

GRINNELL COLLEGE



Strategic Plan

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

—Grinnell College
Mission Statement

VALUES:

Excellence in Education for Students in the Liberal Arts—A Diverse Community—The Common Good

STRATEGIC FOCUS:

<p>Inquiry Based Learning <i>Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum</i></p> <ul style="list-style-type: none"> ■ Launch the Expanding Knowledge Initiative ■ Reduce reliance on temporary faculty ■ Increase opportunities for rigorous inquiry-based learning 	<p>Culture of Achievement <i>Foster student, faculty and staff sense of ambition, adventure, and well-being</i></p> <ul style="list-style-type: none"> ■ Strengthen and celebrate achievement ■ Enhance connection between College life and students' futures ■ Complete facilities program ■ Provide an effective technology infrastructure 	<p>Advance Diversity <i>Advance Grinnell College as a more diverse, robust intellectual community</i></p> <ul style="list-style-type: none"> ■ Emphasize the value of diversity ■ Achieve and maintain a critical mass of U.S. people of color ■ Improve and support diversity recruitment efforts 	<p>Fiscal Balance <i>Improve fiscal balance and stability of the College</i></p> <ul style="list-style-type: none"> ■ Update financial aid policies ■ Reconfigure international student admission and aid ■ Reduce reliance on non need-based aid ■ Increase student population to 1500 ■ Increase alumni and friends giving 	<p>Community Enhancement <i>Contribute to the vitality of the City of Grinnell</i></p> <ul style="list-style-type: none"> ■ Invest in community infrastructure, quality of life, and commercial projects ■ Continue to support the local school district ■ Encourage spousal/partner support efforts 	<p>Raise College Profile <i>Strengthen the public profile of a) Grinnell College b) Grinnellians and c) the value of a Grinnell education</i></p> <ul style="list-style-type: none"> ■ Articulate our distinctive academic qualities ■ Enhance College communications ■ Improve presence in key admission markets and in media
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I. INTRODUCTION

Grinnell College is committed to academic excellence, the intellectual and physical well-being of each student, and the pursuit of the good in our world. A tightly knit community located in a vibrant town in the beautiful rolling landscape of the tallgrass prairie region, Grinnell College offers wide horizons with no limits on learning. Grinnellians have always challenged existing norms, sought social justice, and worked to expand the realm of human knowledge and understanding. Grinnell College has thrived both in times of need and relative plenty, its success due in large part to a unique group of individuals devoted to Grinnell's fundamental mission, educating students in the liberal arts for a fulfilling life. The College's history and the achievements of those associated with it make planning for the future an exciting opportunity.



II. BACKGROUND

Our core goal in the strategic planning process is to enhance the College's ability to fulfill its mission. We have sharpened our sense of mission through a series of steps, including the development of a statement of core values in 1998 and the adoption of an updated mission statement in 2001. Throughout these discussions, there has been agreement that Grinnell College is, essentially, a residential liberal arts college devoted to enabling students to become thoughtful, eloquent, inquisitive, and effective citizens. We believe that our best academic experiences are a function of an intimate and active learning environment set in a residential community.

The formal strategic planning process began in 2002, seeking to identify specific strategies and tactics for the next 5 to 10 years to help us better achieve our mission. Under the leadership of Faculty Chair Mark Montgomery, a Planning Steering Committee developed, tested, and refined strategies through focus groups, research, and other efforts. Subcommittees comprised of faculty, students, and staff focused on particular priorities of the College: *Re-emphasizing the liberal arts; improving diversity; improving the Grinnell experience for students, staff, and faculty; and rethinking tuition and financial aid policy.* Their recommendations served as the foundation for the Planning Steering Committee's final report. The Trustees asked President Osgood to use this report to develop a focused and viable plan for the College. With input from tenured and untenured faculty, trustees, deans, and the members of the Executive Council, the following document recommends strategies and tactics for achieving many of the significant institutional goals that emerged during the planning process. Not all recommendations of the four subcommittees are pursued; however, the major recommendations of the subcommittees on re-emphasizing the liberal arts and improving diversity are all included below.



