



Grinnell College 2015-16 Strategic Action Plan

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Grinnell's Strategic Planning: A Continuous Planning Model

Executive Summary

Grinnell College is in its fourth year of implementation of continuous strategic planning. Each year, a new action plan is developed by the co-leads of strategic planning, the dean of the college, the vice president for strategic planning, and the president. The year's action plan begins with review of Grinnell's model of strategic planning. The main section of the report consists of the 2015-16 Action Plans for each of the strategic areas and the final reports from the 2014-2015 Cross-Cutting Theme task forces: The Task Force on Global Learning and the Task Force on Disability and Accessibility.

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 exceptional work 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 2015-2016.

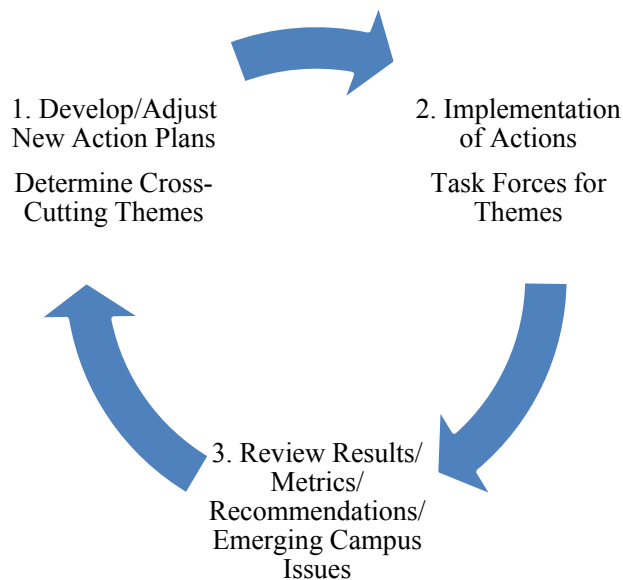
Angela Voos, Vice President for Strategic Planning

Background: A Traditional Strategic Plan vs. Continuous Strategic Planning

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. Grinnell planning philosophy as written in the 2013 Action Plan (first year of implementation)

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 that determines actions for the next five years. 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.





