

**Responses to Phone and In-Person Interviews Conducted by Jonathan Brand and Clint Korver,
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Key: Numbers in parentheses following quotations identify the category of the respondent:

- 1 = student
- 2 = administrator
- 3 = trustee
- 4 = alumnus/a
- 5 = faculty member

MESSAGE

MARKETING

- How we market this place is a huge issue. Our institutional message is confused. (2)
- The number 1 challenge is identity. Who are we and what do we want to be? What will we concentrate our efforts on? The rankings on reputation and resources in academic program- we rank highly. We rank somewhere around 10-15 on many areas. We rank below in student applications and alumni giving. These last two relate to our message...we are not getting our message out. We haven't institutionally said what we are and what we are trying to do. This, in turn, hurts our budget because we can't prioritize- what are we going to do and not do. We feel overburdened because we haven't decided what we should be doing and not doing. We should focus more and figure out how to spend our resources accordingly. This is an internal and external problem that can't be attributed to any one office. Are we about mentoring, experiential learning, international education, and student responsibility? We should test that. Everything will flow from knowing who we are. So, this is really an institutional focus and message issue. (2)
- Our marketing sucks, but I don't understand why we don't have regular publications that discuss wide spread contributions that our alums make in communities around the world. (3)
- Grinnell doesn't seem to have an agreed upon identity—what differentiates us from other institutions. It is special, but as soon as you try to articulate that (in an agreed to framework) it loses it bite. (a) Need something brief & concise that tells what Grinnell is, (b) Grinnell is well known in people in academia and investments but outside that it is relatively unknown, (c) Warren Buffet – we are the service school (3)
- We don't know what our message is. (a) Alumni don't know why they should support the college, (b) Community sees Grinnell as a bunch of rich kids, (c) High % of kids who do not apply, (d) All based on inaccurate assumptions (2)
- Strategies for attracting students to a small-town college in Iowa--This is a topic nobody needs to be reminded about. I bring it up because I think it would be worth having some further discussion of ways we might make the perceived disadvantage of our location into an advantage. The Prairie Studies program has done much to correct this perception, as has the opportunity for off-campus study. Our enhanced physical amenities will also help. However, we might be able to do more in the way of promoting (a) the extraordinary intellectual vitality of the campus--when I spent a semester here, I was astonished at the range of cultural and intellectual events on offer-- and (b) making more of the extraordinary intellectual vitality and independence of many of our students. George Drake once remarked that students who chose Grinnell over the Ivy League schools tended to be more independently minded by nature. Perhaps both (a) and (b) are assets we could promote more vigorously in our recruiting. (3)
- We have multiple messages. (2)
- How do we figure out our message--need to come together as a leadership team. (2)
- Our institutional message is screwed up. It should be simple- we are a great residential liberal arts college. Smart and talented students who go off and do great things in the world. Social responsibility has been a historic part of this institution. (2)
- Institutional focus and message- do you find problems in those areas? Could they be sharpened? I think we have long had a focus without explicitly stating it. (5)
- Message and mission is to give back- we should be giving back to others if you are able...how can people give back, financially or with time? This is one way that colleges achieve their rankings. (4)
- We need to be on message. Who are we? Celebrate it. Expect it. Live it. Demand it and don't coast on it. (2)
- We need something in common that gets people here. We need to find our core. (2)

- How can we portray ourselves to the world better? (3)
- Marketing issue- helping Grinnell College to be a better-known national quantity. We need short and repetitive messages. (2)
- The college is pretty mystic in how it shares financial information. Most community members see Grinnell College as an extraordinarily wealthy college where rich kids go to school. No awareness that many kids on financial aid or that endowment funds a large part of the base budget. (3)

BEING UNIQUE (OR TRYING TO BE)

- Core of Grinnell: (a) Community service—strong historical roots, (b) Create a scholarship based on commitment based on this: NYU law school, fully paid through school if make commitment to no profit, (c) Could be defining for the college, (d) Builds on what the college is all about, (e) Should be commitment based (3)
- Do we create a niche for ourselves as the place to come for the best liberal education? That is, we don't excel at research but we teach better than anyone else? (2)
- We should become Iowa College Grinnell!! (3)
- We are really unique in our focus on pedagogy and in teaching oral/writing skills. (2)
- We need to find something distinguishing that makes us unique. (3)
- Certain programs that are truly excellent and unique are important elements... apart from the credentials of our faculty. Students don't so much look at particular faculty but do focus on the excellence of specific programs, such as the MAPs program. They provide a competitive edge by being excellent and distinctive. The faculty needs to have a sense of ownership of these programs. (3)
- Grinnell's hedgehog should be that it's a pure liberal arts college. (3)
- Need to prove to alumni audience that we are unique. (2)

