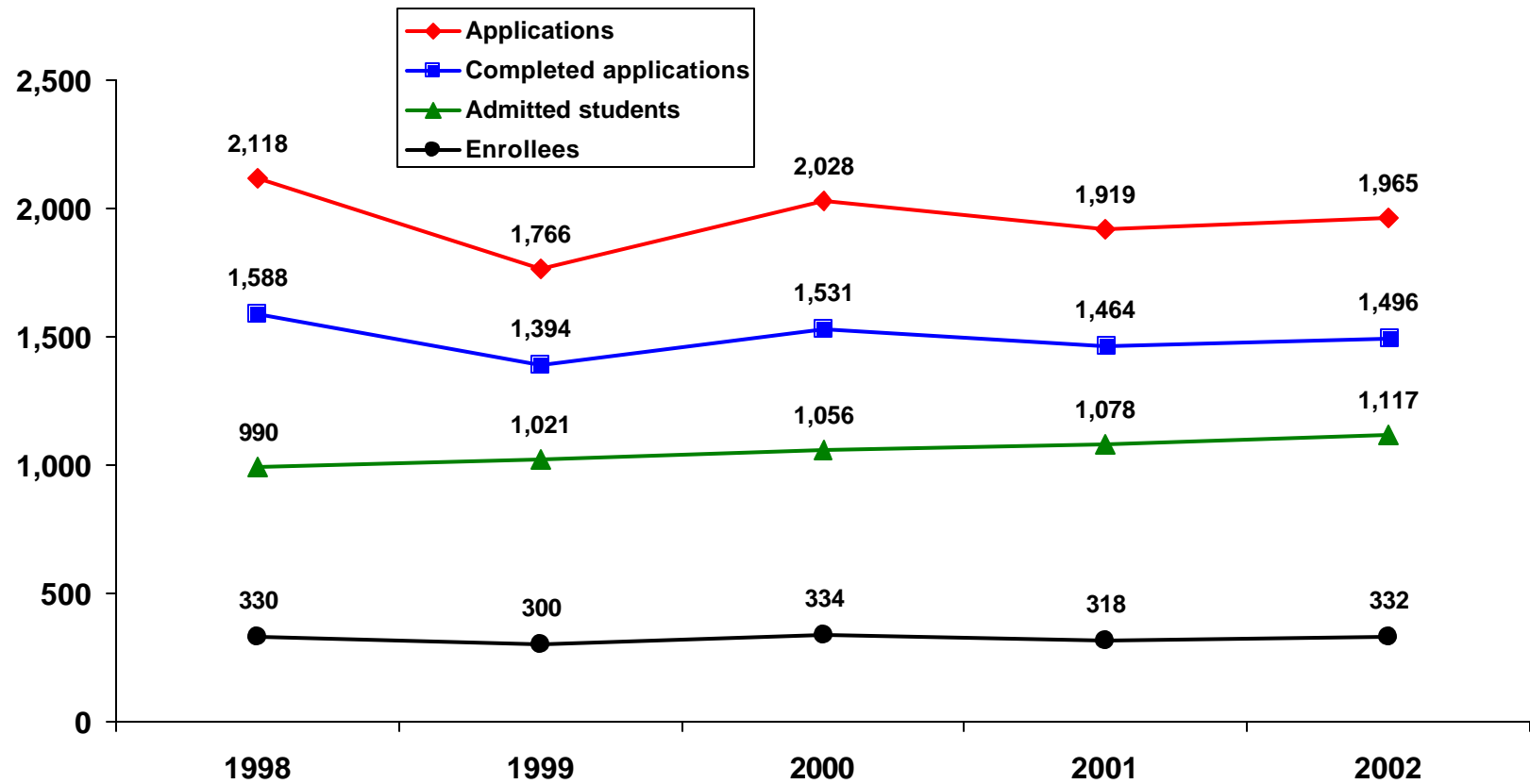
Eleven similar colleges are used to provide a context for what we know about ourselves.

- Amherst College
- Bowdoin College
- Carleton College
- Colorado College
- Davidson College
- Kenyon College
- Macalester College
- Oberlin College
- Swarthmore College
- Washington & Lee University
- Williams College

Grinnell regularly shares data with all of these institutions. “Peer data” given in this presentation comes from these eleven schools.

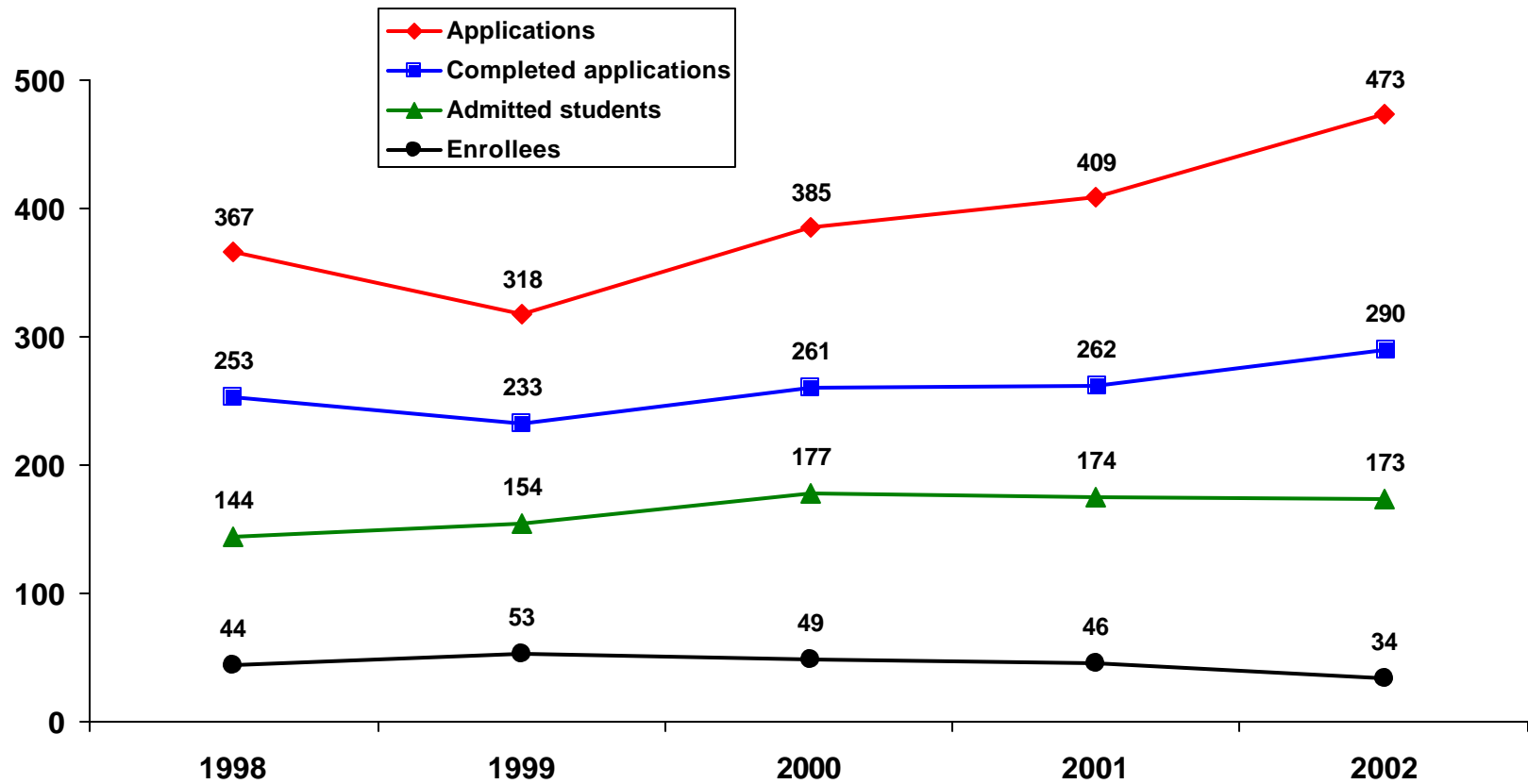
# *Grinnell College Students*

# *Grinnell College's domestic applicant pool* (U.S. students entering in the fall directly from high school)



# *U.S. students of color applying to Grinnell College*

(Students entering in the fall directly from high school)



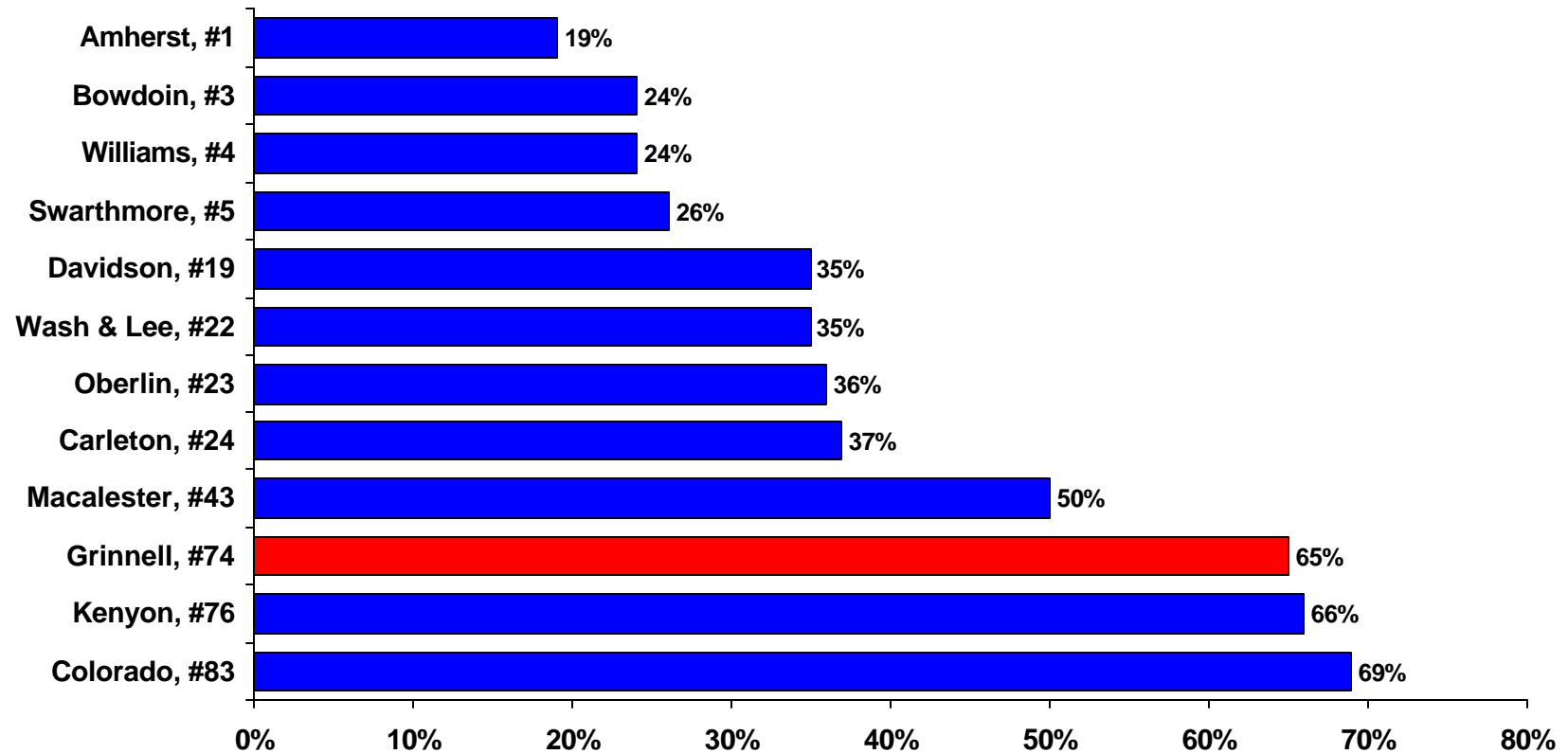
## *Applications and selectivity*

<b>Fall 2001 Entering Class</b> (all first-year students; includes international)	<b>Grinnell</b>	<b>Peer Average</b>	<b>Peer Range</b>
Number of Completed Applications	<b>1,980</b>	3,558	2,002 to 5,168
Selectivity (% of applicants admitted)	<b>65%</b>	41%	21% to 76%
Yield (% of admitted students who come)	<b>28%</b>	38%	24% to 48%

