



Grinnell College 2016-17 Strategic Action Plan

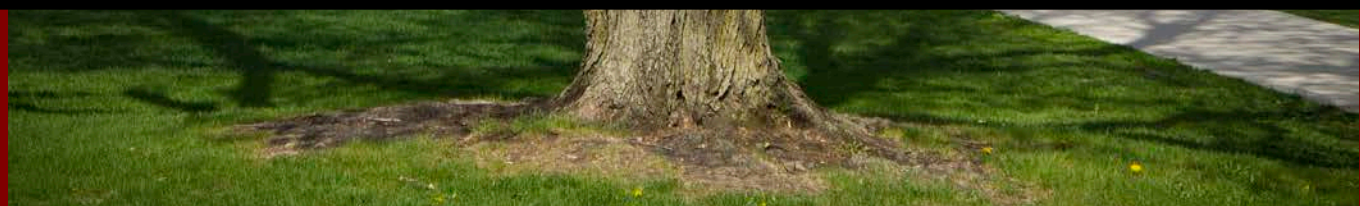


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Grinnell's Strategic Planning: A Continuous Planning Model

Executive Summary

Grinnell College is in its fifth 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 main section of the report consists of the 2016-17 Action Plans for each of the strategic areas and the final reports from the 2015-2016 Cross-Cutting Theme task forces: The Task Force on Residential Learning (first year), Accessibility and Disability (second year), Global Learning (second year).

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. Again, it is with humility and gratitude that I offer this compilation of the fine work of my colleagues and the plans for 2016-2017.

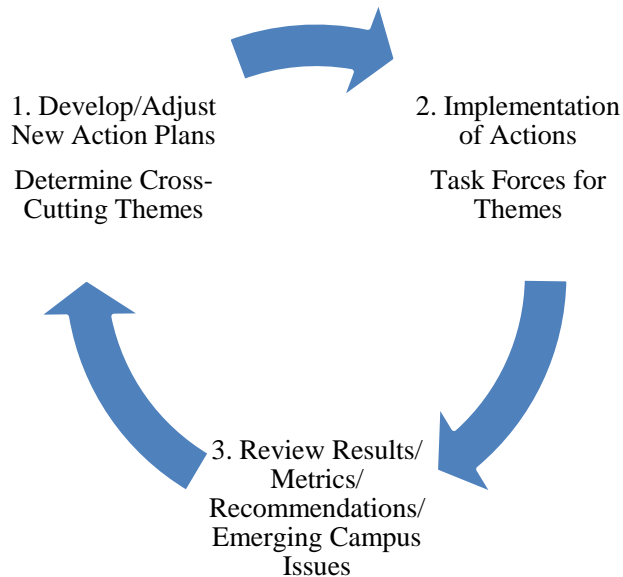
Angela Voos, Vice President for Strategic Planning

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.