REPUTATION

- Do we want to beat Carleton? (2)
- Do we improve UN&WR? (3)
- We want a reputation for paying salaries slightly above the norm. But full teaching load. May not build as many buildings or have as comfortable living environment. (3)
- The only reason we care about alumni giving is because of perception. (3)
- Need a consensus that this is what we need to do vs. being a slave to the USN&WR ratings. (3)

FOCUS AND SPECIALIZATION – IS IT GOOD AND IF SO WHAT SHOULD IT BE

- We give a damn good science education. We give a great writing background for our students...but we don't do it as well as we used to. Faculty are not as involved in writing as they used to be. (2)
- I think we should be a top notch liberal arts education specializing in the sciences. (3)
- Grinnell's real expertise in science & mathematics—stronger than any other departments historically --Need to get kids coming to Grinnell because of these areas. (3)
- We should be running science camps all summer for the best science students in the western Midwest. (3)
- Think it would be a big mistake to focus on a particular academic area—e.g. sciences. Not a good idea to replicate Harvey Mudd.
- Off-campus programs, international and domestic--This is a topic that verges on the "too small" for a strategic planning document, but is nevertheless important enough to the college's teaching mission to warrant some discussion. I think it would be useful for administrators and faculty members who are or have been involved in these programs to comment on them in terms of the college's strategic planning. If I may quote you, Jonathan, such an initiative would have the additional value of helping to develop in this area "a culture of strategic thinking". It might provide a useful occasion to review the present state of the programs with respect to funding, recruitment for specific programs, overall goals, and the relation of those goals to other aspects of the college mission. (3)
- We need an international studies major and a compulsory abroad requirement. (4)
- We should invest in/emphasize our international programs. (2)
- Globalization needs to be in there too. (2)
- Institutional focus- this is what I mean by the "to don't" list. (2)
- We have a tremendous amount of opportunity here at Grinnell, but we need to focus in order. (3)

- We need more focus. (2)
- Curriculum- where can we add and subtract? New directions. Missing areas: geology and geography are missing, particularly in light of our place in the world. (2)
- The area of interdisciplinary studies is mentioned a lot by the faculty. They are interested in this but not willing to giving anything up in the majors to make room for it. We should cut back some to make way for this type of studies. (2)
- There is considerable support for cutting smaller classes and some support for looking hard at small departments and concentrations, including education, and languages. (2)
- MAPs are crucial and should be expanded/retained. (2)
- Student / faculty interaction (tutorial, MAPs, undergrad research, etc.) (2)
- Grinnell needs a vision to continue to strengthen Grinnell (3)
- The whole Jim Collins issue- what is our hedgehog? Why will students and faculty really want to come here? (3)
- Losing focus—(a) Hedgehog is focused on the classic liberal arts education, (b) Not providing students with as good a broad based background, (c) Concern about preserving and enhancing the quality of academic program provided, (d) Grinnell is not just academics; it is exposure to living and social mores, etc. (3)
- We need more discipline; we need to make choices and understand what those choices mean. (2)
- In the way in which it was once thought that interdisciplinary would be a special characteristic of Grinnell, I feel that there should be an ethics component of all courses. Perhaps this is not reasonable but certainly science, economic, history, literature—most courses- working that in in some way would be valuable for our students. (3)
- We need a greater shared sense of work towards a common goal. We need a “to don’t” list not just a “to do” list. (2)

STUDENTS

STUDENT RECRUITMENT

- All else held constant, the only thing on my mind is increasing the applicant pool and yield, which will in turn increase the quality of our students. This is the big thing. Addressing this will have far reaching benefits. It will increase our prestige...the quality of the institution. We have good facilities. Salaries are good. Support is good. The curriculum is good. We are doing some of the right things like the campus center and enhancing the community. Everything else I think about is in terms of achieving this- increasing the size of applicant pool and getting ever better students. Possible ways to do this- I would be careful about raising tuition and emphasize financial aid above other items...I would lower cost to students. I would spend more money on merit scholarship, even it means breaking ranks with our peers. We do a lot of buying of students I I would do even more of this. I would be more rigorous in recruiting students. We should experiment more of this. All questions/issues relate back to my concern or interest in increasing the quality of our students. (5)
- We should focus more on recruiting the best students. We currently recruit good students but not the best. This should be a big goal. We need to be more competitive and look better and better. We need to be recognized more. We need to make Grinnell distinctive...a few things that play to our strengths- like international studies. (2)
- Need to position Grinnell to get better students. (3)
- Attracting adventurous, risk taking, top flight students to Grinnell. (3)
- We should adopt a policy at Grinnell to have 20-22% of the students from Iowa. (3)
- I start with the premise that the majority of what you learn throughout your educational career is from students who are your peers or are slightly older than you. It is not necessarily from faculty but from peers. This really drives the learning process. Recruiting and retaining talented students should be a single most important endeavor. Having high quality students will ensure a high quality education. How to define high-quality students can be a challenge. (3)
- We need more active recruitment. (1)
- We should improve selectivity. (3)
- We need to focus on students. Who are we aiming to recruit? The best? People looking for a supportive environment and interested in social commitment? (2)
- Why are we not the first choice for every high school senior in the top 10% of their class? (3)
- Kane and Krukowski: Apparent from USN&WR that we were not getting the best students – even from Iowa. Got the numbers & figures out – e.g. yield (3)

