

Below you will find six long-term strategies that the Planning Steering Committee has chosen to present to the Grinnell College community for discussion. Each strategy included here was originally devised by one or more members of the Committee. Among the many strategies that were discussed over the last year, these six are the ones that the Planning Steering Committee believes warrant further consideration by the community. The Committee does not presume that any one of these strategies will be chosen wholesale. Whatever plan the institution eventually adopts will likely contain elements from more than one of the six strategies discussed below. Developing a meaningful plan will require that community members relate aspects of each strategy with what they think is important at Grinnell.

The College has engaged consultants who will convene focus groups involving students, faculty, staff, alumni, and trustees to consider the ideas presented below. The consultants have strongly recommended that the 17 focus groups be organized as follows: 6 faculty groups by tenure status within each division (e.g., untenured members of the Humanities Division); 1 group of emeritus/SFS faculty; 5 student groups by class year; 3 administrative groups by function; 1 alumni group; and 1 Trustee group. Within each group, participants were selected mainly on the basis of their availability.

After the focus groups meet on September 19, 2003, the consultants' report will be distributed to the community. After September 19, we will also solicit additional input from others in the community.

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## *Offering a Full Ride to the Most Meritorious Students*

This strategy is based on a belief that Grinnell's long-term health and reputation rests largely upon attracting the very best and brightest students. According to Admissions staff there exists a substantial pool of highly talented students, in the U.S. and abroad, for whom an education at Grinnell College is infeasible at current levels of financial aid. This strategy takes advantage of the college's endowment strength to tap into that pool.

### **PRIMARY AIMS**

To increase the applicant pool sufficiently to enable us to "sculpt" entering classes of even higher ability and diversity than we have currently. In the long run this would enhance the college's academic reputation. Also, this strategy could substantially increase alumni donations in the long run because we would make a Grinnell education available to very talented students who presumably would show their gratitude later in life.

### **STRATEGIC ELEMENTS**

- 1) Offer full-rides (100% remission of tuition, room and board) for National Merit Scholars, National Achievement Scholars, and National Hispanic Scholars.**

Scholars of the latter two categories are domestic students of color, whose application rates are likely to be especially sensitive to college costs. The Admissions staff posits that the offer of a full ride could raise the fraction of such students from approximately 13% to possibly as high as 25%.

- 2) Offer a full-ride to international students of sufficient merit.**

Experience shows that there are many exceptionally bright but needy students in Africa, Asia, and Eastern Europe who are interested in Grinnell but cannot possibly meet its cost. With a full-ride, many would come here. According to the Office of Admission, this strategy might raise the proportion of international students from approximately 12% to 20% and raise the median SAT from 1350 to 1400.

- 3) Continue to meet demonstrated need of students not qualifying for merit aid.**

Grinnell's commitment to this policy would not be weakened.

- 4) Increase resources for marketing and recruitment.**

Grinnell's low-cost policy will be effective only if it is widely known. This is especially true for international students.

## 5) Increase support for career placement.

International students and domestic students of color are more inclined to judge a school by the success of immediate graduates in obtaining employment. This implies a need for greater emphasis on placement and career counseling.

### MAPPING THIS STRATEGY INTO THE PLANNING TABLE

#### *Rationale for the Strategy*

As explained in the PRIMARY AIMS, we are focusing on getting the very best students.

#### *What might we do differently?*

The strategic elements are outlined above.

#### *How might the curriculum change?*

Offering a full-ride to international students of sufficient merit (strategic element #2) should increase the proportion of international students. Given the observed curricular preferences of our current international students, this strategy could expand demand in the areas of Science, including Computer Science, and Economics. We can also expect increased interest in the 3/2 or 4/2 Engineering program. It might also be worth establishing a 3/2 or 4/2 option for Computer Science. We also expect to face greater demand for joint student-faculty research.

Experience suggests that international students especially will be interested in summer internship support since they cannot work legally in the US.

For similar reasons we would expect to strengthen the Writing and Reading Labs and institute an English as a Second Language (ESL) program.

#### *How might this change the student body/student experience?*

The Office of Admission predicts the following changes to incoming classes:

- median SATs of 1400 instead of 1350
- everyone is in top 10% of class instead of 63%
- 20% of student body international instead of about 12%;
- 25% domestic students of color instead of approximately 13%
- fewer but stronger Iowa students;
- 50/50 gender split

#### *How might it change the faculty?*

As implied by the changes in the curriculum, this strategy may call for an expansion of in Computer Science faculty by one person, of other Science faculty by two-three persons, and of Economics by two persons.

*How might it influence the College's revenues?*

The Offices of Admission and Financial Aid predict that roughly 50% of students would be on a full-ride, 40% on aid at an average discount rate of 50%, and 10% would be full-pay.

As a result of the above, annual net tuition revenue would fall by \$8 to \$10 million. To partially offset this however, it should be possible over five years or so to raise an additional \$2 million to \$8 million (total – not annually) for endowed scholarships, which would provide approximately \$85,000 to \$340,000 per year toward the tuition revenue loss.