The Iterative Nature of Continuous Strategic Planning

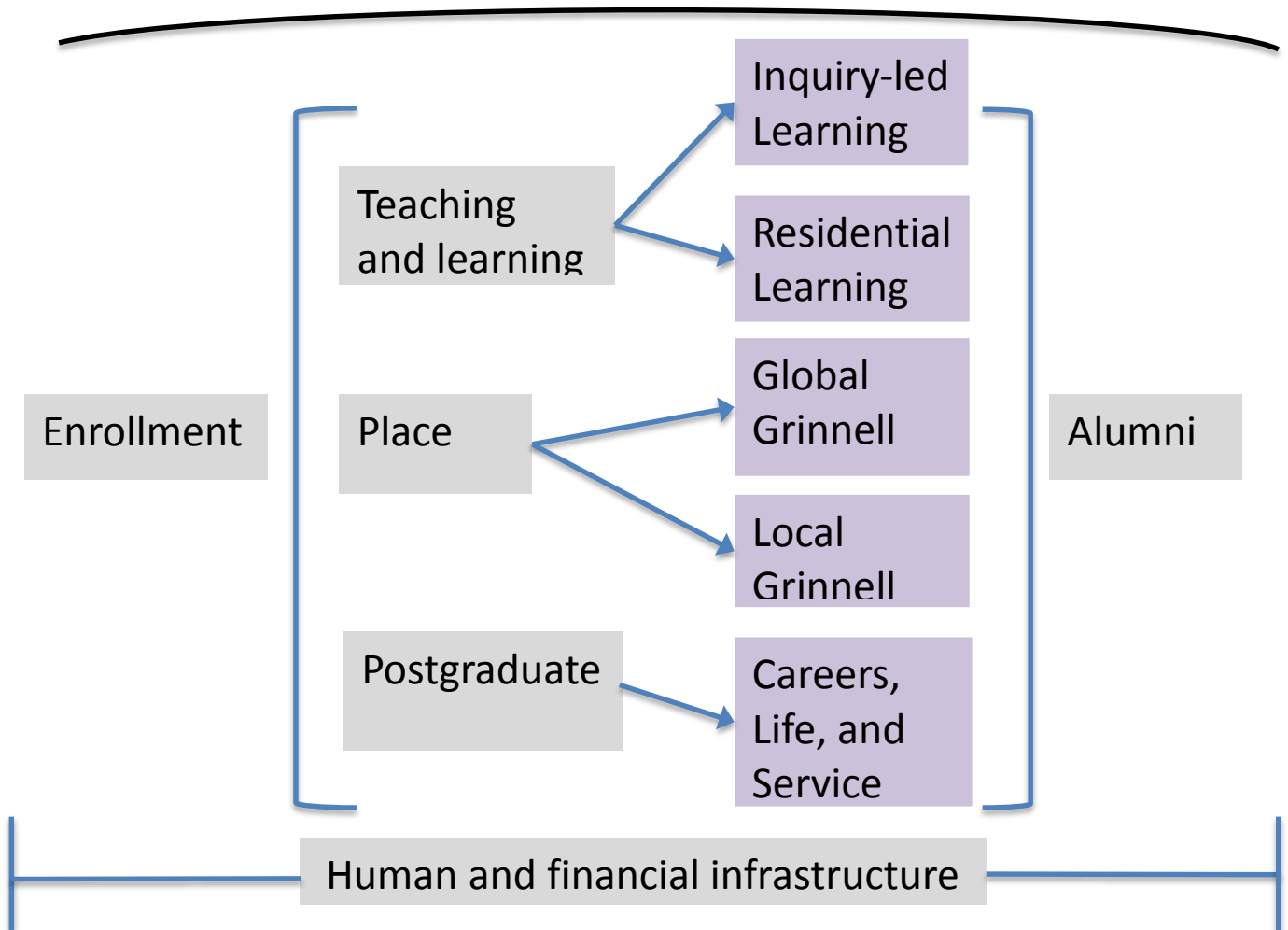
Continuous planning is iterative in nature. On an annual basis, co-leads for each strategy may change, tactics are reviewed and modified, new cross-cutting themes are discussed, and measures toward progress are taken. At some point in the future, the Board and campus will review the major directions 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.

Though the six major directions guide the majority of work for strategic planning, all-campus conversations on cross-cutting themes are an additional element of the continuous planning model. The all-campus conversations provide new dimensions to Grinnell’s evolving plans. The themes emerge from discussions on campus and nationally significant topics. Each year, the president designates themes and appoints task forces. Each task force is charged with defining the issue and making recommendations for next actions. For the first three years, the all-campus conversations were year-long projects. This year, we are expanding this work to two years instead of one. Our early experience with cross-cutting themes suggests that effectively addressing the cross-cutting themes requires a second year for initial implementation.

A Recap of the Six Major Directions

The launch of Grinnell’s strategic planning (2011) began with five major directions and added *Managing Human and Financial Resources* as an underpinning sixth direction. The schematic below is the most recent iteration of the major directions of Grinnell’s strategic planning. The new organization groups together the major directions that relate to the student experience during college: Teaching and Learning, The Grinnell Place, and Post-graduate Success. The inclusion of Post-graduate Success in the group underscores the goal of helping students connect their learning experience in college directly to their future after college. The major direction of Enrollment is placed at the beginning of the schematic to represent a student’s pre-Grinnell experience and Alumni Engagement is at the end to represent a student’s post-college experience.

Continuous strategic planning is a process of ever-sharpening the institution’s focus. The regrouping below includes focus areas that reflect programmatic priorities in the coming years: inquiry-led learning, residential learning, global Grinnell, local Grinnell, and post-graduate success. These priorities reflect the heart of Grinnell’s mission: preparation of students for meaningful and successful lives. These priorities will be the emphases of fundraising efforts in a future comprehensive campaign.