- We should increase the number and quality of our applicants and improve yield and simultaneously improve our retention. (2)
- Declining mid-west population. (2)
- There is consensus that Grinnell is a very good liberal arts college but not the best. It is a safety school or second choice for many. How can we become the first choice of many? (3)
- Faculty members say that we should be attracting more serious students. They have been saying this for 4-5 years so there may be something there to evaluate. (2)
- The Department of Admission is fairly sophisticated in focusing their efforts...this has helped us attract excellent students. We seem to be focusing more on doing well in attracting students from certain areas- like the Midwest. (3)
- Motherhood and apple pie- I rely on admission to find out why we can't recruit talented students...I would not assert that we aren't recruiting them now. (5)
- We have made good strides on the admission side. They are working as a team. We don't use our alumni particularly well and we should in the area of student recruitment. (2)
- How do we recruit better students? (3)
- Improving and increasing the applicant pool. (3)
- Academic quality of our student body is good but we would like to step it up a bit still. (2)
- Faculty upset that we are not getting this type of student. (3)
- Are we attracting, do we want to, what do we have to do to do that--need to get the message out that we really are selective. (3)
- Not doing near enough in Iowa. (2)
- If we become the school of choice for the Iowa High School seniors, we will find it easy to recruit. (3)
- We need to be perceived as a high quality school if we hope to have high quality students. (3)
- We are picking up all of the poor, liberal kids from IA, IL, CA, etc. (3)
- People just awakening to the purity of need-blind admissions. (2)
- 91% of students on financial aid--some think it is a problem in that if no one pays full price, no one values your product. (2)

SIZE OF STUDENT BODY

- We should keep the school size down. (1)
- School size- Being small is great but it is also very limiting. We can offer more choices, if the College is a little bit bigger- then it is. I wouldn't mind it if Grinnell College was bigger...but I am not sure what the right number is. (4)
- I worry about the size of the school...Does more students mean reducing the quality of the students? We must resist reducing the quality of the student body. (5)
- School size- I am puzzled by this. My understanding is the new dorms will decompress the rest of the dorms and provide more living space. (5)
- We bandy about the idea of making the school larger...I don't remember formalizing this...we need to formalize this. I have not seen any study on this. (3)
- Growing the student body at the fairly aggressive rate, which we are doing, while maintaining the academic quality will be a real challenge. (2)
- Institutional size is a factor because the growth of the enrollment will directly impact our ability to attract and retain the best students. With good marketing scheme, we may be able to counter this. Student size must increase in a way that does not drop the quality of the student body. (2)
- Student size- other than in the rosy sunglasses of the alumni, there would be no decrease in the quality of a Grinnell education if we had 1600 vs. 1300 students. (2)
- I think we should be a little bit bigger in terms of students. Greater diversity but we might see a dip in quality of students. (2)
- School size (student body growth). (2)
- Growth- we need to decide about growth and then be consistent in our decisions. If we are going to stay the same size (or grow), we should discuss what that means across the institution: staffing, faculty, class size etc. as a result. (2)
- What impact does size have—to what extent does it affect the educational experience with respect to faculty, facilities, etc..? (3)
- School size- we have to deal with this. It is happening... we are growing and it is going to bite us if we don't study this. It influences faculty size, class size, facilities etc. (3)

- School size jumps to mind. We realize no economy of scales. We try to provide every imaginable service but that costs. There is no attractive bottom line. (2)
- School size- we should be around 1500 and should just make that decision and communicate it. We need to determine that this is a good size for us and plan for it. No one knows what is going on with this and we need to figure this out. (2)
- I am concerned about expanding the size of the school (future growth) unless we also expand the size of the faculty, etc... (3)
- We should keep our low student to faculty ratio. We have to prevent students from not getting classes. This is where we should be placing resources. (5)