III. GRINNELL COLLEGE CONTEXT

In seeking to implement a strategic plan, we need a clear sense of the environment in which we operate as well as the challenges and opportunities the environment presents.¹ First, demographic trends suggest that we must continue to improve our national and international reputation in order to draw outstanding faculty and students and ensure the long-term vibrancy of the College. Second, competition from distance learning, research universities, comprehensive universities, and peer colleges requires continued refinement and focusing of our academic program to insure that our product – an intensively mentored liberal arts education – has continuing value that warrants the costs to our students and their families and the continuing use of our resources. Third, in the long term, our non-endowment revenue stream needs to grow more quickly, and we need to control costs carefully, as endowment revenue is unlikely to continue growing at past rates.

Fortunately, Grinnell College has significant strengths on which to build. First, our history is rooted in an expectation of achieving excellence. From the College's inception, those associated with Grinnell have shared an enduring vision of its mission and its potential. Second, the College has resources to pursue its strategic goals. Third, Grinnell College has a highly committed faculty and staff who share in our common enterprise- an outstanding liberal arts experience for our students. Fourth, Grinnell College attracts students who are intensely committed to the pursuit of knowledge, the core activity of the academic experience we offer.

A. Essential Elements

Four essential elements support the educational mission of Grinnell College: 1) students; 2) faculty; 3) facilities and infrastructure; and 4) financial resources. For each element, we articulate below our current situation and also evaluate the broader environment.

(Footnote)

¹ <http://www.grinnell.edu/offices/institutionalplanning/strategicplanning/agendas/prepareddocs/includes/GrinnellEnviron.pdf>

1. Students

i. Current Situation

We compete in a national (and to a lesser extent international) market for students with our largest draw coming from the central Midwest. Our applicant pool has grown largely in the West and some other sunbelt markets in recent years. Increased competition within higher education for the best students continues to influence our decision-making. We continue to add programs and new facilities, in part, so that we can better compete with our peers for the best students.

In recent years, we have greatly increased the number and moderately increased the quality of our student inquirers and applicants. The percentage of admitted students who accept our offer of admission (i.e., yield) has not dramatically changed over time, and is still lower than our best liberal arts competitors. Yield at Grinnell was 28% in the fall of 2003. Yields at Amherst (41%), Carleton (35%), and Swarthmore (40%) were higher. The average yield for our 11 peer schools was 35%. Colorado College (27%) and Reed College (29%) are our nearest peer group neighbors in this respect. Our yield is also lower than two private research universities, Washington University (34%) and Northwestern (43%), with which our applicant pool significantly overlaps.

Within a national context, Grinnell continues to yield at the high end of the student pool in terms of academic quality. Nationally, the average SAT verbal/math scores are 507/519. Grinnell's averages are 666/670. The national average ACT score is 21; Grinnell's is 30. Grinnell College ranks #56 on the list of colleges with the largest number of new National Merit Scholars. (In gross terms, Grinnell's numbers are comparable to larger institutions like Tufts, Cornell, and Georgetown.) These are among the reasons Grinnell wears the title of "highly selective college."

Within our own pool of applicants, however, we are like other schools in that we yield best at the lower end of the academic qualification spectrum (41%) and are lower at the high end (5.9%). We would obviously like to strengthen our ability to attract the best students in a highly-competitive marketplace. The rigor of the marketplace is exemplified by that fact that nearly two out of every five new college students applied to four or more colleges for admission in 2003, and this number is expected to grow.

This year, 14% of the Grinnell College student body are U.S. students of color and 11% are international. We aspire to attract and retain more U.S. students of color and have made some strategic investments and other efforts toward that end. International student recruitment has been very successful at Grinnell due in part to a well-funded financial aid program.

ii. Broader Environment

Our longer term prospects for students are clouded. The United States is at the end of the growth in secondary school enrollment (the echo baby boom) and the national birth rate continues to trend down. Forecasts from the Department of Education project a crest of 3.3 million high school graduates in 2009 and a gradual waning of 3% by 2013. This downturn is imminent and will be more pronounced in the central Midwest. The projected percent change in the number of public high school graduates between 2000-01 and 2012-13 is -7.3% for Iowa, -3.9% for Minnesota, and -6.0% for Wisconsin — three of our five best recruitment markets. However, some markets where the college has been making good inroads are looking up: Oregon's production of high school graduates is expected to increase by 6.9% and Washington's is forecasted to grow 6.0%. These demographics point to the fact that Grinnell College will need to penetrate distant markets with increasing effectiveness.