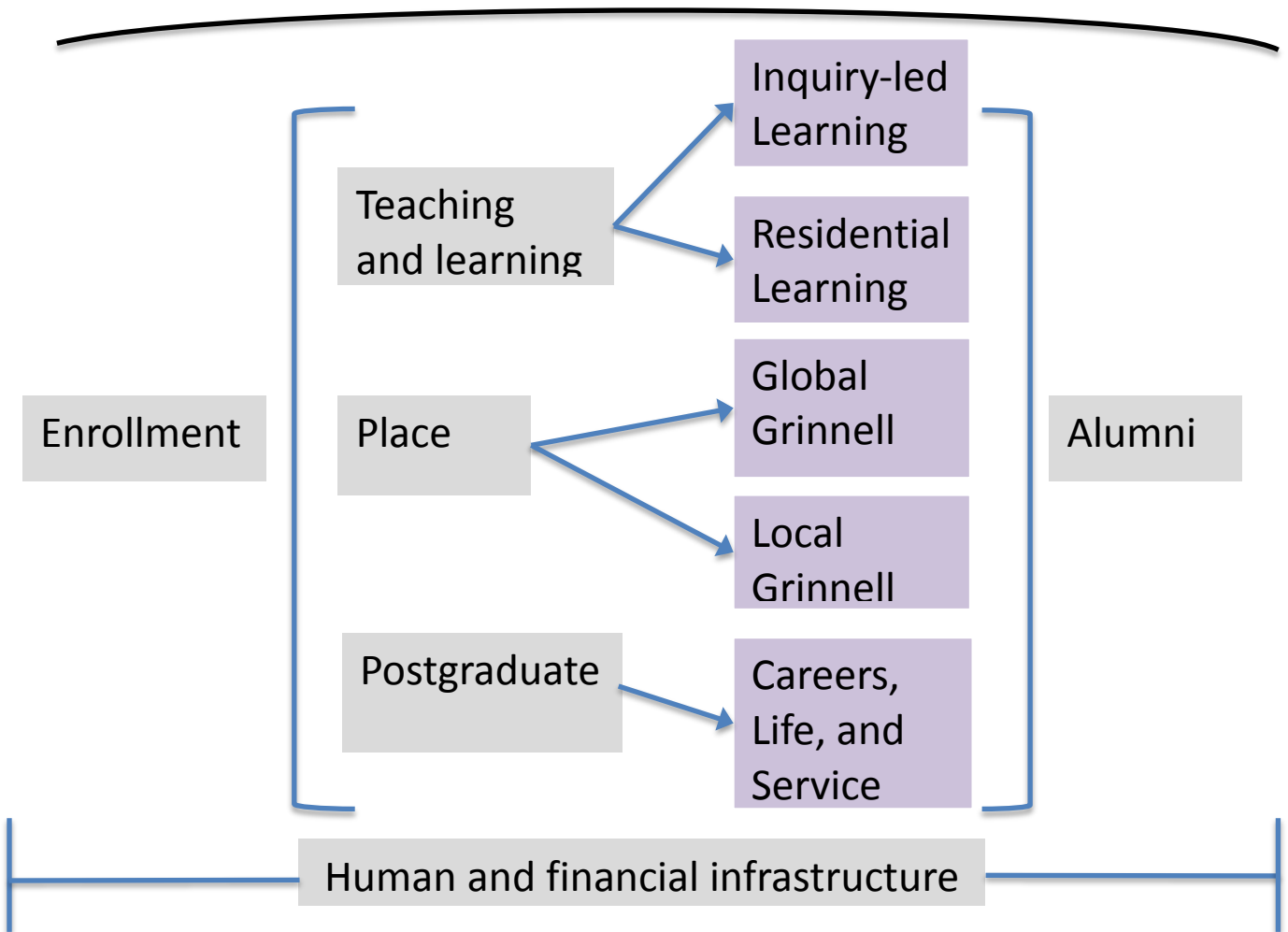
Though the six major directions guide the majority of work for strategic planning, all-campus conversations on cross-cutting themes are an additional element of the continuous planning model. The all-campus conversations provide new dimensions to Grinnell’s evolving plans. The themes emerge from discussions 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; Henry Rietz, Professor of Religious Studies and Chair of the Faculty.

Future Campaign Focus: Inquiry-Led Learning; Residential Learning; Global Grinnell

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
Future Campaign Focus: Humanities and Social Studies Complex, Landscaping, Admissions Center, Zone of Confluence (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 ‘94, 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

<i>Year</i>	2011-12	2012-13	2013-14	2014-15	2015-2016	2016-17
	<i>Planning Year</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Cross-Cutting Theme #1</i>	Strategic Planning Foci	Financial Aid and Need-Blind Policy	Diversity	Global Grinnell	Residential Learning ¹	Student Mental Health
<i>Cross-Cutting Theme #2</i>	Financial Model	Title IX - Wellness	Technology in Learning	Disability and Accessibility	Implementation of 2014-15 Themes ²	Implementation of 2015-16 Themes

¹The Residential Learning Task Force Report appears in the appendix section.

² Global Grinnell Task Force 2016 Report and Disability and Accessibility 2016 Report appear in the appendix section.