STUDENT LIFE

- We should address student life more thoroughly. (1)
- We should be choosing objectives that reflect a student-centered culture. (3)
- We should be student-centered in our approach. (3)
- National Trend that students across the country are needier- in the mental health context- this is well documented. Students just need more student services today than in the past. We need to continue to be proactive and continue our student service programs. (2)

CAREER PREPARATION

- Need to do a better job of getting our kids ready to go out in the world. (3)
- Preparing students for transition after school- I support all the help that we can give them. (5)
- We don't do enough of preparing students for the transition into the "real world." We talk about lifelong learning and need to focus more on that. We don't talk enough about where we are heading. We can do more there- who they are and where they are going. (example- the Lilly grant.) How does the liberal education help them? Students need more students for reflection of their experiences. (2)
- We need to do a better job of prepping students for life after graduation. We need to define this and figure this out. This will help in other areas of the College. (2)
- We need to do a better job of placement. (5)
- Helping students transition after graduation. CDO is great but we can do more...more link between alumni and students. Help build a network. Branching out and communicating with alumni. (4)
- We need to evaluate if we are preparing students for the transition into the "real" world. Grinnell prepares you for graduate school and if you don't want to go to graduate school, then perhaps this is not the right place to be. (1)
- Business is a bad word at Grinnell, yet 60-70% of students end up there. Must be terribly confusing. (3)
- Career Development office is great but perhaps they could do more. (1)
- What students do after they leave Grinnell is also a big issue. Our students need to be focused on what they intend to do. (3)
- Career opportunities for students. (2)
- I wonder if in the information we have, how much do we know about outcomes? In the area of student guidance—how solid is our information about the kinds of jobs or internships or apprenticeships they go into after they graduate. We say that we do a good job in this area- do we know this or not? (3)

ALUMNI INVOLVEMENT

- Alumni's connection to the college once they leave--We've done a poor job. (3)
- How do the alumni remain relevant to the college? (4)

FACULTY

FACULTY WORKLOAD

- We need to really focus on the faculty. Having great faculty makes an incredible difference. It makes the experience fantastic. It shows when they are stressed. (1)
- I think we have a normal workload for our faculty. (3)
- Faculty workload and quality of working life- I may be an old geezer but it seems to me that of the 52 weeks in a given year, we work intensively for 30 weeks. The normal working person's annual year is crammed into 30 weeks for us. So, if we go to a 2/2 courseload it will make many people happy but I am wondering if the issue is really the workload and quality of working life solely in the academic realm OR is there dissatisfaction caused by the demands placed on faculty by the institution- such as committee work or MAPs. (5)
- There is definitely a work load issue at Grinnell and some of it relates to personalities. (2)
- I think our faculty is genuinely overworked. (4)
- Our best teachers spend a lot time and energy on teaching. Students want to be around them all the time. These best teachers need to find a way to distance themselves from the students too. Hard for them to find balance. (2)
- Faculty workload--need creative solutions beyond endowed chairs (e.g. assistants, support structures). (2)
- Faculty fatigue. (2)
- Faculty workload and quality of life- the faculty need to figure this out for themselves...and this means being honest about priorities and what matters. (2)
- Faculty workload and quality of life of our faculty are issues. I have heard about a menu of choices that would permit either a 2/3 workload or a 2/2 workload. (2)
- Faculty workload and quality of life...which stems from the faculty survey. (5)

FACULTY RECRUITMENT AND RETENTION

- Ensuring that continuing quality of the faculty that we hire and their productivity throughout a career should be studied. (2)
- Faculty recruitment, attraction, retention. (4)
- Faculty members have to make peace with their choice to come to Grinnell. We can't be restrictive in how we think about faculty success. (2)
- We have a wonderful life here. (5)
- We forget about the homogeneity of people who are here- sense of willingness to take a risk; open to new ideas- people, places, and things; interested in human beings...all these things are common elements, even among faculty and administrators. This means a life altering experience. The opportunity to come a place where you don't need to lock your doors. A place that still has beauty. Where ideas drive you. Where aspirations envelope you. (2)
- Grinnell College is a great place to be- great colleagues, great students, friendly place.
- Real thing—intellectual possibilities—comes back to faculty. (3)
- Recruiting and retaining world class faculty. (2)
- Really worried about attracting and retaining junior faculty. It seems as if there is a lot of inter-departmental conflict that harms faculty. The City of Grinnell is an isolated place. (2)
- Surprised that there is still the teaching vs. research divide among junior faculty. (2)
- I think we should consider raising faculty salaries. (3)
- The heart of an institution is its faculty. The faculty is of paramount importance. We should not be developing professional specializations but should continue to be a great liberal arts college. We should maintain our liberal arts character- this is a primary issue. We should attract the best students and faculty. (3)
- Faculty members are given a lot of freedom and that is great. (2)
- What kind of outcomes surveys have we had on retaining talented students and talented faculty? (3)
- If you want to improve, the faculty has to get better. (3)
- We need to be flexible about how we define talented faculty. We need more self-knowledge about the place to help us attract and retain the best faculty. (2)
- Recruiting and retaining excellent faculty- we need to be more aggressive on spousal employment although I am aware of the law of economics...we should do more without prying into the private lives of faculty members. Is there undue stress on faculty members because of this. (5)