*How might it influence the College's expenditures?*

Expenditures would rise be approximately \$1 to 1.5 million per year for additional faculty, stronger career placement, etc.

*How much money might we need to find to make this strategy work?*

\$9 to \$11.5 million per year

## *A Tuition-Free Grinnell College*

Many members of the Grinnell College community—which includes students, alumni, faculty and staff—would like to see something dramatic and inspiring come from the strategic planning process. This same constituency would like to see the strength of the endowment used to help Grinnell become more Grinnell-like, not used to chase those above us in the USN&WR rankings. Grinnell already is an excellent college, with a coherent vision of itself as a traditional liberal arts institution with an international profile. This proposal would retain all of the present character of Grinnell while greatly enhancing the college's visibility and desirability both nationally and internationally. Moreover, this proposal will make changes that will have a direct positive effect on student and faculty morale.

### **PRIMARY AIMS**

The primary aim of this proposal is altruistic: to make Grinnell accessible to all capable students regardless of economic means. This aim is fully consonant with Grinnell's tradition of social reform and community service. Nevertheless, there would almost certainly be salutary effects: improved visibility and thereby a larger applicant pool size, improved applicant yield, and increased alumni giving to the institution.

### **STRATEGIC ELEMENTS**

#### **1) Eliminate tuition for all students.**

Complete elimination of tuition sends a clear and attention-grabbing message that a Grinnell education is a possibility for any talented student, regardless of economic means.

#### **2) Retain room and board and other fees; apply financial aid for those expenses when needed.**

Although it would be nice to eliminate all fees and expenses, this extra step would greatly increase the cost of the proposal while probably not much increasing the psychological effect. We would, however, need to retain full-ride financial aid for our neediest students.

#### **3) Dramatically increase fund raising efforts.**

Grinnell would now have a much more compelling story to tell to prospective donors, which should open opportunities for expanded giving from our traditional supporters. Moreover, the high visibility and altruistic aim of the program would give us access to new sources of funds, such as large charitable foundations (e.g. Gates), and to the parents of present and recent students. A significant expansion and refocusing of the Development operation would be required to tap into these new opportunities.

**4) No change in present academic program or college budget levels.**

It is essential that to as great an extent as possible, Grinnell retain its present program. Tuition remission must not be paid for by cutting back on what we do now; we need to continue to offer a liberal arts education of the first rank with a faculty of active scholars in an environment that enables close faculty-student interactions. These are the features of the institution that have brought Grinnell to national prominence, and it would be foolish to abandon or short-change them.

**5) Use the dramatic increase in applications (and presumably yield) to improve the quality of the student body.**

An increased applicant pool and improved yield will almost certainly strengthen the student body without sacrificing diversity. It will allow us to maintain or improve upon the current balance of ethnicity, gender, and geographic origin of the student body.

**6) Improve the image of Grinnell College as a place “that is doing good” with its resources.**

Morale on campus has suffered, and our image off campus has become somewhat tarnished, because of our inability to transform our large endowment into inspiring developments on campus. It is difficult for the casual observer to understand why having an endowment like Swarthmore’s does not enable us to be another Swarthmore. The College’s policy regarding endowment spending has led us to unpopular decisions such as raising tuition at a higher rate than we are raising salaries (a fact pointed out in the Grinnell Herald Register), and slowing the growth of educational budgets while building new buildings (and demolishing serviceable ones) at an unprecedented rate. The good will generated by a tuition-free Grinnell can go far to repair cynicism both on campus and off.

## **MAPPING THIS STRATEGY INTO THE PLANNING TABLE**

### *Rationale for the Strategy*

The primary rationale for this strategy must be altruistic: to give a free education to all Grinnell students, regardless of their means. Complete elimination of tuition is essential; partway measures could have opposite effects. For example, simply lowering tuition may suggest a poorer quality education, whereas greatly expanded merit-based scholarships may merely suggest that we are buying a handful of superstars. In our society, high quality education is the primary key to successful careers, social status, power and influence. And while generous financial aid makes a Grinnell education affordable, the high sticker price discourages many families from even considering Grinnell.

*What might we do differently?*

Aside from the change in tuition policy, the only significant changes required would be expansion of efforts in Development (a large change here) and in Admission.

*How might the curriculum change?*

This proposal does not suggest any qualitative change in the curriculum.

*How might this change the student body/student experience?*

The campus experience of students would not change dramatically, except that financial stress would be substantially reduced, and presumably the student body would become even stronger.

*How might it change the faculty?*

This proposal would not require any changes in the faculty, however, it is likely that the improved visibility of Grinnell College will aid in faculty recruitment as might the altruistic nature of the policy.

*How might it influence the College's revenues?*

For 2003-4, tuition will account for approximately \$18.6M of College revenues, which would be completely lost if this strategy were implemented. It is a plausible guess that all but the neediest students could pay room and board. A 10% discount could cover those students at an annual cost of \$1 M.