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. In 2015-2016, the actionable risks in the Enterprise Risk section of the core metrics was re-envisioned as a heat map.

Grinnell College: Core Metrics October 2016

- 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. Heat Map

2016-17 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.
- Enroll a highly qualified cohort of first New Orleans Posse. Completed

2015-2016 Progress

1. 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: The target composition was identified with a goal of increasing net revenue without compromise to diversity and commitments related to access. However, due to a precipitous decline in yield on Regular Decision offers of admission and a domestic waitlist that ran its course prior to filling the class, we enrolled fewer students than intended, leaving us a bit short on student revenue. In spite of this surprising outcome, our net revenue per student increased again this year to \$21,137 (up from \$19,321 in 2015).

2. Facilitate and support Board conversations related to need-blind admission, branding, marketing, pricing, budgeting, and discounting: A presentation was given to the Student Life and Enrollment Committee in October, 2015 that outlined the relationship of operating costs, the comprehensive fee, and discount rate. Projection models and sample class compositions illustrated the potential impact on the student body of continuing to increase our operating budget and comprehensive fees at rates comparable to changes over the last few years.

3. Develop a new campus visit experience/program that seeks an increase in the conversion rate of daily campus visitors who go on to apply for admission and a lower discount among admitted students who choose to enroll: The Office of Admission merged what was two daily sessions for campus visits into one in order to devote more energy and resources to the daily sponsored visit program. The effect was that our campus visit to applicant conversion rate increased to over 60%, the national average for selective private colleges. This represents an increase in our conversion rate of over twenty percentage points!

Although this suggests important progress, the number of campus visitors decreased overall. It is possible that those who chose to fit their travel plans into our new format were more highly self-selected in the first place. At the same time, however, our enrollment yield on offers of admission for those who visited dropped precipitously. Until a higher proportion of our applicants visit and a higher percentage of visiting admitted students enroll, we will not have achieved our optimal institutional brand and campus visit program. Our discount rate among admitted domestic students actually increased, signaling a weakening of our position among the competitive set of institutions to which admitted students are applying and choosing to attend.

4. Develop a space plan for a new admission and financial aid office: Following an extensive analysis of available options, including consideration for modifying the John Chrystal Center, to accommodate the need for new offices, consensus was reached to build a new facility immediately west of the new Humanities and Social Studies Complex (HSSC) on Park Street. The new site is in ideal proximity of what will soon be our newest and potentially liveliest classroom and teaming spaces. The first stop on our campus tours will be in the HSSC where the quality of the classroom experience and Grinnell's Institute for Global Engagement will be showcased. All tours will make use of a beautiful new Presentation Room being designed on the south side of the first floor of the HSSC.

5. Implement revisions to Grinnell's merit aid program: We developed a new merit scholarship awarding structure that identifies three levels for merit scholarships as follows:

- **President's Scholarship:** \$50,000 per year, for a total of \$200,000
- **Dean's Scholarship:** \$25,000 per year, for a total of \$100,000
- **Founder's Scholarship:** \$10,000 per year, for a total of \$40,000

6. Design a new cost vs. benefit assessment report of admission initiatives: This report was completed and revealed a number of interesting findings that have served to inform recruitment strategies for our upcoming admission cycle.

7. Increase the share of qualified student-athletes applying through Early Decision: We introduced a process of application review for recruited student athletes earlier in the admission cycle that led several

of them to seek admission through Early Decision. The number of recruited athletes approved through Early Decision increased from 35 in 2015 to 51 in 2016, a 46% increase.

8. 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: We identified four market segments and associated student prototypes for each segment. We were seeking to enroll students who had specifically indicated a preference for a college or university in a different control category (i.e., public, large, coastal, etc.) but who seemed strongly qualified for admission to Grinnell, a liberal arts orientation demonstrated through high school classes and activities, and a desire to complete a doctoral degree. Our hope was that through a series of special appeals, we could convert some of these students at Grinnell even though they may not be actively considering other national liberal arts colleges. An enhanced communication plan was used to appeal to these students who were less likely to enter Grinnell's applicant pool. Through the use of a control and experimental group analysis, it was determined that no positive difference was observed for those who received the special correspondence. With some segments, the special correspondence seemed associated with a decrease in their likelihood to enroll at Grinnell.

