

Strategic Plan Implementation, as of September 2007

Strategy 1

**“Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum”**

*(A) Launch our “Expanding Knowledge Initiative” . . . designed to enrich the reach of the College’s curriculum and intellectual focus with the aim that . . . students are exposed to emerging areas of knowledge and human understanding beyond traditional disciplinary boundaries.”*

*(B) Reduce reliance on temporary faculty.*

*(C) Increase opportunities for integrative, capstone, and rigorous inquiry-based learning, such as the Mentored Advanced Project program, to focus and enhance students’ education in the liberal arts.*

Who should report	Initiatives	Completed, on-going or in-process	Proposed changes to approach; budgetary implications of these changes
JS/MS	1. Appoint 3 Interdisciplinary Fellows from among existing faculty members. Fellows of Interdisciplinary Studies will normally serve in this capacity for three years, teaching interdisciplinary courses each year as part of regular teaching loads. They will help identify speakers on interdisciplinary scholarship and liberal education, plan interdisciplinary symposia, and encourage shared-theme tutorials. They will also help design and participate in a retreat for second-year students.	<p>Completed and on-going.</p> <ul style="list-style-type: none"> <li>- Fellows have been brought on with staggered terms to ensure continuity. Fellows have pursued each of these elements.</li> <li>- Development of teaching models that facilitate interdisciplinary and collaborative teaching</li> </ul> <p>For more information for Strategy 1 implementation, please see the annual reports of the Office of Interdisciplinary Studies at <a href="http://www.grinnell.edu/offices/dean/eki/includes/Report%202007%20Office%20of%20Interdisciplinary%20Studies.pdf">http://www.grinnell.edu/offices/dean/eki/includes/Report%202007%20Office%20of%20Interdisciplinary%20Studies.pdf</a></p>	
JS/MS	2. Expand the faculty size by at least 12 positions through strategic appointments. These appointments will accomplish one or more of the following	On-going: two appointments made as of 2006/07 and three position searches approved for 2007/08 (one has been postponed).	Additional non-EKI faculty expansion in Chemistry, Theater (dance) and Psychology have helped meet EKI goals of diversity of individuals and

			curriculum
JS/MS, GA	2a. Allow the College to offer courses in important areas of interdisciplinary scholarship	For 2007/08, 55 collaboratively-taught, interdisciplinary or integrative courses are being taught. This include 7 new courses taught by our new GEO faculty appointments; 7 Tutorials; 12 other new EKI-type courses; and 27 on-going interdisciplinary, integrative, concentration specific, cross or divisionally-listed courses ). Also see response to 2c	Develop learning cohorts among groups of students and faculty members
	2 b. Make it possible for existing faculty members to engage more fully in interdisciplinary teaching	See 2.a	
JS/MS/ KS	2 c. Increase the diversity of the faculty and the curriculum	- Diversity of the curriculum has already begun with courses in earth science and geography; and dance - Racial and cultural diversity of the faculty has been enhanced by one of the EKI appointments and an additional faculty expansion	
JS/MS	2 d. Reduce reliance on temporary faculty	- 2007/08 search approved for an EKI appointment in Computer Science will reduce reliance on term faculty in this department - Faculty expansions in Chemistry and Psychology should help meet this goal	This goal may need reconsideration in light of other institutional goals, such as enriching the curriculum and supporting faculty scholarship. At least in the short run, some of the most exciting curricular initiatives involve course releases, which often in turn call for term faculty members. As we appoint more faculty under the EKI, this need may decrease.
JS/MS	3. Establish an Office of Interdisciplinary Studies and an advisory board charged with catalyzing interdisciplinary learning and scholarship. This office will:	Completed and on-going: See the annual report of the OIS for more information.	
JS/MS/ JC	3a. Provide a campus-wide forum for discussing and fostering interdisciplinary scholarship and teaching	On-going: - Common Grounds lunches: 29	- Consider how this goal can be expanded to include venues for

		(2005/06), 26 with 310 faculty members attending (2006/07) - Summer workshops 2006 & 2007 - Speaker spring 2006, - Audio conference fall 2006 - Development of new teaching models	students and staff members
JS/MS	3b. Work with departments, individual faculty members, Centers (International Studies, Prairie Studies, and Humanities), and the Executive Council to identify areas where the College's offerings would be strengthened by interdisciplinary courses or faculty appointments	On-going: - See I.A.3.a above, and also - meetings with Advisory Board and groups developing faculty position proposals, development of new concentrations, and clusters - meetings with center directors and AB - HHMI grant bridging proposal	Explore the possible connections between interdisciplinary centers and diversity
JS/MS/ JC	3c. Work with existing departments and concentration committees to re-envision the missions of concentrations, staff interdisciplinary and non-departmental courses (in concentrations, Tutorial, Statistics, and Humanities), and coordinate team-teaching opportunities	The Advisory Board of the OIS will be focusing attention on concentrations 2007/08.  OIS developed guidelines for faculty position proposals that address both departmental contributions and freeing up existing faculty members to teach EKI-type courses.	Tutorial, statistics and humanities 101 staffing is outside the purview of the OIS
JS/JC/ KS/MS	3d. Coordinate biennial college-wide symposia on interdisciplinary themes, encourage shared-theme Tutorials, and design and organize the Second Year Retreat (see below)	On-going: - Begun by an Interdisciplinary Fellow who is now serving as an Associate Dean in collaboration with the director of the Rosenfield Program, a symposium linked to the second year retreat is being organized for fall, 2007. - The Second Year Retreat (and this theme) has been organized by the OIS, while the symposium has been organized largely outside of the OIS (but both by the Dean's office). -Humanities Center Symposium on "Thinking 'Interdisciplinarity'";	- This may be best implemented, as the two symposia this year are, via the Centers in collaboration with the Dean's Office - See also notes for I.3.b