Strategy 1: Enrollment – Attract, enrich, and graduate a diverse and talented student body. Co-Leads: Justin Thomas, Associate Professor of Theater and Dance ; Joseph Bagnoli, Vice President for Enrollment/ Dean of Admission and Financial Aid

Strategy 2: Teaching and Learning – Re-envision Grinnell’s commitment to a liberal education and its value in the twenty-first century. Co-Leads: Michael Latham, Vice President for Academic Affairs and Dean of the College; Elaine Marzluff, Professor of Chemistry and Chair of the Faculty.

Future Campaign Focus: Inquiry-Led Learning; Residential Learning

Strategy 3: The Grinnell Learning Place – Build learning spaces that encourage collaboration, creativity, and inquiry. Co-Leads: James Swartz, Dack Professor of Chemistry; Keith Brouhle, Associate Professor of Economics; Erik Simpson, Professor of English; Kate Walker, Vice President for Finance and Treasurer of the College; John Kalkbrenner, Vice President for College Services.

Future Campaign Focus: Global Grinnell, Local Grinnell

Strategy 4: Post-graduate Success – Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors. Co-Leads: Monessa Cummins, Associate Professor of Classics; Mark Peltz, Daniel and Patricia Jipp Finkelman Dean, Center for Careers, Life, and Service.

Future Campaign Focus: Post-graduate success

Strategy 5: Alumni Engagement and Philanthropy – Foster life-long learning and contributions of alumni in the College’s intellectual life, service, mentorship, and advising. Co-Leads: Sarah Purcell, Professor of History and Director of Rosenfield Program; Shane Jacobson, Vice President of Development and Alumni Relations

Strategy 6: The Management of Grinnell’s Infrastructure Resources – Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College. Co-Leads: Kate Walker, Vice President for Finance and Treasurer of the College; Carlie VanWilligen, Director of Institutional Research

All-Campus Conversations on Cross-Cutting Themes

Year	2011-12	2012-13	2013-14	2014-15	2015-2016
	<i>Planning Year</i>	<i>Implementation Year 1</i>	<i>Implementation Year 2</i>	<i>Implementation Year 3</i>	<i>Implementation Year 4</i>
<i>Cross-Cutting Theme #1</i>	Strategic Planning Foci	Financial Aid and Need-Blind Policy	Diversity	Global Grinnell ¹	Residential Learning
<i>Cross-Cutting Theme #2</i>	Financial Model	Title IX - Wellness	Technology in Learning	Disability and Accessibility ²	Implementation of 2014-15 Themes

¹ Global Grinnell Report appears in Appendix 2.

² Disability and Accessibility Report appears in Appendix 3.

Measuring Progress

As part of Grinnell's continuous planning model, the measures of progress/success start at the Board level. In 2014-15, the Audit and Assessment Committee of the Board of Trustees suggested a change in the organization of the core metrics. Instead of dividing the metrics between mission metrics and financial sustainability metrics, the new iteration of core metrics regroups the measures into major issues. The new organization is presented to the Board in an interactive format that allows board members to look at the underlying data and definitions for the trend and comparative graphs. The table of contents for the Core Metrics section of the board website appears below.

Grinnell College: Core Metrics October 2015

- 1. Performance in the Market for Students**
 - a. Key admission statistics
 - b. Ratings/perceptions by external agencies
- 2. Diversity of the College Community**
 - a. Diversity of the student body
 - b. Diversity of the faculty and staff
- 3. Learning and Teaching Success**
 - a. National Survey of Student Engagement (NSSE)
 - b. Completion rates
- 4. Institutional Outcomes**
 - a. Status and assessment strategy
- 5. Careers, Life, and Service for Graduates**
 - a. First Destination Survey data
 - b. Alumni Survey data
- 6. Financial Sustainability**
 - a. Revenue balance and cost control
 - b. The endowment, reserves, and debt
 - c. Donors, commitments, and receipts
- 7. Enterprise Risk Management**
 - a. Risks that have been addressed
 - b. Risks that continue or have been restated
 - c. Newly articulated risks

2015-16 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.