2. Faculty

i. Current Situation

We seek to continue to recruit and retain excellent faculty who can support our mission of educating students. In general, the strong scholarly credentials and focus of the newer faculty members models precisely the kinds of investigative minds and integrative learning that are the focus of this strategic plan. This year, 9% of our faculty are U.S. people of color and another 4% are foreign citizens. We believe that our academic program would be substantially improved by a more diverse faculty, including an increase in the number of faculty of color.

We continue to seek inspired graduates of strong Ph.D. programs for faculty positions at Grinnell and we want to encourage active, visible faculty scholarship. While research, publication, and public performance are secondary to excellent teaching as priorities for our faculty, our aspirations as a national liberal arts college that values new knowledge and inquiry-based learning mean that the college must support scholarly creativity. Active scholarship is also important to teaching with conviction.

Experience tells us that there are excellent candidates for faculty positions who hesitate to come to Grinnell because of perceived disadvantages of location, spousal employment options, research opportunities, and teaching loads; modest losses of assistant professors have occurred for similar reasons. We aspire to improve the research opportunities and spousal employment opportunities so that job candidates and young faculty can focus on the benefits of living, working as scholars, and mentoring students in the supportive Grinnell community.

ii. Broader Environment

Graduate school training of new scholars continues to emphasize the primacy of research and, thus, presents challenges for the recruitment and retention of excellent faculty members at liberal arts colleges. We believe in the primacy of teaching but also encourage and support research. The graduate school emphasis works against our desire to cultivate faculty who are broadly involved in and concerned about the entire institution and who involve themselves in the holistic educational experiences of our students.

In these circumstances, we need to maintain a teaching and research environment that will attract and retain potential faculty committed to teaching, mentoring, and research and outreach. This means that the College needs to provide the support and the kind of environment in which this can occur.

3. Facilities and Infrastructure

i. Current Situation

During the past decade, we have spent significant time and resources on improving our facilities and other aspects of infrastructure like technology and heating and cooling systems. As mentioned below, other colleges have undertaken similar efforts, affecting the competitive market. Today's students expect more sizeable and sophisticated living, community and athletic spaces and more creature comforts than did students of previous generations. While the facilities improvements at Grinnell College must be understood in light of national trends, they also must be understood in terms of our own priorities as a residential liberal arts institution. Most recently, they have been aimed at our relatively poor and outdated student facilities, a key to the residential liberal arts environment. Improvements to educational spaces, such as the Noyce Science Center and the Bucksbaum Center for the Arts, not only renovated and replaced aging facilities; they also facilitated the kind of active learning and scholarly mentoring that distinguishes the way that we teach and learn.

There is a risk in over-investing in facilities or in trying to meet all articulated needs. After we complete our planned facilities program, we should restrain our facility ambitions in order to observe both the manner in which our new facilities shape or reshape campus life and the experiences of other institutions. We have virtually no deferred maintenance and have been able to finance our improvements largely from current endowment earnings (rather than debt which depends upon future expected earnings.)

We have invested in an instructional technology infrastructure that supports our inquiry-based liberal education and fosters student and faculty creativity, scholarship, teaching, and learning. Our staff and facilities allow us to support faculty members and students at a high level as they make the transition to increased use of digital media for teaching, learning, and scholarly work. We need to do more to capitalize on our investment in instructional technology, making sure that our instructional technology resources are as accessible and visible as possible. We also need to capitalize on the educational potential of portable and wireless computing. We are working toward a long-term solution for our currently dispersed Information

Technology and Audio-Visual services, exploring the potential benefits of bringing them into a closer relationship with the Library. We believe that the rapid improvements in IT products experienced over the last ten years will continue in the future.

ii. Broader Environment

Many schools have invested heavily in facilities over the last 5-7 years, in part, as a function of the market boom of the late nineties. They built a range of new facilities, including residence halls, campus centers, science centers, athletic centers, libraries, heating/cooling plants. This construction was done, in part, to meet the increased needs of faculty, students, and staff and, in part, to gain an edge over competitor institutions. The heavy construction period also reflected the greater success in fundraising that schools experienced while the stock market was high. However, many schools issued bonds to underwrite their construction projects and have committed future tuition and endowment earnings as a result.

