2014-15

Grinnell College
2014-2015 Strategic Action Plan

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Grinnell's Strategic Planning: A Continuous Planning Model

Executive Summary and Note of Gratitude

Grinnell College now enters the third year of implementation of continuous strategic planning. This action plan begins with a comparison of traditional and continuous planning models, recaps the major strategies and all-campus conversations of the past three years of Grinnell's planning, describes the iterative nature of continuous strategic planning, and lists the metrics by which the planning progress is measured. The remainder and bulk of the report is the 2014-15 Action Plan for each of the strategic areas.

Continuous strategic planning integrates strategic work into the fabric of the organization. It is not a stand-alone effort. No one person or office owns the responsibility. This shared leadership has resulted in a proliferation of ideas and has motivated many individuals and groups from all quarters to contribute their efforts. The co-leads for each strategy have moved forward with enthusiasm, energy, and imagination. They have encouraged and accomplished an enormous amount of work. It is with humility and gratitude that I offer this compilation of the fine work of my colleagues and the plans for next year.
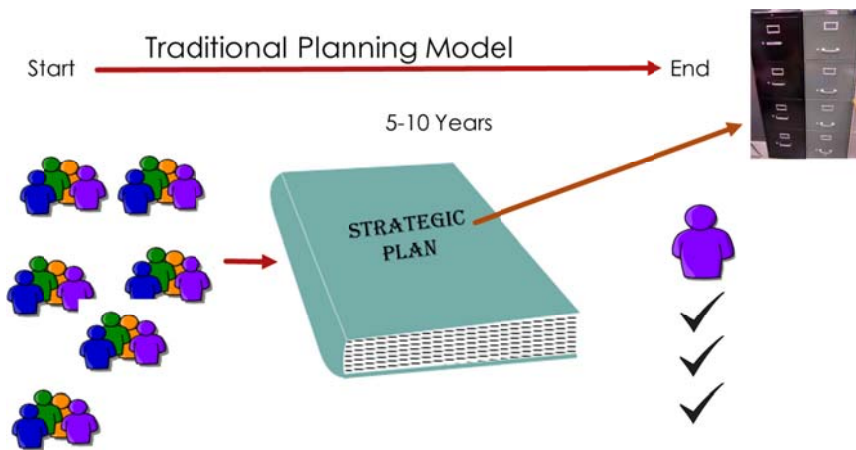
Angela Voos, VP for Strategic Planning

Background: A Traditional Strategic Plan vs. Continuous Strategic Planning

In the summer of 2011, Grinnell College's Board of Trustees and President Raynard Kington set the stage for an ongoing, flexible, strategic-planning process that would focus on six strategic directions and would evolve each year as the institution improved existing programs, piloted new programs, and made
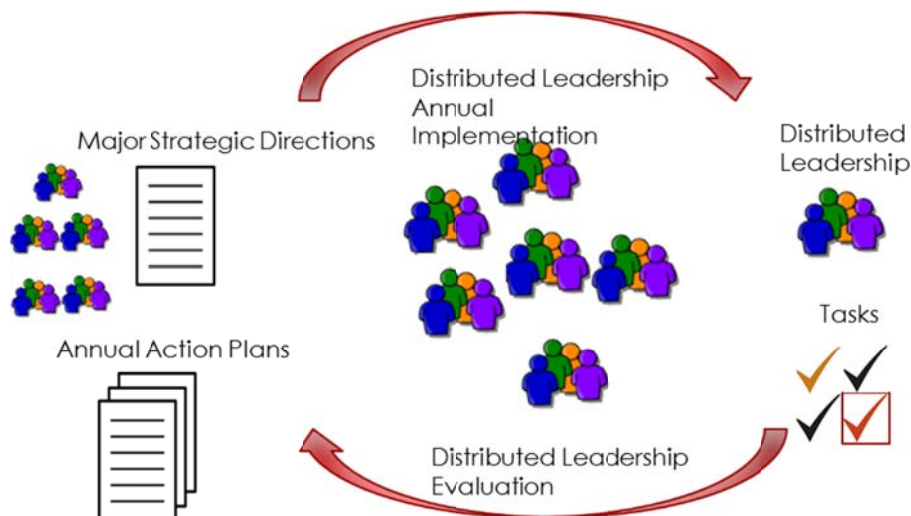
evidence-based choices. From the outset, the planning model was different from past Grinnell plans and those developed by other institutions.

The traditional strategic plan is the result of a campus-wide, multi-year discussion ending with specific strategies and a list of objectives to meet those strategies. The traditional strategic plan is represented by a massive volume–a record and interpretation of the work of the community–often distilled into a checklist of goals and activities. Traditionally, one individual is assigned the responsibility of managing
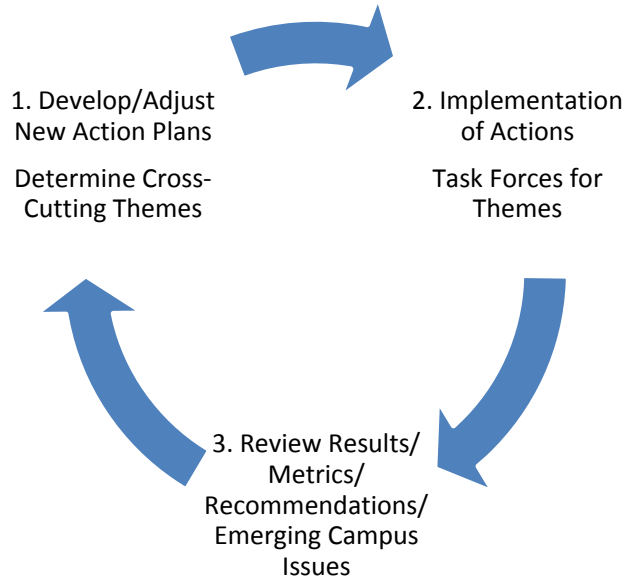

the process for accomplishing the goals. Often such a volume is stored away (much like a decennial accreditation report), archived for historians in the future. To accomplish the plan's objectives, over the next five or more years a Vice President for Strategic Planning (or other designee) works to accomplish the activities until the next round of strategic planning takes place.

Grinnell's plan differs from the traditional model in that our model involves multiple leaders. The Dean of the College and the Vice President for Strategic Planning co-chair each year. This partnership of the Dean and Vice President encourages planning that is informed by and serves the core mission of Grinnell: teaching and learning. The Strategic Planning Committee is made up of teams of Senior Staff paired with faculty members directing each strategy. Placing each strategy squarely in an administrative area assures that there is a point person responsible for the accomplishment and review of that strategy. Pairing the Senior Staff member with faculty members supports strategic decisions informed by faculty as well as an administrative perspective. Finally, the distributed leadership model (consisting of 12-15 co-leads) encourages cross-disciplinary work among strategic areas.

Grinnell's approach also differs from the traditional model of one strategic plan. Grinnell's strategic plan is a set of reports, metrics, and annual action plans. Each year, as we implement this continuous planning model, tasks are adjusted, added, and removed from the Action Plan based on the results from the previous year, new information and research about Grinnell, and emerging issues in higher education.