JS/KS	3 e. Develop an assessment model to guide the future development of the initiative	Not completed. To be done as part of learning outcomes assessment by the Dean's Office	Link to learning outcomes assessment
JS/MS	4. Establish an annual Second-Year Retreat that will a. Help our students put interdisciplinary courses and concentrations in a liberal arts perspective b. Deepen students' understanding of the liberal arts at a time when they begin thinking about declaring majors c. Encourage students to re-examine their educational and life-time goals d. Strengthen students' relationships with the College, their fellow Tutorial students and their class year	Completed/on-going, with retreats held in Oct. 2006 and Sept. 2007, and strongly positive feedback.  For more information see annual report of the OIS and also see summary of students' evaluation of the 2006 retreat (and, soon, of the 2007 retreat), which was designed to explicitly address these four goals.	Explore collaborative eighth semester interdisciplinary exercise
JS/KS	5. Support faculty-student research through a. Mentored Advanced Projects b. Further development of appropriate research-related activities for first and second year students	5a: On-going: Includes other forms of student-faculty research 5b: Not yet addressed institutionally  See <i>Fact Book</i> ; annual report of the Dean of the College	
JS/JC	6. Continue to support inquiry-based learning in the classroom and laboratory through a. Faculty development opportunities b. Design of teaching and learning spaces that facilitate this kind of learning c. Small and moderate class sizes	Completed/on-going - CERA - Noyce Science Center phase 2 - Creative Computing Lab - Cultural Education Center - HHMI grants See annual report of the Dean of the College	Develop new vision for library and ITS in light of the EKI, and revisit library master plan  Also see II.C.3
JS/JC/ TSKP	7. Support inquiry-based learning outside of Grinnell College classrooms through a. Continued support of summer and academic-year internship opportunities b. Continued support of off-campus study opportunities and commitment to the Grinnell-in-London and Grinnell-in-Washington programs	On-going - Expansion of Wilson program - Local internships with GMRC; work on going to develop other local internships.	- Part of 7a will entail a review of the Wilson program and its role in supporting this initiative. - Expand presence in Washington, D.C. - Develop opportunities for travel related to courses

Strategy 2

**“Foster student, faculty, and staff sense of ambition, adventure, and well-being”**

A & B:

*(A) Strengthen opportunities for, and celebrate, achievement inside and outside of the classroom to encourage the aspirations and leadership potential of students, faculty, and staff.*

*(B) Enhance programs that connect College life with students’ futures (such as increased internships and active alumni networks) to promote the transition from College to a successful, professional life.*

*(C) Complete current facilities program, including information technology and library services, to ensure that our facilities match our distinctive liberal arts program and to attract and retain the best students and faculty.*

*(D) Provide an effective technology infrastructure that supports inquiry-based learning and scholarship in the liberal arts, including such things as technology-rich spaces that promote collaborative learning and research, widespread access to databases and multimedia production facilities, increased portability and transparency of computing, and convergence of library and IT services at a central campus location. We need to update our administrative systems to improve services while reducing our costs.*

*(E) Strengthen College programs focused on the overall, physical, and emotional well-being of our students, faculty, and staff.*

Who should report	Implementation Initiative	Completed, on-going or in-process	Proposed changes to approach; budgetary implications of these changes
JS	A&B. 1. Increase the involvement of the Dean’s office in working with faculty and the Corporate, Foundation, and Government Relations office in gaining outside support and recognition for faculty and student/faculty research	On-going: - Support for entrepreneurial faculty efforts such as Scholarly Women’s Achievement Groups (SWAGs) - Grant writing office	- Explore ways of supporting and encouraging scholarly success if diverse faculty members (e.g. women in science) - Include Communications as part of strategy for gaining outside recognition.
JS	A&B.2. Subsidize funds faculty members receive through outside grants and awards to help pay for semester and full-year research leaves at normal salary when the award is less than the faculty member’s prorated salary	Program under development	Explore linking faculty grant proposals to sabbatical funding
JS/JC	A&B.3. Emphasize academic news under strategy 6	Faculty Scholarship publication	Include Communications to explore ways in which the College can help promote faculty

			books.
TC/KP	A&B.4. Hire a placement officer or reorient existing positions to provide greater support for programs to connect students with potential employers, alumni mentors, and alumni networks	Completed	
TC/KP; MM	A&B.5. Enhance tools for electronic networking among faculty, students, and alums	Review of current database and administrative software may also help with networking.	Explore possibility of acquiring social networking and similar online tools for alumni.  Cost implications: Upwards of \$750,000 for new database and administrative software, \$250,000 for social networking software
TC/KP	A&B.6. Reinforce, expand, and coordinate the Wilson program, internship and shadowing programs, Grinnell Corps, and other academic and co-curricular opportunities to encourage and support leadership aspirations, entrepreneurship, and public service among students	In-process - Wilson program expansion in process - Shadowing instituted - Grinnell Corps expanded to include new Orleans - Leadership just beginning - Entrepreneurship (linked to administration of Wilson Program)	Explore a program for POSSE students to return to home communities to serve as leaders
JS/KS/ MS	A&B.7. Continue and enhance programs that build student/faculty mentoring relationships and support students in their quests for meaning in their lives and direction and coherence in their studies	On-going: - New Student Orientation - Grinnell Science project - Retreat - Lilly workshops focused on mentoring	Consider a program for staff serving as mentors
JS/JC	A&B.8. Consider future scope, direction, partnerships, facilities needs, and assessment of the Grinnell-in-Washington program and its relationship to other programs such as the Wilson program	In-process  See also II.A&B.6	Expand Grinnell College's presence in Washington, investigating the advisability of the Grinnell-in-Washington program, and exploring links with internships, connections with alumni, and collaborations with other institutions
JK/KL; JS	A&B.9. Support leadership training and foster leadership opportunities for faculty and staff	Funding allocated/on-going: - Participation in the Iowa Association of	

