



Grinnell College Mission and Student Employment Context

**Raynard S. Kington
President
October 13, 2018**



I. Grinnell's Mission



...The College aims to graduate individuals who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good.





Grinnell's Mission is undergraduate education using its resources for students of today and generations of students in the future.

Students come to Grinnell to:

- *Learn in and out of the classroom through an individually-advised and experiential education*
- *Live in a residential, learning community*
- *Launch careers, life, and service after graduation*



Work in the dining hall fits the collective bargaining model -- UGSDW. Most of the other student work at Grinnell does not fit the model.

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II. Access and Diversity are Core Values





II. Access and Diversity

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Talented, Independent, Curious Students Enroll at Grinnell Regardless of Their Financial Status

- *Grinnell has a need-blind admission policy and meets 100% of demonstrated financial need for U.S. students.*
- *Grinnell has an egalitarian culture: where you are from and what your family can afford is not important. It is what you bring to the table that matters. We strive to reduce the impact of class difference in our community. Staff, faculty, and students don't know who is on financial aid (unless that individual discloses their financial status).*
- *Opportunities to mentor, tutor, research, and for other work are available to all students regardless of financial need.*



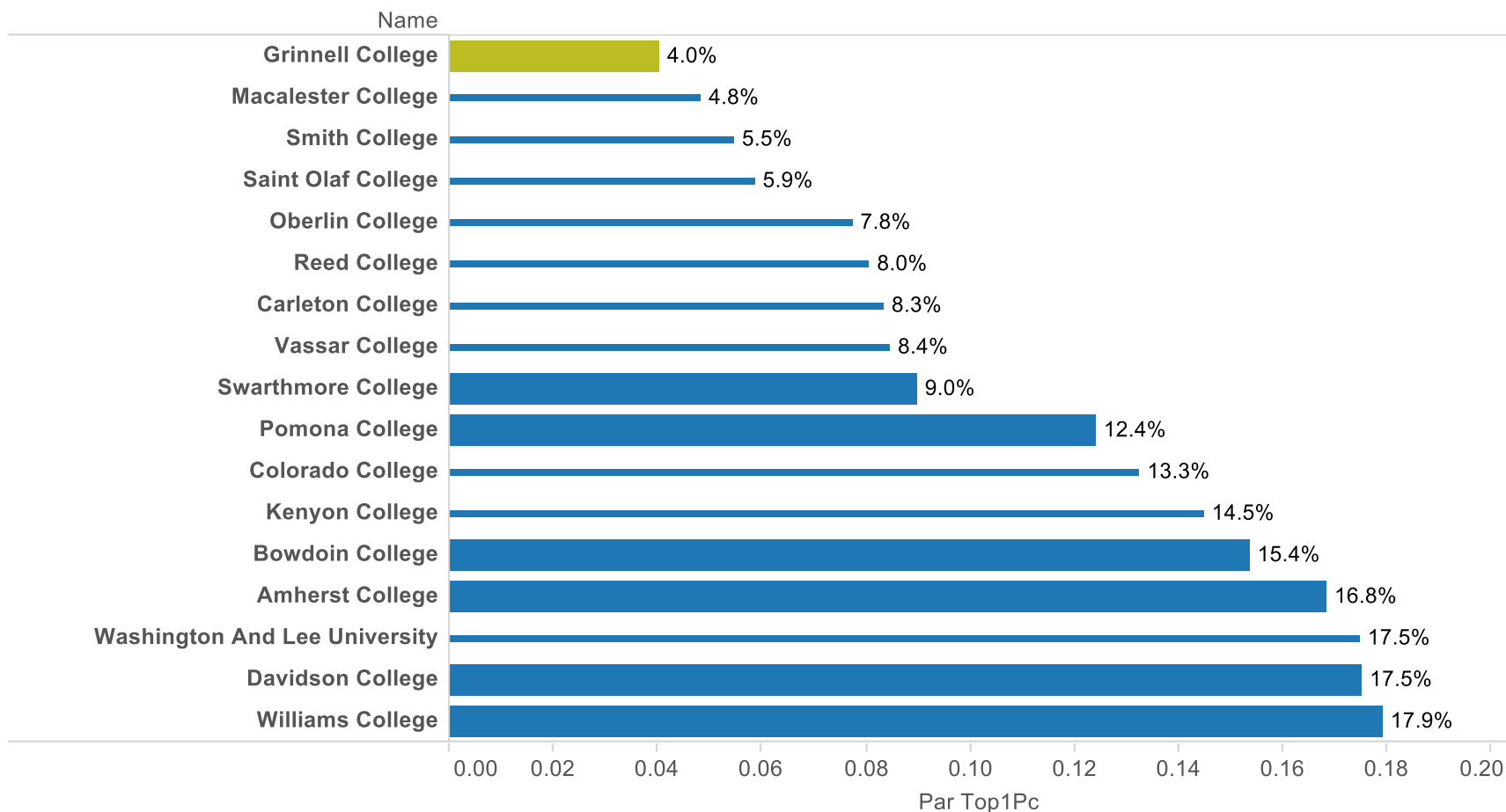
Talented, Independent, Curious Students Enroll at Grinnell Regardless of Their Financial Status

- *1423 Average SAT Test Score*
- *25.4% Domestic Students of Color*
- *19.2% Pell-Eligible Students*
- *14.9% First Generation Students*
- *18.8% International*