2014-15 Actions/Progress

- Align campus information sessions and tours with emerging brand identity. Ongoing
- Remodel elements of the John Chrystal Center (JCC). Completed
- Develop a plan for new admission and financial-aid office location. Incomplete
- Produce a new series of admission publications. Completed
- Initiate experimentation with and assessment of new market segments. Ongoing

- Initiate experimentation with and assessment of custom communication plan. Ongoing
- Increase visibility of Grinnell to qualified student-athletes. Ongoing
- Enroll a highly qualified cohort of first New Orleans Posse. Completed
- Increase the yield on offers of admission to low/no-need students. Ongoing
- Design a new cost versus benefit assessment report of admission initiatives. Incomplete
- Create a new organizational structure in financial aid. Completed
- Approve a comprehensive financial aid plan. Completed
- Implement PowerFAIDs financial aid software to efficiently and equitably distribute limited institutional resources. Completed

2015-2016 Actions

- 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.
- Develop a space plan for a new admission and financial aid office.
- Develop a new campus visit experience/program that seeks an increase in the conversion rate of daily campus visitors that go on to apply for admission and a lower discount among admitted students who choose to enroll.
- Implement revisions to Grinnell’s merit aid program.
- Design a new cost vs. benefit assessment report of admission initiatives.
- Increase the share of qualified student-athletes applying through Early Decision.
- Facilitate and support Board conversations related to need-blind admission, branding, marketing, pricing, budgeting, and discounting.
- Identify the target composition of the next entering class of students to achieve higher net tuition revenue without compromising any more than necessary on commitments to diversity and access.
- Experiment with the engagement of prospective students who are identified through online search and consumer behaviors that suggest the likelihood of interest and enrollment at Grinnell.

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.

2014-15 Actions/Progress

- Teaching and Learning in the Social Studies and Humanities: Ongoing
 - 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.

This project has continued and we are about to complete the full definition of the program of contents for the new building. The project will then move into schematic design in Fall 2015 and toward final construction documents.

- Student Success and Retention: Ongoing
 - 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.

The Quality Initiative was successfully completed in the summer of 2015 and approved by the HLC without need for further revision. We are now pursuing further data collection and implementation of interventions to support students.

- Digital Liberal Arts: Ongoing

- 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.

The Mellon grant was funded to provide \$1.6M in support for collaborations with the University of Iowa. A new digital liberal arts lab was built and we have hired a new Associate Director for Academic Technology and two digital liberal arts specialists. In the next iteration of this effort we will continue to develop workshops and training opportunities to support faculty.

▪ Student Research: Ongoing

- 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.

The faculty approved a normative definition of student research and a goal to make it as accessible to students as possible. The Dean's office is now working with departments to determine how student research can become an integral part of the curriculum.

▪ Global Grinnell: Ongoing

- To support one of the cross-cutting themes for 2014-15, 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.

In its first year, the Global Grinnell Task Force completed a report making recommendations and defining a strategy for internationalization at the College. In its second and final year, the group is now analyzing means of implementation, costs, and benefits for inclusion in budget and strategic planning.

▪ Interdisciplinary Education: Ongoing

- 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 Executive Council solicited input regarding areas for potential curricular development from the faculty, many of which were interdisciplinary in nature. The College also created

a new, faculty-led Task Force on Teaching and Learning Across Disciplines to evaluate the current state of interdisciplinarity at the college, make recommendations regarding how to advance interdisciplinary goals within our existing curriculum, and explore new areas for planning.

- 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.

The CTLA played a vital role in assessment planning, coordinated the Innovation Fund, supervised the academic support labs, and counseled faculty regarding teaching needs. In the year ahead it will play a larger role in providing oversight of academic technology and promoting innovative teaching.

2015-2016 Actions

- Student Research:
 - Explore ways that student research opportunities can be broadened and integrated into the curriculum. In addition to MAPs, collaborate with departments to consider other

inquiry-led approaches, including department research seminars, independent study, or collaborative projects with faculty.