		<p>Independent Colleges leadership training program</p> <ul style="list-style-type: none"> <li>- Participation in the Poweshiek Leadership Program</li> <li>- Mellon Faculty Career Enhancement</li> <li>- Science faculty members sent on leadership program</li> <li>- Support of SWAG (I.A&amp;B.1)</li> </ul>	
JK/KL	A&B.10. Enhance opportunities and support for staff professional development related to College employment	<p>On-going:</p> <ul style="list-style-type: none"> <li>- Staff educational assistance program funding increase</li> <li>- Educational Assistance Program</li> </ul>	Encourage and celebrate engagement and contributions of staff members to their professions
TC; MS	C.1. Create additional alternative housing for students such as apartment-style living, weighing the feasibility, cost, and desirability of converting Cowles dining hall versus embarking on new construction	Completed: Cowles retrofit	
JS	C.2. Finish phase two of Science	In-process: project completion expected in early spring 2008	
JS/RF /BF;MS	<p>C.3. Complete the development of the Burling master plan's vision to better support student and faculty research both in the main floor renovation and in the longer-range plans.</p> <p>a. An important part of this is the closer integration of library and IT services and a more central and visible location for curricular technology support</p>	<p>Completed: Fall 2006</p> <p>Relocation of ITS to Forum (2006/07)</p>	With a new Librarian of the College, re-visit Burling's master plan, vision statement, and agenda
MS	C.4. Complete Athletic Center project when resources are available	Planning for this has reached DD completion	
MS/MG	C.5. Further environmental stewardship of and by the College and its members including limiting use of fossil fuel energy, increasing native planting program, replacing energy-inefficient facilities, prioritizing efficient use of space and energy in new construction projects, and reducing the amount of waste generated on campus	<p>In-progress:</p> <ul style="list-style-type: none"> <li>- Statement on Environmentally-responsible building</li> <li>- Statement on Environmental responsibility</li> <li>- construction of wind turbine at CERA</li> <li>- acquisition of LEED gold certification of CERA</li> <li>- LEED certification of East Campus dorms</li> <li>- appointment of Environment and Safety Officer</li> <li>- thermostat set-backs</li> </ul>	

		<ul style="list-style-type: none"> <li>- draft of memo on carbon emissions statement</li> <li>- development of dashboard for tracking food waste levels</li> </ul>	
JK/JS /BF	D. 1. Extend wireless access to the entire campus	In-progress: nearly complete	
JK/BF; JS/JC	D. 2. Enhance availability and knowledge of collaborative tools and spaces for learning, research, and administration (including collaborative Web development, writing, and project management tools)	<ul style="list-style-type: none"> <li>Completed/on-going</li> <li>- Creative Computing Lab</li> <li>- Burling Library Reference redesign</li> <li>- data resources librarian</li> <li>- Science phase 2</li> <li>- new data base acquisition</li> </ul>	<ul style="list-style-type: none"> <li>- proposal for enhanced library and ITS resources.</li> <li>- Blackboard content management (\$25,000)</li> <li>- D space and other ways of sharing data</li> <li>-scholarly work repository</li> </ul>
JS/JC /BF	D. 3. Enhance campus-wide training, visibility, and support for the use of digital images, multimedia (including video and sound), and Geographic Information Systems (GIS) for teaching and learning		<p>Richard Fyffe and Bill Francis will submit a proposal for enhanced library and ITS resources.</p> <p><b>Budgetary impact:</b></p>
JK/JS /BF	D. 4. Enhance coordination and support of AV services campus-wide, including more standardized and user-friendly interfaces for AV equipment in classrooms	<p>Completed:</p> <ul style="list-style-type: none"> <li>- Joe Rosenfield Center meeting/classrooms</li> <li>- Science Phase 2 classrooms</li> </ul> <p>In-progress:</p> <p>Bucksbaum, ARH and Carnegie classrooms (equipment purchased and will be installed soon)</p>	Investigate advisability of similarly equipping classrooms in Mears
JK/JS /BF	D.5. Ensure that ITS's infrastructure and the equipment it provides help employees maximize their productivity and best fulfill their duties (including use of wireless computing, where appropriate)	Research into improvements in administrative computing	<ul style="list-style-type: none"> <li>- Enhance administrative and development software and database</li> <li>- See I.A&amp;B.5</li> <li>- Organize a "creative Computing Series" that allows faculty members to share ways in which they use digital technology</li> </ul>
JK/BF; JS/JC	D.6. After introducing new technology, conduct follow-up visits and formative assessments to ensure that we are training users adequately and using tools effectively.	<p>Not yet begun:</p> <ul style="list-style-type: none"> <li>- May try to schedule for later Fall semester 2007</li> </ul>	Consider link to learning outcomes