1. Develop/Adjust New Action Plans

Determine Cross-Cutting Themes

2. Implementation of Actions

Task Forces for Themes

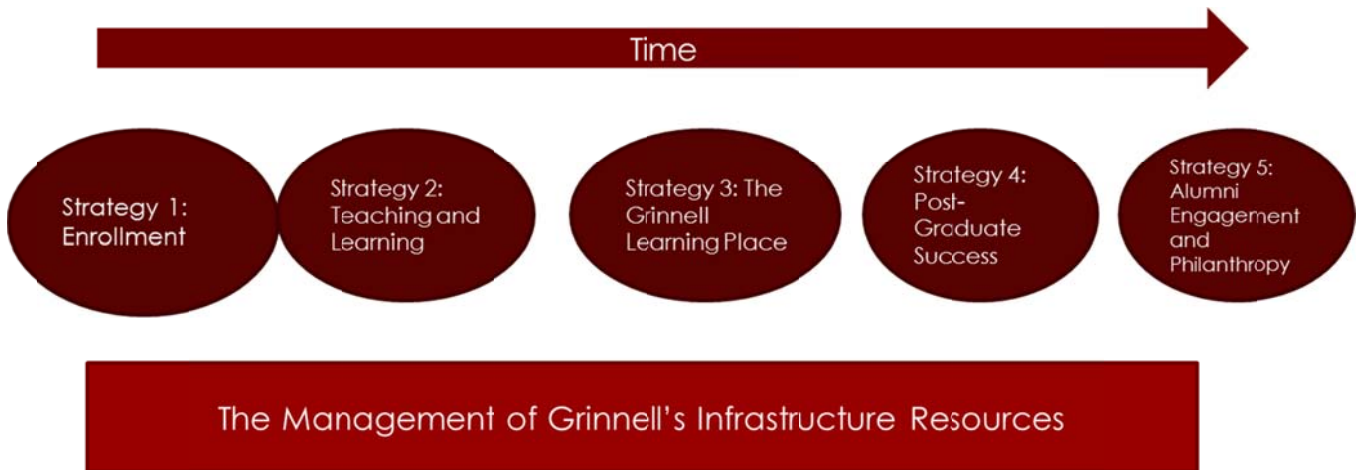3. Review Results/ Metrics/ Recommendations/ Emerging Campus Issues

Though the six major directions guide the majority of work for strategic planning, an additional element of the continuous planning model is all-campus conversations on cross-cutting themes that have emerged through discussions on campus or as nationally significant topics. These all-campus conversations are year-long projects, undertaken by a presidentially appointed task force, and they result in recommendations for next actions. In essence, the all-campus conversations provide new dimensions to Grinnell's evolving plans.

In the first year, the Board laid out the major directions, and a campus steering committee worked with the Grinnell community to further define these directions and set major objectives. The Student Government Association was represented on each committee and also created a student committee for each strategy. This work resulted in the Steering Committee Report to the Board. The Board then wrote a formal response to the committee report, and from these two reports, the first Action Plan was created.

The philosophy as written in the 2013 Action Plan (first year of implementation): *Any planning process takes place in a dynamic environment: actions that seemed logical at the outset may no longer seem appropriate one or two years into the work. Conditions may change, resources may shift, new opportunities or challenges may emerge… Our solution is to set the goals but allow flexibility in our tactics. Grinnell's best chance of reaching its goals is by a process of continuous review and reassessment.*

A Recap of the Six Major Directions

The launch of Grinnell's strategic planning began with five major directions and added *Managing Human and Financial Resources* as an underpinning direction. In year two of implementation, it was suggested that the strategies follow the order of a student's experience of Grinnell over time. In the slightly revised edition below, the order remains as last year, but there is a change in the name of Strategy 5 to include philanthropy, reflecting the institutional commitment to the Board-approved building projects in 2013-14, and in Strategy 6 from *Human and Financial Resources* to *Infrastructure Resources,* reflecting the larger scope of resource management to include facilities.

Strategy 1: Enrollment – Attract, enrich, and graduate a diverse and talented student community.

Strategy 2: Teaching and Learning – Re-envision Grinnell's commitment to a liberal education and its value in the twenty-first century.

Strategy 3: The Grinnell Learning Place – Build learning spaces that encourage collaboration, creativity, and inquiry.

Strategy 4: Post-graduate Success – Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors.

Strategy 5: Alumni Engagement and Philanthropy – Foster life-long learning and contributions of alumni in the College's intellectual life, service, mentorship, and advising.

Strategy 6: The Management of Grinnell's Infrastructure Resources – Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College.

A Recap of All-Campus Conversations on Cross-Cutting Themes

Beginning in the planning year (2011-12), there were two all-campus conversations per year. Concurrent with the discussions revolving around planning was an in-depth conversation about Grinnell's financial model -- its revenues and expenses and how Grinnell's financial workings compared with peer schools'. The first year of implementation (2012-13) included a community-wide conversation about financial aid and the need-blind admission policy. This conversation led to particular strategies in the following year. Likewise, the task force on Title IX led to particular work in subsequent years. Last year's conversations (2013-14) on diversity and on technology- enriched learning similarly have led to new plans and recommendations for these areas. This year's conversations will focus on global Grinnell, and disability and accessibility. We can expect recommendations and plans to emerge from the work of this year.

Year	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
	Planning Year	*Implementation Year 1*	*Implementation Year 2*	*Implementation Year 3*
Cross-Cutting Theme #1	Strategic Planning Focuses	Financial Aid and Need-Blind Policy	Diversity	Global Grinnell
Cross-Cutting Theme #2	Financial Model	Title IX - Wellness	Technology in Learning	Disability and Accessibility

The Iterative Nature of Continuous Strategic Planning

Continuous planning is iterative in nature. On an annual basis, co-leads for each strategy may change, tactics are reviewed and modified, new cross-cutting themes are discussed, and measures toward progress are taken. At some point in the future, the Board and campus will review the major directions to decide if these should remain the foci of strategic work. Further down the road, the Board and administration will decide to review the vision of the college.

Measuring Progress:

As part of Grinnell's continuous planning model, the measures of progress/success start at the Board level. The overarching charge of the Board is to further the mission of the College in a financially sustainable way. Each Board committee is then charged with an area that supports the overarching charge. The six strategic directions also serve this charge and can be mapped to Board committee charges. Thus, rather than have several sets of metrics, the Board and strategic planning are tracking progress using a set of core metrics developed jointly by Board members, Senior Staff members, and strategic planning co-leads. The mission-level metrics are not yet complete; the following is a provisional list. Measures like these lie at the heart of the current national debate on the costs and value of higher education. In addition, each Board committee has additional metrics relating to the committee's specific charge.