What options are available for restoring this lost revenue? A zero-tuition policy should significantly enhance annual revenue from gifts. How much would be needed and how could this be done? The Development Office thinks it highly unlikely that we could raise enough gifts annually to support this strategy—roughly a factor of ten increase over present giving. Perhaps one could reach this level eventually: consider Carleton College, which for the years 1997 through 2002, reports total gifts of \$21 M, \$30 M, \$21 M, \$27 M, \$26 M, and \$26 M, respectively. About half of those gifts appear to have been for capital projects, but the numbers generally suggest that the giving rate needed to fund a tuition-free Grinnell is not wildly outside the realm of possibility.

An alternative to annual gifts is a multi-year campaign to create an endowment, roughly \$450 M, devoted specifically to the task of replacing the lost tuition revenue. (This would generate approximately \$19,000,000 in annual revenue.) This approach is similarly ambitious. Grinnell's most recent campaign raised over \$75 M over 6 years. Some of our peers have done significantly better. A recent campaign by St. Olaf College (an admittedly larger institution) raised over \$140 M. Capital campaigns, however, depend heavily on large donors, many of whom are interested mainly in tangible legacies such as a named building. Some donors will doubtless find the tuition-free concept appealing. Donors who prefer to give for buildings can nevertheless contribute to the tuition-free endowment by

freeing up money in the Capital Reserve Fund that is currently committed to construction.

The realistic assessment is that the college would have to commit a significant fraction of our present endowment income to this project to make it a reality in the foreseeable future, although an aggressive fundraising campaign might cut that contribution perhaps in half. It is highly desirable to make a long-term commitment to a tuition-free policy, but in the event of economic calamity, it may be easier to retreat from this policy than to fire faculty and staff or cut maintenance on buildings.

*How might it influence the College's expenditures?*

Expenditures would increase somewhat (perhaps as much as \$1M) for expanded Development operations. Admissions will likely need additional staff to handle increased applications, but would also probably not need to be “on the road” nearly as much, so some of this might be absorbed by redirection of staff.

*How much money might we need to find to make this strategy work?*

Worst case scenario: (no change in giving) about \$19 M per year. Since no other national liberal arts institution has attempted something of this nature, it is impossible to predict with any certainty how this will affect the donor situation, except to say it is almost certain to increase giving.

## *Enhancing our Connection to Iowa*

This strategy is based on a belief that a school of Grinnell's reputation and caliber ought to be among the top choices of Iowa's most accomplished high school graduates. This is currently not the case.

### **PRIMARY AIMS**

The primary aim is to improve the attractiveness of Grinnell and recruit more of Iowa's top students. There are several reasons why this strategy makes sense for Grinnell. First, providing an education to students of Iowa is a part of Grinnell's historical mission. Second, institutions are strengthened when they have a sense of place or are firmly rooted in their location. Grinnell has lost some of its significance as an Iowa institution because only approximately 14% of its students are from Iowa. Third, enhancing our connection to Iowa means serving more students in the larger Iowa community, which is part of the College's mission. Fourth, being the college of choice for Iowa students would mean that we could be more selective in Iowa, which should increase our net tuition revenue (by increasing demand). Being more selective in Iowa should translate into being more selective in admitting students from around the country and the world. Fifth, many of the best and most accomplished Grinnell graduates have been from Iowa. We should seek some stipulated percentage of Iowa students (e.g., 20%).

This proposed strategy has 7 components aimed at achieving the primary goals.

### **STRATEGIC ELEMENTS**

#### **1) Full-Ride for Iowa National Merit Scholars and top scholars**

This should improve our ability to yield these excellent students.

#### **2) More outreach to Iowa students, counselors, and teachers**

Evidence suggests that a surprising fraction of Iowa high school students and their counselors are unaware of Grinnell's strengths and reputation.

#### **3) Strengthen the message about academic quality and become more ideologically diverse**

One prerequisite for being more attractive to Iowans is to overcome Grinnell's image of being too narrow in its left-liberal orientation. We also need to persuade more Iowans of the practical value of a liberal education.

**4) Enhanced career placement**

Some of Iowa's best students may choose Iowa State or the University of Iowa because of their stronger practical focus. Grinnell needs to improve its ability to place its students and then "market" that success.

**5) Develop at least five Iowa "feeder" schools**

High school students tend to show more interest in schools that are attended by someone whom they know. Consequently, there is an advantage to focusing on getting multiple students from a few schools.

**6) Emphasis on regional internships**

Many local students will prefer local careers. Emphasizing regional internships will enhance our attractiveness if we can improve our connection to regional jobs.

**7) Make better use of our facilities**

Grinnell College should continue to encourage groups and events from around Iowa to make use of the College's excellent facilities. This has a way of positively raising the profile of the College in Iowa.