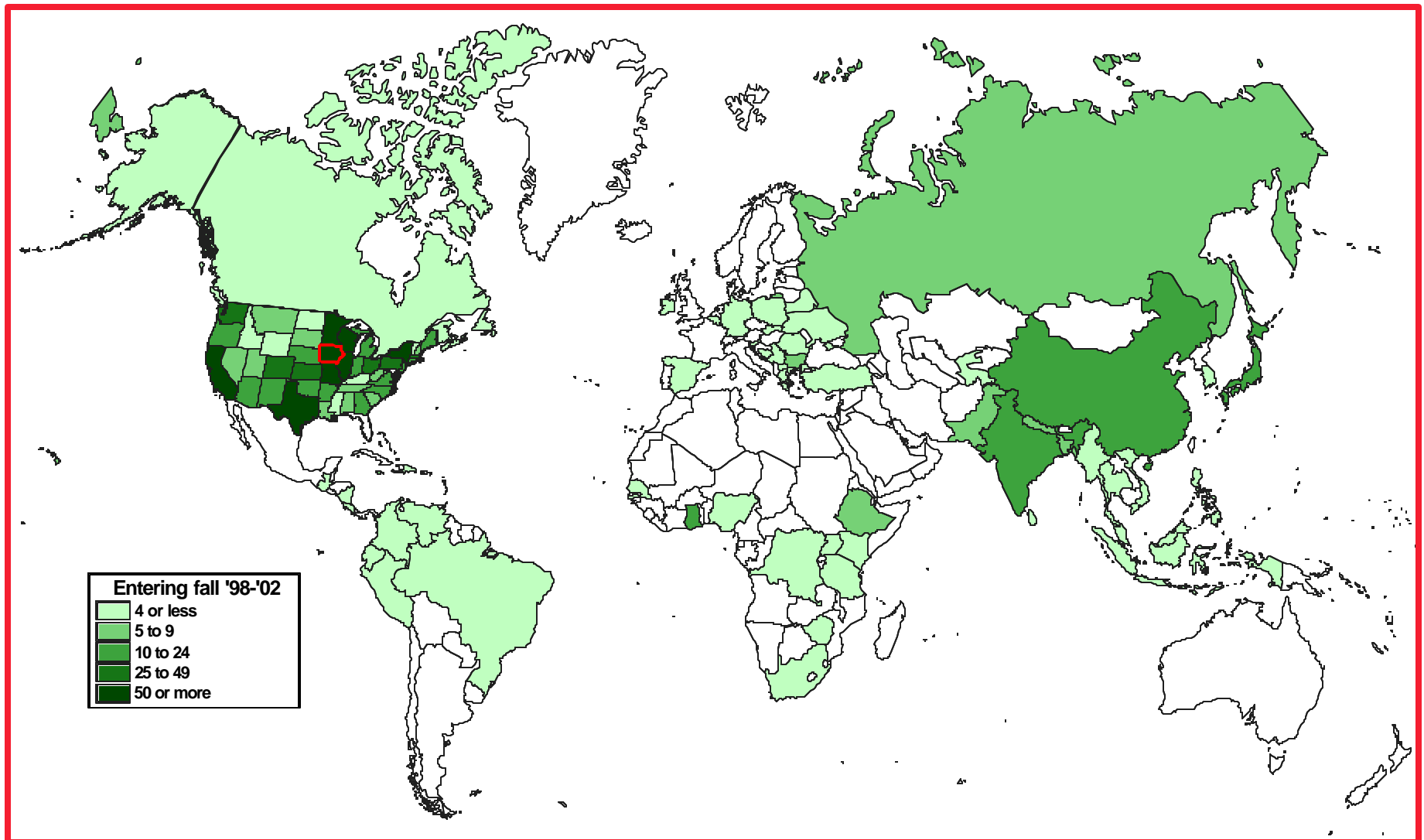
Source: HEDS Consortium

# *Percent of applicants accepted, liberal arts colleges*

U.S. News data, 2003 edition

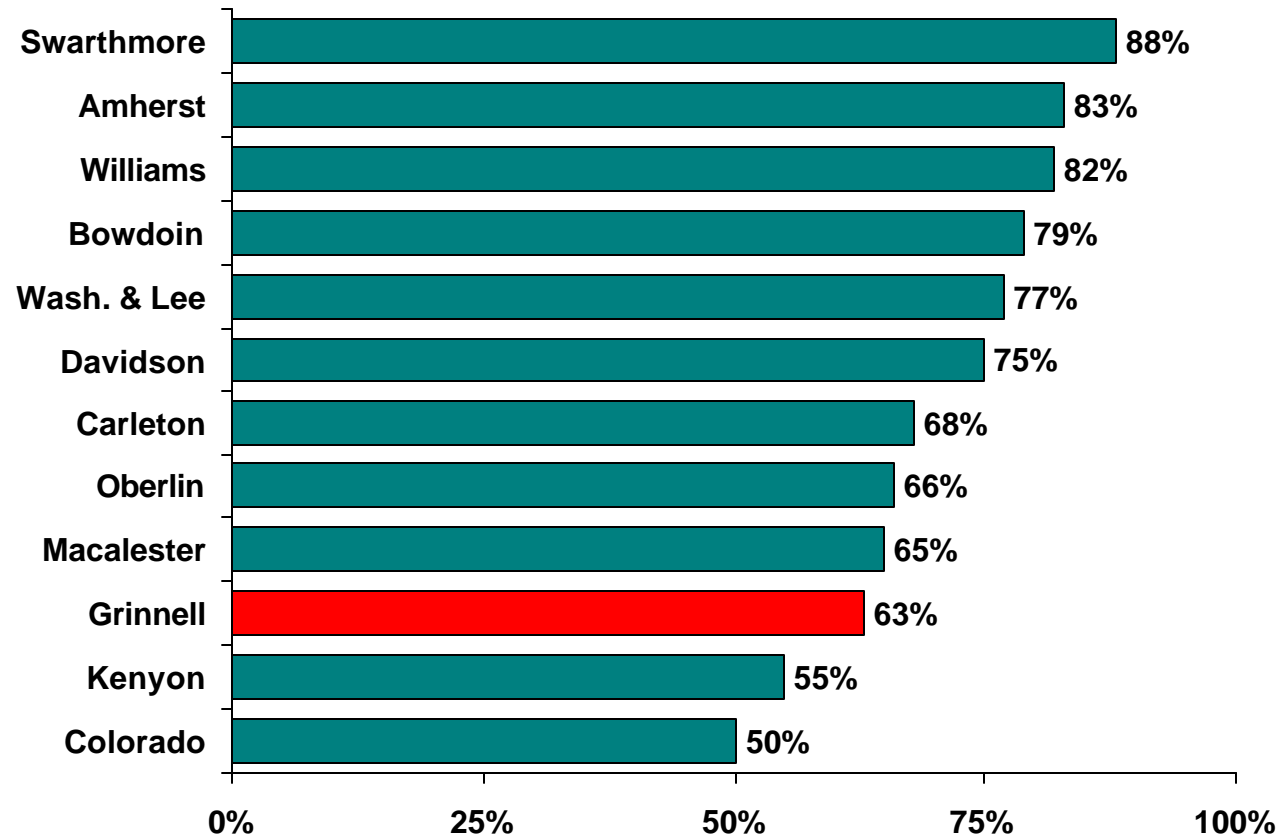


# *Origins of new students over the past five years*



# *Freshmen in the top 10% of high school class*

U.S. News data, 2003 edition



## *SAT 25<sup>th</sup> - 75<sup>th</sup> percentiles*

U.S. News data, 2003 edition

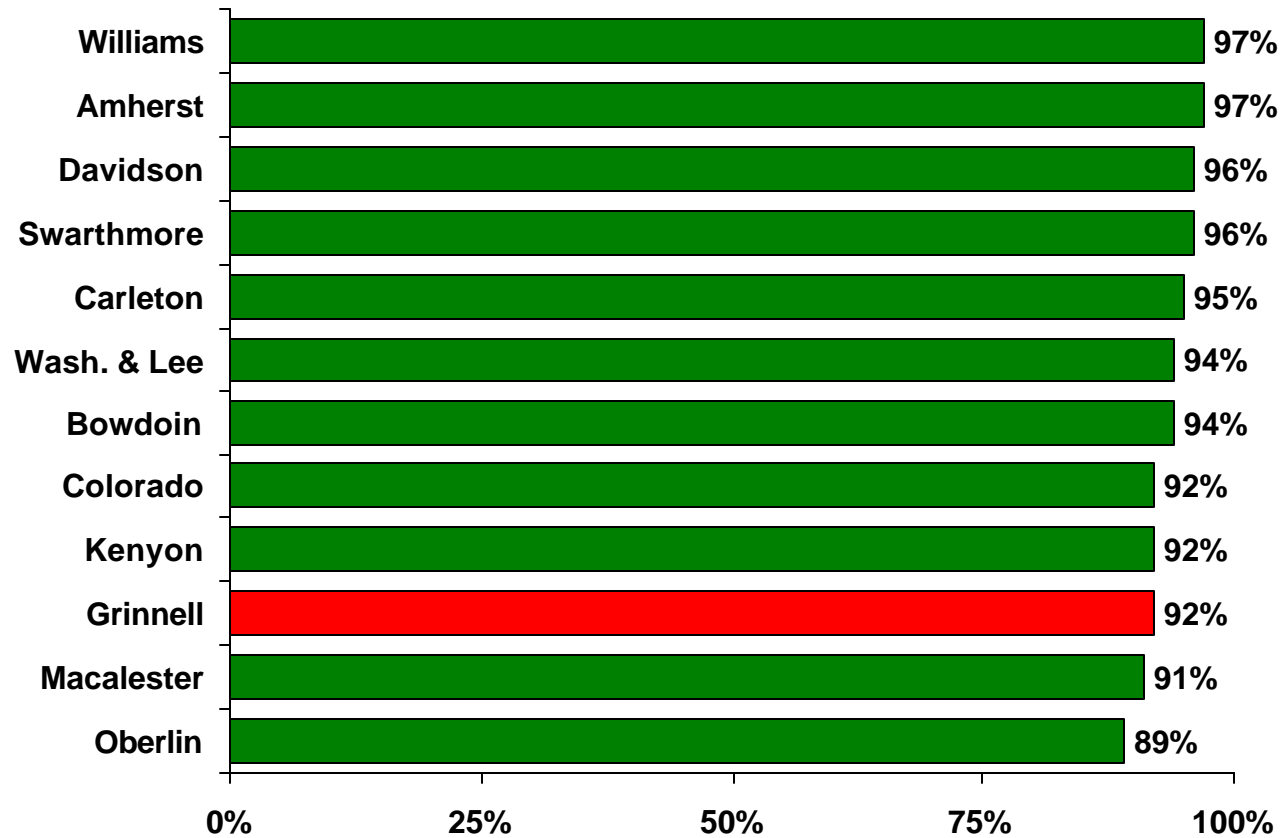
<b>Institution</b>	<b>SAT scores</b>	<b>U. S. News Rank</b>
Swarthmore	1360-1530	2
Amherst	1320-1510	4
Williams	1310-1510	5
Carleton	1280-1460	8
Bowdoin	1280-1440	11
<b>Grinnell</b>	<b>1250-1440</b>	<b>12</b>
Macalester	1240-1440	14
Oberlin	1240-1430	16
Wash & Lee	1270-1420	17
Davidson	1235-1410	21
Kenyon	1180-1380	26
Colorado	1190-1370	29

## *Student demographics and retention*

	<b>Grinnell</b>	<b>Our peers</b>	<b>Nationally</b>
Percent female	<b>53%</b>	46% to 58%	56%
Percent U.S. students of color	<b>13%</b>	6% to 33%	23% for private four-year colleges
Percent international	<b>10%</b>	2% to 14%	6% for private four-year colleges
Percent first-years who return as sophomores	<b>92%</b>	91% to 98%	
Five-year graduation rate	<b>83%</b>	74% to 96%	

# *Average freshman retention (1997-2000)*

U.S. News data, 2003 edition



# *Summary characterizing Grinnell students*

Freshman surveys, 1999-2001

- Among our peer colleges, Grinnell students most closely resemble students at Macalester and Oberlin. They are most different from students at Carleton and the eastern colleges.
- Grinnell (and Macalester and Oberlin) students studied less than others in high school, performed about as well, but have higher expectations for how well they will do in college. They have the lowest self-rated drive to achieve. They are the most politically liberal, but the least likely to want to be community leaders. Their parents have the lowest incomes and the lowest levels of education. They have been less sociable in high school, and give a low rating to their own leadership ability. All college and career goals are weaker (than at other peer colleges), except that more of them want to get Ph.D.s. They are the most likely to have given important consideration to financial aid when choosing a college.

## *What kind of students choose Grinnell?*

### **Credentials & aspirations**

	<b>Grinnell</b>	<b>Our peers</b>	<b>Nationally</b>
SAT Math average	<b>672</b>	625 to 722	514
SAT Verbal average	<b>665</b>	621 to 711	506
Plan to obtain Ph.D.	<b>40%</b>	18% to 51%	17%
Plan to obtain M.D.	<b>11%</b>	6% to 24%	9%
Plan to obtain law degree	<b>7%</b>	5% to 22%	5%
Liberal or far left politics	<b>72%</b>	22% to 74%	30%

# *What kind of students choose Grinnell?*

## Self-perceptions

I was in the top 10% of my high school class in terms of:	<b>Grinnell</b>	<b>Our peers</b>
Academic ability	<b>39% *</b>	28% to 62%
Drive to achieve	<b>30%</b>	24% to 42%
Persistence	<b>19%</b>	16% to 32%
Competitiveness	<b>14%</b>	12% to 28%
Emotional Health	<b>18%</b>	17% to 32%

\* 63% of these Grinnell students (entering 2001) actually ranked in the top 10% of their high school class.

*What kind of students choose Grinnell?*  
 “Very important” reasons for attending college

	<b>Grinnell</b>	<b>Our peers</b>	<b>Nationally</b>
To gain a general education	<b>86%</b>	76 to 90%	66%
To improve my study skills	<b>44%</b>	40 to 56%	42%
To become a more cultured person	<b>65%</b>	49 to 71%	42%
To learn more about things	<b>91%</b>	83 to 94%	78%
To prepare for grad/professional school	<b>60%</b>	52 to 77%	57%
To get training for a specific career	<b>24%</b>	20 to 41%	71%

# *What kind of students choose Grinnell?*

## **Life goals**

<b>A very important life goal is to:</b>	<b>Grinnell</b>	<b>Our peers</b>	<b>Nationally</b>
Become an authority in my field	<b>55%</b>	54% to 66%	60%
Influence social values	<b>32%</b>	35% to 51%	38%
Help others in need	<b>67%</b>	56% to 71%	61%
Have administrative responsibility	<b>14%</b>	14% to 39%	37%
Succeed at own business	<b>18%</b>	16% to 44%	40%
Be a community leader	<b>28%</b>	28% to 46%	32%

## *Who comes to Grinnell? Who doesn't?*

According to the 1997 Kane and Krukowski Report:

- Those who inquire but do not apply to Grinnell College are more interested in pre-professional programs, job placement success, and internships than those who do apply.
- Students who come to Grinnell College are more likely to see “curricular flexibility” as very important than those who are admitted but choose not to come.

## *Why students choose Grinnell?*

	<b>Grinnell</b>	<b>Our peers</b>	<b>Nationally</b>
College attended is student's 1 <sup>st</sup> choice	<b>64%</b>	62% to 80%	70%
Academic reputation is very important to choice	<b>89%</b>	69% to 91%	56%
Financial aid is very important to choice	<b>58%</b>	21% to 48%	33%
Graduates getting good jobs is very important	<b>54%</b>	39% to 69%	51%
National rankings are very important	<b>27%</b>	13% to 37%	11%

# *Grinnell College Graduates*

## *How students feel about their Grinnell experience*

### Surveys of graduating seniors show that:

- Satisfaction with the quality of academic programs, instruction, professors, and academic facilities is very high (85-98%)
- Overall satisfaction with the college and the education they received is consistently very high (90-93%)
- 86% say they would choose Grinnell again
- 70% are satisfied with opportunities here for involvement in activities
- Two-thirds or more say they have improved their: ability to put ideas together, general knowledge, critical thinking skills, and computer skills
- 80% or more say they want their future job to: use creativity and initiative, be interesting, provide intellectual challenge, involve interaction with colleagues and clients, and express their personal values

## *What Grinnell students do after graduation*

- One year after graduation, about 50% of Grinnell graduates are employed, 30% are pursuing further study, and 20% are pursuing other opportunities (volunteer work, travel, etc). Forty percent of those who are employed (20% of the total) have jobs related to their major fields of study.
- 40% of the graduates from the classes of 1970-1990 have informed the college that they hold at least one higher degree. Slightly over half of these are in the arts and sciences, with the rest divided between law, the health professions, and business. An estimated 11% of recent Grinnell graduates have gone on to earn a Ph.D.
- The largest employment sectors for Grinnell alumni are education (18%) and business (17%)
- For its size, Grinnell produces a large number of Ph.D.s, ranking 13th among all among undergraduate colleges in 1999

## *Doctorates awarded to graduates of liberal arts colleges, FY99; top 25 liberal arts colleges*

<u>Academic Institution</u>	<u>Number</u>	<u>Rank</u>
Oberlin College	132	1
Carleton College	90	2
Wesleyan University	80	3
Swarthmore College	73	4
Pomona College	70	5
Wellesley College	70	5
Smith College	65	7
St. Olaf College	65	7
Williams College	65	7
Amherst College	61	10
Reed College	53	11
Bucknell University	51	12
<b>Grinnell College</b>	<b>51</b>	<b>12</b>
Vassar College	51	12
Barnard College	50	15
Bryn Mawr College	50	15
Mount Holyoke College	48	17
Haverford College	42	18
Wheaton College (Wheaton, IL)	41	19
Colgate University	40	20
College of the Holy Cross	39	21
College of Wooster	39	21
Furman University	38	23
Bates College	37	24
Middlebury College	36	25

Source: NSF WebCASPAR Database System, presented in the Swarthmore 2001 fact book.

## *What graduates value most about their Grinnell education*

Alumni from 13 majors, the education program, and one concentration have been surveyed in the past seven years. The following benefits are frequently mentioned as having resulted from a Grinnell education:

- Analytical and problem-solving skills
- Writing skills
- An enhanced appreciation of some aspect of life related to the major

Some also mention:

- Research skills
- Good preparation for graduate school

# *What graduates say would improve a Grinnell education*

Alumni surveys (see page 29)

*Career preparation is the most common theme*

- Make sure coursework includes how to apply the discipline to real-world problems (such as doing mathematical modeling, or applying social or economic theories to current events)
- Provide better career advising, especially about careers that use what students learn in a major but do not involve a graduate degree
- Provide better career preparation about the “business” aspects of a discipline (such as how artists can get their work displayed or how teachers should manage behavior problems and deal with parents)
- Encourage and support more student internships
- Warn students about their real employment prospects, in and out of academia

## *Context: Grinnell student messages about careers*

(Quotes were selected as exemplary by three '99 graduates who studied this issue among students & alumni)

- “Grinnell allows me to feel comfortable about having no solid career plans.”
- “I think Grinnell’s more a culture of confusion and indecisiveness.”
- “I was attracted to Grinnell because I didn’t have a clue what I wanted to do. I was the queen of denial. I just assumed that I would magically get a job or something would happen when I graduated.”
- “Grinnell students are always doing something great and interesting but it usually takes about ten years to figure out what they want to do.”
- “I wouldn’t say I was discouraged from going into business, not by the faculty, at least. But, because business jobs tend to pay more than working for NPR or PBS, I think it was discouraged at Grinnell on another level.”
- “I have to say I feel a little guilty saying I have an MBA.”

## *1998 alumni survey about career characteristics*

- 96% of the 675 who completed the survey claimed that their jobs were meaningful, defined as having at least three of the following qualities: work is worth doing, work is interesting and challenging, work uses my special talents and abilities, and work allows me to continue to grow and learn
- Many also reported material rewards, defined as having at least three of the following qualities: pays a salary large enough to support my desired lifestyle, pays health insurance benefits, pays retirement benefits, and is likely to continue until I wish to leave. However, about 25% said their jobs did not meet this standard.
- Men and women were about equally likely to report having meaningful work, but men (70%) were more likely than women (50%) to report also having material rewards

# *Grinnell College Faculty*

## *Faculty recruitment*

Interview study, fall 1997, with three years of new tenure-track hires

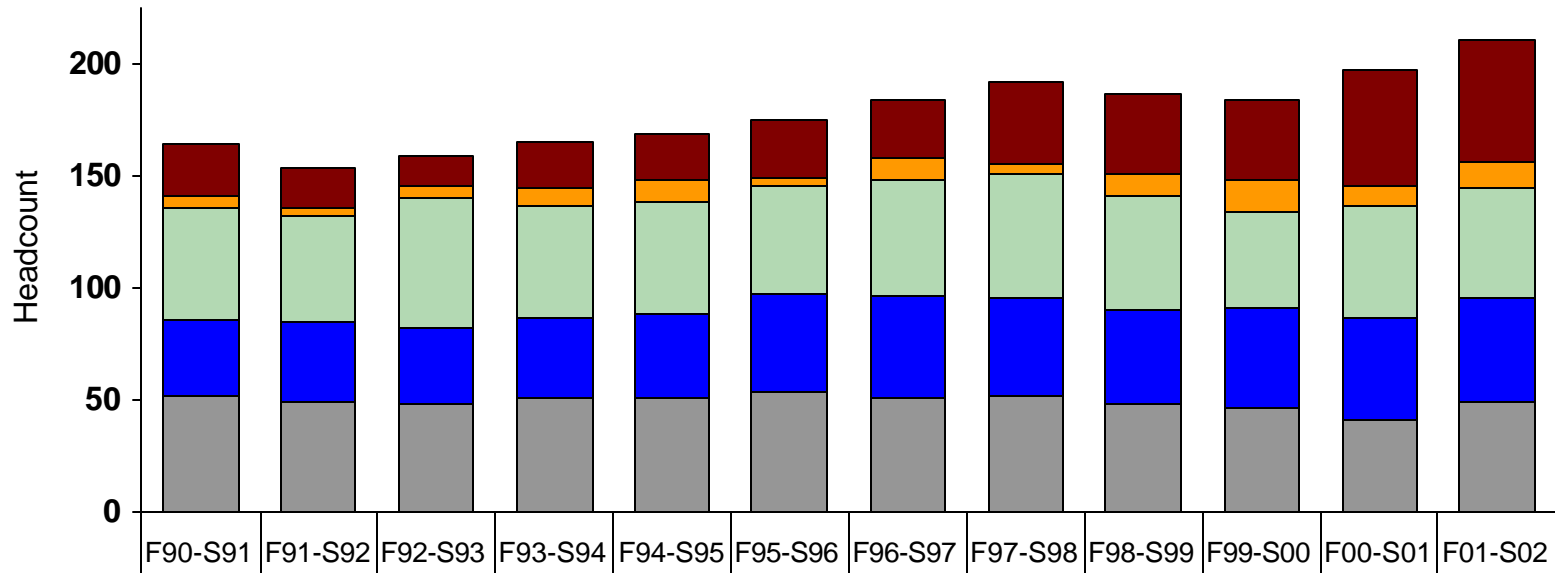
- 25% of 24 recent tenure-track hires chose Grinnell over another tenure-track offer, usually for financial reasons. 25% chose Grinnell because Grinnell's offer required a decision before their scheduled interview(s) at other institutions. The other 50% had no other offer, had no other tenure-track offer, or only applied to Grinnell.
- The most frequently mentioned reason for wanting to work at Grinnell was the prospect of having good faculty colleagues. The next most frequently mentioned reasons were good research support, a high salary, and a good environment for teaching.
- The most frequently mentioned drawback, that led people to consider not coming here, was the lack of professional employment opportunities for spouses. The next most frequently mentioned drawback was a sense that research was not highly valued here.

## *Who are the faculty?*

- Grinnell College tenured/tenure-track faculty are about evenly divided in thirds between full, associate, and assistant professors. 63% are tenured.
- 94% of the faculty hold terminal degrees.
- The regular faculty is about 60% male. Most of the imbalance is accounted for at the full professor level.
- 10% of the faculty are US minorities. 5% are foreign citizens.
- The average age of the faculty is 47.