- For someone to tackle the faculty issue—need a long time horizon. (3)
- This is really a morale issue. How do people feel about their jobs, the administration, this place, working together? (5)

LEADERSHIP

GROWING INTERNAL LEADERSHIP

- The best CEOs came from internally in organizations, were in their early 40s so they had a long time frame to attack something. Need to find a full time faculty professor who would be willing to take this on. (3)
- We need to get a professor at Grinnell who understands this kind of thing and is willing to take on this kind of challenge. (3)
- We should be generating folks who are capable of leading our institution. (3)
- We should be working on an internal succession planning and leader development (CEO). (3)

GOVERNANCE AND DECISION PROCESSES

- What is Good- Spirit of entrepreneurial risk-taking within an environment of ideas and thinking that push to the edge- Ideas that challenge and confront. (2)
- People need to understand our institutional/decision-making processes. (2)
- We need more boldness. We need to ask: is this good for the College? If it is, we should do it. We are in the concrete box of money. We keep talking about ideas and then looking at the financial ramifications. We should first think about the merits of ideas and whether they are worth pursuing. This harms our ability to move forward. This also makes it hard out in the “real” world for us to show that what we are doing that is new and different. (2)
- If you want Grinnell to get better, you need to be willing to do some things. (3)
- If we have a stumbling block somewhere, we need to buy them out to get over them. (3)
- Need to be able to identify what our core strengths are and build on them, if we don’t we end up pissing them away. (3)
- Better communication & relationships between the departments within the school. (3)
- I worry that we will do a lot of planning and very little doing. (2)
- Issue of governance is really really important. Our campus needs to be talking about it. (2)
- The advantage of Grinnell is freedom of expression and diversity--minus is that constituencies can’t come together and agree to what we are. (3)
- Controversy over measuring faculty. (3)
- Decision making: (a) Need blind admissions, (b) Meet 100% of demonstrated financial need, (c) Open curriculum, (d) Self governed, (e) Small faculty/student ratio, (f) Rural America (2)
- I would like to know more about the perspectives from the students’ point of view. We need to be cognizant of what our students want but can’t be totally driven by it- perhaps too arbitrary and capricious. We should hear from alumni about their experience and what they wished they had had while at Grinnell. (3)
- We need to focus on methodologies/processes for cutting. (2)
- What is happening in the education industry? What may happen in higher education, our marketplace? Benchmarking is good up to a point but you don’t want to be a lemming. What will this mean for Grinnell? (2)
- We need a longer view of the institution- where are we trying to go? (2)
- By and large, we have the resources we need to do everything we want to do. (2)
- We don’t have enough people on the Board who think about education. Too much of the business model. We need the business model but we are educational institution and we should not lose track of that. (2)
- We need less fear. We need to show that we are going from being an excellent liberal arts college to a great one...we can make some mistakes along the way. (2)
- The trustees exist to hire the leadership and administration; the administration exists to support the faculty; the faculty exist to teach the students. (3)
- We are on the verge of a big change in terms of a social/cultural explosion, which will change how we think about education. (3)

- We need a sincere commitment to the core values of this institution, which have been well articulated. (2)
- Faculty governance is still an issue as well as faculty-administration relations. (2)