TC; JK; MM/RB; JS/GA	E. 1. Develop programs and policies to enhance interaction between faculty, staff, and students in the Rosenfield campus center and to encourage all members of the campus to use the new facility, including its dining components	Completed/on-going: - Two free meals offered to faculty and staff members as part of opening the Rosenfield center; - Courses and committee meetings scheduled in center meeting rooms - Rosenfield program events automatically scheduled in Joe Rosenfield '25 Center - Employee dining benefit encourages faculty and staff members to eat meals in the dining hall	
JS/Greg Wallace	E. 2. Revitalize GORP, club sports, and intramural programs to increase student participation	NCAA intern for intramurals 2006/07; appointment with duties in intramurals 2007/08; renovation and expansion of GORP facilities (completed summer 2007)	Encourage faculty and staff members to participate in intramural sports
TC	E. 3. Increase substance free programs, living opportunities, and leisure activities in order to reduce substance abuse and stress	On-going	
TC; MM/RB; JS/JC	E. 4. Develop and enhance campus-wide events that build community cohesion	On-going: - Joe Rosenfield '25 Center dedication - Medallion Ceremony - Second Year Retreat - Planning for a student-initiated campus-wide event	Explore the possibility of an end-of-the-year celebration of scholarly and other types of achievement
TC;	E. 5. Develop relationships with community and other entities to encourage volunteerism, community engagement, and recreational participation in on- and off-campus activities	On-going - Appointment of a Curator of Academic and Community Outreach (Faulconer Gallery) - On-going work of Community Enhancement (see the annual report of the Vice President for Institutional Planning) - Alumni Relations Community Council enhanced programming - Continued student involvement in Community Meals, Ex Co. - Community Council - Community Service moved to Chaplain's Office and funding expanded	- New initiatives may evolve with the appointment of the new Curator of Academic and Community Outreach - Local Alternative Break opportunities

TC; MM/KW	E. 6. Develop a publication and website to advertise items students “must see or do” prior to graduation	<i>Go</i> magazine produced for students	Link to Prairie Studies publication
	E. 7. Lengthen walking and running pathway as feasible		May want to combine this with plans for plantings
JS/GW; JK/KL	E. 8. Create a structure to coordinate campus-wide wellness programs, facilities, and activities and promote balanced lifestyles, including time and space for reflection, exercise, and social interaction	In-progress: - Appointment of a new Athletics and Fitness Director - Wellness survey conducted; open forum with staff regarding wellness - Review of wellness participation survey	
How distinct is this from E.5?	E.9. Solidify community outreach by promoting town residents’ interactions with students, faculty, and staff in service activities and at College lectures, sports events, and arts offerings	Appointment of Curator of Outreach for Faulconer Gallery	

Strategy 3

**“Advance Grinnell College as a more diverse, robust intellectual community”**

(A) *Support robust, tolerant, and respectful campus dialogue across the spectrum of opinions, cultures and races.*

(B) *Continue efforts to recruit and retain a diverse student body.*

(C) *Enhance faculty diversity.*

(D) *Enhance staff diversity.*

Who should report	Implementation Initiative	Completed, on-going or in-process	Proposed changes to approach; budgetary implications of these changes
JS/MS/JC/KS	A. 1. Encourage more interdisciplinary coursework and scholarship that engages the diversity of the world and/or approaches to knowledge	On-going: - Common Grounds lunches - Humanities center-sponsored lunches for faculty to discuss research - Programming of the Centers for International Studies and Prairie Studies; - EKI curricular development and other summer workshops - See I.A.2.a-b	
JS/JC/KS	A. 2. Encourage programming through the Rosenfield program, the Convocation Committee, and the Centers that engages issues of diversity, respect, and difference	On-going: Rosenfield Symposium	
EB; TC; KS	A. 3. Provide funding for cooperative efforts of diverse campus groups to promote civil dialogues about contentious public and ethical issues	On going: Diversity Steering Committee Completed: Appointment of a Special Assistant to the President for Diversity and Achievement	
SA	B. 1. Continue successful recruitment and support programs such as the Posse program	On-going - We are well into our relationship with Posse programs at two sites having just recruited our fifth cohort from Los Angeles and our third from Washington, D.C. as well as our many other community-based relationships - On-going assessment of recruitment	Revisit these programs in terms of our public profile

		<p>programs</p> <ul style="list-style-type: none"> <li>- For 2007-08 plan to continue to identify and systematically work with other national and local programs to recruit still more diverse students to Grinnell's campus</li> </ul>	
SA	B. 2. Continue efforts to recruit a more diverse student body, including greater efforts to recruit more diverse students from Iowa	<p>On-going:</p> <p>The percentage of students of color in the entering Class of 2011 increased over the Class of 2010, and significantly above the average of the entering classes over the last 5 years.</p>	
SA	B. 3. Increase visibility of the College and strengthen our admission efforts in geographic locales with substantial and growing populations of U.S. students of color	<p>In progress:</p> <ul style="list-style-type: none"> <li>- Data sources such as WICHE (Western Interstate Commission for Higher Education) provide projections of changing demographics of high school graduates by state, by ethnicity that will be used to target geographic areas with large and growing students of color populations.</li> <li>- We will soon measure our newly-expanded off-campus admission efforts in the far west states that have large and growing populations of students of color</li> </ul>	<ul style="list-style-type: none"> <li>- Possibly linked to the expansion of Grinnell's Washington, D.C. presence and to expanding our celebration of achievement</li> <li>- See also I.A&amp;B.6</li> </ul>
EB; TC	B. 4. Strengthen programs and policies to improve retention and success of diverse students	<p>On-going</p> <p>Completed:</p> <p>Special Assistant to the President for Diversity and Achievement (summer 2007)</p>	
TC/Joyce Stern	B.5. Strengthen programs to recruit, retain, and provide access and essential services for students with disabilities	<p>On-going:</p> <ul style="list-style-type: none"> <li>- The Iowa admission representative is charged with initiatives to encourage applications from students with disabilities who may be a good fit with Grinnell, and is working with the ad hoc Disability Committee on admissions activities</li> </ul>	