Board Level Core Measures

Mission Core Measures

- Graduation Rate
- Learning Outcomes*
- Mission Effectiveness Composite Measure
- Diversity (set of measures)
- First-to-Second Year Retention Rate
- Graduate School Competitive Index
- Five- and Ten-Year Post Graduate Career Path Satisfaction
- Alumni Engagement Participation

Financial Sustainability Core Measures

- Selectivity Rate
- Net Tuition Revenue per Student *plus % no-need*
- Philanthropy Index: Total Gifts/Year
- Philanthropy Pipeline: New Pledges/Year
- Change in Percent Revenue by Source (Philanthropy, Net Student Revenue, Endowment)
- Change in Percent Expenditure by Category: (Instruction, Academic Support, Student Services, Institutional Support, Operation/Maintenance of Plant, Auxiliary)
- Endowment Real Value Maintenance Index *Plus actual value*

2014-2015 ACTION PLANS

STRATEGY 1: Enrollment

Staff Lead: Joe Bagnoli, Vice President for Enrollment and Dean of Admission and Financial Aid

Faculty Lead: Justin Thomas, Associate Professor of Theatre and Dance

Goal: Attract, enrich, and graduate a diverse and talented student community. Create a student body that individually and collectively reaches a remarkable record of achievement and that maximizes the interactive learning opportunities for all Grinnell students.

Objectives:

- Develop financially sustainable admission and financial-aid policies consistent with a mission of academic excellence and educational access.
- Develop *Guiding Principles for the Composition of the Student Body*.
- Maintain the academic profile of the incoming classes of students.
- Focus financial aid to provide access to a Grinnell education for academically qualified students with significant financial need or backgrounds that would create an obstacle to earning a college degree.
- Increase the diversity of the student body to provide a robust learning environment.
- Understand and positively influence market perceptions of prospective students and their families.
- Enroll entering classes of students who are strongly matched to Grinnell and therefore are likely to succeed and graduate.
- Retain and graduate students who choose to pursue an education at Grinnell.
- Maintain prospective and continuing student demand for a Grinnell education.

2013-2014 Progress/Results

- Increased applicant pool to over 6,000
- Reduced admit rate to 28%
- Increased high test score average to 1373
- Increased entering international student population to 18% of class
- Increased percent of entering students ranked in top 10% of high school class
- Generated over $8 million in net student revenue from first year class
- Reversed upward trend on tuition discount rate
- Retained diversity of states and countries represented in entering class
- Enrolled significant percentage of domestic students of color (25%)
- Attracted strong contingency of first-generation students (15%)
- Identified balanced distribution of students by socio-economic status

- Designed and adopted new admission rating scale
- Increased visitor to applicant conversion rate by 25% (from 40% to 50%)

2014-2015 Actions

- Align campus information sessions and tours with emerging brand identity
- Remodel elements of the John Crystal Center
- Develop plan for new admission and financial aid location
- Produce new series of admission publications
- Initiate experimentation with and assessment of new market segments
- Initiate experimentation with and assessment of custom communication plan
- Increase visibility of Grinnell to qualified student-athletes
- Enroll highly qualified cohort of first New Orleans Posse
- Increase yield on offers of admission to low/no-need students
- Design new cost vs. benefit assessment report of admission initiatives
- Create new organizational structure in financial aid
- Approve a comprehensive financial aid plan
- Implement PowerFAIDs financial aid software to efficiently and equitably distribute limited institutional resources

STRATEGY 2: Teaching and Learning

Staff Lead: Michael Latham, Vice President for Academic Affairs and Dean of the College
Faculty Lead: Elaine Marzluff, Professor of Chemistry, Chair of the Faculty

Goal: Re-envision Grinnell's commitment to a liberal education and its value in the twenty-first century. Create an innovative and evolving student centered, liberal arts curriculum (academic experience) that enables students to be successful in an ever-changing world and informs and enriches the lives of Grinnell graduates.

Objectives:

- Create an adaptive curriculum and pedagogy that will evolve fluidly, creatively, and intentionally in response to new and sometimes unanticipated challenges.
- Cultivate students who can integrate knowledge across disciplines, who are sophisticated in their writing, analysis, and research, and who understand the social basis and responsibilities of knowledge.
- Create a flexible environment that allows for creativity and collaboration across disciplines.
- Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College.

2013-2014 Actions

- Form a committee to make recommendations regarding resource allocation and policy for technology enriched teaching and learning.
- Plan the new Center for Teaching, Learning, and Assessment.
- Create learning outcomes assessment tools that support learning assessment campus-wide, with support from the Office of Analytic Support and Institutional Research.
- Strengthen the Campus Advocates program in collaboration with the campus Title IX officer and the Task Force for Prevention, Safety, & Responsibility.
- Enhance programming for first-generation college students.
- Grow academic tutoring programs on campus, sponsored by the A.V. Davis Grant.
- Develop a robust Group Therapy program in SHACS, in order to address common issues (stress, mindfulness, loss) with a wider circle of students.

2013-2014 Progress/Results

- The Ad Hoc Committee on Technology Enriched Teaching and Learning developed a report and set of recommendations.
- Interim Dean David Lopatto with Chair of Faculty Kathryn Kamp developed a plan for a Center for Teaching, Learning, and Assessment.
- The faculty, led by Kathryn Kamp, explored alternative academic schedules: The course schedule has incorporated an optional one week intensive block before the beginning of the semester on a trial basis.
- The Assessment Committee developed a pilot writing assessment that will evaluate student writing immediately upon entering Grinnell and again at three other moments in a student's career: the end of the tutorial, the fourth semester, and the senior year. Evaluation of the writing collected next fall (2014) will commence next summer (2015).

2014-2015 Actions

- Teaching and Learning in the Social Studies and Humanities:
  - Professors Jim Swartz, Erik Simpson, and Keith Brouhle will lead a committee charged with engaging faculty in a sustained planning process for ARH-Carnegie to determine which configurations of instructional, office, study, and gathering spaces will best lend themselves to the College's goals for innovative, inquiry-led, and technology-supported learning.
- Student Success and Retention:
  - Aggregate data from admission, financial aid, and the Registrar's Office to begin to define retention patterns.
  - Survey incoming students to better understand "non-cognitive" perceptual and experiential variables.
  - Track the use of academic and residential resources to better understand how and whether interventions are effective in increasing student success.

- Develop HLC accreditation "Quality Initiative" proposal.
- Begin work on 2018 accreditation assurance argument and data collection.
- Digital Liberal Arts:
  - Lower the barrier to entry for faculty seeking to learn how to incorporate new digital resources in their teaching.
  - If Mellon grant funded, provide additional training opportunities for faculty and students, create workshops and seminars for faculty to learn new techniques and approaches, and promote a collaborative partnership between Grinnell's Center for Teaching, Learning, and Assessment and the University of Iowa's new Digital Studio for Public Arts and Humanities.
  - Make full use of the two new experimental classrooms and possible new Digital Arts Laboratory.
- Student Research:
  - Engage faculty in a discussion of overall goals for student research and how they might best be pursued.
  - Launch an inventory of current practices to consider which combination of approaches will best engage a greater number of students in research and creative activity.
- Global Grinnell:
  - To support one of the cross-cutting themes for 2014-2015, form a task force to make recommendations regarding the international dimensions of a Grinnell education including study abroad, international students at Grinnell, the global dimensions of the curriculum, co-curricular activity, and external partnerships.
- Interdisciplinary Education:
  - Examine the College's goals for interdisciplinary education and the benefits students enjoy when they integrate knowledge from across disciplinary boundaries.
  - Incorporate opportunities and goals for interdisciplinary education in the design of the ARH/Carnegie renovation and expansion.
- The Center for Teaching, Learning, and Assessment:
  - Coordinate learning support services and assessment.
  - Develop college-wide learning outcomes and an assessment plan.
  - Support projects of teaching as scholarship.
  - Bring outside perspectives and expertise on teaching to Grinnell.
  - Support the use of technology in teaching and learning.
  - Establish a trading zone for faculty to facilitate the exchange of ideas.
  - Create pathways for and support the development of teaching with expertise from Grinnell College faculty, external experts and programs, technologists, and instructional design specialists.
  - Facilitate the use of experimental classrooms.
  - Develop a Professor of the Liberal Arts position to model teaching and to mentor faculty.
  - Assist with the preparation and follow-up for academic department reviews.
  - Supervise the existing academic support laboratories – Writing, Reading, Science, Math, and DASIL – and assist with the development of a network of support.
  - Consult with faculty following interim and complete reviews.