# Headcount of faculty members

Regardless of teaching load; counts only departments with majors, plus education



	F90-S91	F91-S92	F92-S93	F93-S94	F94-S95	F95-S96	F96-S97	F97-S98	F98-S99	F99-S00	F00-S01	F01-S02
■ Lecturer/other part-time*	23	18	14	21	20	26	26	36	36	36	52	55
■ Instructor	5	4	5	7	10	4	10	4	10	14	8	12
■ Assistant	50	47	58	50	50	48	52	56	51	43	50	49
■ Associate	34	36	34	36	37	43	45	43	42	45	46	46
■ Professor	52	49	48	51	51	54	51	52	48	46	41	49

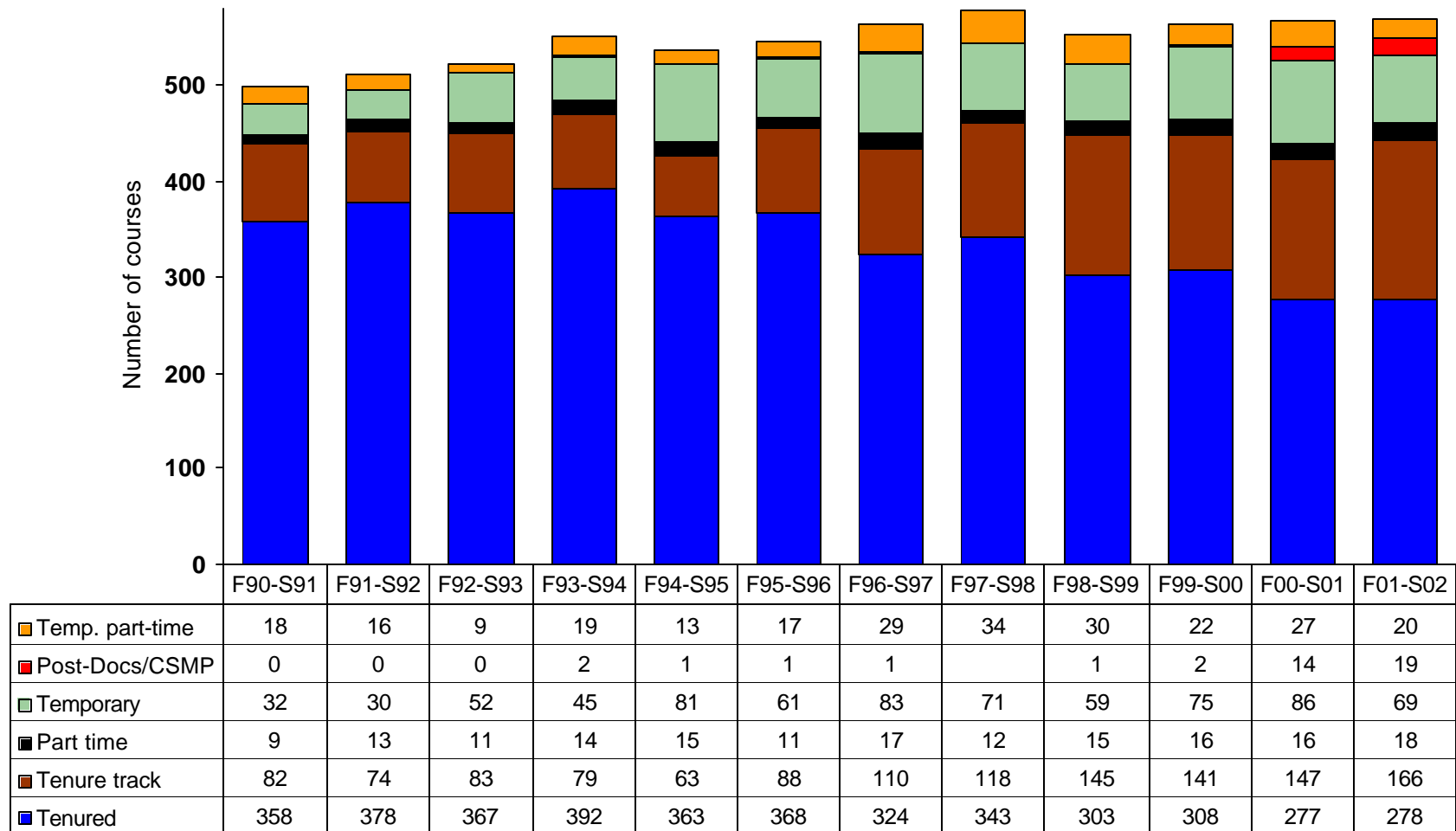
\* Includes post-doctoral fellows, CSMP, visiting scholars, short course instructors, & administrators who teach.

# *Faculty teaching loads at comparable colleges*

2001-02 academic year

College	Teaching Load	Caveats
Bowdoin	4 courses	Languages: 5-6 courses; sciences: 3 for labs
Smith	4 courses	
Wellesley	Tenure-track faculty=4 courses; non-tenure track=5 courses	
Franklin & Marshall	5 courses: 3/2 semester schedule	First lab=one course; add'l labs=half course
<b>Grinnell</b>	<b>5 courses: 3/2 semester schedule</b>	<b>Science labs=half course</b>
Hamilton	5 courses	
Kenyon	5 courses: 3/2 semester schedule	
Macalester	5 courses plus supervision of independents & internships	Sciences: 4 courses; labs=approx. half course
Occidental	5 courses	
Pitzer	5 courses	Sciences: 4 courses; labs=approx. half course
Swarthmore	5 courses	Sciences account for labs
Wheaton	Full-time faculty=5 courses; full-time visitors=6 courses	
Beloit	6 courses: 3/3 semester schedule	Lab sciences=1.5 courses
Carleton	6 courses	Science labs=half course
Earlham	6 courses: 3/3 semester schedule	
Knox	6 courses: 2/2/2 trimester schedule	
University of the South	6 courses: 3 per semester	
Whitman	6 courses	Labs=half course

## *Number of courses taught by contract type*



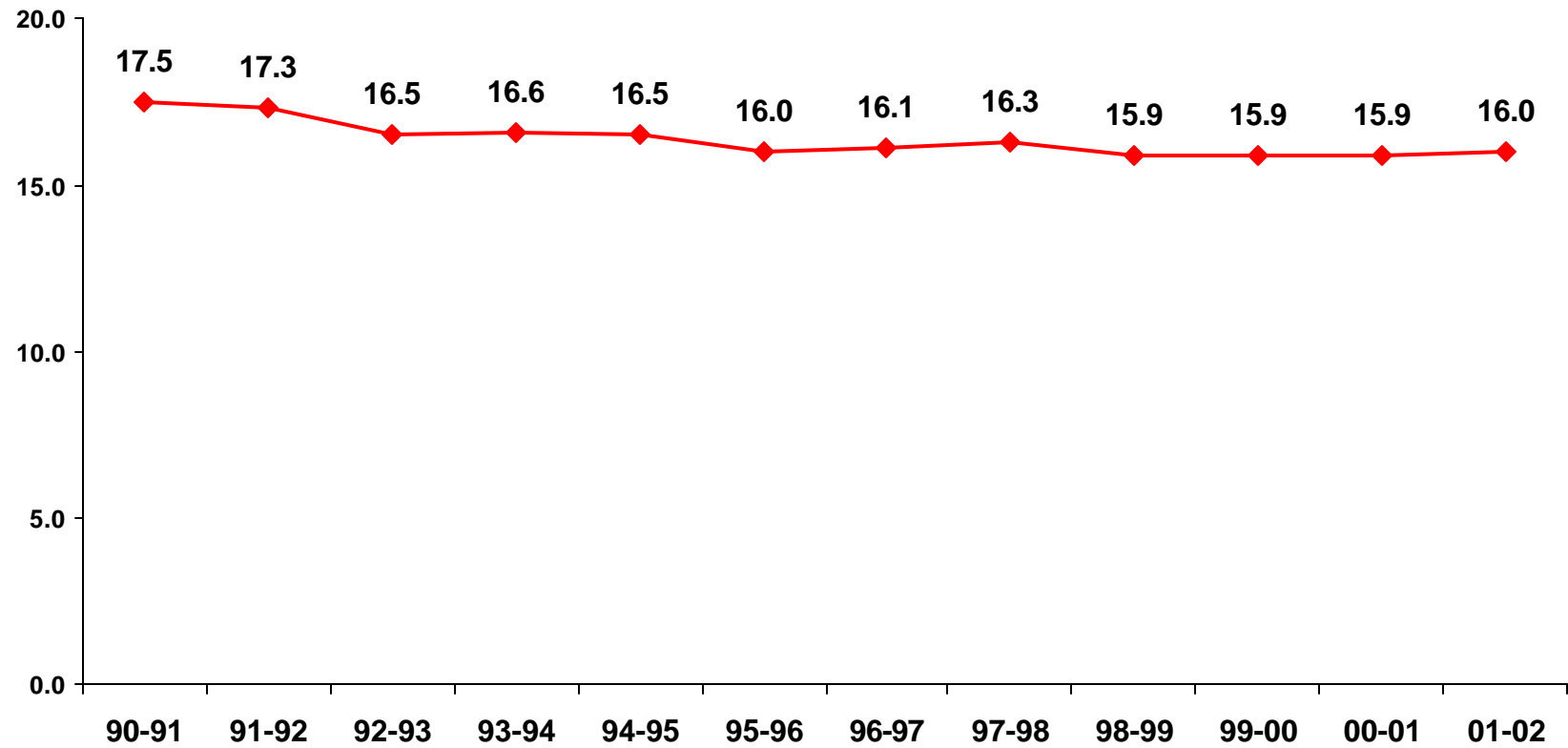
Includes courses taught on campus during the fall or spring semesters. Excludes independent study, plus-2, lab, internship, practicum, thesis, performance, one & two credit courses. Includes tutorial.

## *Student-to-faculty ratios*

U.S. News data, 2003 edition

<b>Institution</b>	<b>Student-to-faculty ratio (2001)</b>	<b>U.S. News rank</b>
Amherst	8 to 1	1
Williams	8 to 1	2
Swarthmore	8 to 1	3
Colorado	9 to 1	4
Carleton	10 to 1	5
<b>Grinnell</b>	<b>10 to 1</b>	<b>6</b>
Bowdoin	10 to 1	7
Kenyon	10 to 1	8
Oberlin	10 to 1	9
Davidson	11 to 1	10
Macalester	11 to 1	11
Wash. & Lee	11 to 1	12

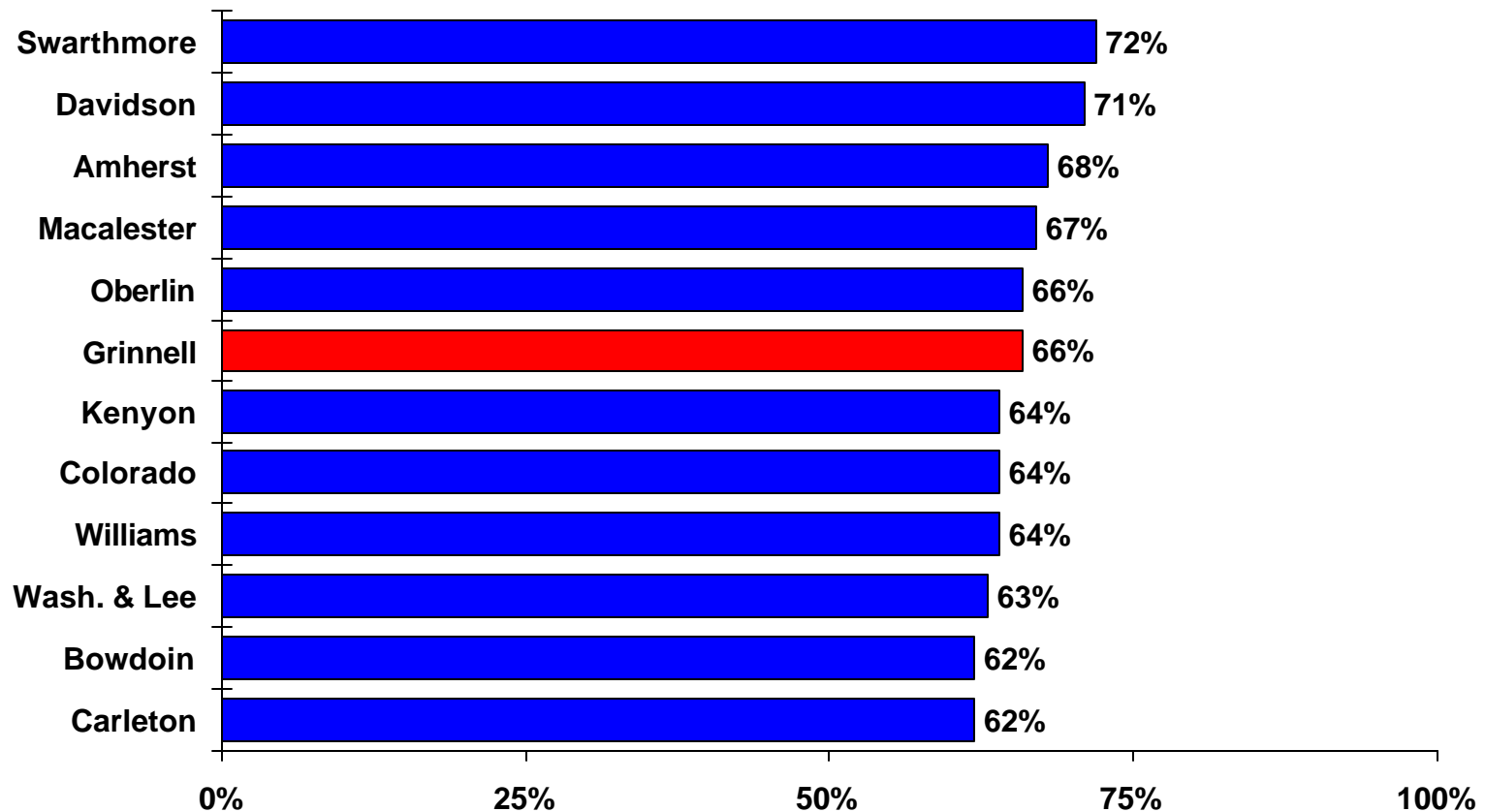
## *Average class size, standard courses*



Source: Registrar data

# *Percent of classes with fewer than 20 students (2001)*

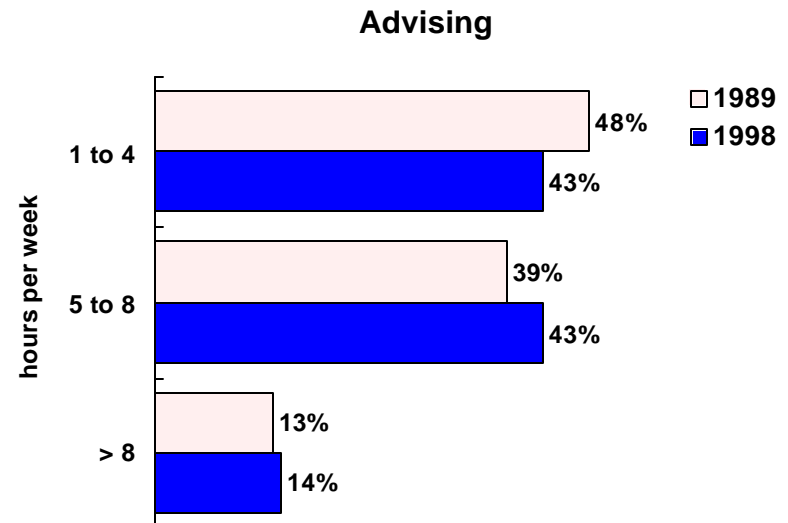
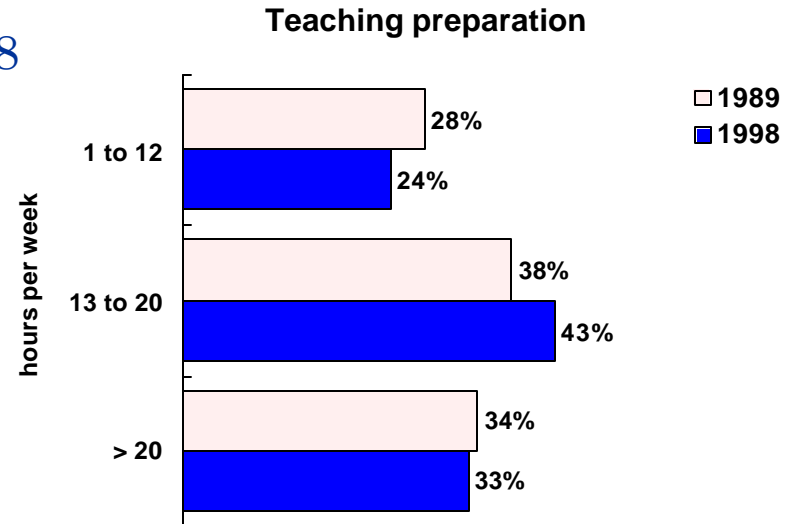
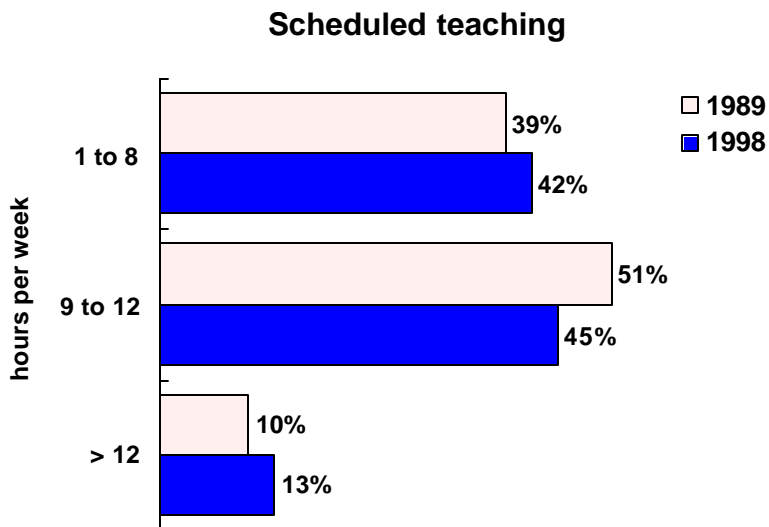
U.S. News rankings data, 2003 edition