RESOURCES

REVENUE BALANCE

- We need revenue balance to be one of the best liberal arts college or we must believe that our endowment will always out-perform the endowment of our peers. (2)
- Development is getting more interesting....very interesting. We should figure out why people don't give and correct it. (4)
- Revenue balance is really bugging me...people need to understand that we are not rich and we need their participation. I would love to know what % of our endowment is used for operations. (4)
- I don't know a lot about revenue balance issues. (5)
- The revenue balance is a serious problem and has been one for several years. It is good that we are all focused on it...but we can't lose our focus. (3)
- Why are international students a money drain? They should be a great source of revenue. (3)
- The amount of money we are raising is far below what we are going to need going forward- both for programs and facilities. (3)
- Imbalanced revenues – low tuition revenues, low unrestricted giving. (2)
- We need to balance revenues and tuition. This won't happen if we don't do the other things. (2)
- Enhancing our revenue balance needs to be addressed. (2)
- Pricing structure is a bit worrisome but we made good progress this year. (2)
- Improving the net revenue picture will also be a challenge. (2)
- Comprehensive fee question concerns me. Keeping this a place where people can attend regardless of economic circumstances makes Grinnell what it is. I think that is very important. (3)
- I have been amazed by the lack of financial resources at the institution. This really surprised. The endowment is the guarantee for the future but does not have a lot to do with current spending. This is a major challenge that falls on the shoulders of the president and the board. It would be an easier job if faculty and students had a sense of their involvement in this- supporting this process....seeing how they can help in this effort. (3)
- The revenue balance is something worth looking at and discussing. Are our priorities correct? Can they be adjusted? Do we need guidelines and restrictions regarding how much we can dip into the endowment? (5)
- Important that we do not spend more than 3% of the endowment for current programs. (3)
- Why do Grinnell graduates give so poorly to Grinnell? (a) Endowment, but Harvard has managed to get fairly ____, (b) Students who come to Grinnell in general want to be comfortable & aspire to the peace corp not ____, (c) Ineffective development because we don't have a clear message, (d) The only thing that resonates is Grinnell's endowment (3)
- I agree with the policy of attempting to work away from the dependence on the endowment. We need to pay attention to this. 4.5% is a good place to be, if it doesn't make us heavily dependent on it for operating. We still need to do better on generating tuition dollars. (3)
- Building a more successful culture of budget discipline is important. (2)

FACILITIES

- We need more space for the campus...just more space. (4)
- The bookstore is really dreary. It needs more attention. (4)
- We should do a better job of keeping our campus beautiful. It is great to keep our campus this small. (1)
- To get better students, need better facilities. (3)
- We should preserve Burling. (4)
- We are doing a ton of building on our campus, but I worry that we are very focused on buildings and not focused on other assets of the college that we need to grow over time. (3)
- Facilities are good and getting better. (5)
- Buildings- need I say more...planning has to drive those decisions. (3)

- Need to reinforce why we need facilities. (2)
- World class college requires world class facilities. (3)
- Academically, liberal arts by definition is all of these topics but it is hard to support all of this—NMR spectrometer, art gallery...it is wonderful but it costs. Is it sustainable? (2)
- Buildings you need to do something about—but not what is going to make you great. (3)
- Academic excellence- I would like to talk about academic excellence as part of the campus plan...which would include the building projects. What are our priorities there? What about our academic buildings? (5)
- Need to make sure current space plan is embodied in our goals and our plan. (3)
- Completing work on the major current needs identified in the campus plan process is important. (2)

TECHNOLOGY

- The basic constituents are the students and the faculty. Technology I think will make their interactions change and we should be thinking how to maximize the personal input of both to achieve the maximum educational benefit. (3)
- Technology- It is hard to plan for technology. But whatever we are doing, we are probably not doing everything we could be doing. Maybe we need to evaluate what the other schools are doing and figure out a good set of strategies. Then, we need to be less tentative and make choices re: technology. (2)
- Technology-the how of technology and learning about technology for our future.(2)
- Technology is big. Use in teaching, use in library science, use in attracting the best students and faculty. What is our strategy on this? This is a big area, plus the library. We should focus on the uses of technology within the college- faculty, student, administrative, researchers, library uses. (3)

COMMUNITY AND SETTING

TOWN

- I am interested in the interrelationship of the college and the community...it is a tricky issue...but an important issue. It has an impact on everything that goes above it- retaining students and faculty. (5)
- Anyway that livens up the town or enhance it would really help in recruiting faculty and students. We need a few more really good restaurants. (4)
- We are fine on the community. (2)
- Need to talk about the community relationship. What is the ideal relationship, how could we get there, what resources would it require? Community enhancement office—small potatoes stuff, what about the big things. (3)
- The enhancement of the Grinnell community is important. The city seems impoverished and in need of help. The town's vibrancy and appearance are important to retaining top faculty. This is an important element...the community must continue to flourish if we want to retain the best students and faculty. (3)
- Enhancing the community- I don't know how you prevent the walmartisation of small towns...the commercial vigor that is sucked out of small towns. I don't know what will bring back the downtown. (5)
- Hard to be single in Grinnell, Iowa. Grinnell is really a place for families more than anything else. (2)
- This place needs to be more plugged into the world. The College could be doing more for its people while enriching the community. (3)
- We need to do more to enhance our community...we need to foster more initiatives that will support our community. (2)
- We can do more in the area of our community. We should better articulate the relationship of the Office of Community Enhancement, Office of Social Commitment, and the Community Service Center. We should look at rigorous academic experiences out in our community. (2)
- I think we should be too distracted by enhancing community. It should be a livable place for all of us. We should not be the lord of the manor. (2)
- I would love to know exactly why more faculty are living in Iowa City and Des Moines. (4)
- Building a more attractive and economically successful community is important. (2)