**MAPPING THIS STRATEGY INTO THE PLANNING TABLE***Rationale for the Strategy*

Explained above.

*What might we do differently?*

See the key elements of the strategy above.

*How might the curriculum change?*

No reason to expect a change in the curriculum.

*How might this change the student body/student experience?*

1. If successful, we should have more and stronger Iowa students.
2. Becoming "the college of choice for Iowa high school seniors" should enable us to become somewhat more selective.
3. Even better retention of Iowa students.
4. Even better retention of other students because they are better connected to our locale through Iowa students (e.g., we create a more stable, supportive environment through expanded enrollment of native Iowans.)

*How might it change the faculty?*

Faculty will have a greater opportunity to attract star students.

*How might it influence the College's revenues?*

Short-term, we could expect to lose anywhere from \$500,000 to \$1,000,000 in tuition revenue due to the full-ride awards for top Iowa students. However, longer-term, this strategy should help us to attract more full-pay students.

*How might it influence the College's expenditures?*

We could expect to spend approximately \$100,000 for outreach programs to Iowa high schools.

*How much money might we need to find to make this strategy work?*

This strategy would have a net cost of \$600,000 to \$1,100,000 per year.

## *Enhancing the Student Experience*

The idea of this strategy is to make the four years at Grinnell happier and more productive. This includes not only the education students receive but also the experience of living at Grinnell. Enhancing the reputation of the “Grinnell Experience” will help us recruit the energetic young scholars so essential to the successful execution of our mission statement. It will also encourage a more positive impression of the College among its graduates and, in the long run, may increase alumni giving.

### **PRIMARY AIMS**

The primary objective is to enhance the student experience, both in and out of the classroom.

### **STRATEGIC ELEMENTS**

#### **1) 20% reduction in financial burden on students and their families**

Students report that the financial burden associated with a Grinnell education is one of the chief sources of stress within their families.

#### **2) Fewer temporary faculty**

Students have recently expressed a strong dissatisfaction with temporary faculty because of: a) often lower quality of teaching and b) the inability to form long-term relationships with those who are good teachers. For this reason, this strategy pursues the long-term goal of leave proofing as much of the faculty as possible, even if it requires some decrease in course-offerings or an increase in class sizes.

#### **3) More faculty-student interaction in and out of class**

This would involve strengthening student-faculty research opportunities, which students tend to find very rewarding. It also would encourage other forms of social interactions.

#### **4) Increase the ethnic and socio-economic diversity of the student body**

Diversity not only improves the educational quality of the institution, it also helps to maintain a vibrant, interesting, and healthy residential community.

#### **5) More funding for residential life and mental health programs**

The recent suicides on campus suggest that we need to continue to strengthen our residential life programs and substantially enhance our mental health programs.

### **MAPPING THIS STRATEGY INTO THE PLANNING TABLE**

*Rationale for the Strategy*

As explained above, the student experience is essential to the College's educational mission.

*What might we do differently?*

1. As stated above, reduce financial burden by 20%
2. Rely on fewer temporary faculty by some combination of: a) leave-proofing the faculty; b) reducing the number of faculty leaves; c) raising the average class size; and d) reducing the offering of low-enrollment courses.
3. Improve student-faculty interactions by greater investment in research opportunities and social interactions.
4. Increase student diversity by adding an additional Posse.

*How might the curriculum change?*

1. More faculty-student research, e.g., MAPs,
2. Fewer regular course offerings (to cover the cost of the strategy)

*How might this change the student body/student experience?*

1. Enhance the residential college experience.
2. Strengthen student connection to the institution.
3. Strengthen the connection between alumni and students.

*How might it change the faculty?*

1. Some out-of-class time commitments will increase while others will decrease (assuming a larger faculty).
2. Expectation of greater faculty interaction with students.

*How might it influence the College's revenues?*

1. As indicated in the table, there would be an overall net fee reduction of approximately \$3.75 million.
2. There would be an additional \$2 million to \$8 million given over five years to support endowed scholarships, which would provide approximately \$85,000 to \$340,000 per year in revenue.
3. There could be some additional lost revenues and additive costs associated with increasing commitment to Posse

*How might it influence the College's expenditures?*

1. Leave proofing some departments — say, six more faculty — would cost about \$750,000 per year.
2. Increased support for student-faculty research (\$175,000).
3. Increased support for out-of-class interactions (\$5,000-\$10,000).

*How much money might we need to find to make this strategy work?*

This strategy would have a net cost of \$4 to \$5 million per year.

## ***Focus on Recruiting Faculty Who Will Enhance the College's Academic Reputation***

This strategy assumes that the key to providing an excellent education is to recruit top faculty.

### **PRIMARY AIMS**

To recruit and retain the best faculty we can given our resources and our mission. In the long run this will improve not only the quality of the student experience but also the college's reputation.