# Faculty time allocation

Surveys of Grinnell faculty, 1989 & 1998

## Teaching & advising

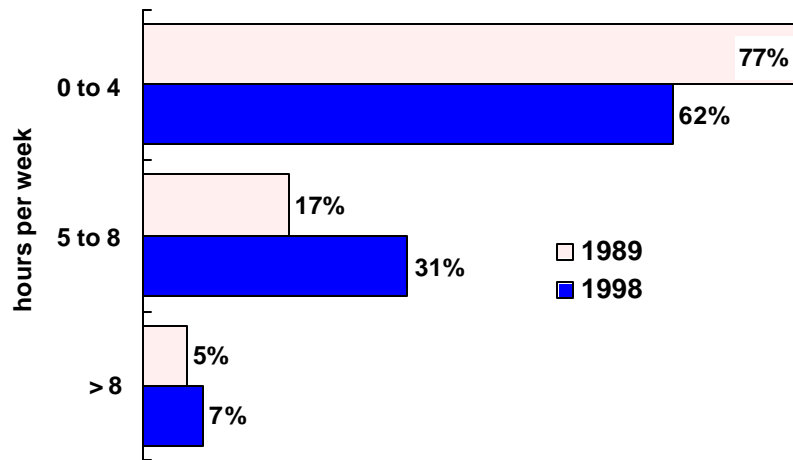


# Faculty time allocation

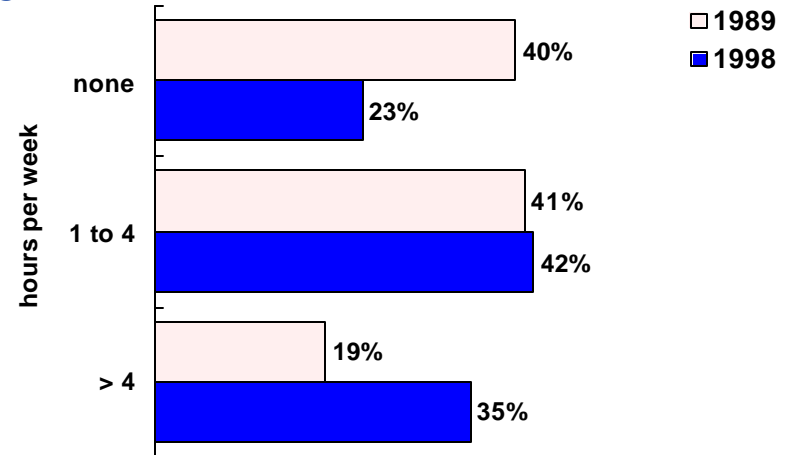
Surveys of Grinnell faculty, 1989 & 1998

## Other activities

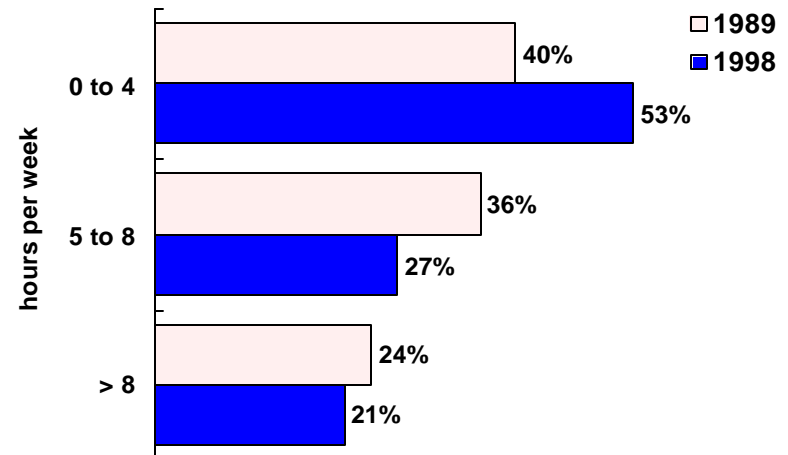
### Committee work & meetings



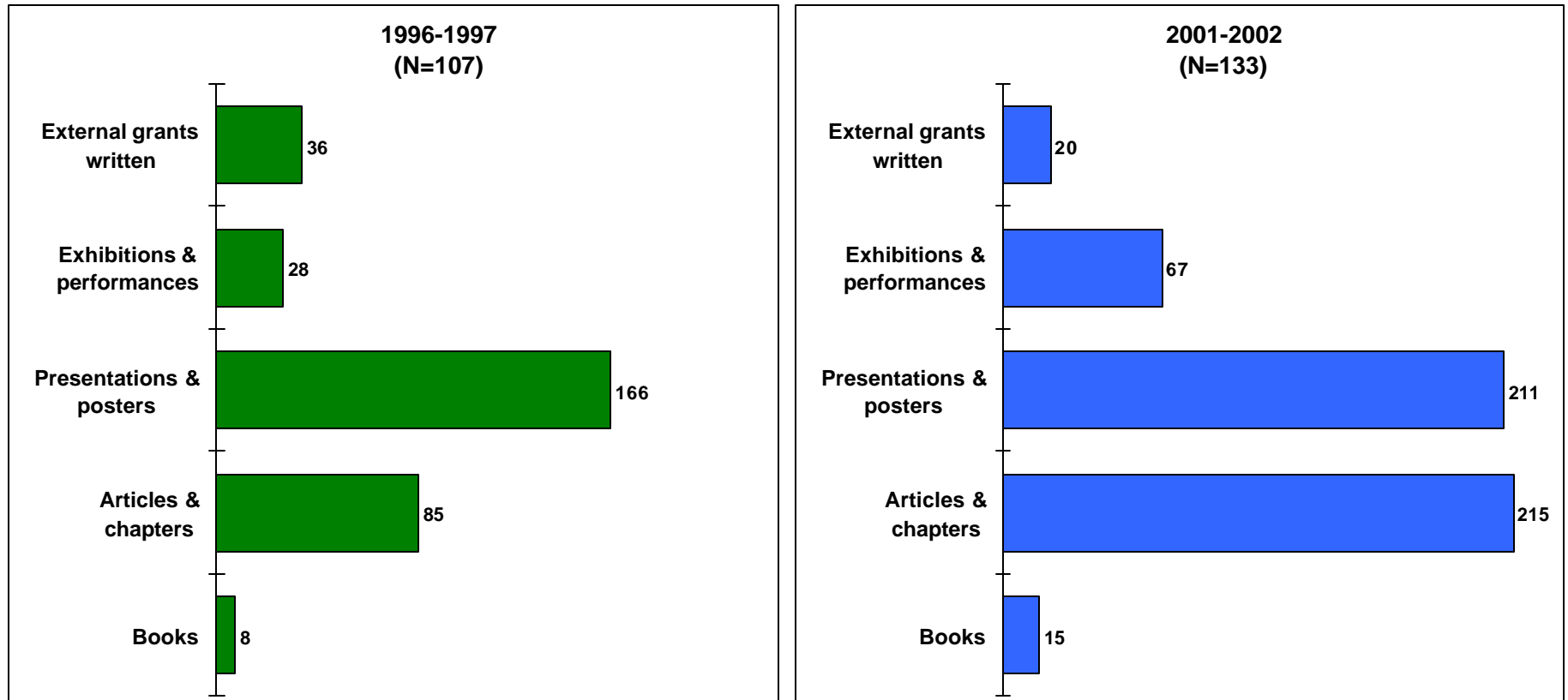
### Other administrative duties



### Research



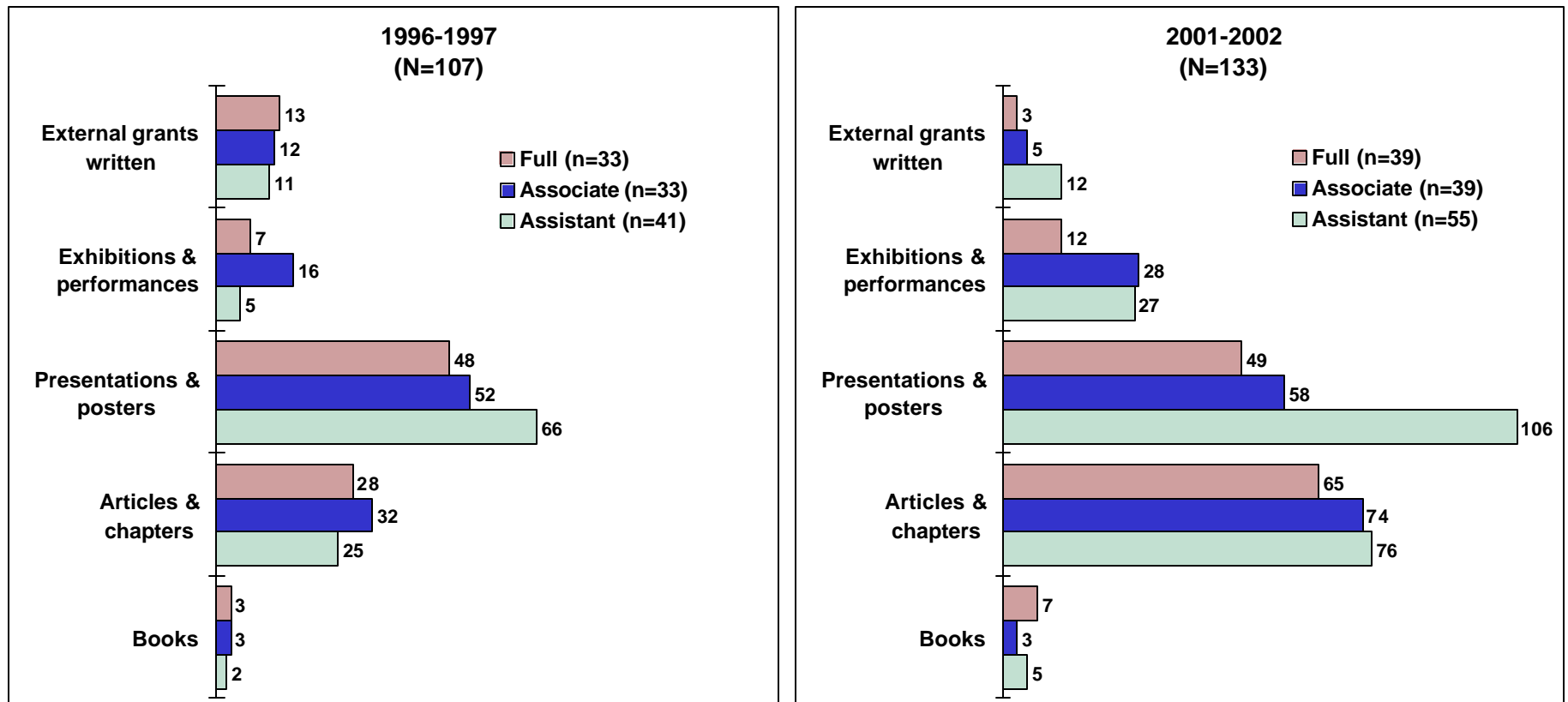
# Total faculty research output



Data compiled from the President's Report for 1996-1997 and faculty activity reports for 2001-2002.

These two single-year snapshots can distort the picture of scholarly activity, especially for longer-term projects (which may take years to complete).

# Faculty research output by rank

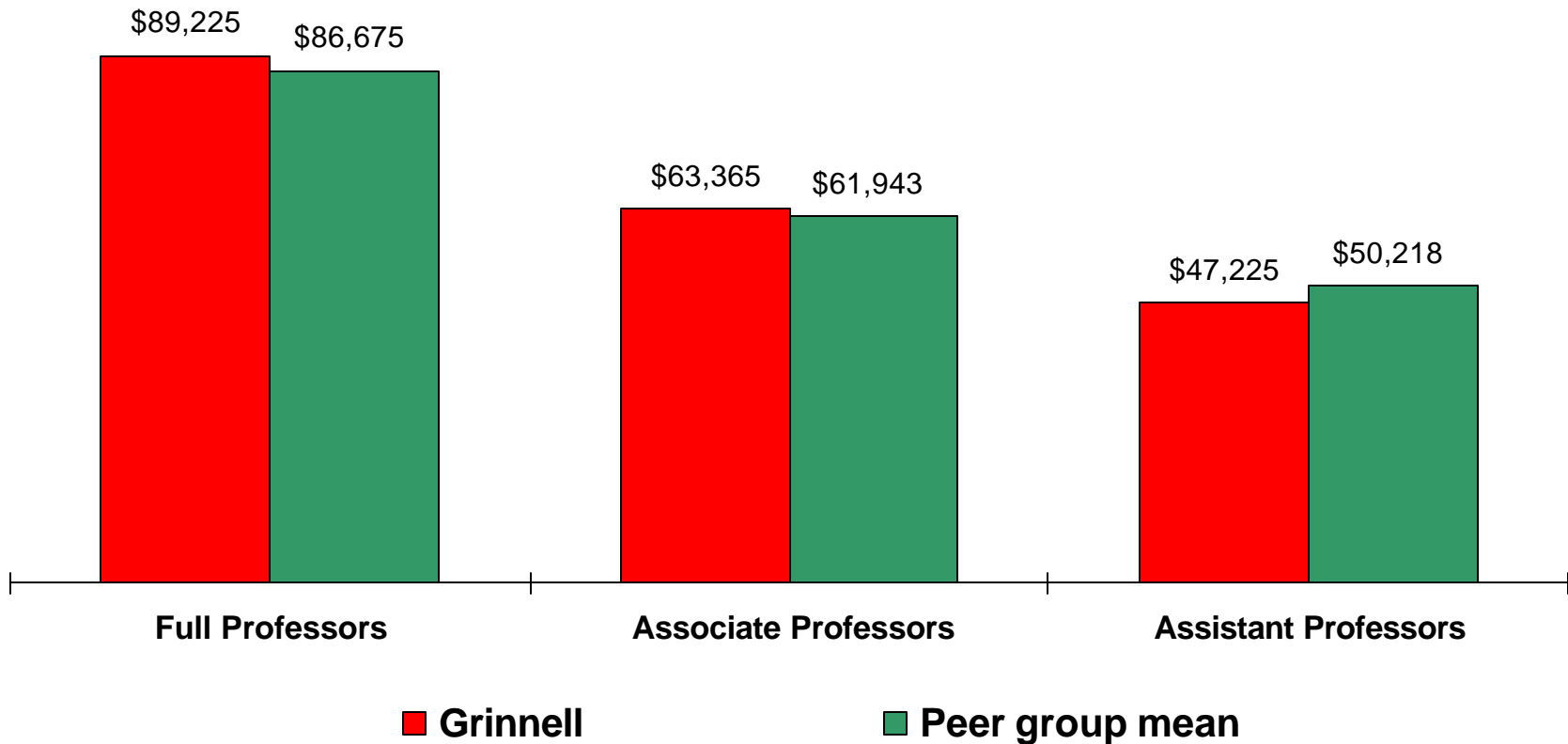


Data compiled from the President's Report for 1996-1997 and faculty activity reports for 2001-2002.

These two single-year snapshots can distort the picture of scholarly activity, especially for longer-term projects (which may take years to complete).

Full professors also includes professors emeriti.

## *Comparative salary data by rank, fall 2000*



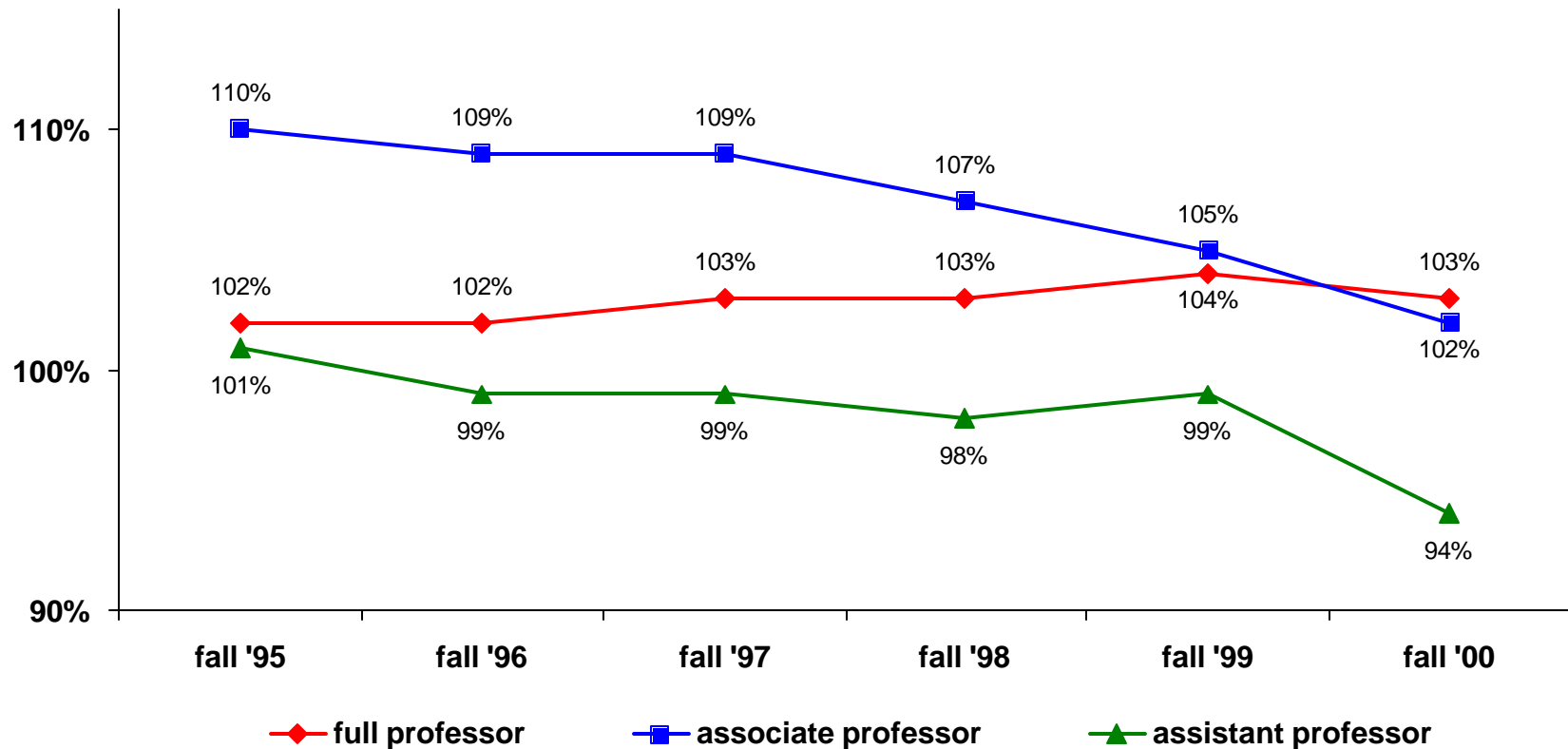
The data reflect all faculty in the specific rank (not just continuing faculty).