2016-17 Actions

- Identify an external partner who can assist with brand development, website development, video promotions, a more aggressive admission communication plan, and a comprehensive digital strategy.
- Finalize the design of a new admission and financial aid office.
- Increase the number of students who choose to visit campus.
- Incorporate the emerging institutional identity into our campus visit narrative in creative and compelling ways.
- Maintain our enrollment of new African American and Hispanic students, reaching our racial diversity targets without the assistance of the Posse Foundation.
- Examine additional possibilities for increasing student revenue (e.g., need-aware on the waitlist, increasing revenue through international student enrollment, mid-year admission cohort, etc.).
- Rebuild the Admission team following the departure of seven employees in 2016.

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.

2015-2016 Progress

During 2015-16, the Office of Academic Affairs focused on five major areas of strategic and transformative significance for the college. These included student and faculty research as a core element of teaching and learning, international strategic planning, the digital liberal arts, student retention and success, and integrated planning for Academic Affairs and Student Affairs. Our commitment to the value of diversity, moreover, cut across all of these initiatives. With the collaboration of the Chair of the Faculty, the Executive Council, the faculty as a whole, our colleagues in Student Affairs, and a highly collegial senior staff team, we made significant progress in each of them.

These strategic projects now stand at different phases of development. In two areas, international planning and student research, we made major institutional decisions that have now positioned us to move directly into implementation. In two more areas, the digital liberal arts and our student retention and success efforts, our work will continue to evolve as we move forward on design of the Humanities and Social Studies Complex (HSSC) and preparation for our accreditation visit by the Higher Learning Commission (HLC) in 2018. These efforts now stand in the mid-range, involving a combination of conceptual planning and implementation. Finally, the Residential Learning Task Force is in an earlier stage, just completing the first year of a two-year planning process and bringing forward its first recommendations.

In terms of the curriculum, we also launched a new faculty Task Force on Teaching and Learning Across Disciplines. This body has delivered preliminary recommendations and identified new areas for attention, including fields like data science, media studies, and an international studies major.

Finally, Academic Affairs and the Executive Council have collaborated extensively with Development and Alumni Relations (DAR) to bring forward faculty proposals for the capital campaign. As these are reviewed by the Council and discussed with DAR, many of them will become fundraising priorities, reflected in the campaign case statement and donor initiatives.

Overview of Strategic Actions, 2015-16

1. Student and Faculty Research

- Faculty voted to enable every student at Grinnell to have the opportunity to pursue a significant research experience. The Dean, Chair of the Faculty, and Executive Council drafted a comprehensive plan to replace piecemeal compensation for Mentored Advanced Projects (MAPs) with an approach that makes student research integral to faculty responsibilities and departmental curricula. This will enable us to continue opportunities for student excellence, promote multiple forms of research engagement, and remove a major financial liability.
- Secured faculty and trustee agreement for a new model for extended faculty sabbatical support, which will make Grinnell far more competitive nationally in faculty recruitment and retention.
- Implemented new Faculty Development Funds model, providing all faculty members with guaranteed support that can be used flexibly for research or conference travel, streamlining the application process and supporting retention.
- Expanded student research symposium, including nearly 70 students across all academic disciplines with very strong attendance.
- Expanded outreach by Grants Office to increase faculty pursuit of external awards, which proved highly successful.