Five years ago, higher education institutions actively invested in their technology infrastructures, including hardware, to both stay at the cutting edge and to distinguish themselves from competitors. Today much expense and effort goes into providing bandwidth, access to digital resources, and security. Many schools, like Grinnell, struggle to remain focused on educational goals in using technology in the face of a demanding environment for security, bandwidth, and maintenance of computer systems. Through benchmarking, we need to continue seeking low cost, effective systems to support the business of the College, freeing up resources to enhance the infrastructure that supports our educational programs.

4. Financial Resources

i. Current Situation

Among colleges and universities, Grinnell's endowment is among the largest both on an absolute basis (one of 35 largest) and in terms of endowment per student (one of ten largest). It is the largest amongst liberal arts colleges with respect to both measures. Growth has been dramatic. Since 1980, the endowment has grown from \$40 million to \$1.3 billion. Growth has been driven

both by investment performance which has and continues to be amongst the highest of any endowment (as measured by rolling ten-year returns), and by a relatively conservative short-term spending policy. Over this same time period, the annual endowment distribution has increased from less than \$3 million to more than \$45 million. Endowment support of the operating budget on a percentage basis has essentially doubled (from less than 25% to nearly 50%) and this percentage is significantly larger than our peers. Expansion of program, both inside and outside the classroom, is primarily attributable to this unprecedented growth. Our financial aid policies are a direct result of our endowment success. As this investment performance is likely unsustainable, the Board of Trustees recently approved a staged reduction in the endowment spending policy (from 4.5% to 4.0% over three years beginning in FY 2005).

The College continues to be challenged in its efforts to increase (both relatively and absolutely) other key revenue sources. Net tuition and gifts combined to provide more than 50% of operating support in 1980 and now provide about 35%. We have not improved our alumni giving, and this is a weakness. Part of this is historic, part is internal failings but there may well be other explanations. Our goal should be to improve giving by improving and shaping to a greater extent students' experience and the realization that they are receiving a great education.

ii. Broader Environment

Generally speaking, higher education has experienced strain on the financial side over the last 5 years. Available endowment support has moderated and/or declined as the mean endowment annual compounded rate of return was 3.8%. As most colleges spend 5% of their endowment annually, the typical endowment has declined on both a nominal and real basis. Increased competition for students has slowed the growth of net student revenues. The facility and infrastructure improvements, including technology investments mentioned above, have added significantly to the cost structure of many institutions. Combined with the pressure to remain competitive on the salary front, achieving balanced budgets has become increasingly difficult for many institutions.

In addition, the educational sector has experienced tremendous price inflation over the past 35 years, an inflation that looks unsustainable and that will (and has already) significantly affected student and parent interest. The Higher Education Price Index has nearly tripled since 1980, outpacing the Consumer Price Index's compound rate of growth by about 25%.

B. Intangible Assets

More broadly, we have two assets, both complex—our educational program and also our public reputation or more generally our degree of public esteem. The quality of these two assets, in turn, influences two of our essential elements: 1) the ability to attract and retain the best students, faculty, and staff and 2) our ability to operate Grinnell in a financially sound manner.

Our market niche, as one of the residential, traditional liberal arts colleges, has shrunk considerably since WWII in relative and absolute size while other sectors of the postsecondary market have grown significantly. At the same time, it appears that the public estimation of a liberal arts education has improved recently after a steep decline due perhaps to the current turbulence in our economy and in the employment sector in particular. Within the liberal arts sector we are a very high cost provider of a liberal arts education but it does seem that the growth (and success) in our sector has been concentrated in the high cost segment of the sector. The low cost schools have struggled, and many have gone out of business or abandoned their liberal arts mission.