Source: HEDS/AAUP

**Grinnell**

Steering Committee Meeting #1

## *Grinnell's mean faculty salary as a percent of the peer group mean salary, by rank*



The data reflect all faculty in the specific rank (not just continuing faculty).

Source: HEDS/AAUP

**Grinnell**

Steering Committee Meeting #1

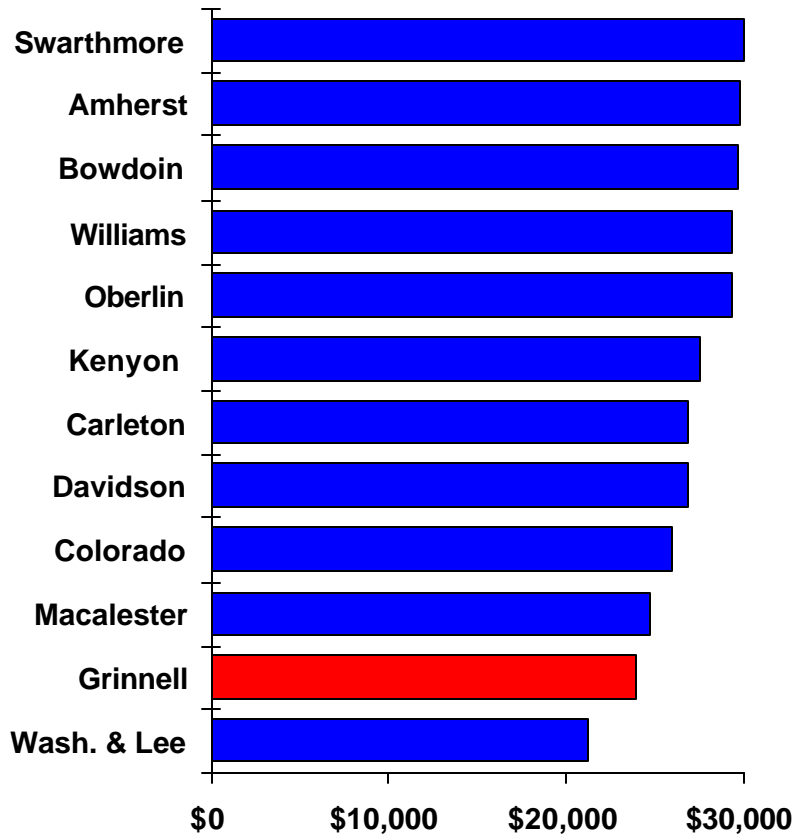
## *The curriculum*

- The college offers 25 majors. The largest majors are Biology, English, Economics, History, Political Science, and Anthropology. About 10% of Grinnell students complete double majors.
- The college offers 10 interdisciplinary concentrations. Gender and Women's Studies and Environmental Studies are by far the largest.
- Average class size is about 16. This is lower than at most peer schools.
- About 50% of Grinnell students do some independent study
- About 55% of Grinnell students go on off-campus study
- The tutorial is the only formal "distribution" requirement
- About 78% of Grinnell graduates complete at least 3 courses in each of the three divisions. (That distribution would be a fairly typical “distribution” requirement at many colleges.)

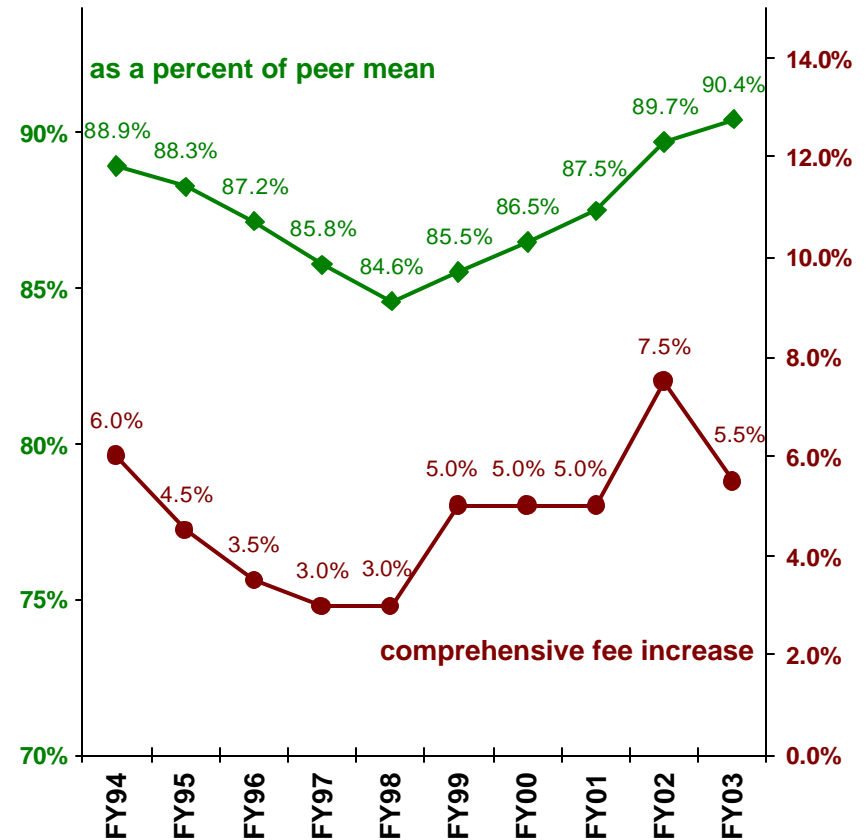
# *Grinnell College as an Institution*

# Comprehensive fees at peer institutions

**Comprehensive fee averaged over 10 years (FY94-FY03)**

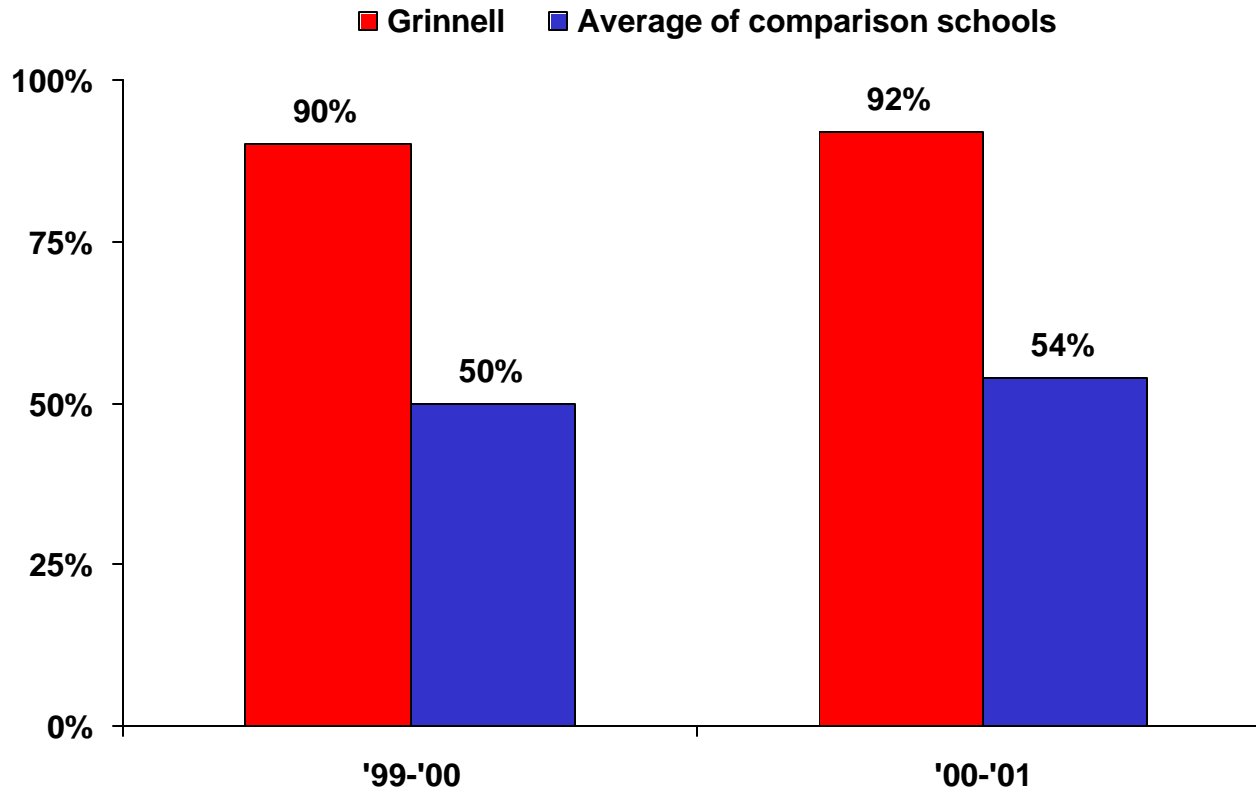


**Grinnell's comprehensive fee as a percent of peer average vs. Grinnell's comprehensive fee increase**



Source: Cambridge Associates, Inc.

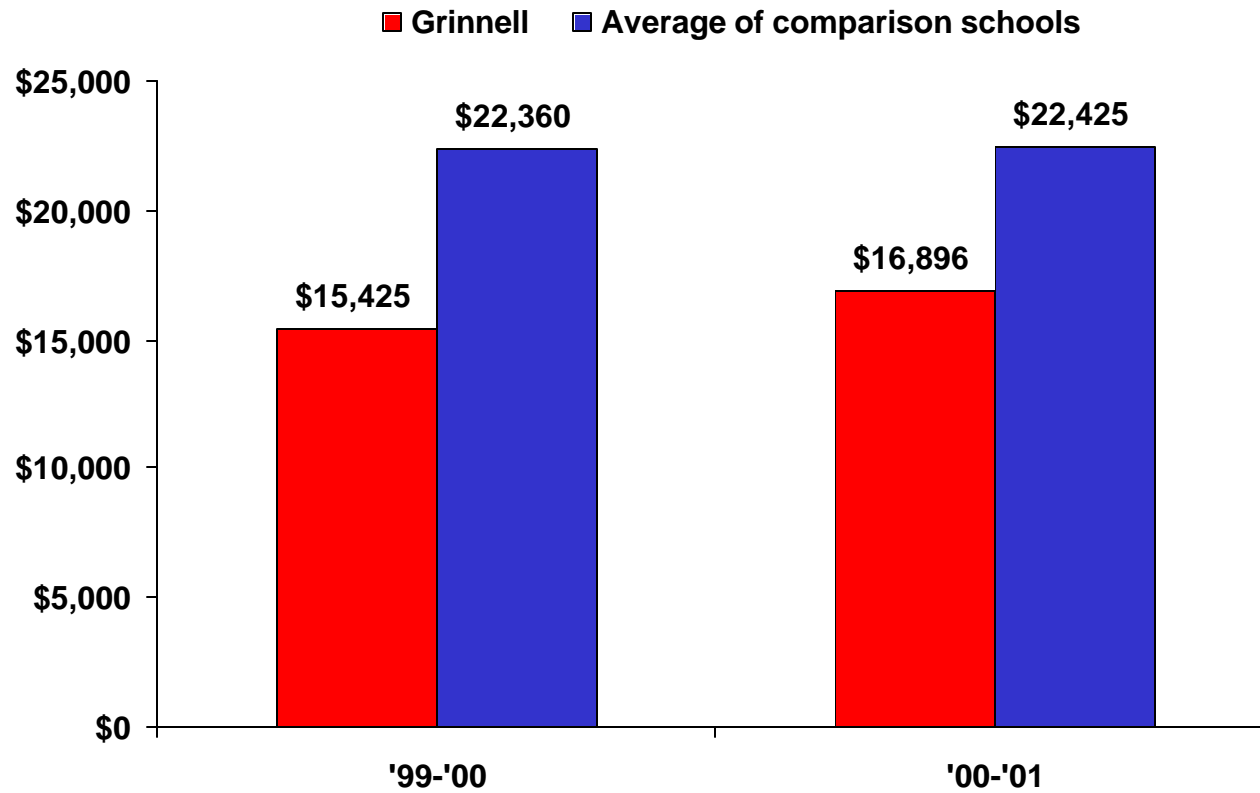
# *Percent of all incoming students receiving financial aid (need-based and/or merit)*



Data for comparison schools here include Amherst, Bowdoin, Carleton, Colorado, Davidson, Kenyon, Macalester, & Swarthmore.

Source: HEDS Consortium

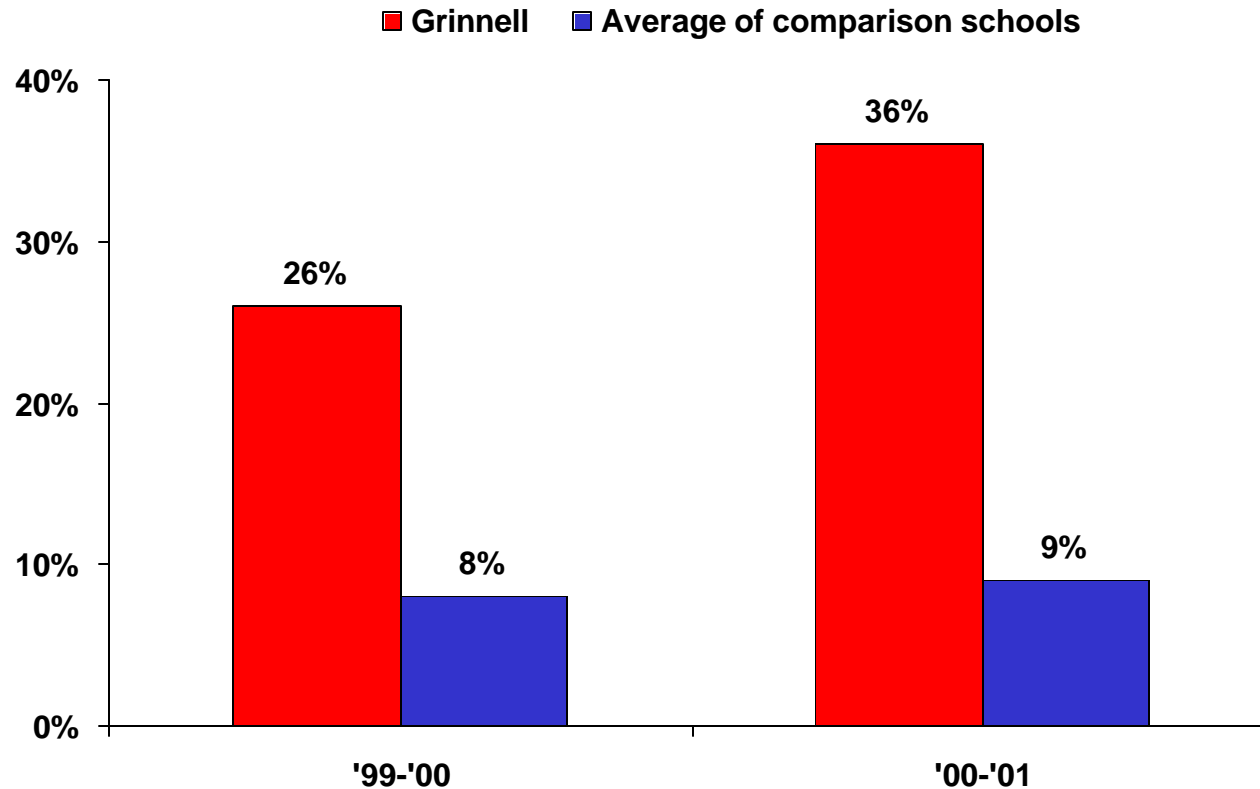
# *What students actually paid: tuition, fees, room & board after financial aid; average for all first-year students*



Data for comparison schools here include Amherst, Bowdoin, Carleton, Colorado, Davidson, Macalester, & Swarthmore.

Source: HEDS Consortium

## *No-need students with merit aid as a percent of all students*

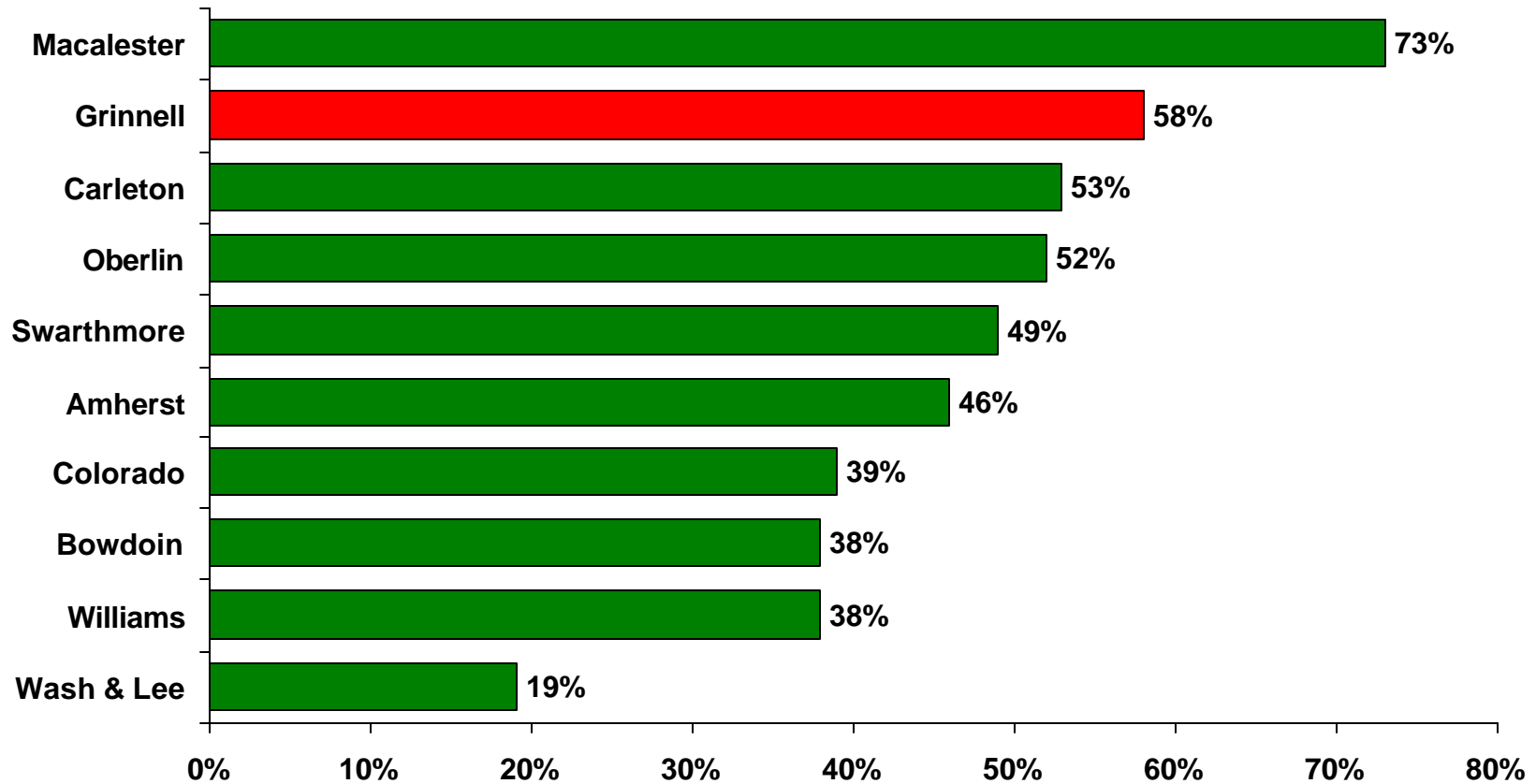


Data for comparison schools here include Bowdoin, Carleton, Colorado, Davidson, Kenyon, & Macalester.