II. Access and Diversity

Fraction of parents in the top 1% of the income distribution

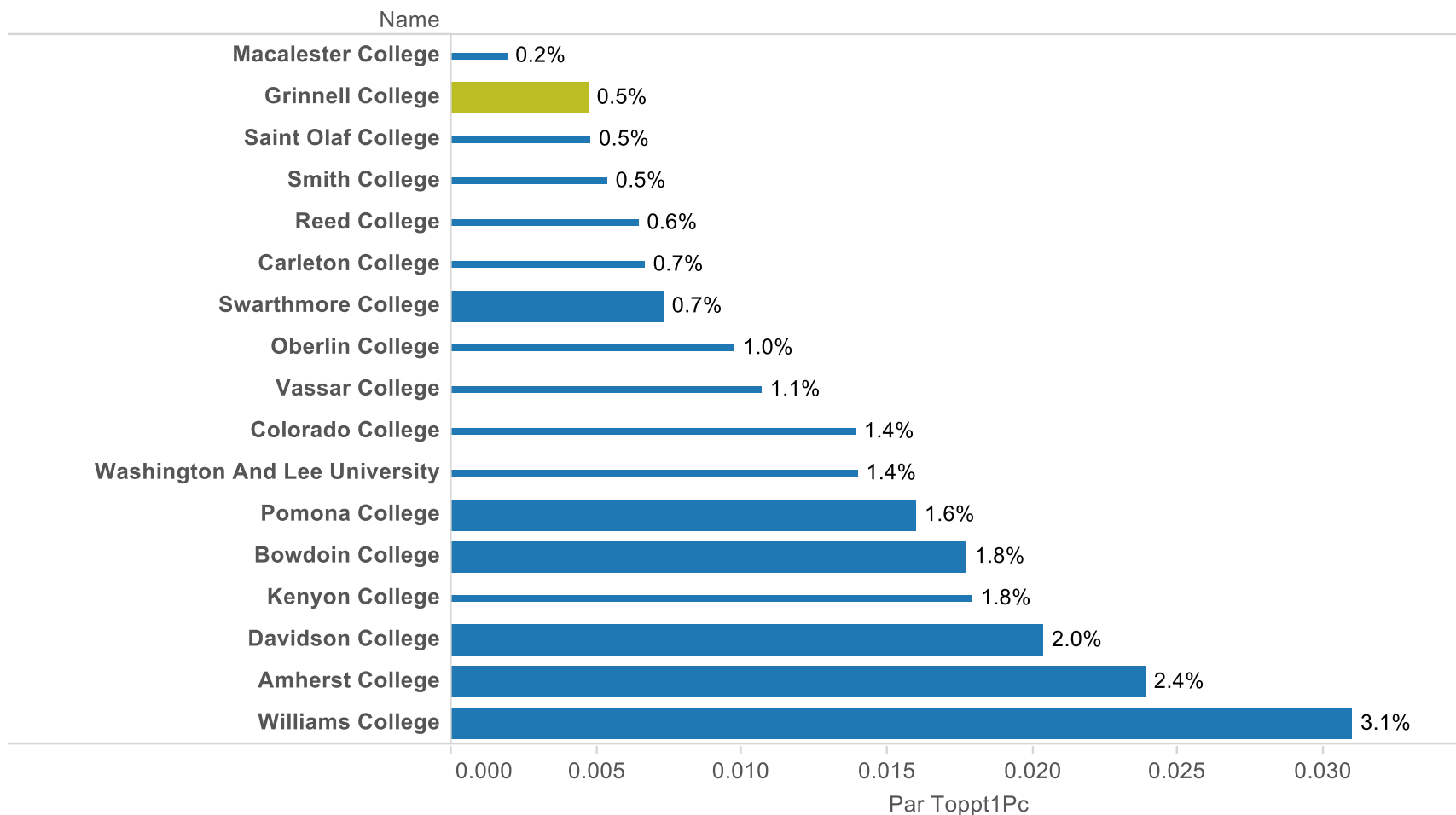


Wider bars denote need-blind institutions.