- Location is our strength and our weakness. I would like to beef up the town a bit...but that will help with recruiting. (5)
- I would like to say that I question the importance in the ranking of things for our activity in the community of Grinnell. It is worthwhile but where it should rank for its dollars and priorities, I wonder whether we give more to that than is worth to the College. (3)

LOCATION

- The umbrella comment I would make is location. Location was discussed out at Ahrens. There are lots of strategies that we can develop to deal with this. Bring in visitors, lecturers, good junior-year programs. (D.C. and London are great). Our community fits into this as well. (3)
- Western part of the Midwest is a desert for the kinds of things Grinnell has to offer—for summer programs. (3)
- Location. Location. Location. (3)
- Location is a straw man, need to take it off the table. (3)
- Being in Iowa is not a huge problem but being in Grinnell (and its isolation) is a problem. (2)
- We should turn our location from one of our strategic weaknesses into one of our strategic strengths. (3)
- Location: Making the most of the Iowa location / overcoming negative perceptions. (2)
- Our location is a huge issue- not enough entertainment and attractions; the isolation creates a faculty that seeks more attention from students; student interactions are more intense. (2)
- Location—this puts more pressure on us to provide services internally. (2)

CAMPUS COMMUNITY

- Focus on developing a campus community. We are all in our own buildings. We need to work harder to get people to work together in person. (2)
- There is a lot going for it. I want to be here. (2)
- We should have more a sense of place as an institution. (3)
- Our students and faculty- this place is culturally different and the transition can be difficult. (3)
- It is a great education we give here but culturally it is a little alien. (2)
- Build in feedback loops. (3)
- College transition--don't know what to do with the idea that transitions are a problem. (3)

DIVERSITY

- Diversity is an issue and we need to do more on this. (4)
- Ethnic diversity. We are good with other forms of diversity but not with this one. Improving this would be the single most positive step for this institution. (2)
- Diversity- This is a theme that has to be addressed to ensure that we all understand what we mean by diversity. We throw the term around too much and haven't agreed on what the essence of that really is...we need to grapple with what this means. (5)
- Make Grinnell a truly diversified community. (3)
- Diversified community means a diversity of thought. (3)
- More diversity would be nice...but it is hard...I am not completely optimistic. (5)
- Diversity is still a big issue, particularly on the student side- attracting a more diverse student body. (2)
- We should probably discuss the shape of the student body- diversity in the broadest sense- not just the color of your skin. (1)
- Diversity is always an issue and our location plays into this- our ability to attract people. (4)
- Where we are looking for diverse faculty and staff - this is a problem. We haven't done enough serious work on recruiting yet related to diversity. People still don't understand what it means to recruit for diversity...people want to attract candidates as they have in the past and we need to look at other ways of finding people. We need to put more time on thinking about how to attract the best and most diverse candidates. We don't do enough to try to land diverse candidates who come to Grinnell. Less lip service just so we feel good and more action on this. For example, the MSIR program should be strengthened to introduce and attract people to Grinnell. (2)
- Diversity- I think we have a lot of diversity...if we knew everyone's narrative. External markers aren't always the signs of diversity...there are class factors that can be just as important. Student responses to faculty and vice versa. At the same time, our faculty and students should resemble

America. I know students of color have unhappy experiences in the town and for African-Americans, largely from urban backgrounds, may occasionally test their patience. How to bring greater diversity into the town? Look at Newton. We need to grow industry. (5)

- Respecting diversity is a big issue here. We need to do more on this...training would help. We need to focus on diversity in more effective ways. We need to be more respectful of each other. (2)
- The diversity of the people I met and knew at Grinnell was an important part of my education. Would define in a rather expansive way. (3)
- Cultural diversity and outreach: (a) With our resources we should be on the forefront of this, (b) Looks like we have cultural %'s that reflect the country, (c) Process: we have one person out in Chicago and nobody anywhere else. Why not put \$500k into this. Not difficult to put one person with a bunch of contacts out in a number of key areas. (d) If we get our information out, we will not have any problem attracting people. (e) Lack of focus prevents us from getting the best and brightest diverse students. (3)
- If we are going to survive- healthy living and learning community- we need to be more rooted in our society- we need more diversity. (2)
- Faculty recruitment and retention is critical. This stems from my interaction with minority faculty. There is a sense of the city that it is really different. It is a big cultural change. This is a place where Grinnell has to lead in Iowa. It would reflect everything that this college is about and believes in. We can't hire minority faculty for one year and hope that that will address this issue. (3)
- Student Diversity- The results have never been what I call really impressive but I don't know if that is reasonable to expect that we can do better. It may be a battle too big for us to make headway. (3)