- Develop a network of peer observers.
- Coordinate the Innovation Fund.
- Coordinate a network of data collection.
- Produce a draft syllabus template that includes course learning goals.

STRATEGY 3: The Grinnell Learning Place

Staff Lead: Kate Walker, Vice President for Finance and Treasurer

Faculty Leads: Keith Brouhle, Associate Professor of Economics; Jim Swartz, Professor of Chemistry, Dack Professor of Chemistry; Erik Simpson, Professor of English

Goal: Build learning spaces that encourage collaboration, creativity, and inquiry. Design, operate, and support all spaces on the campus to enhance the academic, social, and environmental success of the Grinnell College community.

Objectives:

- Create learning spaces that promote collaboration, creativity, and inquiry.
- Design spaces to enable faculty to show films, do in-class work on statistics packages, or use databases of images and sounds, and allow students to create different forms of work products.
- Design mission-driven architecture that supports the full creative range of original materials and scholarship products generated at Grinnell.

2013-2014 Actions

The Campus Building Projects Committee will:

- Complete the conceptual design stage of academic space to support teaching and learning of Social Studies and Humanities.
- Complete an update to the Campus Plan for academic spaces, including best uses of Carnegie, ARH, Mears, Steiner, Goodnow, Library, and Forum Buildings.
- Create a comprehensive campus landscaping plan to create an appealing and consistent theme for the spaces between the College's diverse buildings. This will include thoughtful routing of pedestrian traffic and creating distinctive spaces between our buildings.

2013-2014 Progress/Results

- Developed recommendations for best uses of Carnegie, ARH, Library, and Forum Buildings by the Academic Space Planning Committee.
- Completed the conceptual designs for academic spaces to support teaching and learning of Social Studies and Humanities by the Academic Space Planning Committee with OPN Architects.
- Integrated academic space planning findings with earlier studies on student housing and campus/town visitor experience studies. Developed a 3 phase campus plan to be implemented over the next 15-20 years.

- For phase 1 of the plan, proposed an implementation plan with corresponding costs and financing options to the Board of Trustees. Board of Trustees approved Phase 1 of the campus plan including the renovation and expansion of ARH/Carnegie, a new admission building, and an integrated landscape plan including a designated entrance to campus.
- Installed control systems for audio/visual presentations in forty classrooms.
- Continued to create a unified, highly responsive technology support structure for teaching and learning.
- Developed a comprehensive multi-year plan for ITS projects, services, and governance.
- Defined the need for an information architecture that will support analytic projects and strategic decision making.
- Built an experimental classroom in ARH 124.
- Created a Peer Mentoring Space in the Library.

2014-2015 Actions

The Campus Building Projects Committee will:
- Recommend to the president an architect to design the ARH/Carnegie addition and renovation to create a complex for teaching and learning of Humanities and Social Studies. Work with architect and campus community to develop the design.
- Recommend to the president and work with the selected landscape architect to create a comprehensive plan for the spaces between campus buildings and create a comprehensive campus landscaping plan.
- Recommend to the president an architect to create a design for an Admission and Financial Aid building and make significant progress in the design process.

STRATEGY 4: Career Development/Post Graduation Success

Staff Lead: Mark Peltz, Dean for Career Development

Faculty Lead: Janet Davis, Associate Professor of Computer Science

Goal: Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors. Create a curriculum and learning environment that enables and encourages students to pursue and succeed along multiple life paths and careers.

Objectives:
- Provide opportunities for students to make connections between course experiences and other learning experiences (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.).
- Increase learning experiences outside the classroom.
- Guide students to reflect on and articulate how their skills are applicable to their futures.
- Develop programs that facilitate networking and mentoring relationships between students and

alumni.

- Expand career development support to young alumni.

2013-2014 Actions

- Revamp content for new CLS website.
- Finalize recruiting brochure with support from Communications office.
- Acquire and implement on-campus recruiting module in PioneerLink (Symplicity).
- Implement real-time, student feedback process.
- Finalize CLS metrics and student learning goals to drive assessment.
- Evaluate GRINNELLINK Internship program funding model, and investigate student interest/market-driven strategy.
- Develop and implement CLS social media strategy.
- Develop and implement new slate of programming associated with the new Grinnell Careers in Education Professions Program.
- Pilot Student/Alumni Mentor Program.
- Plan and execute an industry tour to Chicago.
- Provide scholarship support to at least 5 students participating in the Booth, Fullbridge, and other bridge program providers.
- Conduct feasibility study on the CLS introducing a fall Career Fair.
- Pilot "senior series" workshop sequence.
- Build "Grinnell Careers in Business" track.
- Co-sponsor Business Symposium with Wilson Program.
- Pilot expansion of curricular service learning courses to include local paid employment opportunities for students to implement service projects and recommendations.
- Plan Fall 2014 Industry Tour to NYC with a focus on Finance & Consulting.

2013-2014 Progress/Results

- Revamped content for new CLS website.
- Implemented real-time, student feedback process.
- Developed and implemented CLS social media strategy.
- Developed and implemented new slate of programming associated with the new Grinnell Careers in Education Professions Program.
- Piloted Student/Alumni Mentor Program as part of the Grinnell-in-Washington program.
- Planned and executed an industry tour to Chicago titled *Social Impact in the Windy City*.
- Provided scholarship support to at least 5 students participating in the Booth, Fullbridge, and other bridge program providers.
- Piloted expansion of curricular service learning courses to include local paid employment opportunities for students to implement service projects and recommendations.
- Sponsored Careers in Health Care Symposium.

- Co-sponsored Careers in the Music Industry Symposium titled "Making Music Happen."