Our other asset is our reputation or a wider sense of the esteem in which the College is held. (In a sense one could say that alumni and foundation giving is the “payment” received for this “product.”) We compete for reputation with about 1500 other post-secondary degree institutions. The research and comprehensive universities can and do improve their overall reputation (and public relations outreach) by their research activities and non-undergraduate programs. (For example, Washington University has advertised the excellence of its medical school and spin-off activities to its college applicants and all alumni donors.) Thus, all liberal arts colleges, including Grinnell, have a special burden to demonstrate that we have a successful program. This may be why the high cost part of our sector has grown, because it provides a high level of services that distinguish it from research universities. We have better data today about where our alumni go and what they do after graduation,

which helps us make the case that our higher level of services affirmatively benefits our students. We intend to collect additional career data in the future.

C. Price

Although we are one of the lowest priced colleges in our national sector, both in net and gross terms, we deliver an education that is one of the best in terms of quality. This discrepancy between quality and price may reflect our true (weaker than some) market strength. As our reputation grows, resources for the support of our educational program will come increasingly from enhanced tuition revenue, achieved through price increases and reductions in non-need based aid. This will allow us to become less dependent on endowment income as we continue to improve our academic program.

As mentioned above, the educational sector has experienced tremendous price inflation, an inflation that looks unsustainable and that will significantly affect (and has perhaps already affected) student and parent interest. But, there is not yet significant evidence that this is impacting us in the number or quality of applicants. It is something that needs careful monitoring over the next five years and eventually will have some effect in the next ten years. The best strategy for this is to engage in budgeting that restrains our tendency to increase unsustainable fixed costs.

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During the past five years, we have laid the groundwork for this strategic plan and have already moved forward in several key areas. We reaffirmed our mission statement and our core values. We have increased the size of the applicant pool and have improved selectivity overall. We have created more opportunities for faculty to prosper at Grinnell. We have developed exciting new curricular initiatives. We have entered an active facility construction phase. We have pursued financial practices that enable us to respond to our challenges and opportunities. This plan is designed to move us to the next stage, focusing our efforts on the future.



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IV. THE STRATEGIC PLAN: SIX STRATEGIES FOR THE NEXT FIVE YEARS

- 1.** Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum
- 2.** Foster student, faculty, and staff sense of ambition, adventure, and well-being
- 3.** Advance Grinnell College as a more diverse, robust intellectual community
- 4.** Improve fiscal balance and stability of the College
- 5.** Contribute to the vitality of the City of Grinnell
- 6.** Strengthen the public profile of **a)** Grinnell College, **b)** Grinnellians, and **c)** the value of a Grinnell education



V. STRATEGIES

Strategy #1:

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

“The [faculty of the College] lays the basis, they do the foundation work. They do not propose to make the student a lawyer, a physician, a teacher, an engineer or a divine, indispensable as these professions are; their aim is to render it possible to make [the student] thoroughly one of these, they would make [the student], first of all a [mature being] and a scholar.”

—George Magoun, 1855

- A. Launch our “Expanding Knowledge Initiative” designed to increase students’ opportunities to take courses that explore a subject from a number of different disciplinary perspectives. This initiative is designed to enrich the reach of the College’s curriculum and intellectual focus with the aim that: 1) students are exposed to emerging areas of knowledge and human understanding beyond traditional disciplinary boundaries; 2) the College’s program aligns with the intellectual standards for interdisciplinary inquiry and scholarship, appealing to the interests of our current faculty as well as prospective faculty members whom we hope to attract; and 3) diversity is promoted by hiring undertaken pursuant to this initiative. To attain these goals, this initiative calls for the:
 - Establishment of an annual Second-year Retreat to help students understand their interdisciplinary and other course work in terms of their educational and life goals;
 - Appointment of 3 Interdisciplinary Fellows from among existing faculty members who have demonstrated a deep commitment to interdisciplinary study and excellence in teaching;

- Expansion of the faculty size through strategic faculty appointments that will allow the College to offer courses in important areas of interdisciplinary scholarship and make it possible for existing faculty members to engage more fully in interdisciplinary teaching; and the
 - Establishment of an Office of Interdisciplinary Studies charged with catalyzing interdisciplinary learning and scholarship.
- B.** Reduce reliance on temporary faculty to alleviate the burden of searches and to improve the continuity and quality of students' academic experience
- 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

Strategy #2:

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

“Optimism is an essential ingredient for innovation. How else can the individual welcome change over security, adventure over staying in safe places? A significant innovation has effects that reach much further than can be imagined at the time, and creates its own uses. It will not be held back by those who lack the imagination to exploit its use, but will be swept along by the creative members of our society for the good of all. Innovation cannot be mandated any more than a baseball coach can demand that the next batter hit a home run. He can, however, assemble a good team, encourage his players, and play the odds.”