		<ul style="list-style-type: none"> <li>- Facilities Accessibility plan (spring 2007) completed, with on-going work to address identified issues</li> <li>- Student Affairs provides learning and residential accommodations for disabled students</li> </ul> <p>Completed: Special Assistant to the President for Diversity and Achievement (summer 2007)</p>	
SA/Arnold Wood; DC/KV	B. 6. Continue to facilitate economic diversity through our commitment to meeting the full demonstrated need of domestic students	<p>Completed/on-going: Grinnell has improved its discount rate to below 50% this year for the first time since 2003 while at the same time protecting its need-blind admission process for domestic students and meeting the full demonstrated and documented financial need of the same group.</p> <p>Remaining to be done: look at enrollment over the last few years by income tier.</p>	
JS/KS; EB	C. 1. Increase efforts to deepen the diversity of the applicant pool in every faculty search we conduct	<p>Completed/on-going Also see Dean of the College's annual reports for 2006 and 2007</p>	
	C. 2. Increase diversity hiring in coordination with the Expanding Knowledge Initiative	On-going as part of C.1	
JK; EB	D. 1. Increase diversity of the applicant pool in searches conducted both locally and nationally		
JK/KL; EB	D. 2. Participate in or develop job fairs and undertake other initiatives focused on recruiting from diverse employment pools in nearby markets	<p>On-going:</p> <ul style="list-style-type: none"> <li>- Sponsored the Iowa Diversity Conference</li> <li>- Developed new marketing materials including diversity awareness</li> <li>- Recruiting at multicultural job fair</li> <li>- HR staff attended Iowa Regional Diversity Summit</li> </ul>	

JK/KL	D. 3. Post open staff positions on appropriate Internet diversity employment sites	On-going: Added postings to several diversity websites	
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Strategy 4

**“Improve fiscal balance and stability of the college”**

*(A) Align financial aid policy more closely with the federal methodology (and consider future adoption of the College Board’s profile methodology) and include an accurate estimate of ancillary student expenses, a required work component, and a budgeted loan reduction program to ensure that our awards are attractive to students and families.*

*(B) Reconfigure international student admission and aid to better reflect the financial needs of international students and to carefully manage costs.*

*(C) Continue commitment to meeting the full demonstrated need of domestic students and reduce reliance on non-need based aid while maintaining or enhancing the quality of the student body.*

*(D) Implement a comprehensive pricing policy that reflects the quality and cost of our program. This will require a comprehensive fee increase that places our fee in line with those of our Midwestern peers*

*(E) Increase over several years the on-campus student population to 1500 to better utilize facilities and programs, stimulate growth in the community, and pay for the initiatives in this plan.*

*(F) Increase the percentage of alumni and friend giving and the size of the average gift in support of the College.*

Who should report	Implementation Initiative	Completed, on-going or in-process	Proposed changes to approach; budgetary implications of these changes
SA/AW	<p>A. 1. A modified financial aid policy closely aligned with federal methodology was used for the entering class this fall (2005). It varies from the federal methodology in ways that reflect our particular circumstances and priorities</p> <p>a. Summer work is required as part of each student’s contribution (\$2,000 annually; take into account participation in summer programs such as MAPs, summer research, and internships, and consider the adequacy of stipends for allowing students to reach this level of contribution when they engage in such activities)</p> <p>b. Non-custodial parents are required to contribute to their child’s expenses</p> <p>c. Reevaluate estimates for books, supplies, travel, and personal expenses to improve their accuracy</p>	Largely completed: Implemented federal methodology and re-evaluated estimates for book, travel and other expenses	Proposal to exempt one summer’s contribution for research or certain kinds of internships (potential financial impact: \$75,000)
DC/KV;	A.2 Continue loan buy-down program	Largely completed:	Possibly speed up the

SA/AW	a. Funds will go to the most indebted 4th-year students, taking into account how much of this debt is family optional and the amount of summer and academic-year employment the students have taken on while enrolled	Implementation of expanded loan forgiveness has begun (FY 2008)  Implementation of a loan cap is contemplated beginning FY 2009 and taking place over a number of years	implementation of the loan cap
SA/AW	A.3. Consider further liberalizing the financial aid policy, such as implementing the College Board's profile methodology, if doing so seems consistent with other elements of the Strategic Plan	Completed: It was decided to not move to the CSS Profile since 1) access issue for needy students because of the cost and 2) with a Grinnell-specific form and a modification of the college's own methodology Grinnell has already accomplished what the Profile would have if it were used	
SA/AW	B. 1. Provide better support for the neediest international students without changing the overall amount of aid allocated to international students. A need-sensitive admission process will begin in fall of 2005 (for applicants who may enter in the fall of 2006) that will  a. Stabilize international aid at FY 2006 levels, adjusted for inflation during subsequent years  b. Seek to enroll a total of 40 new international students each year with a range of aid categories scaled according to need	Implemented: (Admitted more than 40 students for 2007/08).  Establishment of a cap of \$1,000,000 for international student aid and moving to need-sensitive admission of international students.  Two year average enrollment is above 40 (38 in '06, 65 in '07). This is an area that still needs adjustment as the college wraps up year two of its two admission and aid policies for international students. The college will assess how well the financial needs of our international students are being met, how well the international cohort reflects world diversity, and the need for a predictive model that assists in meeting the target	
SA/AW	C. 1. Over the course of the next five years Grinnell College will hold constant or cautiously reduce the total and per capita amounts of merit aid provided to students by	Implemented/on-going Cap placed on merit aid; yield and student quality remain stable while enrollment	