Source: HEDS Consortium

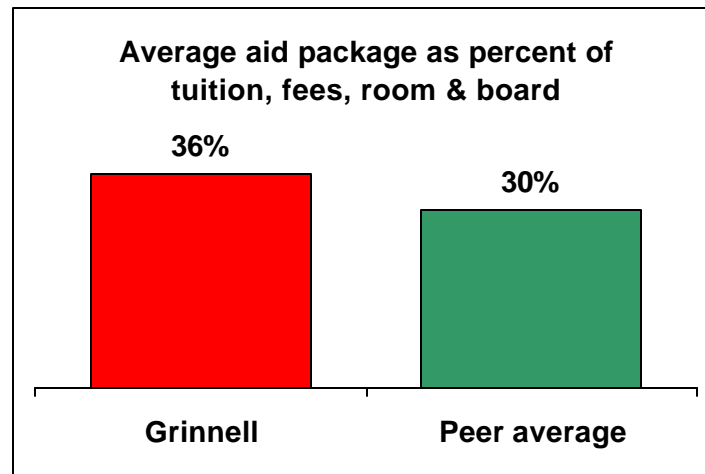
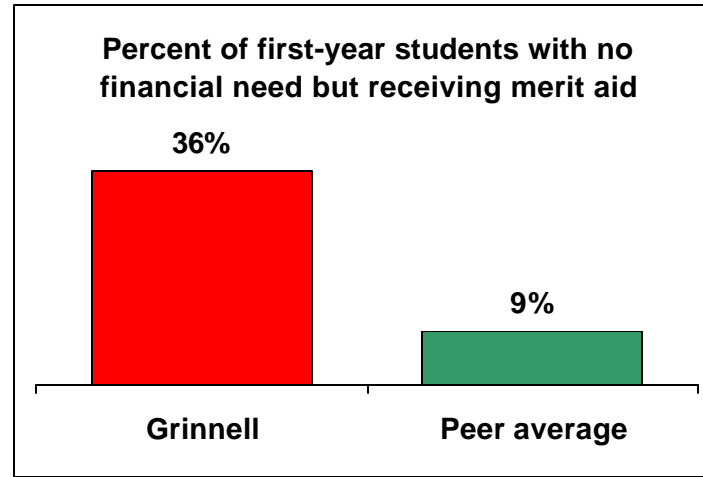
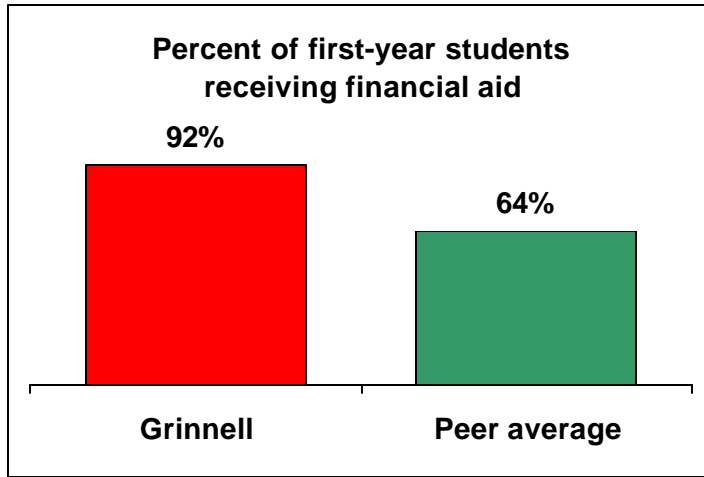
# *Percent of students receiving grants based solely on need*

U.S. News data, 2003 edition



# *Financial aid profile, peer comparisons*

Carleton-Macalester-Swarthmore peer subgroup, 2000-2001



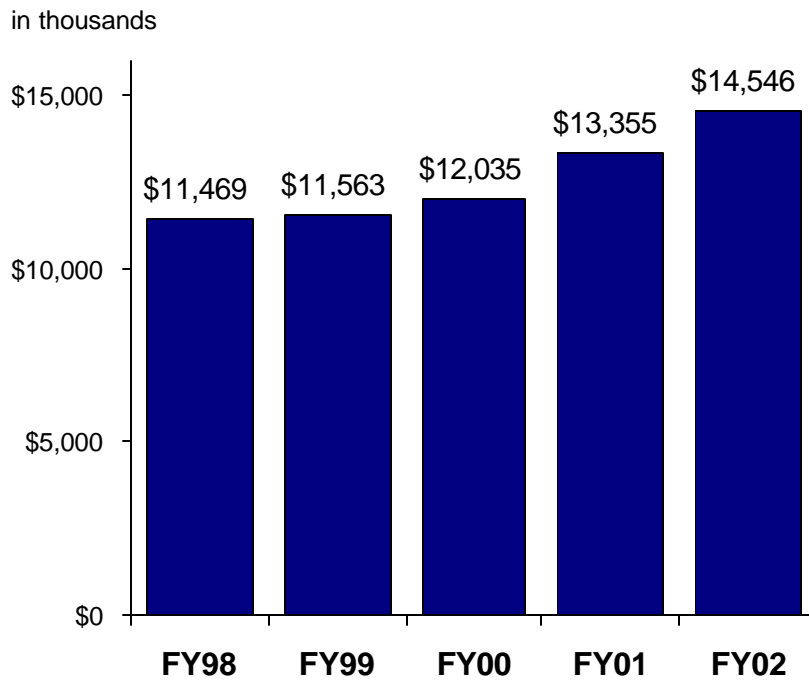
# Budget resource allocations, Grinnell College

	FY94	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03
<b>REVENUES</b>										
Net tuition & fees	30.2%	27.7%	25.9%	24.2%	22.7%	24.1%	25.6%	25.7%	25.6%	28.2%
Government grants & contracts	2.2%	2.1%	2.1%	1.9%	2.1%	2.0%	2.0%	2.0%	1.6%	1.5%
Private gifts & grants	8.1%	7.3%	7.1%	7.9%	7.0%	7.8%	7.6%	7.4%	6.0%	6.4%
Endowment spending	39.6%	44.2%	46.9%	48.1%	50.9%	48.5%	47.4%	48.2%	51.0%	48.6%
Other sources	1.7%	1.4%	1.1%	1.1%	1.2%	1.2%	1.2%	1.1%	1.2%	1.1%
Auxiliary enterprises	18.3%	17.3%	16.9%	16.8%	16.1%	16.5%	16.3%	15.6%	14.6%	14.2%
<b>TOTAL REVENUES</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

# Budget

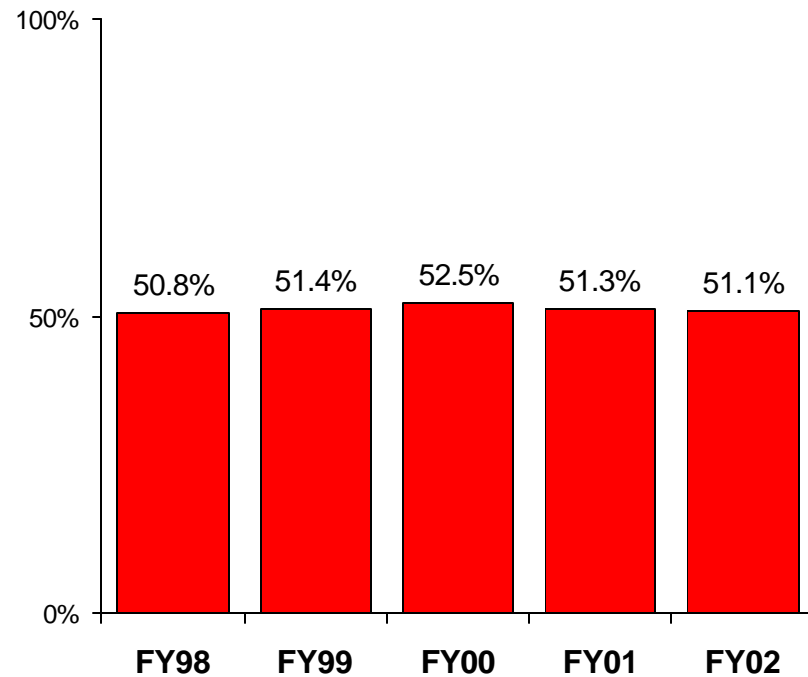
Net tuition revenues have grown by 27% over the last five years.

### Net tuition revenue



Generally, the tuition discount rate has stayed the same.

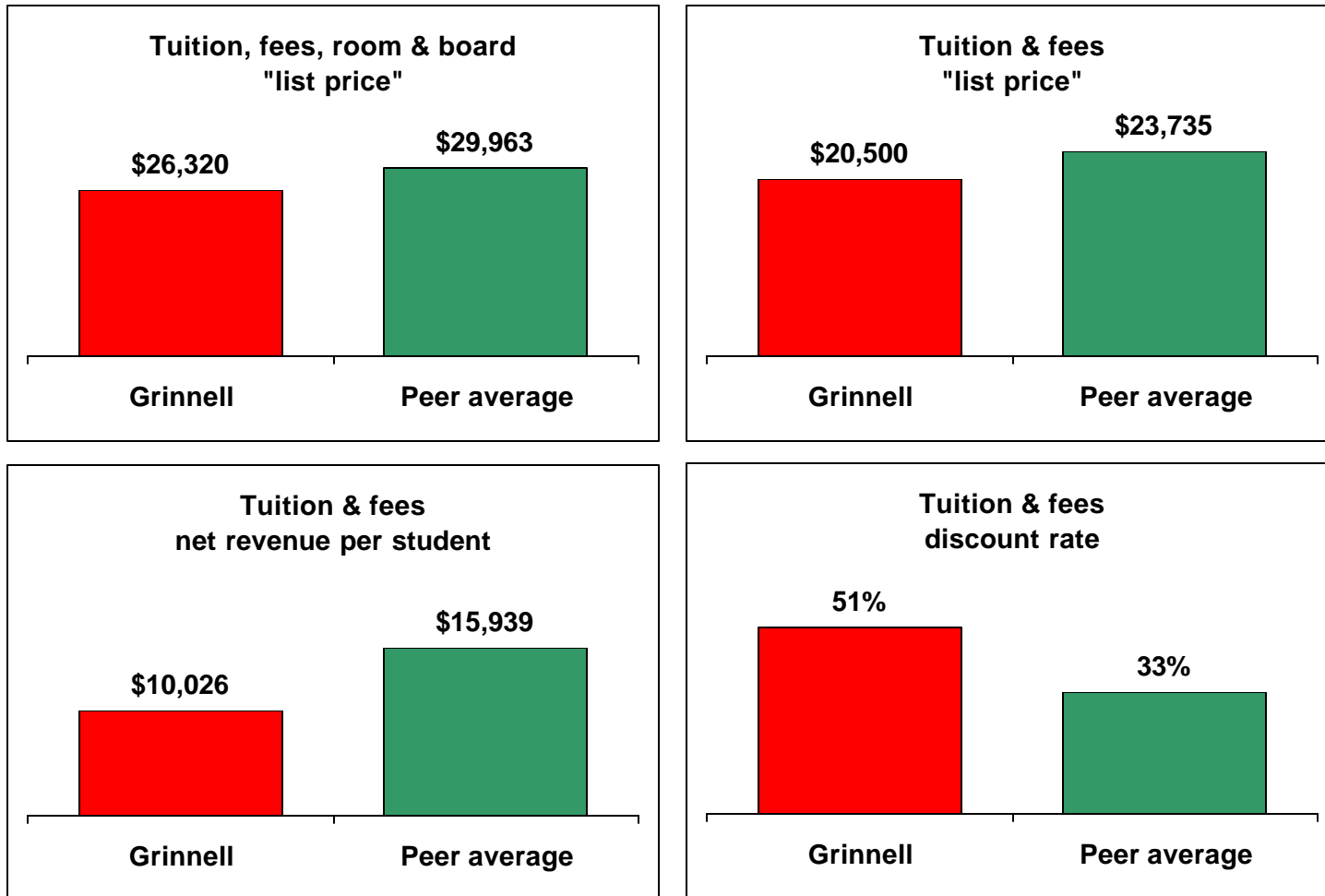
### Tuition discount rate



The tuition discount rate is scholarships and grants as a percentage of total tuition and mandatory fees.

# Tuition and fees profile, peer comparisons

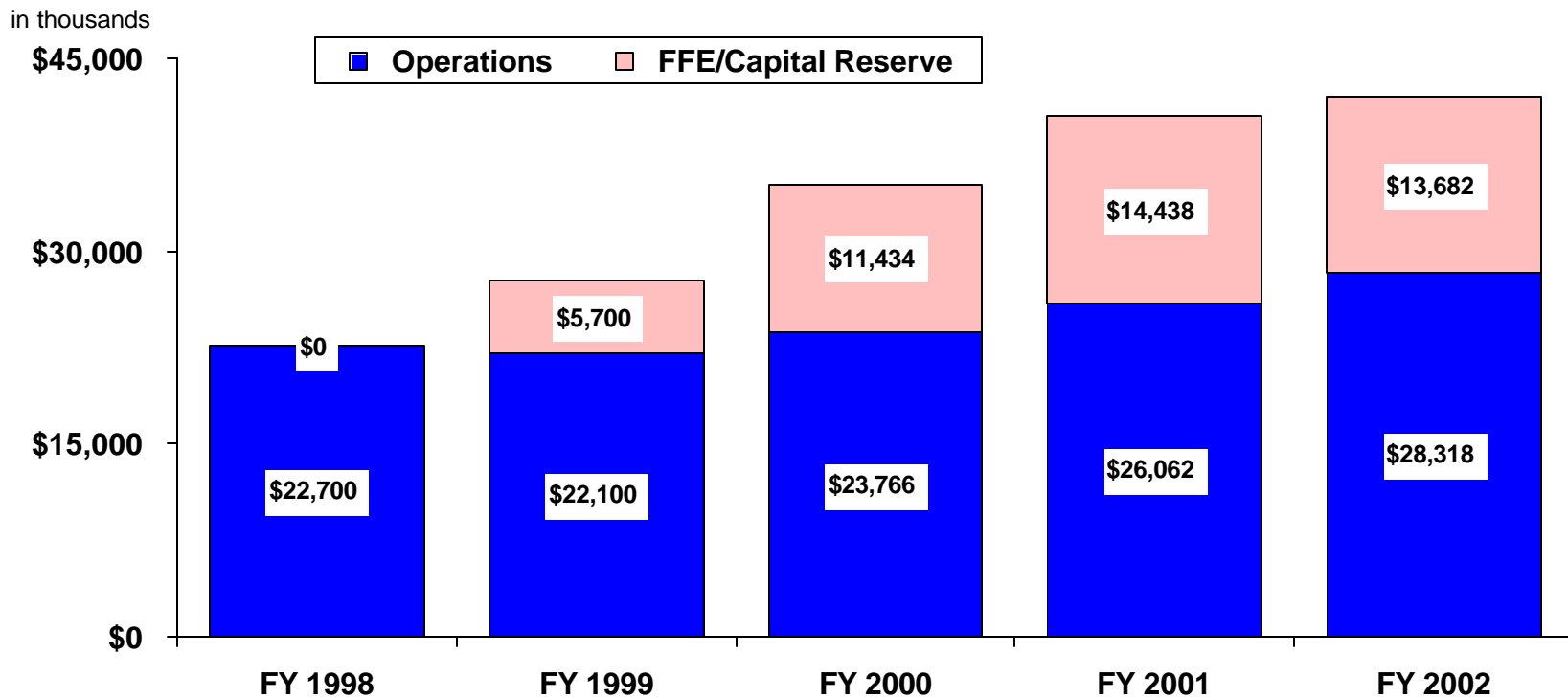
Carleton-Macalester-Swarthmore peer subgroup, 2000-2001



Discount rate = total grants & scholarships as a percent of total tuition & mandatory fees

# Budget

Pursuant to an endowment spending policy, the College is permitted to use annually up to 4.5% of the endowment's 12-quarter moving average endowment market value. In recent years, less than 3.0% of the spending policy has been utilized for operations.