2014-2015 Actions

- Implement Innovation Fund pilot program to integrate alumni into regular academic courses.
- Plan and execute an industry tour in collaboration with the Rosenfield Program focused on human rights or international affairs in New York City.
- Work collaboratively with the Wilson Program Director and Wilson Program Committee to implement changes to the Donald L. Wilson Program in Enterprise and Leadership.
- Develop a robust CLS intranet site featuring tools and resources for students and the broader Grinnell College community.
- Integrate skills identification and mapping exercises into various 100-level and upper-level courses.
- Formalize strategy and methods for soliciting job and internship leads from the broader Grinnell College community (e.g., alumni, parents).
- Develop and implement pilot summer internship program in Delhi, India.
- Increase number of alumni hosts in the Alumni Externship Program from 50 to 75.
- Finalize CLS metrics and student learning goals to drive assessment.
- Develop new recruiting brochure with support from Crane Marketing and the Communications Office.
- Evaluate GRINNELLINK Internship program funding model, and investigate student interest/market-driven strategy.
- Acquire and implement on-campus recruiting module in PioneerLink (Symplicity).
- Build "Grinnell Careers in Business" track.
- Conduct feasibility study on the CLS introducing a fall Career Fair.

STRATEGY 5: Alumni Engagement and Philanthropy

Staff Lead: Shane Jacobson, Vice President for Development and Alumni Relations

Faculty Lead: Sarah Purcell, Professor of History, Director of the Rosenfield Program

Goal: Foster life-long learning and contributions of alumni in the College's intellectual life, service, and mentorship and advising. Design the Grinnell alumni community, the alumni-to-alumni relations, and the College-to-alumni relations by purposefully including alumni in all of the strategies.

Objectives:

- Actively serve alumni in ways that they deem meaningful.
- Increase the quality and frequency of engagement activities of alumni with faculty, staff, students, and other alumni.
- Create engagement opportunities that reflect Grinnell's commitment to academic rigor, independent thinking, service, and mentorship.

- Instill in each student a strong sense of attachment to the College, its mission, and its community.
- Foster a culture of philanthropy that recognizes the crucial role of alumni giving and provides alumni with meaningful opportunities to give back to the College community through their time, energy, expertise, and money.

2013-2014 Actions

- Establish ways to measure volunteer engagement, including alumni, parents, and friends; honor that service in the Annual Report and Honor Roll.
- Pilot an alumni-student mentoring project on campus in partnership with the Dean's Office and the CLS, including partnering Black and African American Reunion committee with self-selected students of color (goal: 30 students).
- With the Athletics and Recreation staff, reimagine the Grinnell College Athletic Hall of Fame selection processes and events for a fall 2014 induction ceremony.
- Continue to explore feasibility of "Alumni Week" concept. Build on commitment to affinity reunion programs.
- Continue enhancements of student programming.
- Create stewardship plans to celebrate those who have invested significantly in the College.
- Add Reunion and Class Fund Directors to the Pioneer Fund to deepen engagement within classes.
- Determine the key indicators of alumni engagement that turn into philanthropic productivity.
- Launch comprehensive, streamlined Alumni College "roadshow" with three-year plan for faculty presence in each Tier 1-3 market. Plan and host ten faculty events in 2013-2014.
- Work with faculty to create opportunities for alumni engagement during professional conference travel. Structure intellectual engagement around discipline-specific events (e.g. College Art Association Annual Meeting, Women In Computer Science, etc.).
- Launch pilot partnership with Grinnell-in-Washington off-campus study program to engage alumni (through internships, mentoring, receptions, and informal gatherings) with GIW students.
- Continue to support alumni in the creation of community-building activities to supplement the College's regional event calendar.
- Anticipate re-launch of the Grinnell Alumni Travel program with a June 2014 trip to Greece and a 2015 service travel program to Ghana in partnership with 2011 Grinnell Prize winner James Kofi-Annan and his organization, Challenging Heights.
- Develop and support *Forum*: an electronic platform which builds community and connects alumni to campus, in their regional areas off campus, and with other regional Grinnellians.
- Launch online Grinnell College Book Club with the partnership of faculty (recommended by the Dean's Office) and alumni to create intellectual exchange between alumni and faculty, and promote lifetime learning.

2013-2014 Progress/Results

- Created a process to record and recognize alumni volunteering in all its forms.

- Piloted an alumni-student mentoring project with black and African-American Alumni committee (now under the leadership of Poonam Arora, Associate Dean for Diversity and Inclusion).
- With the Athletics and Recreation staff, reimagined the Grinnell College Athletic Hall of Fame selection processes and events for fall 2014.
- Hosted the following affinity reunions:
    - Fall Athletic Weekend (football, tennis, soccer and volleyball)
    - Swimming and Diving Reunion Weekend
    - Cross Country Reunion Weekend
    - Languages for Life Reunion Weekend (foreign language and classics' majors)
    - Basketball Reunion Weekend
    - African-American and Black Alumni Weekend
- Merged the Student Alumni Association and Student Philanthropy Committee into a single Student Alumni Council. Developed a system to created individualized stewardship plans**.**
- Added Reunion and Class Fund Directors to the Pioneer Fund to strengthen engagement within classes.
- Welcomed 2,209 alumni and 3,586 total constituents to 72 off-campus events including Presidential events and the new "Alumni College" faculty event series.
- Structured intellectual engagement around discipline-specific events for three academic departments (College Art Association Annual Meeting, Women in Computer Science, etc.).
- Launched pilot partnership with Grinnell-in-Washington off-campus study with eight alumni mentoring six students.
- Enhanced support to the three existing regional networks (Chicago, Los Angeles and Washington D.C.). Launched new networks in Minneapolis, New York, and Seattle and nascent networks in Pittsburgh and Richmond, Va.
- Re-launched Grinnell Alumni Travel program with a June 2014 trip to Greece and an upcoming 2015 service travel program to Ghana in partnership with 2011 Grinnell Prize winner James Kofi-Annan and Challenging Heights.
- Phase 2 of Forum was put on hold while we investigate the software programming code and ensure a sustainable path forward.
- The launch of the online Grinnell College Book Club has been delayed from January 2014 to the spring of 2015. Faculty partners are being identified in partnership with the Dean's Office and alumni. The objective is to create intellectual exchange between alumni and faculty, and promote lifetime learning.

2014-2015 Actions

- Increase fundraising by focusing on new commitments and receipts.
- Build a principal gifts program.
- Build and execute the Social Studies and Humanities fundraising plan for ARH/Carnegie renovation and expansion.
- Increase alumni giving rates.

- Develop a robust donor stewardship program.
- Further develop core and unit metrics for the Board and for operational monitoring.
- Engage campus to participate in the growing culture of engagement and philanthropy.
- Finalize policies that guide alumni and development work.
- Strengthen the multi-channeled approach to engaging a robust and diverse set of prospective annual giving donors.
- Bring Forum project in-house and build the additional needed functionality on-site.
- Enhance the approach to engaging our top major and planned gift prospects and donors.
- Refine the menu of giving options that drive investment in the student, faculty, facility, and programmatic priorities of the institution.
- Formalize the partnership between the Student Alumni Council and the Student Government Association to develop and pilot a four-year progressive development and engagement strategy for students.
- Extend opportunities for alumni to participate in service activities that support Grinnell's commitment to a just and equitable society.
- Sustain a vibrant regional and campus event calendar that encourages alumni to connect with one another, maintain ties to Grinnell, and provide ongoing volunteer and financial support for the College.
- Geographically localize alumni engagement by establishing/reinvigorating regional networks through alumni relations programs.