- Global Grinnell:
 - Assess the comparative costs and benefits of the task force recommendations, determine priorities for them, and begin a plan of implementation in preparation for the next fiscal year's budget cycle.
- Accreditation: Student Retention and Assessment
 - Prepare for Accreditation in 2018-19 by promoting institutional assessment at the department and curriculum-wide levels. Support departments as they define learning goals, the experiences through which students achieve desired abilities, and the means to measure accomplishment at different levels of study. Define, track, and assign specific tasks and deadlines for accreditation projects across the college.
- Diversity: Academic Affairs and Student Affairs
 - Build a strong partnership between the new Chief Diversity Officer in Academic Affairs and the new Assistant Dean for Intercultural Affairs in Student Affairs.
 - Enhance efforts to recruit, retain, and support a diverse faculty.
 - Review the treatment of diversity across the curriculum, and promote faculty training regarding inclusive teaching in collaboration with the CTLA.
 - Improve support for students facing academic challenges.
 - Promote the work of the student Multicultural Leadership Council.
 - Create effective and sustainable structures for regular, campus-wide dialogue and discussion.
- Teaching and Learning Across Disciplines
 - Charge faculty-led task force to: evaluate current support for interdisciplinary teaching; determine how best to promote interdisciplinary within the existing curriculum; define areas for further investment and development.
- Residential Learning
 - Charge Task Force on Residential Learning to: explore the way varied definitions of "self-governance" have shaped the student residential and academic experience; consider opportunities for greater academic engagement and collaboration with the residential setting; evaluate how best to support student leadership development through workshops, training, and the use of faculty and staff advisers for clubs and organizations.

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.

2014-15 Actions/Progress

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. Ongoing
- 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. Completed
- Develop a plan for an economically vital and aesthetically inviting connection between the Grinnell College campus and the downtown. Ongoing

2015-2016 Actions

- Continue progress with the Phase I building projects:
 - **ARH-Carnegie:** Complete schematic design, begin development of construction documents. (Treasurer, Facilities, and ARH-Carnegie Planning Committee)
 - **Admission/Visitor Center:** Complete program development, begin schematic design.
 - **Landscaping:** Complete needs assessment, begin plan development.
- Continue land banking efforts, having acquired four properties in the gateway neighborhood
- Engage MBA Architects to assist in creating a vision for the gateway neighborhood

- Engage Bolen Smart real-estate economists to assist in assessing economic viability of various plans for the gateway neighborhood
- Define a “Catalyst Project” for the gateway neighborhood that will attract other parties to participate in developing the gateway neighborhood
- Complete our application for the Iowa Reinvestment Act and obtain this grant for the City of Grinnell

Strategy 4: Career Development/Post-Graduation Success

Staff Lead: Mark Peltz, Daniel and Patricia Jipp Finkelman Dean, Center for Careers, Life, and Service

Faculty Lead: Monessa Cummins, Associate Professor of Classics

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.

2014-15 Actions/Progress

- Implement an Innovation Fund pilot program to integrate alumni into regular academic courses. Ongoing First year of three-year pilot completed.
- Plan and execute an industry tour in collaboration with the Rosenfield Program focused on human rights or international affairs in NYC. Completed. *The tour was a smashing success.*
- Work collaboratively with the Wilson Program Director and Wilson Program Committee to implement changes to the Donald L. Wilson Program in Enterprise and Leadership. Ongoing *The Wilson Program will continue to refine its focus and program over the 2015/2016 year and will be leading an industry tour to NYC focused on data, analysis, technology, and applications. Additionally, the Wilson Program will convene its*

Leadership Council for its inaugural meeting on November 13–14, 2015.