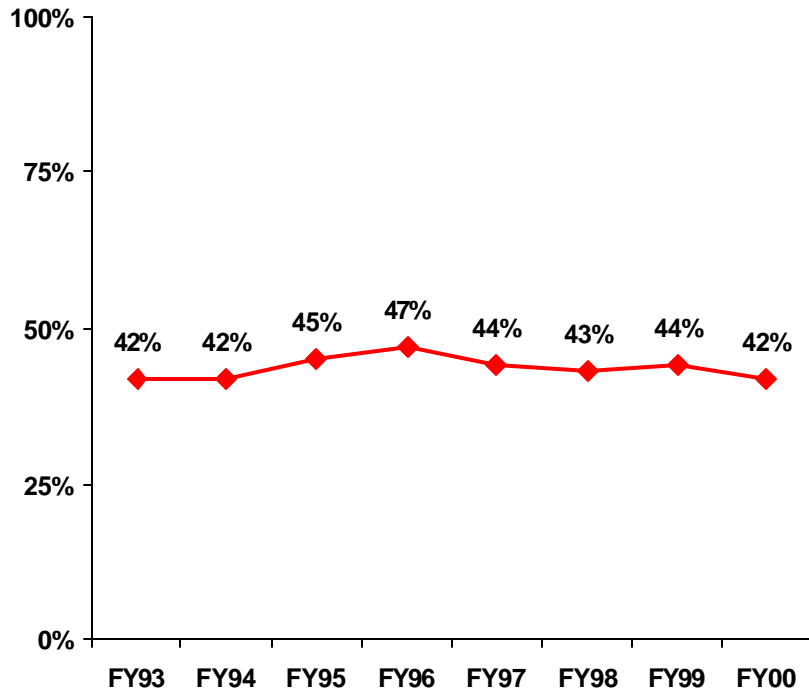


“FFE” refers to the Fund For Excellence

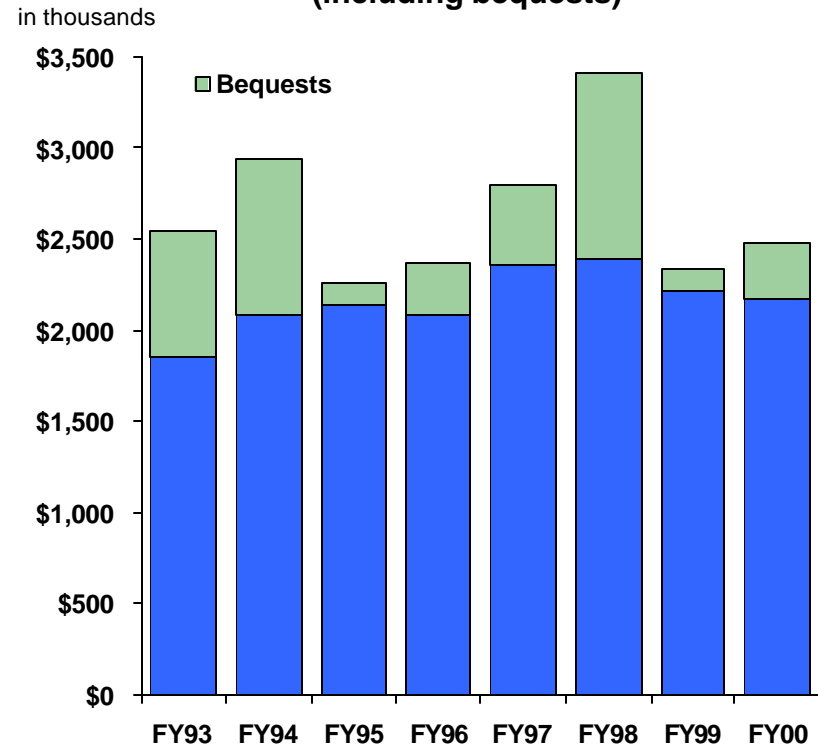
Endowment reserves have been created to encourage and implement strategic planning (i.e., FFE and Capital Reserve Fund).

# Trends in giving

Percent of alumni who donated money

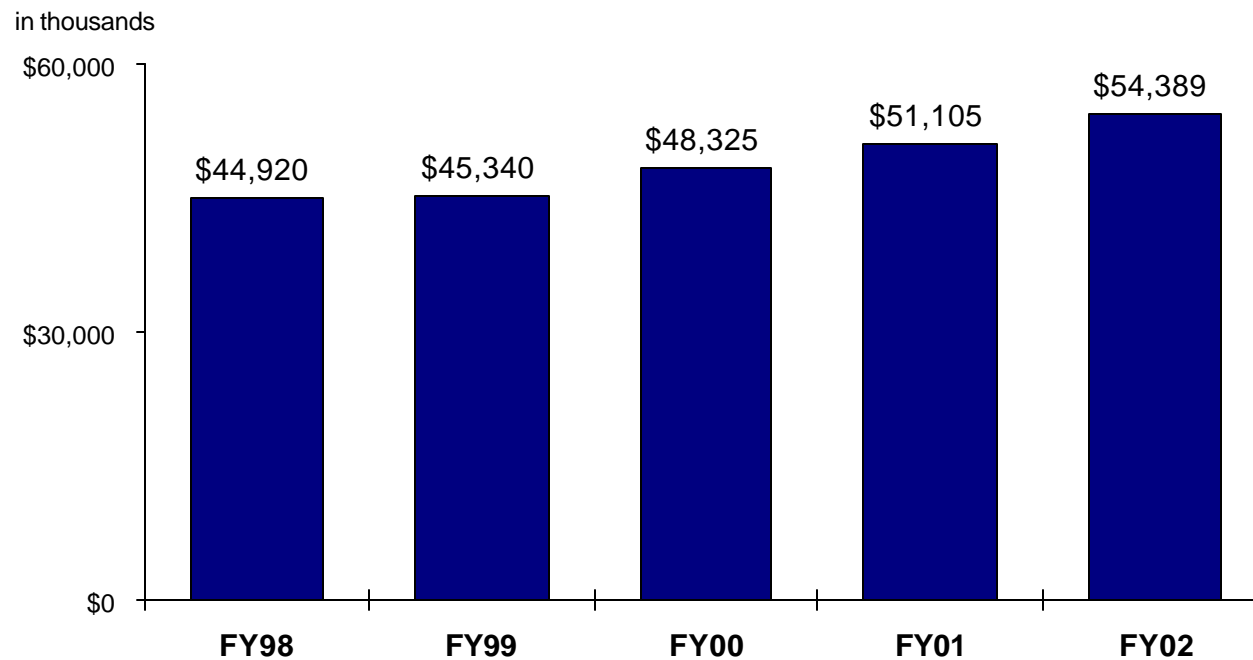


Total unrestricted gifts for operations (including bequests)



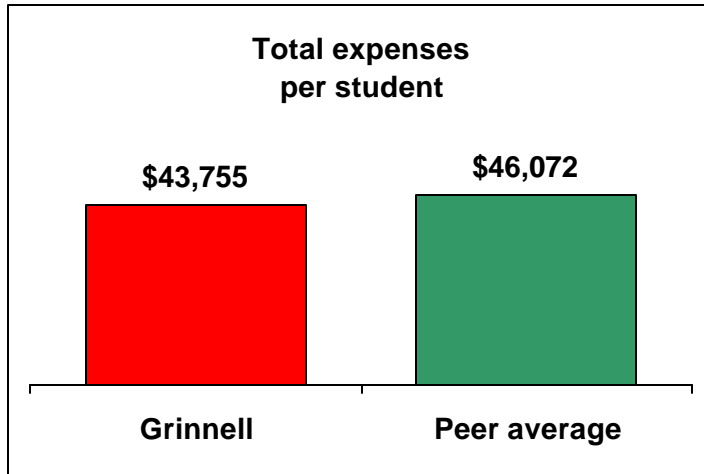
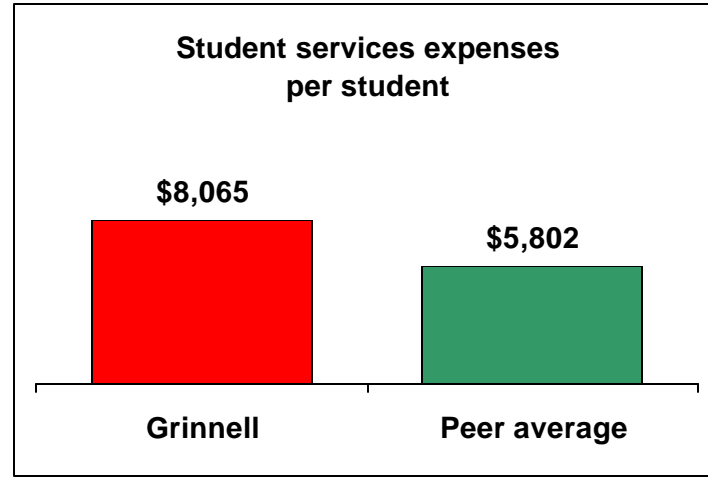
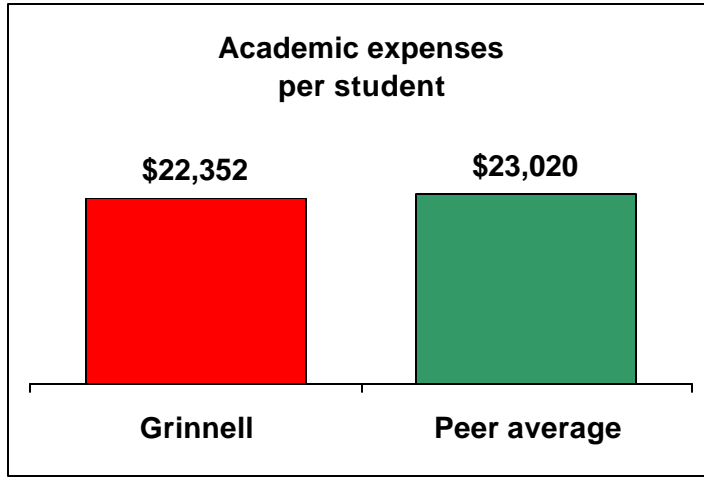
## *Growth of expenditures*

The expenditure base has grown significantly (21%) in the last five years, due in part to the Fund for Excellence.



# Expenses per student, peer comparisons

Carleton-Macalester-Swarthmore peer subgroup, 2000-2001



Salaries and benefits are included in the expense figures.  
Grinnell: *Student services* includes items such as athletics and security as well as Student Affairs.  
Swarthmore: Athletics is under *Instruction/Academic*, and security is under *Institutional Support*.  
Carleton: Athletics is under *Student services*, but security is part of *Plant*, divided between categories.

Source: IPEDS Finance Survey

## *Information technology staff FTE, Grinnell College*

<b>Fall Semester</b>	<b>ITS</b>	<b>A-V Center</b>	<b>CTS</b>
1990-91	21	1	n/a
1991-92	21	1	n/a
1992-93	20	1	n/a
1993-94	21	1	n/a
1994-95	19	1	n/a
1995-96	23	1	n/a
1996-97	24	1	1
1997-98	23	1	1
1998-99	24	1	3
1999-00	22	1	4
2000-01	22	0	4
2001-02	23.75	0	3
2002-03	23.75	0	3

Reorganization spring/summer 2000 combined A-V Center with IT.

## *Computers & access, Grinnell College*

<b>Academic Year</b>	<b>Computers</b>	<b>ResNet</b>
1990-91	305	n/a
1991-92	385	n/a
1992-93	429	n/a
1993-94	545	n/a
1994-95	621	n/a
1995-96	676	n/a
1996-97	793	n/a
1997-98	871	150
1998-99	944	350
1999-00	1120	550
2000-01	1150	700
2001-02	1150	845
2002-03	1150	914

Computer counts are for fall semester and are taken from the CLAC/COSTS survey. Fall 2002-03 computer counts are estimated. ResNet counts are as of the end of the academic year except 2002-03.

# *Grinnell College Facilities*

## *Facilities/Campus Plan*

- September, 1999- Trustees accept the Campus Plan (aka the “Master Plan”)
- 2000 – present: approved projects
  - Athletic Fields
  - New FM Building
  - Chrystal Center
  - Heating/Cooling Plants
  - 4 Residence Halls
  - Campus Center (design)
  - Phase II of the Noyce Science Center (design)
- October, 2001- Trustees approve \$50 million tax-exempt bond issue for interim cash flow requirements
  - The interest on the debt is paid from College operating revenues

## *Financing the Campus Plan*

- Estimated current project costs of roughly \$167M over 12 years
- Projected Permanent Funding of the Project Costs
  - Capital Reserve Fund/FFE - 68% (\$113.5M)
  - Private Giving- 32% (\$54M)
- Design and construction of projects requires satisfaction of established financial targets

# *The Grinnell Community*

## *Community*

- Between 1990 and 2000, Grinnell's population grew from 8,902 to 9,105, a change of 2.3%. The state of Iowa, as a whole, grew 5.4% in that same period of time. Nationally, the population grew 13.1%.
- In 2000, about 5% of the community's residents self-identified their race/ethnicity as non-white. Nationally, this figure is about 25%.
- In 2000, Grinnell had 121% as many retail businesses as it had in 1976. In inflation-adjusted terms, average revenue per business was 60% of what it was in 1976. The comparable state statistics are 116% and 99%, respectively.
- As a whole, Grinnell's retail sales in 2000 were below what might be expected given the income attributes of the community and typical performance for towns of this size. Compared to 20 other towns in Iowa with populations between 7,200 & 11,000 (population of Grinnell +/- ~ 20%), Grinnell's index of "pulling power" ranks at the bottom (#20).

Source: *Grinnell Retail Trade Analysis*, Iowa State University Dept. of Economics; Grinnell College Institutional Research

## *Community in Relation to Faculty Recruitment*

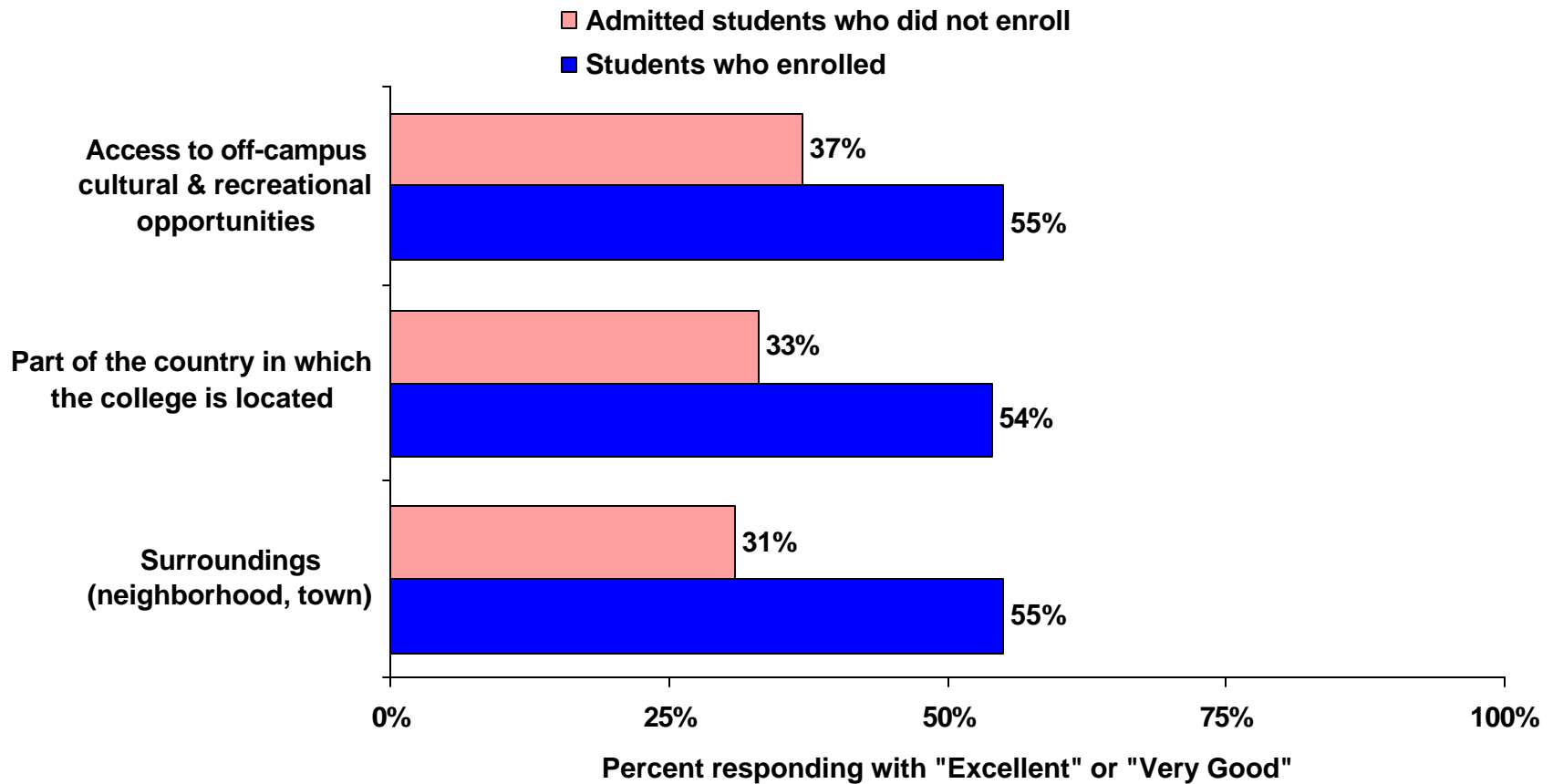
In 1998, 96% of faculty members responding to a survey said they lived near campus. However, scarce employment for professional spouses, and the small population base, are major drawbacks when new faculty hires think about moving here.

Quotes from Fall 2001 survey:

- “The college needs to recognize that because of its location, it’s extremely difficult for faculty spouses to find employment here.”
- “When an unmarried individual takes a job at Grinnell, there is already a sense of personal and social isolation, due to Grinnell’s rural setting and its distance from a major urban center. That sense of isolation is magnified when the individual finds very few ‘models’ of successful, content, single people on the Grinnell faculty.”