—Robert Noyce, 1981

- 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

Strategy #3:

Advance Grinnell College as a more diverse, robust intellectual community

“At Grinnell we hold core values to be excellence in academic performance, community, and respect for all individuals in this community.”

—Pamela Anderson Ferguson, 1991

- A.** Emphasize the value of a diverse, robust intellectual community to enrich our educational program and to enhance educational outcomes
- B.** Achieve and maintain a critical mass of U.S. people of color, in particular African-Americans, among students, faculty, and staff, through the following: 1) build on the strength and success of the faculty diversity initiative by continuing it and also implementing more diversity focused reviews within the faculty hiring process by the Office of the Dean and the Executive Council; 2) enhance student recruiting by continuing the Posse program and other similar initiatives and redoubling efforts both to recruit U.S. students of color and to support them from the point of their arrival at the College and throughout their academic endeavors; 3) coordinate faculty hiring under the Expanding Knowledge Initiative to maximize the chances of recruiting diverse faculty; 4) under the leadership of the College’s Diversity Steering Committee, develop innovative programming and ideas that will continue to advance an understanding of the values of diversity on the campus; and 5) ensure clear responsibility for seeking and achieving the goal of attaining a critical mass of U.S. people of color
- C.** Improve support for faculty and staff diversity recruitment efforts to increase favorable outcomes

Strategy #4:

Improve fiscal balance and stability of the College

“To accomplish what it did, Grinnell employed investment strategies and ventured into enterprises that educational institutions normally shun. For example, rather than tuck its eggs cautiously into a variety of conventional baskets ... Grinnell has not hesitated to stash a lot of eggs in one or two baskets or to take a flier on a speculative issue.”

—Fortune Magazine, 1978

- A.** Align our financial aid policies more closely with the federal financial aid 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 aid awards are attractive to students and families
- B.** Reconfigure international student admission and aid to meet the financial needs of international students better and carefully manage costs
- C.** Continue commitment to meeting the full demonstrated need of domestic students and reduce reliance on non need-based aid to improve net tuition revenue while maintaining/enhancing the quality of the student body
- D.** Implement a sustainable comprehensive pricing policy that reflects the quality and cost of our program. Based on our current program, this will require a comprehensive fee increase that places our fee in line with our Midwestern peers
- E.** Increase over several years on-campus student population to 1500 to better utilize our facilities and programs, to stimulate growth in our community, and to pay for the initiatives in this plan
- F.** Increase the percentage of alumni and friend giving and the size of the average gift to help support the College

Strategy #5:

Contribute to the vitality of the City of Grinnell

“This journey to Grinnell gave me the fulfillment of my dreams of the prairies We could see for miles and all my longings for vast open spaces were satisfied.”

—Joanna Harris Haines, 1855

- 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

Strategy #6:

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

“We believe ... we shall go on in the very near future to obtain recognition for Grinnell everywhere as the great college of the Middle West. We believe that the opportunity to make a great impress upon the life of our nation and the historic movements of our time here in this college is second to none offered by any college in the land in its potentiality.”

—Trustees of Iowa College (Grinnell), 1914

- A.** Articulate more clearly and prominently our distinctive academic qualities and devotion to the common good 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: **i)** to 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



VI. CONCLUSION

Grinnell College was founded by a small group of idealists as an act of hope in a nation tarnished by the Mexican-American War and sensing the coming conflagration over the horror of human chattel slavery. It has endured significant challenges but remains true to its goal of preparing students both to lead a fulfilling life and to serve the common good. This is also the goal of this plan, to ensure that Grinnell College and its graduates will continue to make beneficial contributions to alleviate the suffering and promote the good in our global community.

—April 1, 2005