- Develop a robust CLS intranet site featuring tools and resources for students and the broader Grinnell College community. Ongoing *The CLS has made considerable progress on developing its site on SharePoint. The CLS team will continue to refine and develop this site over the coming year.*
- Integrate skills identification and mapping exercises into various 100-level and upper-level courses. Ongoing *The CLS collaborated with several departments on campus this past year, and we will continue to lead these exercises moving forward.*
- Formalize strategy and methods for soliciting job and internship leads from the broader Grinnell College community (e.g., alumni, parents). Completed. *We piloted a strategy this past year with little result. We will revisit this in the coming year.*
- Develop and implement pilot summer internship program in Delhi, India. Discontinued. *This pilot program was discontinued due to our partner organization, IES, closing their Delhi operation.*
- Increase number of alumni hosts in the Alumni Externship Program from 50 to 75. Completed. *The CLS successfully recruited 73 alumni to participate in the 2015 Alumni Externship Program. Even so, more than 140 students applied.*
- Finalize CLS metrics and student learning goals to drive assessment. Completed. *The CLS has finalized an initial draft of student learning goals and slate of metrics to monitor progress toward its stated mission of empowering students and alumni to live, learn, and work with meaning and purpose.*
- Develop new recruiting brochure with support from Crane Marketing and the Communications Office. Changed. *This project was dropped from the list of deliverables from Crane Marketing. We will instead work with the Communications Office to adapt our existing Recruiter Brochure to reflect the style guide developed by Crane.*
- Evaluate GRINNELLINK Internship program funding model, and investigate student interest/market-driven strategy. Completed. *Grinnellink internship opportunities increased by 30% from summer 2014 to summer 2015.*
- Acquire and implement an on-campus recruiting module in PioneerLink (Symplicity). Completed. *We are presently using this module to support on-campus interviews and resume collections for fall 2015 recruiters.*
- Build a “Grinnell Careers in Business” track. Postponed. *The CLS is presently collecting proposals from prospective consultants to help us discern how to strengthen our approach to industry advising.*
- Conduct a feasibility study on the CLS introducing a fall Career Fair. Postponed. *The CLS is also presently in discussion with a pair of external evaluators to provide us feedback on our employer relations program.*

2015-2016 Actions

- Write and publish “Preparing Grinnellians to Lead Lives of Purpose” brochure, which showcases the distinctiveness of our approach and its impact on students
- Select consultants to assist with the following objectives:
 - Identify strategies to develop an innovative and impactful approach to industry advising for current students;
 - Outline strategies to enhance the distinctiveness and effectiveness of specific high-impact practices, including the internship program, service-learning and community-based learning initiatives, and student/alumni mentoring;
 - Identify tactics to strengthen the CLS's employer relations program; and
 - Recommend other innovative practices that will simultaneously advance the mission of the CLS and position the College among other highly selective liberal arts colleges as an innovator and leader in preparing its graduates to lead lives of meaning and purpose.
- Implement and evaluate first-year CLS adviser pilot program
- Complete institutional requirements for national study on purpose (in partnership with Imperative and the University of Michigan)
- Pilot new internship funding award process in spring 2016
- Execute fall break industry tour to New York, NY in partnership with the Wilson Program.
- Execute spring break industry tour to Washington, DC in partnership with Rosenfield Program
- Execute spring break industry tour to Minneapolis/St. Paul, MN (led by Career in Education Professions Program)
- Increase the number of faculty participants (from all divisions) in the Alumni-in-the-Classroom innovation fund project
- Increase student participation in the HBX Credential of Readiness (CORe) Program by at least 100% (26 students)
- Hold inaugural meeting of the Wilson Program Leadership Council

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.

2014-15 Actions/Progress

- Increase fundraising by focusing on new commitments and receipts. Ongoing
- Build a principal gifts program. Ongoing
- Build and execute the Social Studies and Humanities fundraising plan for the ARH/Carnegie renovation and expansion. Ongoing
- Increase alumni giving rates. Ongoing
- Develop a robust donor stewardship program. Ongoing
- Further develop core and unit metrics for the Board and for operational monitoring. Ongoing
- Engage campus to participate in the growing culture of engagement and philanthropy. Ongoing
- Finalize policies that guide alumni and development work. Completed
- Strengthen the multi-channeled approach to engaging a robust and diverse set of prospective annual giving donors. Ongoing
- Bring *Forum* project in-house and build the additional needed functionality on-site. Ongoing
- Enhance the approach to engaging our top major and planned gift prospects and donors. Ongoing
- Refine the menu of giving options that drive investment in the student, faculty, facility, and programmatic priorities of the institution. Ongoing
- 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. Ongoing

- Extend opportunities for alumni to participate in service activities that support Grinnell’s commitment to a just and equitable society. Ongoing
- 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. Ongoing
- Geographically localize alumni engagement by establishing/reinvigorating regional networks through alumni relations programs. Ongoing

Nearly all of the work noted above is ongoing and those that relate to our fundraising and alumni engagement initiatives will establish goals with end dates. However, the DAR FY15 and FY16 business plans describe tactics to achieve these action plans and many of our tactics have identifiable end dates and completion goals. The best practice approach in development and alumni relations is to build platforms that sustain and/or enhance alumni and donor engagement. The very nature of our effort encourages a framework that supports “continuing” nearly all of our activities rather than “completing” activities.