II. Access and Diversity

Fraction of parents in the top .1% of the income distribution

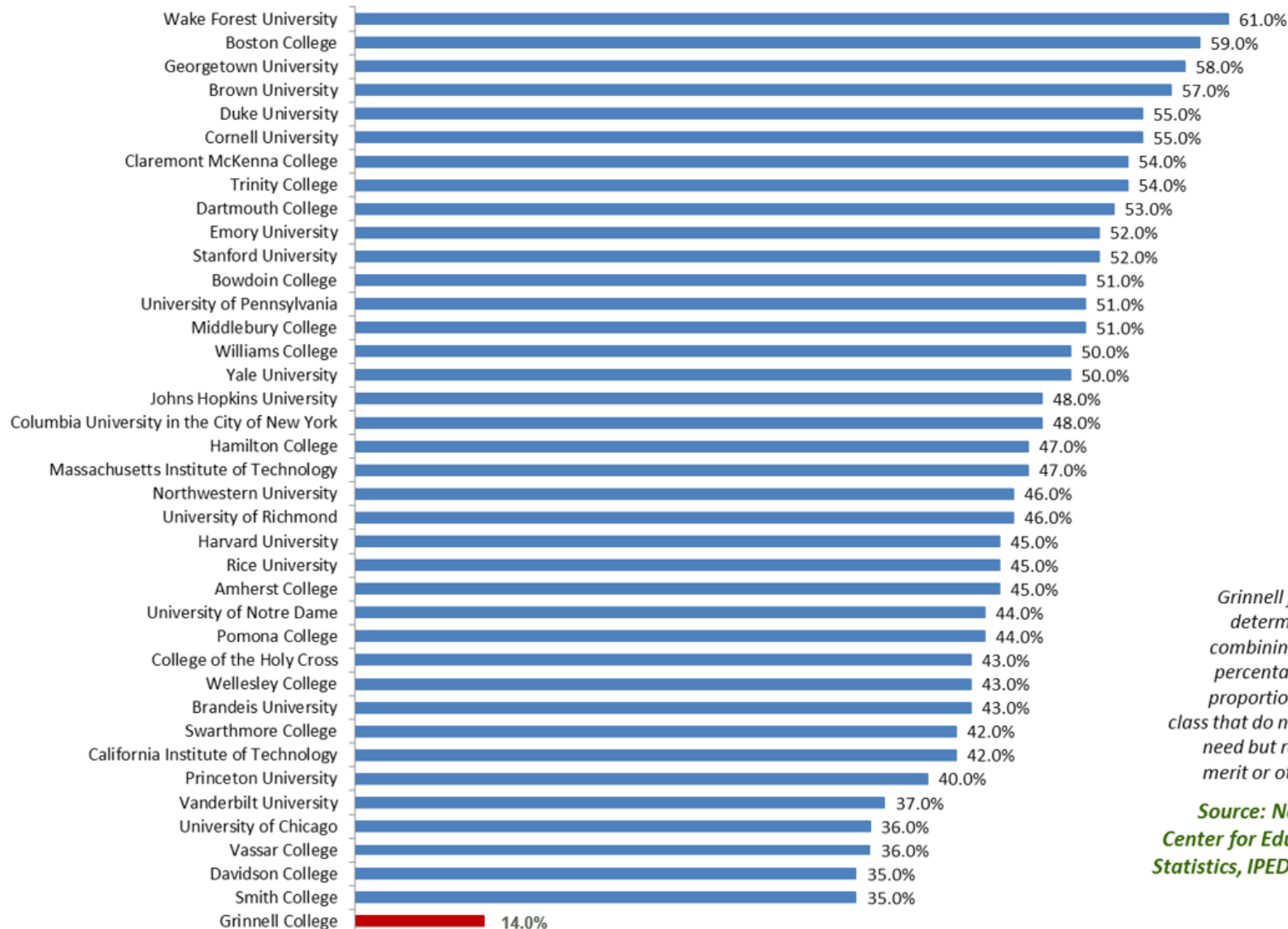


Wider bars denote need-blind institutions.



II. Access and Diversity

Percentage of Full-Pay Students for Grinnell and Need Blind Peers, 2015



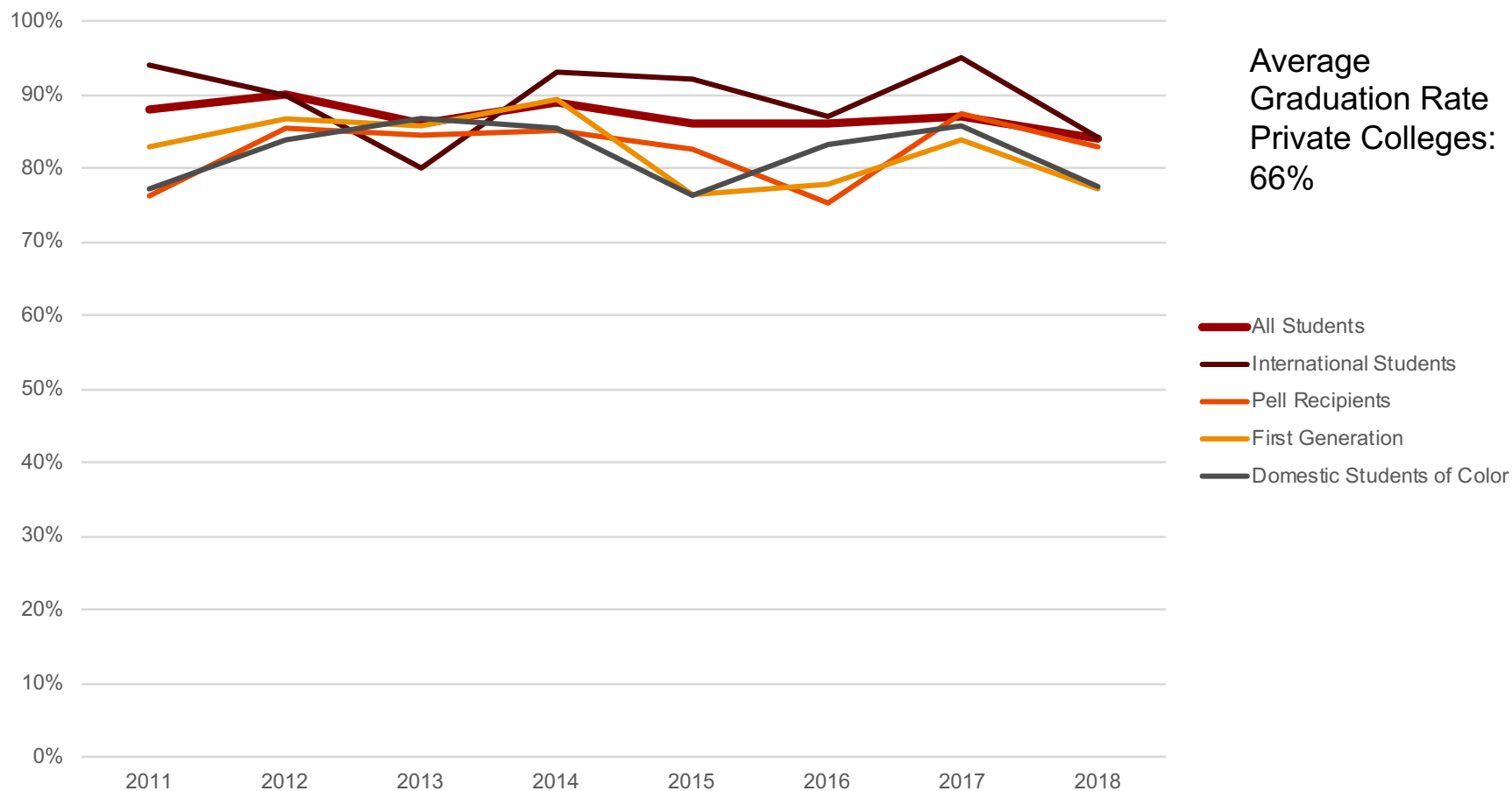
Grinnell full-pay determined by combining IPEDS percentage with proportion the of class that do not have need but received merit or other aid