STRATEGY 6: The Management of Grinnell's Infrastructure Resources

Staff Leads: Kate Walker, Vice President for Finance and Treasurer of the College; Carlie VanWilligen, Associate Director of Analytic Support and Institutional Research; John Kalkbrenner, Vice President for College Services

Goal: Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College. Create a fiscally sustainable business model that supports the College's continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.

Objectives:
- Invest strategically in the College's programs and facilities to ensure a high quality educational experience.
- Develop a mechanism to support innovation by faculty, staff, and students that allows for experimenting and developing new programs, courses, and practices.
- Develop a research and development environment in operations, where appropriate.
- Actively manage the campus staffing and work environment to create an engaged community that shares a common sense of mission and purpose.

- Develop a culture of continuous planning and evidence-based decision making.
- Reduce the reliance on the endowment for the operating budget.
- Maintain facilities and technology infrastructures that keep pace with campus needs and industry best practices. Configure facilities with the right technology and access to necessary data and primary source material to support emerging forms of inquiry-based learning.
- Make better use of College facilities during the summer.

2013-2014 Actions

- Renovate the JCC to be more appealing to prospective students and their families.
- Increase marketing presence in Conference Operations and Events to grow facility rentals and catering services throughout the year.
- Develop Grinnell initiated summer programs that will be revenue positive and raise the profile of the college.
- Roll out the new website.
- Strengthen social media presence through coordinated and strategic use of Facebook, Twitter, Instagram, and other social technologies, producing targeted messaging.
- Focus media coverage on the College's most important issues.
- Working with Admission, Analytic Support and Institutional Research, and Information Technology Services, take out strategic ads to bring the College to the attention of its target audiences.
- Produce more feature-rich online editions of the Grinnell Magazine and the Honor Roll of Donors.
- Create/implement an assessment tool for students who participate in the Student Conduct system.
- Develop a comprehensive, campus-wide Emergency Preparedness Plan.
- Paula Smith, former Dean of the College and current professor of English, will refine a business model of enterprise risk management into a mission-based higher education model of enterprise risk management.
- The Treasurer's Office will develop a new budget planning process and position planning/approval process.
- The President's Office, with all offices, will develop a comprehensive, campus-wide policy manual.
- The Student Government Association will allocate the Student Activity Fund to promote healthier social events on campus.
- Create a unified, highly responsive technology support structure for teaching and learning.
- Develop a comprehensive multi-year plan for ITS projects, services, and governance.
- Define an information architecture that will support analytic projects and strategic decision making.

2013-2014 Progress/Results

- Evaluated renovation of JCC both as part of the CRANE review and also by OPN conceptual designs. Easy to implement improvements are in place or in progress. (Larger renovations set aside in favor of creating a new Admissions facility or renovating an existing building on campus.)

- Conference Operations and Events completed a reorganization to begin to market more effectively and increase summer usage.
- Implement an operation and maintenance process and budget that ensure the continual attention to high-quality spaces and plans for future space-related expenses.
- Front-end work completed to begin to use facilities maintenance forecasts to help build a comprehensive long-term financial model for the college. Efforts to create an on-going capital funding structure are in process with a 2014-2015 targeted completion date.
- Rolled out website, but work to enhance functionality and user experience is still underway.
- Completed initial work to create stronger social media presence and the work will continue to build on the initial work.
- Increased media attention on the college's most important work (*New York Times, Huffington Post, Des Moines Register*)
- Initial on-site work on Emergency Preparedness Plan completed. Work will continue with consultants in 2014-2015.
- First round of risk assessment completed resulting in naming of 12 top risks.
- The Treasurer's Office developed a new budget planning process and position planning/approval process.
- The President's Office, with all offices, began to develop a comprehensive, campus-wide policy manual. There is now a public site where major policies are visible and a database to track campus-wide compliance and operational policies.

2014-2015 Actions

Admission/Financial Aid, Development, and Treasurer:
- Establish targets and a projected timeline to move the College toward a more balanced revenue source profile.

President's Office and Academic Affairs:
- In support of the cross-cutting strategic theme, form a task force to study and make recommendations to best serve the needs of students, faculty, and staff with disabilities.

President's Office:
- Develop a comprehensive, campus-wide policy inventory and centralized repository. *(continuing from 2013-2014)*

HR Unit of the Treasurer's Office:
- Develop and launch a supervisor training program for new and continuing supervisors of staff and/or student workers.
- Work with Staff Council to reinvigorate a culture of civility, building on the work already completed.
- In collaboration with Staff Council, develop and begin implementation of more robust staff recognition and professional development programs informed by the results of the spring 2013 campus climate surveys.

- Create and populate a centralized resource for division and department org charts (will be necessary for the Accreditation process).

HR Unit of the Treasurer's Office, CLS, Financial Aid:
- Collaboratively develop and implement a campus-wide student employment program to ensure compliance with Federal regulations, as well as consistent, relevant employment opportunities that add value for the students and the departments they serve.

ITS:
- Create a task force to evaluate options and select a new ERP to better serve campus departments and information needs. Implementation would be a multi-year process starting in 2015-2016. Specific functions: Accounting, Financial Aid, Student Information, Cashiering, Registrar, Development, etc.
- Complete work, in collaboration with Communications, to realize a relevant, effective web site.
- Develop and roll out an effective campus intranet.
- In partnership with Accounting, implement system, policy, and procedure changes to achieve and maintain institutional PCI-DSS compliance.

Office of Analytic Support and Institutional Research:
- Expand the "Inside Grinnell" information series to include sessions designed to inform the campus about and build respect for the work of other College departments.
- Engage other departments to solicit input to the Quality Initiative proposal due in 2014-2015 as part of the Accreditation review process.

Treasurer:
- In collaboration with Facilities Management, develop a plan to fund larger scale capital projects essential to the maintenance of existing campus facilities, e.g. roof replacements, mechanical upgrades, etc.
- Explore the feasibility and develop a recommendation for funding to encourage internal R&D, as part of the College's commitment to continuous improvement and positioning as an industry leader.

College Services and Community Enhancement:
- Increase marketing presence in Conference Operations and Events to grow facility rentals and catering services throughout the year. *(continuing from 2013-2014)*
- Develop Grinnell initiated summer programs that will be revenue positive and raise the profile of the college. *(continuing from 2013-2014)*
- Continue to implement longer-term budget forecasting models based on facilities condition database. Further refine Building Maintenance and Equipment budgeting.
- Renovate the Language Learning Center.
- Continue to develop a strong relationship between the recruitment and retention efforts of the college and town.
- Continue to create a unified, highly responsive technology support structure for teaching and

learning.

- Complete a comprehensive multi-year plan for ITS projects, services, and governance.

College Services and Community Enhancement:

- Plan a transition between the college and town (Zone of Confluence) using a framework that integrates and facilitates actions of benefit to the College while maintaining positive relations with the broader Grinnell community.

Communications:

- Deploy a reader survey to print users of the *Grinnell Magazine* and *Honor Roll of Donors* to better understand what the print editions of these publications are accomplishing.
- Develop a feature-rich online version of *Grinnell Magazine* and *Honor Roll of Donors*.