	a. Raising the criteria by which students qualify for merit aid b. Continuing to build ethnic diversity through a variety of programs and strategies	increases. Diversity continues to improve.  For more information, consult <a href="http://web.grinnell.edu/dean/Reports/06-07/CAFA.pdf">http://web.grinnell.edu/dean/Reports/06-07/CAFA.pdf</a>																																																	
DC/KV /Jim Mul- holland	C. 2. Pay competitive student wages	Completed: Implemented in two phases (2006/07, 2007/08)																																																	
DC/KV	D. 1. Adopt for new students only at the beginning of the academic year beginning in 2007 a tuition estimated at 100% of our middle western peers (Carleton, Macalester, and Oberlin).	Completed: \$4,200 tuition bump for in-coming students																																																	
DC/KV	D.2. Evaluate tuition stabilization options for easing the transition to a new pricing policy	Evaluated: A decision was made to not pursue these options	Loan capping proposal																																																
SA; TC	E. 1. Increase new student enrollment gradually over the period of the plan, in careful coordination with growth of residence hall capacity and growth of faculty size a. Implement the increase gradually to allow the campus community and the academic program to adjust smoothly and to coordinate with adjustments to the merit aid policy	In-progress  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;"><b>Full time on campus</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Fall</b></th> <th style="text-align: center;"><b>Spring</b></th> </tr> </thead> <tbody> <tr><td><b>1994-95</b></td><td style="text-align: center;">1,296</td><td style="text-align: center;">1,272</td></tr> <tr><td><b>1995-96</b></td><td style="text-align: center;">1,255</td><td style="text-align: center;">1,228</td></tr> <tr><td><b>1996-97</b></td><td style="text-align: center;">1,308</td><td style="text-align: center;">1,269</td></tr> <tr><td><b>1997-98</b></td><td style="text-align: center;">1,317</td><td style="text-align: center;">1,283</td></tr> <tr><td><b>1998-99</b></td><td style="text-align: center;">1,298</td><td style="text-align: center;">1,244</td></tr> <tr><td><b>1999-00</b></td><td style="text-align: center;">1,286</td><td style="text-align: center;">1,269</td></tr> <tr><td><b>2000-01</b></td><td style="text-align: center;">1,298</td><td style="text-align: center;">1,308</td></tr> <tr><td><b>2001-02</b></td><td style="text-align: center;">1,287</td><td style="text-align: center;">1,310</td></tr> <tr><td><b>2002-03</b></td><td style="text-align: center;">1,300</td><td style="text-align: center;">1,286</td></tr> <tr><td><b>2003-04</b></td><td style="text-align: center;">1,389</td><td style="text-align: center;">1,349</td></tr> <tr><td><b>2004-05</b></td><td style="text-align: center;">1,407</td><td style="text-align: center;">1,387</td></tr> <tr><td><b>2005-06</b></td><td style="text-align: center;">1,438</td><td style="text-align: center;">1,428</td></tr> <tr><td><b>2006-07</b></td><td style="text-align: center;">1,415</td><td style="text-align: center;">1,408</td></tr> <tr><td><b>2007-08</b></td><td style="text-align: center;">1,515</td><td style="text-align: center;">est.</td></tr> </tbody> </table>		<b>Full time on campus</b>			<b>Fall</b>	<b>Spring</b>	<b>1994-95</b>	1,296	1,272	<b>1995-96</b>	1,255	1,228	<b>1996-97</b>	1,308	1,269	<b>1997-98</b>	1,317	1,283	<b>1998-99</b>	1,298	1,244	<b>1999-00</b>	1,286	1,269	<b>2000-01</b>	1,298	1,308	<b>2001-02</b>	1,287	1,310	<b>2002-03</b>	1,300	1,286	<b>2003-04</b>	1,389	1,349	<b>2004-05</b>	1,407	1,387	<b>2005-06</b>	1,438	1,428	<b>2006-07</b>	1,415	1,408	<b>2007-08</b>	1,515	est.	
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		New merit aid policy in progress and initial results indicate success																			
	E. 2. During the transition period, increases in enrollment will be adjusted in light of current enrollment levels, which may call for slightly lower new student enrollments for a year or two	On-going: Being monitored regularly by Tom Crady, Jim Sumner, and Jim Swartz with conversation and guidance from the President's Staff																			
MM	F. 1. Engage alumni and other key prospects in discussions to involve and vest them in achieving the goals above	On-going work on a Plan of Engagement	Increase funding for regional events, increasing their number and perhaps also increasing staffing to support these activities																		
MM/CP	F. 2. Work with tactical development throughout the entire strategic plan to involve, engage, and match alumni/friend gift interests to the highest tactical priorities	On-going: Board evaluation of advisability of a campaign																			
MM/CP	F. 3. Build elements of the development program  a. Priority 1, annual giving (immediate) and final Noyce phase 2 funding  b. Priority 2, planned giving (year 1)  c. Priority 3, major giving (year 1.5)	On-going: - Good progress in increasing participation and overall giving levels to Pioneer Fund; - Planned giving dollars up in relation to funds under management; - Noyce Science Center fund raising on track to complete on time  <table border="1" data-bbox="1039 917 1459 1274"> <thead> <tr> <th></th> <th colspan="2"><b>Giving</b></th> </tr> <tr> <th></th> <th><b>Pioneer</b></th> <th><b>Planned</b></th> </tr> </thead> <tbody> <tr> <td><b>2003-04</b></td> <td>\$2,497,222</td> <td>\$2,112,304</td> </tr> <tr> <td><b>2004-05</b></td> <td>\$2,532,678</td> <td>\$3,022,681</td> </tr> <tr> <td><b>2005-06</b></td> <td>\$2,558,566</td> <td>\$1,100,993</td> </tr> <tr> <td><b>2006-07</b></td> <td>\$3,095,579</td> <td>\$5,706,451</td> </tr> </tbody> </table>		<b>Giving</b>			<b>Pioneer</b>	<b>Planned</b>	<b>2003-04</b>	\$2,497,222	\$2,112,304	<b>2004-05</b>	\$2,532,678	\$3,022,681	<b>2005-06</b>	\$2,558,566	\$1,100,993	<b>2006-07</b>	\$3,095,579	\$5,706,451	Adjust unrestricted budget goal to a less aggressive growth percentage beginning FY2009
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Strategy 5