Source: National Center for Education Statistics, IPEDS 2015



Talented, Independent, Curious Students Graduate From Grinnell

6-Year Graduation Rates by Various Demographics





III. Grinnell Has A Unique Financial Structure



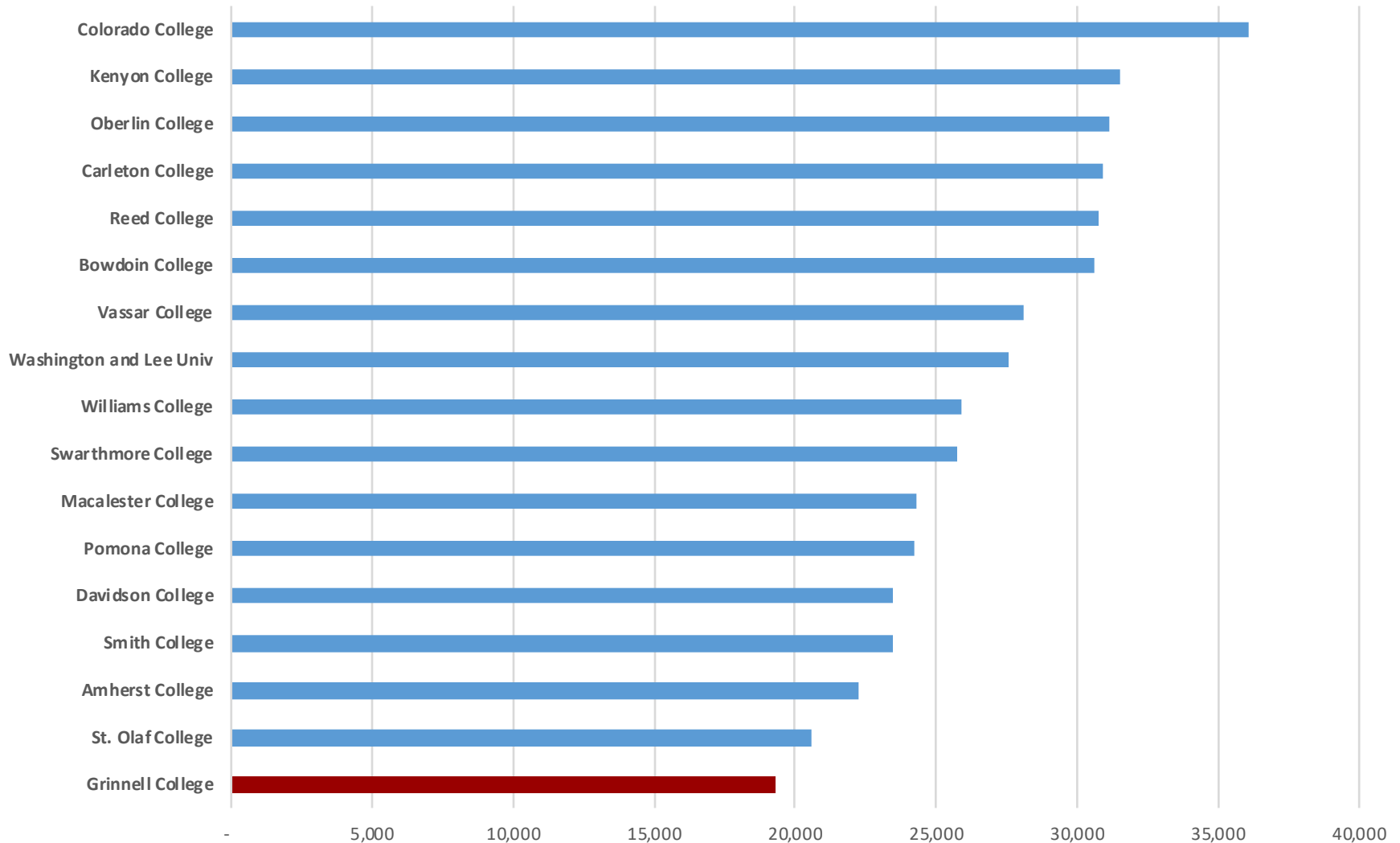
Grinnell's financial structure – its large, unrestricted endowment – supports the mission and values of access and diversity.