### **STRATEGIC ELEMENTS**

#### **1) Reduced Teaching Load**

Most research universities and some elite colleges have a 2 course per semester (2/2) teaching load for faculty. Lowering our teaching load should make Grinnell more competitive in the market for new faculty. Some alternatives for reducing teaching responsibilities are:

- Possibly a 2/2 load for everyone; or
- 2/2 load in the first three years or until tenure (and then 3/2); or
- A “flexible” 5th course that could be waived if a suitable research project were proposed.

#### **2) More Sabbaticals**

More sabbaticals would enable faculty to publish more, thus enhancing our academic reputation. Also, for research-oriented new faculty, more sabbaticals would reduce the perceived risk of starting a career at a liberal arts college rather than a research university with a lighter teaching load.

#### **3) More Senior Faculty Hires**

Hiring some “big names” into chaired positions would help increase our academic visibility.

#### **4) Competitive salaries**

Competitive salaries are crucial to remaining competitive vis-à-vis our peers in terms hiring the best faculty.

#### **5) Increased funding for scholarship**

The pressure for faculty members to be productive scholars in their fields has grown in the last 15-20 years, even at Grinnell where teaching is the primary

focus. Thus, ensuring that faculty have the resources to engage in scholarship is an essential part of recruiting and retaining them.

## **6) Increased commitment to partner employment**

Over the last few years, the College has lost several promising faculty because their partners could not find satisfactory employment in the Grinnell area. Improvements in this area would significantly influence the ability to attract and retain faculty.

## **MAPPING THIS STRATEGY INTO THE PLANNING TABLE**

### *Rationale for the Strategy*

As explained in the PRIMARY AIMS we are focusing on getting faculty who will enhance the College's academic reputation.

### *What might we do differently?*

1. Reduced teaching load such as 2/2 load for everyone; 2/2 load in the first three years, or until tenure; a flexible 5th course.
2. More sabbatical leaves.
3. More senior faculty hires.

### *How might the curriculum change?*

1. Possibly fewer regular courses and/or larger class sizes.
2. Some departments could shrink; others could expand, OR we could increase in the size of the faculty.

### *How might this change the student body/student experience?*

1. Students may face larger classes.
2. More temporary faculty teaching classes.
3. Fewer courses.
4. Potentially less access to faculty.
5. Access to more prominent scholars.
6. Students' degrees will be worth more.
7. Improved access to elite graduate programs.

### *How might it change the faculty?*

1. More emphasis on scholarship overall.
2. Improvement in faculty's academic visibility.

### *How might it influence the College's revenues?*

1. Modest increase in external grants.

*How might it influence the College's expenditures?*

1. 10-16 more faculty, costing about \$1.2M to \$2M per year.
2. \$300K for increased scholarship support.
3. Some expenditures to support partner employment?

*How much money might we need to find to make this strategy work?*

\$1.5 million-\$2.5 million (perhaps more given senior hires)

## ***Building on the College's Strengths***

This strategy is based on a belief that Grinnell is essentially “on track” in terms of fulfilling its mission statement, but could further build upon some of its key strengths.

### **PRIMARY AIMS**

According to our Mission Statement, Grinnell’s primary goal is to “prepare students “for the different professions and for the honorable discharge of the duties of life.” To fulfill this goal we must admit and yield excellent students committed to the liberal arts, and hire and retain an excellent faculty devoted to liberal education.

This proposed strategy has 7 components aimed at achieving the primary goals.

### **STRATEGIC ELEMENTS**

#### **1) Reemphasize the Liberal Arts Core of the Grinnell Experience**

Grinnell has historically resisted the drift toward narrow vocationalism in American higher education. Also, we distinguish ourselves from other liberal arts colleges, like Amherst and Williams, by refusing to become mini-research universities. Reemphasizing the liberal arts makes it clear why a student should come to Grinnell rather than go to a first or second-tier research university like Northwestern. It emphasizes the value-added we provide to our students not secondary things like self-governance or social commitment.

The strategic choices implied by the reemphasis on liberal arts include:

- Emphasize Teaching, Mentoring and Small Group Research Opportunities
- Inculcate Enduring Skills—Writing, Oral Expression, Quantitative and Other Scientific Skills, Critical Reading, Literary and Artistic Appreciation and Endeavors, Moral Reasoning

#### **2) Strengthen the International Character of Grinnell College**

Having a rich international dimension to Grinnell helps balance our rural locale. Bringing in international students and faculty, and sending our students abroad, is something we are good at, and works especially well in a less crowded and stressful non-urban setting. To this end, we should

- Strengthen International Aspects of the Curriculum and Related Programming— More Economics, East Asian Studies, Islamic Courses; more investment in Foreign Languages and Sciences; continued international focus in the Faulconer Gallery, performing arts programs, and speaker series.

- Adopt a Need Sensitive Admission Strategy for International Students

International students add critical breadth and diversity to Grinnell. They also tend to be excellent, motivated students. Unfortunately, our current financial aid practices place considerable stress on low-aided international students and on the institution (mainly to increase the aid or employ them). A potential solution to this problem is to adopt need sensitive admission for international students. Initially this may reduce the number of international students, but it will put those who come on the same footing as other students.