2. International Initiatives and Planning

- The Global Grinnell Task Force³ completed a two-year review and hosted an external visit by ACE's Internationalization Lab. Task Force recommendations regarding international students, off-campus study, the curriculum, co-curricular initiatives, and external partnerships were brought forward to the President in July of 2016.
- Created a new Grinnell Institute for Global Engagement and appointed Professor David Cook-Martín as Assistant Vice President for Global Education and Senior International Officer. Charged Professor Cook-Martín and the new institute with responsibility to implement the recommendations of the task force, promote international initiatives across the divisions of the college, enhance external partnerships, and evaluate progress toward goals.
- Collaborated with DAR on a major gift of \$5 million from Trustee Kay Bucksbaum '51 for the new Grinnell Institute for Global Engagement and supported design of new space in HSSC for a global center involving off-campus study, a Language Resource Center, the Office of International Students, and functions that were previously carried out by the Center for International Studies.
- Oversaw implementation of new Global Learning Program tutorials funded by a \$4 million gift from Trustee Susie McCurry '71 and the Holden Family Foundation.

3. Digital Liberal Arts

³ Global Grinnell Task Force report appears in the appendix section.

- Opened new Digital Liberal Arts Lab in the Forum, under the auspices of the Center for Teaching, Learning, and Assessment (CTLA). CTLA recruited a team of five digital liberal arts specialists, including a hire to support the work of the Data Analysis and Social Inquiry Lab (DASIL).
- Work continued on the Mellon Foundation-supported Digital Bridges program with the University of Iowa, including workshops for faculty from both institutions, a postdoctoral teaching appointment, and a successful summer institute.
- The Dean engaged in the HSSC design process as core member of the project leadership team, working with the VP for Finance, the Building Projects Committee, the faculty leadership, and the architects from EYP.
- Collaborated with the Chief Information Officer and the VP for Finance to support a new Information Technology Services project management plan.

4. Accreditation, Student Retention, and Academic Success

- The Dean chaired the Accreditation and Student Success Task Force to coordinate work across Academic Affairs, Institutional Research, Academic Advising, the Registrar, Center for Teaching Learning and Assessment, and Student Affairs.
- Drafted overall Higher Learning Commission accreditation plan and timetable to manage process.
- The Center for Teaching Learning and Assessment Director and the Dean drafted the college's Quality Initiative, focused on student retention and success, which was approved by the Higher Learning Commission without further revision.
- Implemented new mid-semester progress evaluations for all first-year students, a process that achieved full faculty compliance and enabled earlier follow-up with students in academic difficulty.
- Continued implementation of the "Finish Line Project" to track and follow up with students who have withdrawn from the College.

5. Integrated Academic and Student Affairs Planning

- Implemented new structure for Diversity and Inclusion, with responsibilities based in Academic Affairs (Chief Diversity Officer) as well as Student Affairs (Intercultural Affairs). Lakesia Johnson, Chief Diversity Officer, was promoted to Assistant Vice President in recognition of her broad oversight responsibilities.
- Initiated Task Force on Residential Learning. Areas of focus include the integration of academic mission into residential setting; improvements to the quality of student life (managing alcohol and substance abuse); student leadership programming, and concepts of self-governance. Task Force delivered its first-year recommendations.
- Oversaw structural planning for the Office of Campus Safety, including leadership, technological systems, enhanced training, and expanded staffing.

2016-17 Actions

In 2016-17, Academic Affairs will focus on six major initiatives. They include the following:

1. Student Research

To implement the college's new commitment to provide a significant research opportunity for all students, Dean Latham and Associate Dean Maria Tapias will work closely with departments to discuss how best to embed research opportunities across the curriculum. This will involve a consideration of learning goals, how best to scaffold necessary skills and abilities into course planning, and assessment measures. Ultimately, we expect that we will promote a broad range of different strategies, including Mentored Advanced Projects, department-based research seminars, independent study courses, and other inquiry-led approaches. We will also seek to include student research as an element of the way that the college presents itself externally to prospective students, families, alumni, and donors.

2. Global Education

The creation of the new Grinnell Institute for Global Engagement provides an outstanding opportunity for the college. With a student body that is made up of nearly twenty percent international students, very high engagement in study abroad (more than 50% of students study overseas for a semester or more), and outstanding foreign language and area studies programs, we are already a remarkably global institution. Now we will seek to build on the recommendations of the Global Grinnell Task Force report to present a more compelling global identity for the college, pursue integrated planning across the college, and develop sustained external partnerships. In the year ahead, we are particularly interested in expanding our programs in East Asia (centering on our 30 year-old partnership with Nanjing University in China and opportunities in Korea as well) and in Western Europe (through our partnership in London with Queen Mary University and with Leiden University College in the Hague, Netherlands.)