Student Affairs, Registrar, Academic Affairs:

- Work collaboratively to develop an assessment tool to identify at risk students and appropriate intervention plans. *(continuing from 2013-2014)*
- Develop a comprehensive, campus-wide Emergency Preparedness Plan with Communications. *(continuing from 2013-2014)*
- Begin Emergency Preparedness Training.
- Create and implement an assessment tool for students who participate in the Student Conduct system.

INNOVATION FUND PROJECTS 2013-2014		
Short Title/Abstract	**Lead**	
Alumni Engagement Across the Curriculum. Over a period of three years, this project seeks to pilot the intentional integration of alumni into select academic courses across the three divisions of the College in direct partnership with the faculty. Unlike other alumni engagement initiatives, this pilot is explicitly focused on advancing specific learning objectives in content-rich courses by leveraging alumni expertise and mentoring within the disciplines. As will be addressed in the budget portion of this proposal, this pilot project is requesting $150,000 ($50,000/year, launching during the 2014/2015 academic year).	Staff: Mark Peltz	
Introduction to Peace and Conflict Studies Through Blended Learning. To fill an expertise gap on campus and meet student demand, an Introduction to Peace and Conflict Studies course will be taught by a professor and peacebuilder prominent in the field by using a blended learning model. Two models will be considered, one in which the guest professor teaches the entire course, and the second in which a Grinnell faculty member co-teaches the course, allowing Grinnell faculty to build expertise that can be incorporated in the college's curriculum. We estimate the total three-year cost to be $42,000 plus any expenses related to course releases.	Faculty: Brigittine French	
Wellness Lounge. The Wellness Lounge will have a projected start-up cost of $28,431 with an additional $12,000 per year for upkeep, supply replenishing, speakers, and events. We believe this should be a continuous project for the college, and thus, we are seeking a three-year project grant. The alarming 2008 mental health needs assessment and 2012 ACHA/NCHA data, along with the encouraging data collected at the Wellness Lounge warming on September 16, illuminate the imminent need and strong desire for such a center on campus.	Student: Samantha Schwartz Staff: Jen Jacobsen	
Diversity and Inclusion in the Science Classroom – Best-Practices Conference. We propose to pilot a best-practices conference on the topic of diversity and inclusion in the science classroom, with a particular focus on implicit bias. The participants of this conference will be faculty and teaching and learning staff from the member institutions of the Liberal Arts Colleges Association for Faculty Inclusion (LACAFI); these schools share similar challenges in addressing diversity concerns yet have similar goals in these areas and similar resources for meeting them. The outcomes of this project include an improved, more inclusive educational experience for both faculty and students.	Faculty: Mark Levandoski	

Creating and Sustaining a Makerspace at Grinnell. The goal of this proposal is to create a makerspace at Grinnell. A makerspace (also known as a hackerspace) is a community-operated workspace in which members of the college community can collaborate and socialize while working on technologic/electronic art projects. The funding requested is $25,000 over two years.	Student: Adam Arsenault	
Innovating in Sustainable Design. This planning project will fund faculty and student travel to other campuses to see their sustainability efforts and buildings, as well as visits by experts in sustainable technologies to campus to teach and mentor students. The final product of the proposed course with Lee Sharpe will be the design of a solar building, and plan for student involvement in future iterations of the Solar Decathlon.	Student: Benjamin Mothershead Faculty: Liz Queathem	
Appdev - Training Students to Produce Mobile Applications & Work in Collaborative Professional Development Environments. Grinnell AppDev proposes to develop and implement a training program for students interested in designing and/or developing mobile applications. This will help interested students build their resumes and gain the knowledge and experience necessary to work on professionally developed applications. We are seeking $20,000 per annum over the course of 3 years, which will allow us to pay mentor's wages, purchase developmental and educational tools, and subscribe to servers that support our apps.	Student: Maijid Moujaled Faculty: Janet Davis	
Summer Program in Korea (2014). This is a proposal to pilot a 10-week summer program in 2014, in collaboration with Yonsei University in Seoul, South Korea. We are requesting $50,000 for a two-year project: experimentation in 2013-14, assessment and recommendations on the future of the project in 2014-15.	Faculty: David Harrison	
Grinnell Translation Collective. The mission of The Translation Collective is to cultivate literary translation as an integral practice of cross-cultural communication, and to highlight literary translations produced by students and faculty at Grinnell and beyond. The funding for this two-year pilot project will support translation workshops for students and faculty, a new lecture and reading series devoted to the art of translation, the publication of an anthology of literary translation in the second year, and a single course release for a faculty member to develop innovative materials for teaching translation in the classroom.	Faculty: Hai-Dang Phan	

INNOVATION FUND PROJECTS 2012-2013			
Short Title/Abstract	**Lead**	**Assessment**	
Data in Courses. The goal of this project is to simultaneously facilitate the design and implementation of innovative and technologically-sophisticated coursework by Grinnell faculty and to increase Grinnell's visibility by sharing the materials Grinnell has developed via the internet. The funding will support two Data Analysis and Social Inquiry Lab (DASIL) fellowships, one full-time year-long position for a recent graduate and the other to provide a single course release for a faculty member to develop innovative materials for teaching quantitative or qualitative engagement with original data, as well as website development.	Faculty: Kathy Kamp	**Goal: Expand DASIL outreach to faculty and students** -course release for James Lee's digital humanities project, Shakespeare & Ren. Lit., 300 level course in spring 2014 -5 new faculty members using DASIL to prepare course materials and/or assist students -post-bac fellow is available during class time to assist faculty **Goal: Grinnell visibility through interactive data visualizations on the website** -created 20 visualizations -unable to get them on web so far (hold up on Communication's end)	
Digital Asset Management. The Faulconer Gallery, along with the Curricular Technology Specialists and the staff of the Grinnell College Libraries, will develop a prototype collection management system (CMS) as part of Digital Grinnell. The system created for Faulconer Gallery will be developed in such a way that it can be adapted for other collections on campus. An effective CMS created for Digital Grinnell will become the basis for future web based course projects, research on and off campus, and an expanded awareness of and utilization of primary source materials at Grinnell.	Staff: Lesley Wright *Co-proposers:* Richard Fyffe, Julia Bauder, Mike Conner, Chris Jones, Cecilia Knight, Mark McFate, Kay Wilson, Becky Yoose	**Goal: Create the platform for CMS** - Mark McFate = developer. - training from Discovery Garden - support from Islandora Consortial Group. **Goal: Create metadata schema to undergird CMS** - Complex & daunting - extensive staff time **Goal: Photograph/digitize collection** - completed: 95 3D objects photo'd & 2,295 prints scanned and stored. - TO DO: 222 pieces photo'd & 1000 prints scanned.	
Year-round, For-profit Apprenticeships in Iowa's Leading Industries. This project provides a framework for testing a for-profit apprenticeship program. Five students will work year-round with executive leadership in local companies to learn about the organizations, develop new skills, and apply their Grinnell education to meaningful projects for local employers.	Staff: Monica Chavez *Co-proposers:* Mark Peltz, Melissa Strovers	Not continuing	