- *Peer Comparison Endowment per Student*
- *Peer Comparison Gifts per Student*
- *Peer Comparison Net Tuition per Student*



III. Grinnell's Financial Structure 14

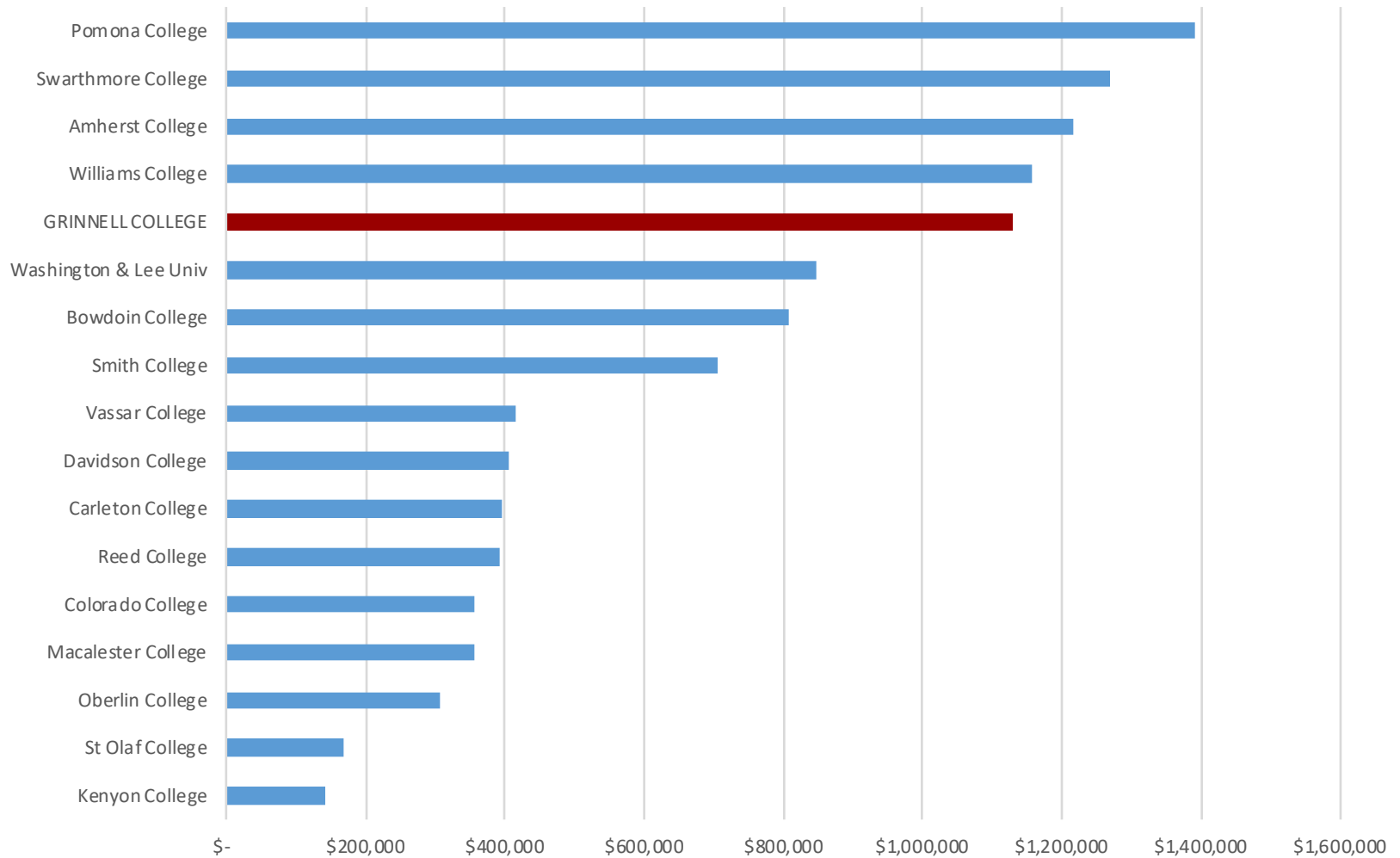
Net Tuition Revenue per Student FY17





III. Grinnell's Financial Structure 15

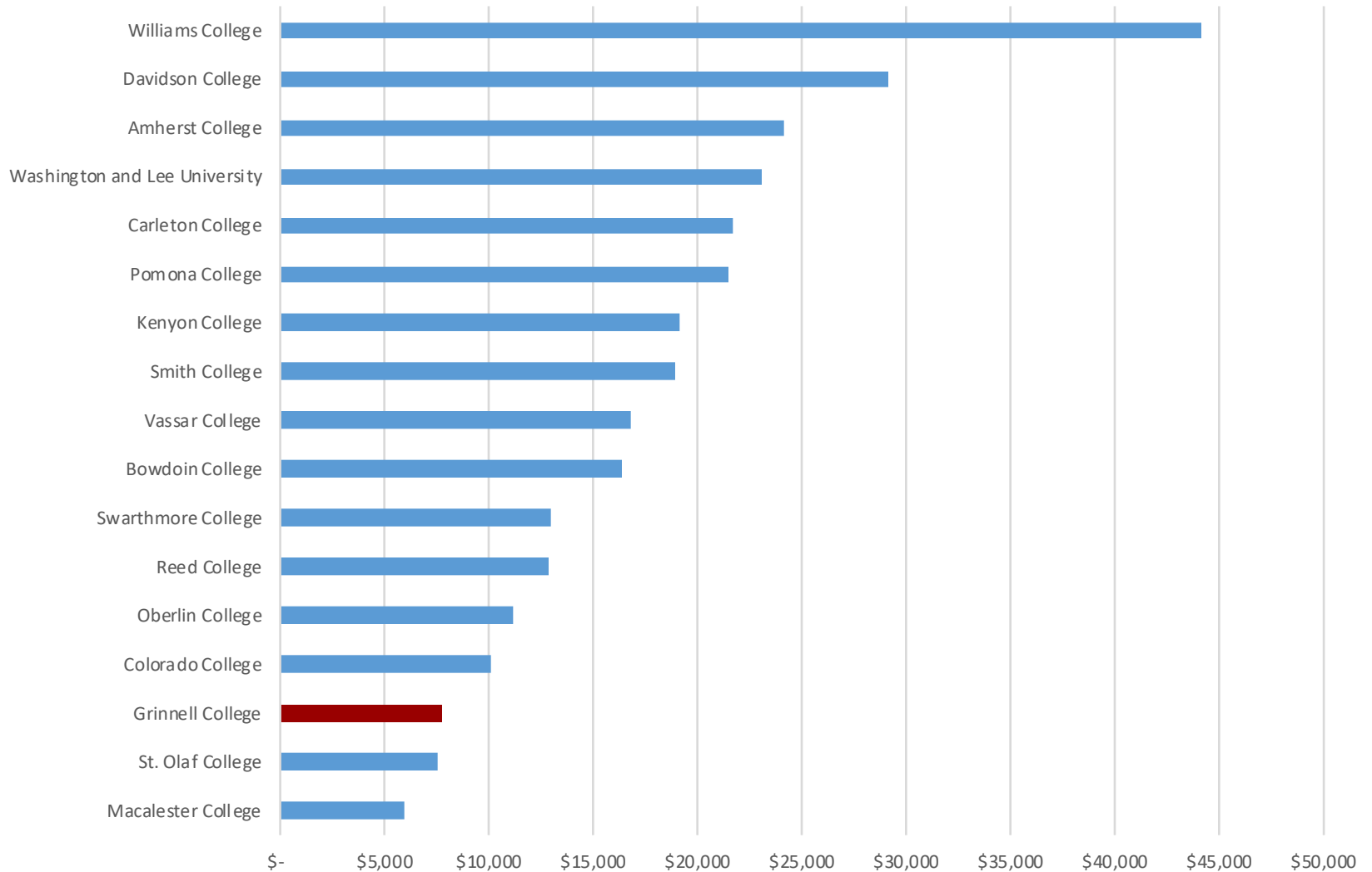
Endowment Per Student FY2017





III. Grinnell's Financial Structure 16

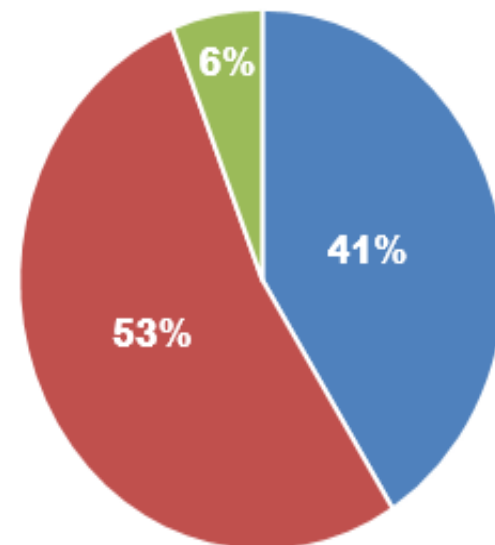
Giving Per Student FY2017



Grinnell's revenue composition is unusual in higher education.

- *The large, unrestricted endowment supports the mission and values of access and diversity.*
- *We must achieve a balanced budget.*
- *There is no profit.*

Current Revenue Profile
FY19 Budget



■ Net Student Revenue ■ Endowment Payout ■ Gifts & Other



III. Grinnell's Commitment to Financial Aid

Financial Aid

- *85% of Grinnell students receive some form of financial assistance*
- *23% of Grinnell students receive enough grant aid to pay no tuition*
- *35% of students receive total financial assistance in excess of tuition*
- *45% of Grinnell students graduate with no student debt*
- *Those with debt leave with cumulative average borrowing of \$19,392, the lowest in Iowa and well below the national average*
- *Total Financial Aid Awarded: \$59.5 million dollars*
- *Average Financial Aid Package: \$47,561 (Four years: \$190,244)*
- *Average Need-Based Grant: \$41,344 (Four years: \$165,376)*