### **3) Better Anchor the College in its Midwestern Prairie Setting**

This element tries to make sense of our location by converting what has been traditionally perceived as a negative into a positive. We want to give strangers a sense of what is unique and interesting about this place compared to, say, Bowdoin or Macalester. Moreover, our Iowa connection has historic resonance regionally and among our alumni. Strategically, we should

- Invest in Prairie and Environmental Studies (and add Geology); Improve and enlarge CERA and its programs; Add a more proximate nature preserve/arboretum; more appropriately plant the campus
- Focus more on recruiting proximate students, including Iowa
- Encourage use of our locale as a laboratory for learning across the curriculum

Recruiting more local students may improve student life issues, such as the isolation factor (e.g., by giving non-local students a place to go during holidays). It may also strengthen the student body by appealing more to top regional students.

### **4) Improve and Develop the Student Life Experience**

This element of the strategy will help us recruit and retain excellent students including diverse students. It refocuses our external appeal on the overall student experience, which is what our alumni remember and value. Strategic choices are:

- Strengthen and improve the connections between the liberal arts experience and post-graduate life
- Finish investment in improved student facilities
- Improve well-roundedness of the student experience
- Improve the downtown of Grinnell and local recreation opportunities

### **5) Improve the Faculty Experience**

The College faces increased competition for faculty, especially, given the greater scholarly ambitions of young Ph.D.s, with research universities. Therefore, we need to improve faculty recruitment and retention. To this end, we should:

- More generously compensate faculty, including research and teaching innovations, rather than add faculty
- Improve academic facilities and reduce extra faculty burdens
- Improve the local community economically and physically
- Offer some greater direct and indirect assistance for partner employment.

### **6) Strengthen the Fiscal Stability of the College**

Fiscal stability through better revenue balance and cost control is the key to our long-term success on all fronts, not just in a narrow “business” sense. We need to reduce our the vulnerability of our income to endowment swings. We need to increase and sustain a culture of budget vigilance by everyone. This implies the following changes:

- Increase net tuition
- Improve gifts and grants by increasing student and alumni satisfaction
- Maintain budget discipline
- Reduce unrestricted endowment dependence

### **7) Improve Culture of Responsibility**

A final element of this strategy seeks to avoid a culture of “We vs. Them” (whoever *them* is) on campus. We need to promote among students and faculty a greater sense of ownership and participation in the health of the College. This will help on fundraising and also on expense management. To accomplish this goal, we could:

- Improve faculty governance by slimming it and focusing it on strategic choices, like curricular growth and pruning
- Improve student sense of successful maturation and development, ethical decision-making, and responsibility for themselves, each other, their community, the environment, the college, and the world
- Improve overall ownership of fiscal prudence and stability

## MAPPING THIS STRATEGY INTO THE PLANNING TABLE

### *Rationale for the Strategy*

As explained in the PRIMARY AIMS, we are building on strengths in terms of curriculum, campus culture, and location

### *What might we do differently?*

To strengthen the international character of Grinnell College, we will use need-sensitive admissions for international students

To better anchor the College in its Midwestern, prairie setting, we will recruit more locally/regionally

To improve and develop the student life experience, we will strengthen the connection between the Grinnell experience and what follows

### *How might the curriculum and related programs change?*

To reemphasize the liberal arts core of the Grinnell experience, the College will want to strengthen its liberal arts core and identify areas of excellence. This suggests continuing review of the curriculum by the Dean and the Executive Council.

To strengthen the international character of Grinnell College, there will be more focus on international studies.

To better anchor the College in its Midwestern, prairie setting, there will be more focus in prairie studies/environmental studies.

### *How might this change the student body/student experience?*

In order to remain budget neutral, one negative implication of having fewer faculty (a part of the strategic element aimed at improving the faculty experience) could be a modest increase in the student-faculty ratio, e.g., 10 or 11:1. This implies 1) larger class sizes (especially at the introductory level) and/or 2) fewer small-enrollment electives.

### *How might it change the faculty?*

To improve the faculty experience, resources will be focused on more generous support for faculty rather than faculty expansion.

Also, to improve the faculty experience, curriculum planning by the Executive Council might change the long-term distribution of faculty across departments.

### *How might it influence the College's revenues?*

To strengthen the fiscal stability of the College, tuition revenue should increase, as should gifts/grants (done by enhancing graduates' connection to the College).

*How might it influence the College's expenditures?*

To strengthen the fiscal stability of the College, the College will try to reduce expenditures by such means as decommissioning older facilities.

*How much money might we need to find to make this strategy work?*

This strategy does not call for any necessary increase in net expenditures.