# *Student ratings of community-related characteristics of Grinnell College*

Admitted Student Questionnaire, 2000



# *External Perceptions of Grinnell*

## *External Perceptions of Grinnell*

- In the 2003 edition, US News ranked Grinnell 12th among national liberal arts colleges.
- Princeton Review, another popular guidebook, includes Grinnell on the lists headed:
  - “students happy with financial aid”
  - “little race/class interaction”
  - “most politically active”
  - “most nostalgic for Bill Clinton”
  - “gay community accepted”
  - “students ignore God on a regular basis”

## *External Perceptions of Grinnell, cont.*

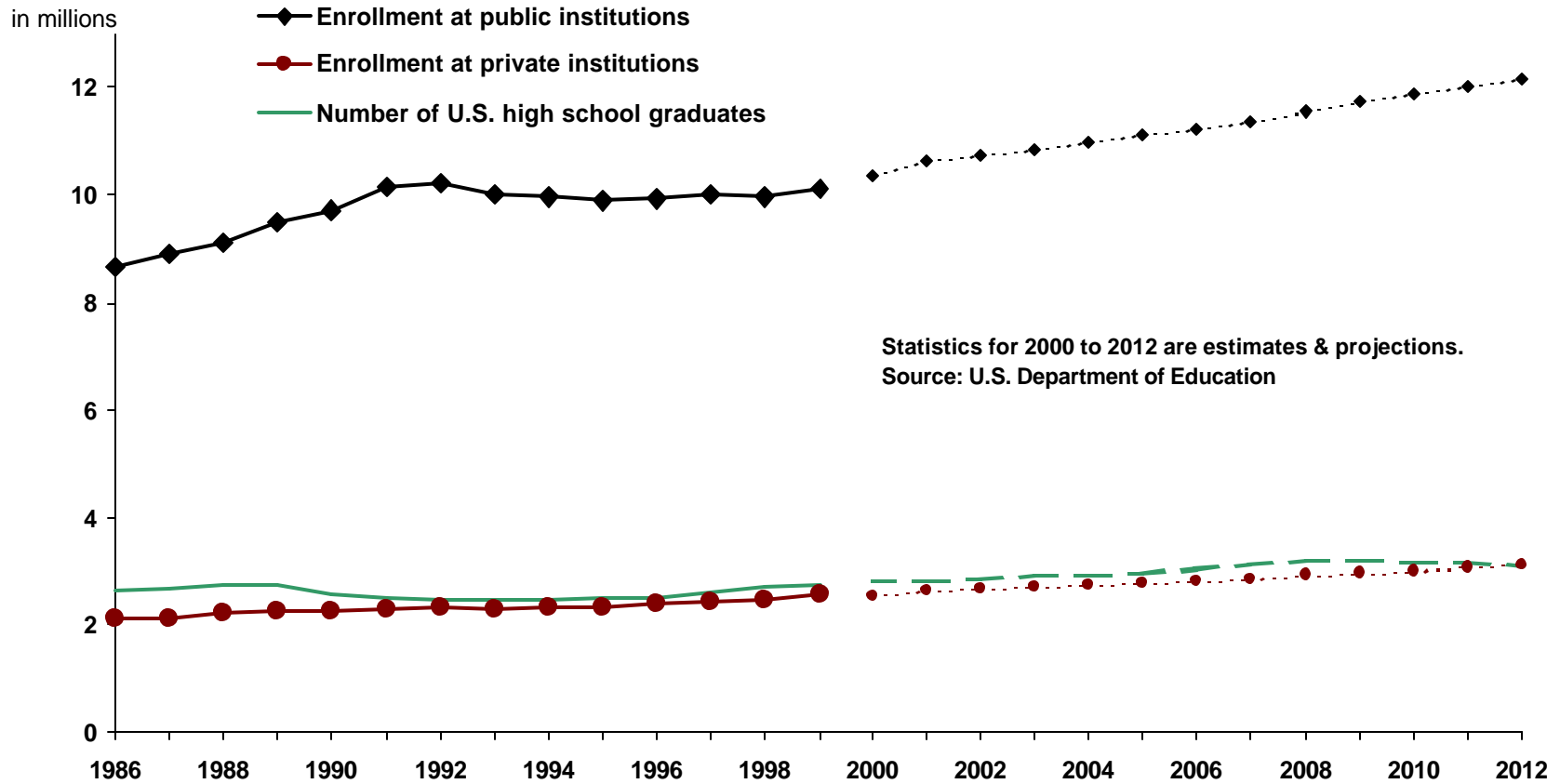
- Surveys of Grinnell's *admitted* students (before entering Grinnell or another college) 1996-2000 repeatedly found that they gave high ratings to:
  - the personal attention given at the college
  - academic reputation
  - academic environment
  - academic facilities
  - extra-curricular activities
  - campus visits
- And they gave low ratings to:
  - the availability of majors
  - the quality of social life
  - recreational facilities
  - campus attractiveness
  - the college web site

## *External Perceptions of Grinnell, cont.*

- In Fall 1997, Kane and Krukowski interviewed recent high school graduates who had shown at least some interest in Grinnell. The study revealed that:
  - Grinnell has a very consistent image, based on curricular freedom and nontraditional lifestyles.
  - Although high school students believe Grinnell is a very good school, this does not translate into a belief that it has either outstanding academic programs or outstanding facilities.
  - Prospective students think that Grinnell graduates might become Peace Corps volunteers, poets, or health food store owners, but do not see them as likely to become doctors, lawyers, research scientists, or business executives.

# *The Broader Academic Environment*

# *Undergraduate enrollments & high school graduates in the United States*



## *Our Competition*

- Our largest applicant overlap is with Carleton, Macalester, and Oberlin.
- We compete with our peers for a tiny fraction of the college student population. Of everyone now in college in the U.S., only 17% attend private undergraduate institutions (and that 17% includes religious and non-selective colleges).
- On a list of colleges and universities to which Iowa high school '02 graduates sent their ACT scores, the liberal arts colleges receiving the most score reports included Central College (#5), Luther College (#11), and Coe College (#13). Grinnell College did not appear among the top 35 institutions.
- Some Grinnell students have already asked to transfer credits earned through on-line distance education programs. We are not immune to this growing trend.
- “Shopping around” for financial aid is becoming more commonplace.
- High-achieving students of color are pursued aggressively by all top-notch institutions, making it ever-more challenging to recruit a diverse class of students who meet Grinnell’s high standards.

# U.S. News Rankings

Liberal arts institutions that have appeared in the "Top 25" ranks

Institution	Rank				
	1999	2000	2001	2002	2003
Amherst	1	2	1	1	1
Swarthmore	2	1	2	1	2
Williams	3	3	3	3	2
Wellesley	4	4	4	4	4
Carleton	9	8	6	5	5
Pomona	5	7	5	5	5
Bowdoin	7	9	6	5	7
Middlebury	7	5	6	9	7
Davidson	11	11	11	10	9
Haverford	5	5	6	5	10
Wesleyan	9	10	10	11	11
<b>Grinnell</b>	<b>11</b>	<b>11</b>	<b>14</b>	<b>11</b>	<b>12</b>
Claremont McKenna	15	14	14	17	13
Smith	11	13	12	14	13
Harvey Mudd				14	15

Institution	Rank				
	1999	2000	2001	2002	2003
Vassar	17	17	16	14	15
Washington & Lee	11	14	12	13	15
Colby	17	18	19	20	18
Colgate	21	18	18	17	18
Hamilton	21	18	21	20	18
Bryn Mawr	15	18	16	17	21
Bates	19	23	19	22	22
Mt. Holyoke	19	16	21	24	23
Oberlin	24	25	23	22	23
Trinity C. (CT)	23	22	23	24	25
Macalester	24	24	25	26	26
Barnard	24	25	29	28	28
Colorado	24	25	29	28	29
Connecticut	24	25	27	26	29
U. of the South	24	25	25	28	29

Year-to-year rankings are not directly comparable because components and assigned weights have changed over time. Harvey Mudd was reclassified in 2000 and appeared in a different category of schools prior to 2001. The years listed in the column headings refer to the respective editions of *America's Best Colleges* (U.S. News).

**Grinnell**

Steering Committee Meeting #1

# U.S. News rankings, 2003 edition

## Grinnell and its peer institutions

Rankings: Liberal Arts Colleges – Bachelor's						
School	Overall	Graduation & retention	Faculty resources	Selectivity	Financial resources	Alumni giving
Amherst	1	1	8	2	16	1
Swarthmore	2	3	5	1	2	6
Williams	2	2	14	3	5	4
Carleton	5	9	10	14	21	1
Bowdoin	7	7	66	6	7	5
Davidson	9	5	1	13	27	9
<b>Grinnell</b>	<b>12</b>	<b>21</b>	<b>6</b>	<b>27</b>	<b>10</b>	<b>22</b>
Wash. & Lee	15	15	6	10	27	9
Oberlin	23	40	33	16	52	43
Macalester	26	36	53	22	34	73
Colorado	29	34	17	50	43	83
Kenyon	29	25	78	39	55	48

*Faculty resources* factors include measures of class size, faculty salaries, proportion of professors with a terminal degree, student-faculty ratio, & proportion of the faculty who are full-time. *Selectivity* factors include SAT/ACT scores, high school performance measures, acceptance rates, and yield statistics. *Financial resources* measure per student spending on instruction, research, student services, and related expenditures. Rankings are based on 217 undergraduate liberal arts institutions.

## *U.S. News rankings data, 2003 edition*

Academic reputation in higher education circles &  
indicators of institutional demand from prospective students

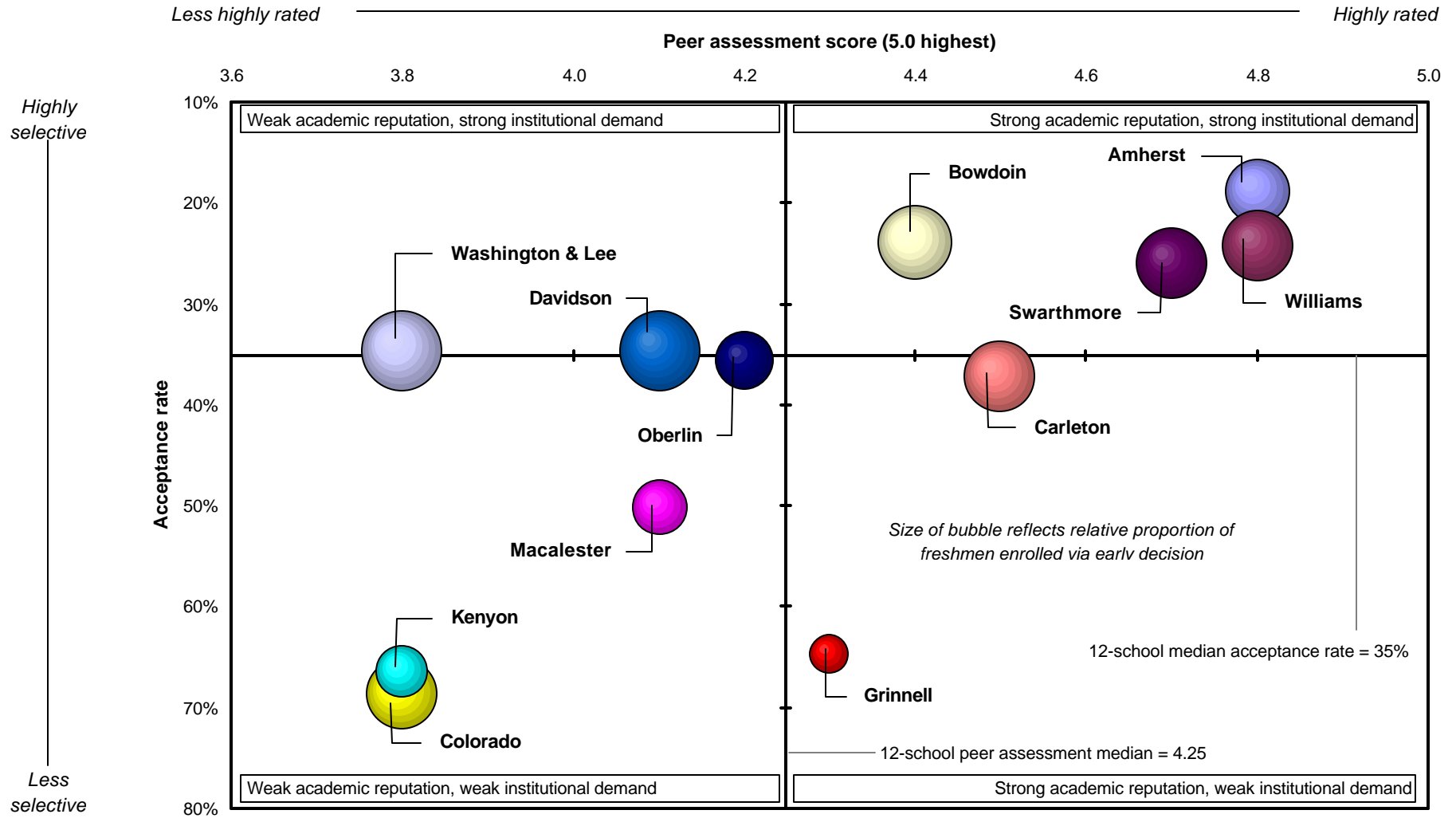
<b>School</b>	<b>Peer assessment score (5.0 highest)</b>	<b>Overall acceptance rate</b>	<b>Proportion of freshman enrolled from early action &amp; early decision</b>
Amherst College	4.8	19%	30%
Swarthmore College	4.7	26%	37%
Williams College	4.8	24%	37%
Carleton College	4.5	37%	38%
Bowdoin College	4.4	24%	41%
Davidson College	4.1	35%	47%
<b>Grinnell College</b>	<b>4.3</b>	<b>65%</b>	<b>11%</b>
Washington & Lee University	3.8	35%	48%
Oberlin College	4.2	36%	26%
Macalester College	4.1	50%	21%
Colorado College	3.8	69%	36%
Kenyon College	3.8	66%	20%

# Positioning map

Peer data from *U.S. News*, 2003 edition

“The peer assessment survey allows the top academics we contact – presidents, provosts, and deans of admission at peer institutions – to account for intangibles such as faculty dedication to teaching. Each individual was asked to rate peer schools’ academic programs on a scale from 1 (marginal) to 5 (distinguished).”

-- *U.S. News*



**Grinnell**

Steering Committee Meeting #1

# *The financial outlook for private higher education*

Moody's Investors Service 2002-03

Overall outlook: "Cautiously Stable", revised from "Positive" in January 2002

Main concerns:

- **Endowment asset value and spending**

- Second straight year of market declines
- Far below 8% to 10% annual appreciation assumed by most institutional budgeting models
- Endowment spending flat or declining for institutions with multi-year spending formulas

- **Fundraising**

- Major gifts down at many institutions

- **Tuition affordability**

- Greatest concern
- Household ability and willingness to pay for private education may be lessening as tuitions increase
- Public universities stand to gain even with double digit tuition increases as they are still a bargain as compared to private colleges

# *Past Strategic Planning Efforts at Grinnell College*

## *Past Strategic Planning Efforts at Grinnell College*

Grinnell College does not have a strong tradition of centralized planning, and in recent times change has largely resulted from entrepreneurial and decentralized initiatives — a model which risks imbalances and lack of coordination among plans. Decisions have been implicitly coordinated by their conformity to an understood set of college values, but the time has come to make that process more explicit and consistent.

-- Grinnell College NCA Self-Study Report, September 1998

## *Significant Past Planning Efforts*

- Task Force for the Future (Oct. 1990) – 10 faculty; 5 administrators; 4 students; 4 Trustees; 4 alumni Goal: faculty quality and strengthening Grinnell as a multicultural community.
- Goals for the Grinnell Campaign (1992/1995-2001) – Executive Council drew up its own set of goals and incorporated them with some of the Task Force goals
- Fund for Excellence (1998-2000) – Group of faculty attended a 2-day retreat in January, 1998 to come up with ideas for proposals to strengthen the College with support from the FFE
- Campus Plan (1998-2000)
- Academic Planning (2001-2002) – not concluded but produced information on faculty priorities
- Various curricular initiatives – including MAPs (2002, implemented), interdisciplinary senior seminars (1988-90, not implemented), etc.

*What were some of the goals identified in these past planning efforts?*

## *Academic quality and diversity of students*

- Maintain need-blind admission, scholarships, financial aid (1990, 1995, 1998)
- Increase size of student body to 1,400 (1990)

## *Maintain and improve quality of faculty*

- Making Grinnell College more attractive to prospective faculty
  - Competitive salaries (1990)
  - Endowed professorships (1995)
  - Faculty development (1995)
- Better support for research
  - Leaves and research support (1990, 1998)
  - Travel to professional meetings (1998)
- Acknowledging the growing trend in one-on-one and small group teaching
  - New ways of accounting for the five-course load (1998)
- Increase size of faculty (1995, 1998)

## *Programmatic Improvements*

- Student-Faculty Research (1995, 1998)
- Experiential and Service Learning (1998)
- Support fine arts programs (1990, 1995)
- Multicultural curriculum (1990)
- Sustain and build emphasis on international education (1990, 1998)
- Interdisciplinary centers, interdisciplinary courses (1998)
- Mentored Advanced Projects (2002, implemented)

## *Buildings and Equipment*

- Buildings (1990, 1995, 1998) and Library acquisitions (1990)
- Technology in the classroom and office (1998)
- Better resources and training for faculty secretaries (1998)

## *Reaching Out*

- Service grants to alumni (1995)
- Town-College, town-school collaborations (1998)

# *Planning at Similar Institutions*

# *Claremont-McKenna College's Strategic Plan*

## What CMC concluded about the academic environment

- A larger percentage of the best applicants are enrolling at the most selective institutions
- Highly selective liberal arts colleges are losing ground to highly selective national universities with respect to selectivity
  - Aptitude differentials within each college are falling; between colleges are rising
  - More difficult to improve in the future if not one of the most selective institutions

# *Claremont-McKenna College's Strategic Plan*

## What CMC concluded about the academic environment (cont.)

- USN&WR rankings influence student selectivity
- CMC should do it all it can to increase its relative ranking among liberal arts colleges- currently 14<sup>th</sup>- too low to assure that highest quality of student CMC wants
- Not about getting the best SAT-scoring student but about picking the kinds of students CMC wants from among the pool of high SAT students

## *The University of Richmond's Strategic Plan*

### What Richmond identified as key conditions facing higher education

- A Diverse, Dynamic, and Competitive Industry
- Emphasis on Specialization in Higher Ed
- Emergence of the Internet as vehicle for transmitting ideas and information
- Globalization and building international perspectives
- % of U.S. females, non-whites, and people over 25 in the college-bound population are expected to grow.

# *Macalester College's Strategic Plan*

## What Macalester developed as its institutional strategies

- Curriculum needs to be thoroughly reviewed to make sure it most effectively educates students -- much of the current Macalester framework was put into place in the early 20th century
- Must think boldly and creatively about how to free people (e.g., faculty) to realize their full potential
- Consider reducing the on-campus activities of the President so that the President can spend more time cultivating alumni relations, college advancement and recruitment of new students.
- Committee strongly recommends against increasing the size of the student body
- Committee believes that liberal arts colleges are entering a very challenging period

# *Middlebury College's Strategic Plan*

## What Middlebury delineated as its vision for itself

- Cutting edge leadership in language study and pedagogy
- A global understanding that radiates from a core linguistic and cultural competency
- The environmentally aware campus
- The preeminent program in literary study
- Opportunities for students to apply what they learn about the liberal arts to real world situations

## *General Planning Principles*

- Planning must have a purpose and a focus to be successful.
- Planning should be broadly inclusive within its scope. During the “opening-up” phase of planning, no alternative is a bad alternative.
- Planning is resource intensive— it requires a commitment of time, money, and people to be successful.
- Both a plan and its implementation are dynamic.
- Planning involves being critical and reaching decisions, even hard ones.
- There are both qualitative and quantitative considerations to good decisions.
- A plan requires attention. It should be monitored, updated, and communicated.