INNOVATION FUND PROJECTS 2012-2013			
Short Title/Abstract	**Lead**	**Assessment**	
Music, Art and English Interdisciplinary Course. The project makes possible a team-taught course in composition, creative writing, and visual art to be offered in the spring of 2014. The advanced creative writing students, advanced studio art students, and advanced student composers will be developing collaborative projects, and the courses will culminate in a public performance and an exhibition.	Faculty: John Rommereim *Co-proposers:* Dean Bakopoulos, Lee Running	**Goal: 3 overlapping courses to collaborate on creative projects** -John, Dean, & Lee tested the collaboration process: created and performed their collaborative work in Sept. (at Family Week) -3 overlapping syllabi created -full enrollment for 3 spring courses (42 students)	
Artist Residency Program. Up to three artists per year will bring new work and creative processes to campus, to inspire undergraduates, to mentor faculty and staff, and to build partnerships with alumni and the surrounding community.	Staff: Lesley Wright	**Goal: Set 2013-14 residencies** -successful fall 5 day residency -2 longer spring residencies planned (1 in conjunction with the IF Interdisciplinary Course) **Goal: Framework for selecting future artists** -created	
Instructional Video Production Studio. This project will create a modest video production studio with appropriate technology and staffing to combine necessary tools, a streamlined workflow, and knowledgeable staff to provide support in two key areas: to faculty who wish to explore new technologies for increasing student engagement, and to students who produce video essays or films for course work.	Staff: Mike Conner *Co-proposers:* Ralph Helt, Janet Carl, Caleb Sponheim '15	**Goal: Improved student learning opportunities** -students in a Rel Studies course used the studio to create short films for final projects - 4 science professors collaborated to create videos to be shown in classes - 2 sections of Physics were able to adopt a flipped classroom model by creating video lectures. Extra class time spent on working on problems. (74% of students were in favor of continuing video lectures.)	
21st Century American Studies. Examine the feasibility of launching a new program of 21st Century American Studies that will serve as an interdisciplinary hub for experiments in collaborative mentoring and advising, and will prepare students to navigate interdisciplinarity and understand the U.S. at a moment of uncertainty.	Faculty: Henry Morisada Rietz	**Goal: Build on the past** -creating an archive of docs relating to AMS at Grinnell **Goal: Develop & support interdisc. faculty** -sent a delegation to the American Studies Association annual meeting **Goal: Develop curricular, pedagogical, & assessment structures for the program** -preliminary discussions, productive meetings	

INNOVATION FUND PROJECTS 2012-2013			
Short Title/Abstract	**Lead**	**Assessment**	
Engaging Alumni in Crowdsourcing for College History. Plan to make innovative uses of emerging technologies to encourage alumni to contribute information about, and transcriptions for, Special Collections materials related to college history.	Staff: Christopher Jones *Co-proposers:* Julia Bauder, Catherine Rod, Jayn Chaney, Mark McFate, Mike Conner	**Goal: Unveil crowdsourcing project in February or early March** -321 images scanned -images will be made either transcribable or captionable	
The impact of MAPs on student outcomes. This project will investigate the impact of Mentored Advanced Projects on student academic, personal, and professional success at Grinnell and beyond.	Faculty: Keith Brouhle *Co-proposers:* Brad Graham	**Goal: Develop framework for analysis** -using econometric model -survey individual views toward the MAP program **Goal: Collect & analyze data** -worked with representatives from 6 college offices to collect preliminary data -have begun to summarize raw statistics & evaluate data sources & information	
Mental Fitness Center (renamed "Wellness Lounge"). Determine whether there is a need to create a "mental fitness" center that promotes well-being through proven techniques employed in positive psychology.	Student: Samantha Schwartz	**Goal: Complete a needs assesement** -compiled data on student health & wellness needs -demonstrated possibilities of the Wellness Lounge to campus community & gathered feedback	
Crossing Cultures: a vision for using technology in the liberal arts. A course will be developed that will utilize teleconferencing to bring together students from Grinnell and a Russian university in semester-long collaborations, with the goal of developing cultural and linguistic competency for both sides of this virtual exchange.	Faculty: Todd Armstrong	**Goal: Designing the course** -brought Dr. Lanoux to campus for talks and discussion about implementing a videoconferencing course - ARH 317 chosen to be equipped with the tech. (with Curr. Tech., ITS & FM) **Goal: determining an institutional partner in Russia** -made initial contacts	

INNOVATION FUND PROJECTS 2012-2013			
Short Title/Abstract	**Lead**	**Assessment**	
Partners in Education: An Academic Recovery Program for First-Year Students. This project is designed to intervene with First-Year students who have struggled academically in their first semester to build the skills and habits necessary for academic success. The premise for this program, reinforced by our own retention studies, is that poor work habits and failure to use resources are the final stumbling blocks for most of these students. Consistent with self-governance, this program will develop an incentivized team approach to change these habits, aided by strong support from peer, faculty, and staff mentoring.	Faculty: Mark Schneider *Co-proposers:* Joe Bagnoli, Narren Brown, Jim Swartz	**Goal: Plan new course: WRT 195-02, Achieving Academic Success** -academic focus with 3 themes: productivity, goal setting, using campus resources -addition of a post-baccalaureate mentor to be a role model for good academic habits	
The Why Language Project: A Pre-Orientation Workshop. Design a pre-orientation workshop for entering first-year students who have minimal exposure to language study, or who less frequently study language or study abroad in college, to immerse these students in a series of activities designed to introduce them to college-level language study at Grinnell College, to assist them in transitioning from high school to college, and to help them more thoughtfully pursue and achieve success in language and international studies.	Faculty: Todd Armstrong	**Goal: Gather information** -met with organizers of the Grinnell Science Project -attended the GSP workshop -discussed ideas with foreign language colleagues at CFFLS meetings (Committee for the Fostering of FL Study). **Goal: Plan the workshop** -formed a sub-committee of the CFFLS, met seperately	
ALSO Online. This project seeks to explore the feasibility of creating online modules for the ALSO classes.	Faculty: Claire Moisan *Co-proposers:* Mike Conner, Stephanie Peterson	**Goal: Explore online lang. learning options** -advanced lang. students evaluated 125 lang. learning websites -existing website review resulted in decision to build courses in P-web (or possibly use free web-tool Anvill 2.0) -staff took courses in P-web development, began teaching student workers	

INNOVATION FUND PROJECTS 2012-2013		
Short Title/Abstract	**Lead**	**Assessment**
Language Learning Center: Creating a Community of Language Study at Grinnell. Plan to create a Language Learning Center (LLC) to provide faculty and students with a dedicated space to consolidate existing peer mentoring/tutoring programs and provide student workers with on-going training and supervision. It will also maintain a website/calendar with cultural and language-related campus events alongside featured language teaching and learning resources and technologies.	Faculty: Claire Moisan	**Goal: Determine if faculty were interested** -95% of language faculty surveyed were in favor of a shared learning space -created a faculty working group **Goal: Research language centers** -visited centers of UMinn, St. Olaf, Carleton, & Macalaster