	A	B	C	D	E	F	G	H	I
1	Strategies	Rationale for the strategy	What might we do differently?	How might the curriculum change?	How might this change the student body/student experience?	How might it change the faculty?	How might it influence the College's revenues?	How might it influence the College's expenditures?	How much money might we need to find to make this strategy work?
2	Offering a Full Ride to the Most Meritorious Students	Enable the College to attract the most talented students.	<ol style="list-style-type: none"> <li>1. Full-ride for National Merit Scholars, National Achievement Scholars, and National Hispanic Scholars.</li> <li>2. Internationally: Full-ride for international students of sufficient merit.</li> <li>3. Continue to meet demonstrated need of students not qualifying for merit aid.</li> <li>4. Increase resources for marketing and recruitment.</li> <li>5. Increase support for career placement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanded Science, including Computer Science, and Economics.</li> <li>2. Create 3/2 and 4/2 Computer Science graduate option.</li> <li>3. Strengthen the 3/2 or 4/2 Engineering program.</li> <li>4. Enhance Writing and Reading Labs.</li> <li>5. More ESL support.</li> <li>6. Increase summer internships.</li> <li>7. Increase student-faculty research.</li> </ol>	20% of student body international instead of approximately 12%; 25% domestic students of color instead of approximately 13%; median SATs of 1400 instead of 1350; everyone is in top 10% of class instead of 63%; fewer but stronger Iowa students; 50/50 gender split; Roughly 50% of students would be on a full-ride, 40% on aid at 50% discount rate, and 10% are full-pay.	<ol style="list-style-type: none"> <li>1. Increase Computer Sciences by one faculty, Sciences by two-three faculty, and Economics by two faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ultimately lose \$8 to \$10 million per year in net tuition revenue.</li> <li>2. Increased pressure on other revenue sources such as the endowment and gift/grants.</li> <li>3. Increased Revenue: An additional \$2 million to \$8 million over five years in endowed scholarships (which would provide \$85,000 to \$340,000 per year in revenue).</li> </ol>	Approximately, \$1 to \$1.5 million in costs (excluding lost revenue for increased scholarships and grants).	\$9 million-\$11.5 million per year
3	Tuition-Free Grinnell College	To make Grinnell accessible to all capable students, regardless of their economic means.	<ol style="list-style-type: none"> <li>1. Eliminate tuition for all students.</li> <li>2. Retain room and board and other fees AND financial aid for those expenses.</li> <li>3. Dramatically increase fund raising efforts.</li> <li>4. No change in present academic program or college budget levels.</li> <li>5. Use the dramatic increase in applications (and presumably yield) to improve the quality of the student body.</li> <li>6. Improve the image of Grinnell College, both inside and outside the college community, as a place "that is doing good" with its resources.</li> </ol>		<ol style="list-style-type: none"> <li>1. Less financial stress on students and their families.</li> <li>2. Greater ability to craft a class from the larger applicant pool (e.g., increase academic quality, diversity, social activism of the student body).</li> </ol>	<ol style="list-style-type: none"> <li>1. Give faculty a greater sense of institutional purpose</li> <li>2. Strengthen the faculty by making it easier to recruit good faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overall net fee reduction of \$18.6 million in today's dollars.</li> <li>2. Increased gifts for financial aid by \$1 million/year? OR raise \$450 million in endowment over time (which would provide about \$19,000,000 per year in revenue).</li> </ol>	<ol style="list-style-type: none"> <li>1. Larger Development operation=approximately \$1 million each year.</li> <li>2. Larger Admission operation, absorbed by redirection of the staff</li> </ol>	\$19 million- \$19.6 million per year
4	Enhancing our Connection to Iowa	Making our location a strength and Grinnell the school of choice for Iowa students	<ol style="list-style-type: none"> <li>1. Full-ride to Iowa National Merit Scholars and top scholars.</li> <li>2. More significant outreach program to Iowa students, counselors, and teachers.</li> <li>3. Strengthen academic quality message and more ideological diversity.</li> <li>4. Enhanced career placement.</li> <li>5. Develop at least five Iowa "feeder" schools.</li> <li>6. Emphasis on regional internships.</li> <li>7. Make better use of our facilities</li> </ol>		<ol style="list-style-type: none"> <li>1. More and stronger Iowa students.</li> <li>2. Ultimately, stronger students from around the nation and the world.</li> <li>3. Even better retention of Iowa students.</li> <li>4. Even better retention of other students.</li> <li>5. Overall improvement in student life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty have a greater opportunity to recruit star students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lose approximately \$500,000 to \$1,000,000 per year in net tuition revenue.</li> <li>2. Long-term, more full-pay students from all students.</li> <li>3. Zero shift in fundraising.</li> </ol>	<ol style="list-style-type: none"> <li>1. Outreach programs- \$100,000.</li> <li>2. Regional internships- re-allocation from among current ones so no cost implication.</li> </ol>	\$600,000 to \$1,100,000 per year