**Data from 2017 – 2018 Common Data Set*



III. Grinnell's Commitment to Financial Aid

Student Employment/Work Study

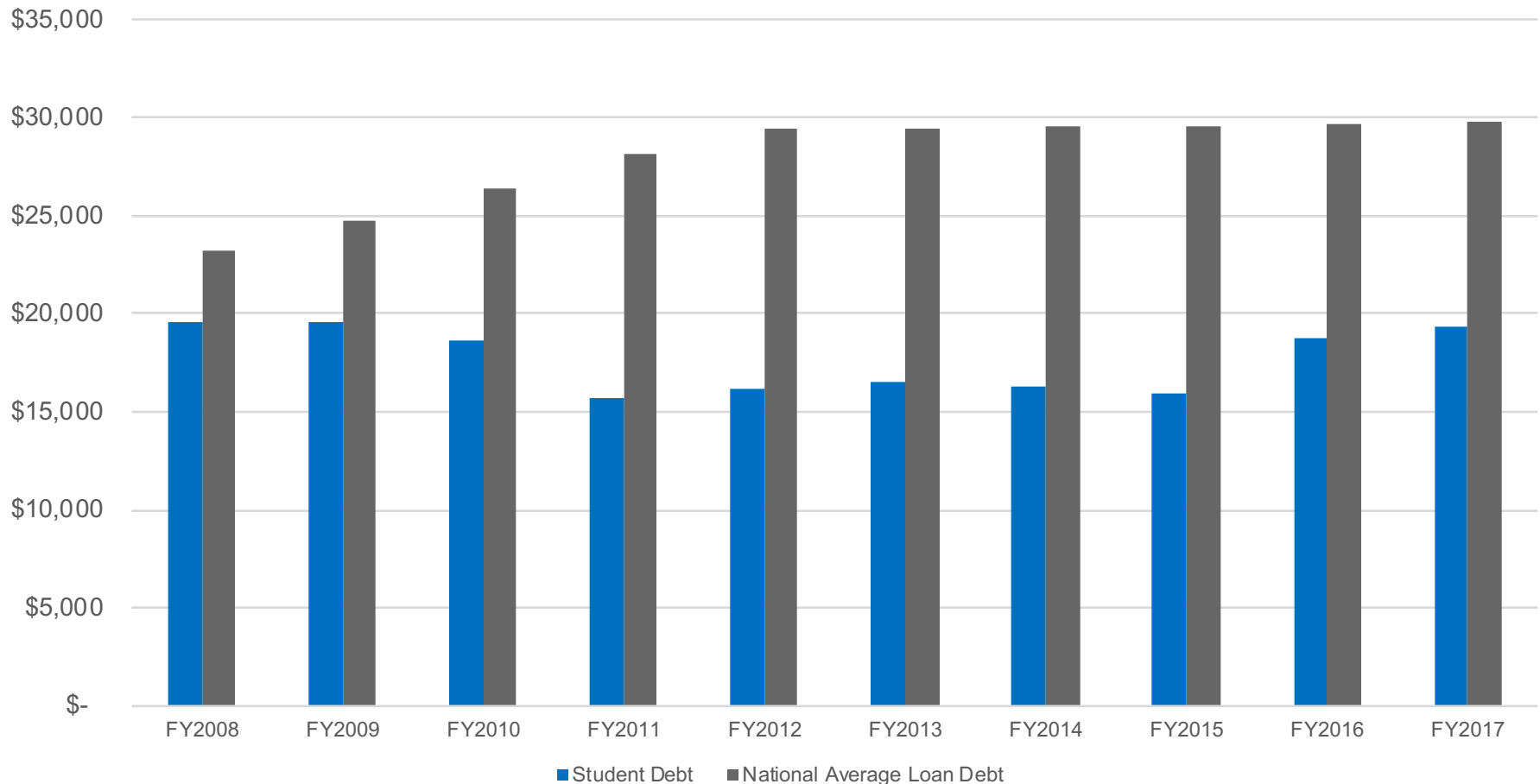
- *Total Student Wages Paid: \$2,082,548*
- *Federal Work Study Funding: \$168,500 (8.1%)*
- *75% (1253) of all students worked last academic year*
- *73% of the 1253 had work as part of a financial aid package*

**Data from 2017 – 2018 Common Data Set*



III. Average Student Debt

Grinnell College students graduate with lower debt than the national average





IV. Students Enroll in Grinnell to Learn, Live, and Launch– Not to Work



Grinnell is unique in its approach to learning: individually advised, highly experiential, inquiry-based, global education.

Grinnell is a residential, learning community: Students live in a close-knit community where they take their studies and leadership roles seriously through a self-governance model.

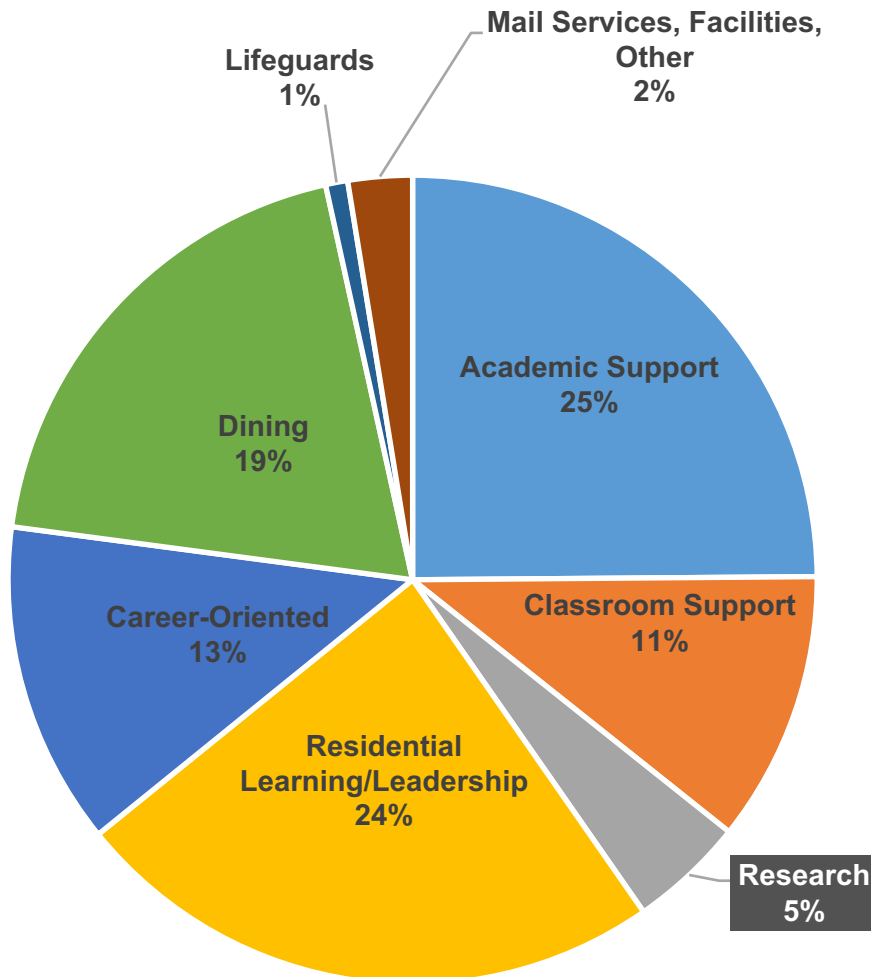
Grinnell is a national leader in integrating the educational experience with students' post-graduation plans for careers, life, and service.