**“Contribute to the Vitality of the City of Grinnell”**

*(A) Invest selectively in community infrastructure, quality of life, and commercial projects to help attract and retain excellent students, faculty, and staff.*

*(B) Continue to support and extend excellence in the local school district to help the College attract and retain excellent faculty and staff.*

*(C) Match valuable skills and experience represented by faculty/staff spouses and partners to professional needs and opportunities in our community to assist in attracting excellent faculty and staff.*

Who should report	Implementation Initiative	Completed, on-going or in-process	Proposed changes to approach; budgetary implications of these changes
MS/MC	<p>A. 1. Continue selective investment in infrastructure and improvement projects to strengthen the quality of life for students, faculty, staff, and community members</p> <p>a. Support will focus on enhancing the economic vitality of the community, health and safety, beautification, and cultural/recreational opportunities</p> <p>b. Primary focus will be on the downtown/campus area with selective secondary emphasis on recreational destinations and access</p>	<p>On-going</p> <ul style="list-style-type: none"> <li>- Grinnell College has recently completed pledges to several community organizations including: GRMC “Blueprint for Health”, GRMC Echocardio Equipment and a gift of land to the new Library building project. In addition, we have several pledges in progress, including a monetary gift to the Library fundraising effort and a pledge of support for the Public Safety Building. Future pledges might include support for a park-planning initiative. We will not support the community aquatic center as we have plans to “overbuild” our aquatic center in part to address community needs.</li> <li>- Opening the bookstore annex downtown has been a non-donation community investment that appears to be successful so far. Community</li> </ul>	<p>Improve local publicity of College gifts to the community</p> <p>The one potential downside of these larger gifts is the possible perception that the College therefore has the power to throw our weight around in the community. This may have been an issue with the 8<sup>th</sup> Avenue discussions. As such, as we try to be more active in making our financial participation known, we might also consider balancing information about our large gifts with information about in-kind or “human resource” outreach efforts to the local community.</p>

		<p>reception has been positive and we are working on renewing our downtown lease.</p> <p>- Selected large gifts have proven to be a useful way to help bring about positive change by way of community capital projects. The results have been most effective when our gifts comprise a limited portion of the financial picture, rather than providing the lion's share. This approach has ensured stronger community commitment and better likelihood of success for our selected investments. Examples of this approach include the high school expansion, hospital capital campaign, new library, and Strand Theater.</p> <p>For more information on the strategy 5 initiatives, please see the annual report for Institutional Planning.</p>	
MS/MC	<p>B.1. Continue selective investment in local PK-12 school projects and initiatives (either directly or via school foundation), focusing on infrastructure enhancements and initiatives aimed at improving educational excellence</p>	<p>On-going :</p> <ul style="list-style-type: none"> <li>- Financial support totaling some \$870,000, including high school expansion (theater, science labs), grant writer support, superintendent program support, middle school technology campaign, and several mini-grants for educational projects.</li> <li>- Support in the form of gifts in kind include ) gifts of scientific furniture, computer and scientific equipment to high school and middle school; planning for 50 meter pool as part of continued outreach to and support of high school swimming;</li> </ul>	<p>Preschool site and service evaluation is on-going. A survey evaluating the program from a parent perspective was conducted in FY 2007. Tentative plans to relocate and modestly expand the program to include a 5-day preschool option are under discussion.</p> <p>Budgetary implications: Expansion of the program would entail replacing the current pre-school facility (which is a temporary structure) with a larger building.</p>

		- High School Student enrollment in college classes is an on-going program and well-known at the high-school. However, other educational offerings at the college for area students are less well known (girls in science, etc.). We can do a better job of summarizing and publicizing those resources for area schools and families.	
MS/MC; JS	B.2. Review location and adequacy of College Preschool facility in relation to other community offerings	In process: Survey of parents conducted 2006/07	
	B.3. Maintain optional high school student enrollment in College courses	On-going	
MS/MC	C. 1. Continue to promote the economic vitality of the area and thereby increase local spousal employment opportunities (traditional and entrepreneurial opportunities)	On-going: - Support for the founding of a local entrepreneurship training program in 2005	
MS/MC	C. 2. Continue partnership with University of Iowa for job search support	On-going While this program is available to recently-hired and appointed employees, it not widely used. - Human Resources helps sponsor a “young professionals” networking group for college and community members. - My EntreNet	
MS/MC	C. 3. Consider adding spousal employment services under Career Development Office (related to Strategy 2.AB.4)	Completed: Decision was to not add spousal employment services to the CDO	
EB			Explore local initiatives linking bilingual education, local community and local education, and fostering diversity