EXCELLENCE AND EGALITARIANISM

- We should find a way to identify excellence and know when we have reached it. It can be too stressful to continue to be excellent. We should define excellence and we happy when we reach it rather than constantly trying to push for more (and more excellence). (2)
- The faculty doesn't believe in stars here (i.e., egalitarian spirit) and this is a problem. We should allow people to excel and push above. This makes people achieve at a lower level than they are capable of achieving at. (2)
- I am sick of hearing about social responsibility. We do it as a matter of course. However, we talk about it as the whole reason why we can't aspire to be great- we can't try to raise money- we can't raise expectations. We can't push forward because of this. Our collective perception of social responsibility is peace and egalitarianism. No rocking this boat. (2)
- We should expect excellence even at the administrative level. (2)
- Part of the problem—everyone at Grinnell is very comfortable. (3)
- Excellence in everything we do. We should be excellent in everything we do. Commencement last year was excellent...everything was excellent. Everything, such as parents' weekend, should be excellent too. Let's be the best at what we do. (3)
- Academic excellence- I think we have made strides in recent years with faculty-student research, attendance by our students at conferences, etc. Academic excellence occurs every day here...but it is hard to quantify. (5)
- Don't see any big, low-hanging fruit in improving the quality of students we attract or improving the quality of the product. (3)
- How can we improve the median in everything we do: attracting students, faculty, facilities, etc. (3)
- The College has to think about complacency. We suffer from this. We are in position where working all right has been enough here. Having no requirements in the curriculum should perhaps be reviewed for its continued efficacy. No organization continues to win if it stays the way it is. (2)
- We already have academic excellence. We should worry about it always but we are not weak in this area. (5)
- We are all egalitarian to the point of an Achilles heel to the millionth degree. We are too much about cutting people down to size. We are great with a collective glow rather than pillars of brilliant light. (2)
- Academic excellence is too puffy to figure out. (2)

- We need to think about the ramifications of the egalitarian nature in terms of teaching. In our teaching, the faculty is not very hierarchical but more egalitarian. (2)

SOCIAL RESPONSIBILITY

- Social responsibility- this is important but I am not sure how much we need to discuss this. (5)
- Plenty of social responsibility here. (5)
- Social responsibility- there is an ethos of responsibility embedded in the institution...we should do everything to support that. It causes our students to grow...we do a good job there. (5)
- Social responsibility is essential and will flourish whether we pay attention to it or not. (3)
- How can we define social benefit in a larger way? (3)
- Need to have a broader sense of obligation to society. (3)
- How can we develop programs to make the “service” component of Grinnell more broad based in its application? (3)

STAFF: RECRUITMENT, RETENTION, REWARDS

- We should make sure that we are paying staff well. (1)
- We have a good handle on recruiting and attracting staff. We have good applicant pools and seem to be doing a good job in this area. (2)
- We need to continue to show an interest in our staff. (2)
- Recruiting and retaining talented people- that is it...we should expect the best people and be fearful that they are going to get stolen by other places. (2)

ACCOUNTABILITY AND ASSESSMENT

- We should define our academic mission more precisely (skills inculcated) and then market that and then measure our success by outcomes testing. (2)
- How do we define a Grinnell grad in general terms? What do we believe a Grinnell grad has when he/she leaves Grinnell. Ability to think and reason. Depth of understanding in his/her major. Other attributes. (3)
- We need to measure how we can be accountable for delivering value to society for resources used. (3)
- We should think about what we want to say in our self-study in 4 years. What do we want people to think we have accomplished in the past decade? (2)
- Can't change without measurement. (3)
- How do we hold ourselves accountable—in addition to the market mechanism. (3)

MISCELLANEOUS: TOPIC UNCLEAR

- The trustees are much more engaged and informed. (3)
- We know a lot more about our strengths and weaknesses. (3)
- We should understand this more. (2)
- Our resources are already stretched too thin. (1)
- Not sure all of our choices are the best choices. (2)
- The plight of liberal arts colleges. (3)
- Grinnell has over \$1 billion in societal money. (3)
- We had some momentum after the Jim Collins board meeting. Felt like there was momentum for change. Feels like that has stopped. (3)