	A	B	C	D	E	F	G	H	I
5	Strategies	Rationale for the strategy	What might we do differently?	How might the curriculum change?	How might this change the student body/student experience?	How might it change the faculty?	How might it influence the College's revenues?	How might it influence the College's expenditures?	How much money might we need to find to make this strategy work?
6	Enhancing the Student Experience	The student experience is central to the College's educational mission	<ol style="list-style-type: none"> <li>20% reduction in financial burden on students and their families.</li> <li>Fewer temporary faculty by: leave-proofing faculty, reducing the number of leaves, raise average size of the classes; reduce frequency of low-enrollment courses.</li> <li>More faculty-student interactions: more academic/research opportunities and encourage more interactions outside of class.</li> <li>Add an additional Posse annually to increase ethnic or other diversity.</li> <li>More funding for residential life and mental health programs</li> </ol>	<ol style="list-style-type: none"> <li>Increase student-faculty research.</li> <li>Could restrict course offerings in any given year.</li> </ol>	<ol style="list-style-type: none"> <li>Enhances the residential college experience.</li> <li>Strengthen student connection to the institution.</li> <li>Strengthen the connection between alumni and students.</li> </ol>	<ol style="list-style-type: none"> <li>Some out-of-class time commitments will increase while others will decrease (assuming a larger faculty).</li> <li>Expectation of greater faculty interaction with students.</li> </ol>	<ol style="list-style-type: none"> <li>Overall net fee reduction of approximately \$3.75 million.</li> <li>Increased Revenue: An additional \$2 million to \$8 million over five years in endowed scholarships (which would provide \$85,000 to \$340,000 per year in revenue).</li> <li>Lost revenues associated with increasing commitment to Posse.</li> </ol>	<ol style="list-style-type: none"> <li>Leave proofing some departments- Six more faculty= \$750,000 per annum in current dollars.</li> <li>Increased support for student-faculty research (\$175,000).</li> <li>Increased support for out-of-class interactions. (\$5,000-\$10,000)</li> </ol>	\$4 million-\$5 million per year
7	Focus on Recruiting and Retaining Top Faculty Who Will Enhance the College's Reputation	Long-term success of the College depends on having top faculty	<ol style="list-style-type: none"> <li>Reduced teaching load such as 2/2 load for everyone; 2/2 load until tenure or in the first three years (and then 3/2); flexible 5th course.</li> <li>More sabbatical leaves.</li> <li>More senior faculty hires.</li> <li>Competitive salaries.</li> <li>increased funding for scholarship.</li> <li>increased commitment to partner employment.</li> </ol>	<ol style="list-style-type: none"> <li>Possibly fewer regular courses and/or larger class sizes (to cover the cost of this strategy).</li> <li>Some departments could shrink; others could expand OR increase in faculty size.</li> </ol>	<ol style="list-style-type: none"> <li>Students may face larger classes.</li> <li>More temporary faculty teaching classes.</li> <li>Fewer courses.</li> <li>Potentially less access to faculty.</li> <li>Access to more prominent scholars.</li> <li>Students' degrees will be worth more.</li> <li>Improved access to elite graduate programs.</li> </ol>	<ol style="list-style-type: none"> <li>More emphasis on scholarship overall.</li> <li>Improvement in faculty's academic visibility.</li> </ol>	<ol style="list-style-type: none"> <li>Modest increase in external grants.</li> </ol>	<ol style="list-style-type: none"> <li>10-16 more faculty= \$1.2M to \$2M per annum in current dollars.</li> <li>\$300,000 for increased scholarship support.</li> <li>Partnered employment?</li> </ol>	\$1.5 million-\$2.5 million per year (perhaps more given senior hires)
8	Building on the College's Strengths	To be an Excellent, International Liberal Arts College in a Midwestern, Prairie Environment	<p>Overall, use highly-focused expert groups to identify actions in a particular area (e.g., for recruitment strategies).</p> <ol style="list-style-type: none"> <li>Strengthen the connection between the undergraduate and post-graduate experiences.</li> <li>Focus recruitment more on the region.</li> <li>Go to a need sensitive admission policy for international students.</li> </ol>	The Dean and the Executive Council focus on long-term curricular planning: a) identify areas of excellence; b) more focus in prairie studies/environmental studies; c) more focus on international studies; and d) continuing attention to the liberal arts nature of the overall curriculum.	<ol style="list-style-type: none"> <li>Possible modest increase in class size of introductory level courses and/or fewer small-enrollment electives;</li> <li>modest increase in the student-faculty ratio, e.g., 10 or 11:1.</li> </ol>	<ol style="list-style-type: none"> <li>Focus resources on generous support for faculty rather than faculty expansion.</li> <li>Focusing should also reflect curricular planning done by the Executive Council.</li> </ol>	Increase revenues primarily from gifts/grants (done by enhancing graduates' connection to the College) and net tuition.	<ol style="list-style-type: none"> <li>College should have fewer fixed expenses over the longer-term, e.g., maintenance of older buildings.</li> <li>Decommission older facilities.</li> </ol>	\$0