Strategy 6

**“Strengthen the public profile of a) Grinnell College, b) Grinnellians and c) the value of a Grinnell education”**

(A) *Articulate more clearly and prominently our distinctive academic qualities to establish a stronger national profile for the College.*  
 (B) *Enhance College communications, including publications and the website, to better promote the College and inform our external audiences.*

(C) *Improve our presence in key admission markets and in national and regional media to: i) improve our national draw of excellent students, ii) draw prospective faculty, and iii) increase the public recognition of the value of a Grinnell education.*

(D) *Bring in more high visibility visitors/speakers to better promote intellectual excitement and public awareness of the College.*

Who should report	Implementation Initiative	Completed, on-going or in-process	Proposed changes to approach; budgetary implications of these changes
MM/KW	A. 1. Establish a strong, clear, and accurate brand identity positioning statement to bring focus, continuity, and reinforcement to the College’s message	In-process	Finalize signage and expunge all appearances of old logo; integrate and infuse no limits positioning
MM; TC/KP	A. 2. Create networking opportunities, mechanisms, and programs to promote mentoring as a hallmark of Grinnell College and to create a more cohesive and symbiotic sense of community on campus and beyond the campus	Not much yet accomplished	See I.A&B.5, and I.D.5
MM/KW	A. 3. Identify a handful of premiere and distinctive programs, largely from existing programs at the College, that will have particular resonance in the broader world of communication; give priority to communication efforts for these selected features	In-process: Academic Affairs, Admissions and Alumni Relations Offices	
MM; JS/JC; TC; EB	A. 4. Publicize student and faculty achievements	College home page now often features individuals  See also VI.C.3	Bring in more high achieving individuals
MM; JK/BF	B.1. Investigate and advance technology-based communications via Web, email, RSS, etc. as means to increase quality, effectiveness, frequency, and focus of communications		
MM/KW	B. 2. Define priorities for whom (audience) we want to know which particular message. Prioritize audience targets for various communication strategies (i.e. alumni, parents,	Recent efforts by the Community Council have begun to formalize outreach to the local community, but we	

	prospective students, Iowa business leaders, Grinnell-area community, national liberal arts leaders, etc.)	likely have untapped opportunities to relate these, and other, initiatives more publicly. A broader institutional approach to community communications might position us more positively for any future plans that rely, even partially, on community goodwill (such as planning and zoning approval, closure of 8 <sup>th</sup> Ave, etc.).	
MM/KW	B.3. Broaden distribution of Grinnell Magazine, G-mail, and other College publications or periodicals to include target audiences identified in 6.B.2		Increase funding to extend publication runs (approx. \$1.35/piece)
MM/KW; SA	C. 1. Develop and implement a rolling, five-year plan for: a. Paid print and electronic advertising (local, Iowa, regional, national) b. Earned media opportunities (local, Iowa, regional, national)	On-going: Part of a partnership between the offices of Admissions and Communications in regard to Iowa and the nation (e.g. <i>US News &amp; World</i> report ad)	- Increase funding for advertising and media (up to \$400,000) - Write an earned media plan.
MM	C. 2. Coincide and orchestrate College activity in key markets by integrating admission, alumni, career services, development, earned media, and paid advertising by market	Beginning/in-process: Admission, Alumni Relations, Communication, and Development will identify these key market areas and in conjunction with the other enabling offices, put market-specific plans in place to achieve college-induced momentum in the markets that will create and foster awareness of Grinnell	
MM; TC; EB	C. 3. Prioritize celebrating achievements of recent alums and graduating seniors	See VI.A.4	Consider awarding diversity achievement awards to students and alumni
	D. 1. Create biennial College-wide symposia on interdisciplinary themes  See above I.A.3.d	Rosenfield Symposium “Remaining Awake During a Revolution”, Humanities Center symposium “Thinking ‘Interdisciplinarity’”	- Involve Communications in planning to ensure that public relations-related issues are developed optimally - Explore how symposia should be related to other forms of outreach
MM/KW	D. 2. Seek opportunities via Web, p.r., and other means to broadcast appearances of particularly distinctive or prominent		FY2009 budget request for \$50,000

	campus visitors		
MM/KW	D. 3. Expand budget for paid advertising to leverage earned media placements for particularly distinctive or prominent campus visitors		
MM/RB	D. 4. Use advance planning, the Expanding Knowledge Initiative, Convocation and other existing programs to bring continuity and opportunities for packaging of visitors in order to leverage individual appearances through the prominence of the package	Continuity with themes (but not speakers) for Rosenfield symposium and retreat.	
MM	D. 5. Develop a prominent display area on campus that lists speakers throughout the years and upcoming major events	Complete: Joe Rosenfield Center signage	
MM	D. 6. Make a concerted effort to invite high profile Des Moines leaders to campus for events		
MM; JS	D. 7. Increase identification and use of alumni expertise in classroom, campus events, and mentoring through a more focused and organized effort	On-going: Expansion of Wilson program New CDO director appointed	