3. Accreditation: Student Retention and Assessment

We will continue preparation for a 2018 accreditation review by the Higher Learning Commission. To date, major responsibilities have been assigned for the required Assurance Argument and we continue to make progress on the student retention programs outlined in the Quality Initiative. In the year ahead, we will need to regularly engage faculty in department-level assessment as well, including the definition of learning goals, identification of the experiences through which students acquire key abilities, the assessment of student achievement, and the use of data for continual improvement.

4. Diversity: Academic and Student Affairs

During 2015-16, Chief Diversity Officer Lakesia Johnson collaborated with the Chair of the Faculty and the Executive Council to launch several important initiatives. To recruit and retain the most diverse faculty possible, she improved search procedures by revising hiring guidelines, training Department Chairs, and piloting a successful Equity Advocates Program to avoid cognitive shortcuts that may hinder inclusion and diversity efforts. She promoted implicit bias training across the campus with Facilities Management, Student Peer Mentors, International Student Mentors, and Information Technology Services. To encourage continued faculty engagement, she facilitated a very well attended "Race on Campus" Faculty Friday discussion and organized a five-day summer workshop on race, ethnicity, gender, and class in the classroom. As co-convenor of the Council for Diversity and Inclusion, she launched an awareness campaign for Grinnell's Hate Crimes and Bias-Motivated Incident Policy. She also

worked very closely with colleagues in Intercultural Affairs to support student groups. In the year ahead, Dr. Johnson and her new colleagues in Intercultural Affairs will be deeply involved in converting the Peer Connections Pre-Orientation Program into a year-long program of support for underrepresented students. In collaboration with the Council on Diversity and Inclusion, Dr. Johnson will lead the work of producing an integrated diversity plan for the college that incorporates elements of the student centered “Call to Action” from the fall of 2015, the April 2016 “Draft Framework” for student support, and other documents as well, including work of the 2011 Ad Hoc Committee on Campus Climate. This work will be discussed comprehensively across campus, providing multiple opportunities for faculty engagement and consultation on our diversity principles and goals. During the year we will also complete a new campus climate survey and begin programs on inclusive teaching and advising practices.

5. Residential Learning and the College Mission

In the summer of 2015, President Kington charged the Task Force on Residential Learning to evaluate intersecting areas of campus life. Specifically, he asked the task force to: define the goals of self-governance in order to serve the mission of the college; suggest avenues to infuse the college mission in the residential experience; address ways to help students thrive, not just survive; and provide leadership development for students. During the year the group consulted faculty, staff, and students across campus and in April of 2016 published an initial list of 35 recommendations intended to ensure that the residential experience matches and reinforces the world-class academic experience that the college offers. These include proposals regarding a community curriculum course, living and learning communities, investments in residential space, steps to address student wellness and promote healthier behavior, advising for student organizations, and leadership training. During its second year, the task force will engage in broad consultation with the college community regarding the recommendations and define priorities for implementation and the financial resources required.

6. Teaching and Learning Across Disciplines

The Task Force on Teaching and Learning Across Disciplines was created in the summer of 2015 and charged with evaluating current interdisciplinary education at Grinnell; identifying potential new areas for development; and making recommendations for how interdisciplinary education might be integrated more fully into the college curriculum. In January of 2016, the task force made two key recommendations, one calling for strengthening the leadership of efforts in this area, and another advocating the goal of integrative interdisciplinarity, centered on problems that stretch across disciplinary boundaries and require the integration of tools and modes of knowing from more than one field. In May, the group developed its ideas further, emphasizing the need for policies regarding resources and administrative support as well as the development of a clear, visible curricular structure for interdisciplinary teaching to complement the college’s concentrations. In the year ahead the task force will consult with faculty to recommend an appropriate structure and curricular approach.