We anticipate being able to complete or nearly complete the Forum Web project work by the end of the fiscal year. DAR will launch the new Forum product during the summer of 2016.

2015-2016 Actions

- Secure \$20 million in new gift commitments.
- Generate \$13 million in new gift receipts.
- Increase alumni donors from 6,830 in FY15 to 7,155.
- Engage in 1,000 personal visits with major gift prospects.
- Qualify/Disqualify 215 prospective campaign donors.
- Establish a \$20 million pipeline for the Phase 1 facility, aimed at upwards of a \$40 million pipeline by the end of FY17.
- Build a five-year pipeline aimed at achieving a comprehensive campaign.
- Expand alumni volunteerism across the spectrum of DAR volunteer leadership opportunities.

Strategy 6: The Management of Grinnell’s Infrastructure Resources

Staff Leads: Kate Walker, Vice President for Finance and Treasurer of the College; Carlie VanWilligen, Director of 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.

2014-15 Actions/Progress

- Admission/Financial Aid, DAR, and the Treasurer's Office will:
 - Establish targets and a projected timeline to move the College toward a more balanced revenue source profile. Ongoing
- The President's Office and Academic Affairs will:
 - 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.
Completed
- The President's Office will:
 - Develop a comprehensive, campus-wide policy inventory and centralized repository. Ongoing
- The Human Resources (HR) unit of the Treasurer's Office will:
Develop and launch a supervisor training program for new and continuing supervisors of staff and/or student workers. Ongoing

- Work with Staff Council to reinvigorate a culture of civility, building on the work already completed. Ongoing
- In collaboration with Staff Council, develop and begin the implementation of more robust staff recognition and professional development programs informed by the results of the spring 2013 campus climate surveys. Ongoing
- Create and populate a centralized resource for division and department org charts (will be necessary for the Accreditation process). Ongoing
- The HR unit of the Treasurer’s Office, CLS, and Financial Aid will:
 - 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. Completed
- ITS will:
 - 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 2015-16. Specific functions: Accounting, Financial Aid, Student Information, Cashier, Registrar, Development, etc.
[This action was **postponed** due to change in ITS management.]
 - Complete work, in collaboration with Communications, to realize a relevant, effective website. Ongoing
 - Develop and roll out an effective campus intranet. Ongoing
 - In partnership with Accounting, implement system, policy, and procedure changes to achieve and maintain institutional PCI-DSS compliance. Ongoing
- OASIR will:
 - 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. Completed
 - Engage other departments to solicit input to the Quality Initiative proposal due in 2014-15 as part of the Accreditation review process. Completed
- The Treasurer’s Office will:
 - 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.) Ongoing
 - Explore the feasibility and develop a recommendation for funding to encourage internal research and development, as part of the College’s commitment to continuous improvement and positioning as an industry leader. Ongoing
- College Services and Community Enhancement will:

- Increase marketing presence in Conference Operations and Events to grow facility rentals and catering services throughout the year. Ongoing
- Develop Grinnell-initiated summer programs that will be revenue positive and raise the profile of the college. Ongoing
- Continue to implement longer-term budget forecasting models based on facilities condition database. Further refine Building Maintenance and Equipment budgeting. Ongoing
- Renovate the Language Learning Center.
[This action has been **incorporated** into the ARH/Carnegie project.]
- Continue to develop a strong relationship between the recruitment and retention efforts of the college and town. Ongoing
- Continue to create a unified, highly responsive technology support structure for teaching and learning. Ongoing and moved to ITS.
- Complete a comprehensive multi-year plan for ITS projects, services, and governance. Ongoing and moved to ITS.
- Develop a plan for an economically vital and aesthetically inviting connection between the Grinnell College campus and the downtown. Ongoing
- The Office of Communications will:
 - Deploy a reader survey to print users of *The Grinnell Magazine* and the *Honor Roll of Giving* to better understand what the print editions of these publications are accomplishing. Completed
 - Develop a feature-rich online version of *The Grinnell Magazine* and the *Honor Roll of Giving*. Ongoing
- Student Affairs, the Registrar, and Academic Affairs will:
 - Fully integrate the work of Student Affairs into the office of Academic Affairs. Completed
 - Work collaboratively to develop an assessment tool to identify at risk students and appropriate intervention plans. Ongoing
 - Develop a comprehensive, campus-wide Emergency Preparedness Plan with Communications. Ongoing
 - Begin Emergency Preparedness Training. Ongoing
 - Create and implement an assessment tool for students who participate in the Student Conduct system. Ongoing