Students come here to learn, not for employment.

The majority of work students do is tied to academics, community, and careers, life and service.

- *Learn: Research assistants, language mentors, tutors, writing, reading, math, teaching mentors, other academic support*
- *Community: Peer mentors, peer educators, student leaders*
- *Careers, Life, and Service: Work tied directly to career goals and skills -- community service, paid internships, paid study abroad*
 - In 2017 54.7% of all students studied abroad; 54.5% of Pell recipients studied abroad.

The majority of student work is educational, not labor.



Educational Work: 78%

Academic Support
Classroom Support
Research
Residential
Learning/Leadership
Career-Oriented

Labor: 22%

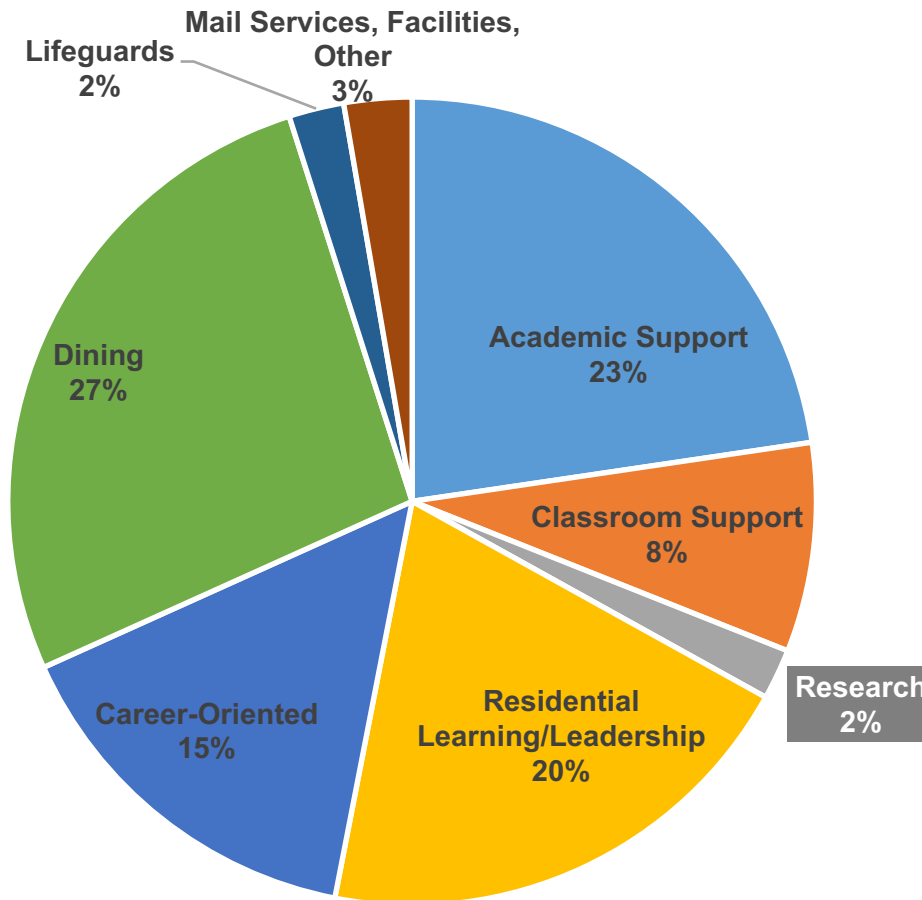
Dining
Lifeguarding
Mail Services, Facilities,
Other

Spring 2017, Fall 2017



IV. Student Work in the Context of Learning ²⁵

The majority of dollars spent on student work is educational, not labor.



Educational Work: 68%

Academic Support

Classroom Support

Research

Residential

Learning/Leadership

Career-Oriented

Labor: 32%

Dining

Lifeguarding

Mail Services, Facilities,

Other

Spring 2017, Fall 2017



Even with higher wages, dining jobs are least attractive to students.

“The number one reason students don’t choose dining services for work is that they can’t do homework at work.”

Jeannette Moser, Director of Dining Services



V. What does student work mean at Grinnell?





Dining is among the few strictly labor jobs.

Studies come first at Grinnell.

- *decentralized*
- *flexible structure for schedules*
- *creation of new opportunities*
- *adaption to student interests and needs*



Faculty and staff often create jobs with departmental and research funds.

Workers can't be switched out for other workers because the jobs are often tailored to a student's interests, academic field, or academic needs.

Some jobs are designed to accommodate study and support academics.



We created a position of HR Training and Student Employment Coordinator in 2014 with three goals:

1. Provide good service to students
2. Support learning goals
3. Manage regulatory compliance



VI. What would a union that included all student work mean for Grinnell?



VI. Implications of union for all student work

■ **Assumptions**

- *Job Process Control*
- *Wage Increases*

■ ***Responses***

- *Centralized administration of student work*
- *Close monitoring of budgets to assure union contract compliance*
- *System to assure students with financial need are prioritized for job placement*
- *Increased wages*



VI. Implications of union for all student work

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■ Consequences

- *Shift away from mission of individually advised, experiential, residential, liberal arts education*
- *Shift away from work as part of educational experience to work as labor*
- *Disclosing federal protected information*
- *Disclosing economic status of students thus eroding egalitarian culture*
- *Loss of flexibility of faculty and staff to create opportunities*
- *Fewer work hours and fewer opportunities for students*
- *Seniority and financial aid will determine who gets jobs, not academic or career interest or academic support needs*
- *The union body will change by 25% per year and almost 100% every four years*
- *Timetable for creation or changes determined by union while semesters are only 14 weeks long.*

Thank You



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