2015-2016 Actions

- Admission/Financial Aid, DAR, and the Treasurer's Office will:

- Continue efforts to establish targets and a projected timeline to move the College toward a more balanced revenue source profile.
- The President's Office will:
 - Continue efforts to develop a comprehensive, campus-wide policy inventory and centralized repository.
- The Treasurer's Office will:
 - Prepare for the Series 2016 debt issue (~\$80M) to fund Phase I building projects. This goal will likely span two fiscal years, with preparation beginning in FY16 and bond issuance occurring the Fall of 2016 (FY17).
 - In collaboration with Facilities Management, continue efforts to develop a plan to fund larger scale capital projects essential to the maintenance of existing campus facilities (e.g. roof replacements, mechanical upgrades, etc.)
 - Continue to explore the feasibility and develop a recommendation for funding to encourage internal research and development, as part of the College's commitment to continuous improvement and positioning as an industry leader.
- College Services and Community Enhancement will:
 - Continue efforts to increase marketing presence in Conference Operations and Events to grow facility rentals and catering services throughout the year.
 - Continue efforts to develop Grinnell-initiated summer programs that will be revenue positive and raise the profile of the college.
 - Continue efforts to implement longer-term budget forecasting models based on facilities condition database. Further refine Building Maintenance and Equipment budgeting.
 - Continue efforts to develop a plan for an economically vital and aesthetically inviting connection between the Grinnell College campus and the downtown.
- The Human Resources (HR) unit of the Treasurer's Office will:
 - Complete implementation of the new retiree health benefits plan.
 - Continue efforts to develop and launch a supervisor training program for new and continuing supervisors of staff and/or student workers.
 - Reinvigorate a culture of civility, building on the work already completed in partnership with Staff Council.
 - In collaboration with Staff Council, develop and begin the 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 organizational charts (will be necessary for the Accreditation process).

- Information Technology Services will:
 - Complete work, in collaboration with Communications, to realize a relevant, effective website.
 - Refine the user experience and increase use of campus intranet.
 - In partnership with Accounting, complete implementation of system, policy, and procedure changes to achieve and maintain institutional PCI-DSS compliance.
 - Complete a comprehensive multi-year plan for ITS projects, services, and governance.
 - Continue to create a unified, highly responsive technology support structure for teaching and learning.
- Analytic Support and Institutional Research will:
 - Align the Core Metrics of the Board of Trustees with the goals of the Strategic Plan.
 - Create interactive, data enhanced displays of data for use by senior college leadership and the Board of Trustees.
- The Office of Communications will:
 - Develop a feature-rich online version of *The Grinnell Magazine* and the *Honor Roll of Giving*.
 - Refine and align the use of social media to incorporate brand identity.
- Student Affairs, the Registrar, and Academic Affairs will:
 - Continue to work collaboratively to develop an assessment tool to identify at risk students and appropriate intervention plans.
 - In collaboration with Communications, continue efforts to develop a comprehensive, campus-wide Emergency Preparedness Plan.
 - Continue efforts to implement Emergency Preparedness Training.
 - Develop and implement an assessment process for students who participate in the Student Conduct system.

Appendices

[**The Innovation Fund**](#) (Appendix 1)

[**Disability and Accessibility at Grinnell College: Current State and Future Recommendations**](#) (Appendix 2)

[**Global Grinnell Task Force Report**](#) (Appendix 3)