Strategy 3: The Grinnell Learning Place

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

Faculty Leads: Keith Brouhle, Associate Professor of Economics; James 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.

2015-2016 Progress

- Humanities and Social Studies Complex (HSSC)
 - Recommended to the President and engaged the architect (EYP) to design the ARH/Carnegie addition and renovation to create a complex for teaching and learning of Humanities and Social Studies.
 - Worked with architect and campus community to develop the design program.
 - Obtained Board approval of the proposed schematic design.
 - Completed a competitive process to select and engage the construction manager (McGough).
- Admission/Financial Aid Center
 - Recommended to the President and engaged the architect (ASG) to evaluate sites and design a new Admission/Financial Aid Center.
- Comprehensive campus landscaping plan
 - Recommended to the President and engaged the selected landscape architect (ASG) to create a comprehensive campus landscaping plan that complements the student experience and extends learning spaces to the entirety of the campus.

2016 – 17 Actions

- Develop a plan for an economically vital and aesthetically inviting connection between the Grinnell College campus and the downtown.
 - Acquire strategic properties in the Zone of Confluence.

- With the assistance of McGraw Bagnoli, develop a plan for transforming the Zone into a vibrant bridge between campus and downtown Grinnell.
- Continue progress with **Phase I building projects**:
 - ***HSSC***:
 - Complete design development (DD) and construction document (CD) phases.
 - Prepare faculty office swing space and execute phased relocations.
 - Begin construction January 2017.
 - ***Admission/Financial Aid Center***:
 - Recommend preferred site to President and proceed with design.
 - Develop and approve schematic design.
 - ***Campus Landscaping***: Finalize plan and partial implementation strategy.
 - ***Phase I schedule and project budget***:
 - Manage the schedule for all three Phase I projects, particularly as we move toward HSSC construction starting in January 2017.
 - Obtain Board approval of Phase I cost, inclusive of the HSSC construction guaranteed maximum price (GMP).
 - ***Phase I financing***:
 - Obtain Board approval of the Phase I financing plan and authorization to issue bonds.
 - Monitor market conditions and complete credit rating reviews as we prepare to **issue bonds** (January 2017) to fund the Phase I projects.
 - Structure the bond issue to responsibly meet **debt service** obligations through a combination of operating budget and endowment resources.
- Develop a comprehensive **campus space planning** framework.

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.

2015-2016 Actions

The 2015–16 academic year was marked by extensive program assessment and strategic planning. The Center for Careers, Life, and Service (CLS) employed the services of two pairs of external consultants to help establish a vision for the future. Specifically, one pair of consultants—Deborah Wijnhoven of Smith College and Meghan Godorov of Mount Holyoke College—conducted a review of our employer relations program. Their final report outlined several recommendations to enhance the program, including the hiring of an individual to lead employer relations efforts in the CLS. The other pair of consultants—Pulin and Anu Sanghvi—worked with the CLS staff and members of the Grinnell College community over a four-month period to identify key priorities and strategies to guide the CLS over the next three years. In addition to these strategic planning efforts, the CLS continued to advance its mission through extensive outreach, programming, and advising to our students and alumni. Progress was made on several action plan items this past year, including: publishing "Preparing Grinnellians to Lead Lives of Purpose;" successfully implementing and evaluating the CLS first-year advising initiative; expanding the Internship Program, the Alumni Externship Program, as well as the Alumni-in-Classroom Innovation Fund project; and executing three industry tours: one to New York City (in partnership with the Wilson Center), one to Washington, DC (with the Rosenfield Program), and another to Minneapolis (led by the Careers in Education Professions Program).

2016-17 Actions

- **CLS 2.0 Staffing Priorities:** The CLS will continue moving forward with key elements of its 2020 Vision. Specifically, the CLS has four new positions to fill in the coming year: an assistant dean and director of employer engagement; director, business and finance community; an exploratory adviser; and an associate dean and director of career communities.
- **New Funding Grants to Support Students:** The CLS will be introducing two new need-based grant programs for students. One of these grants will be focused on helping graduating seniors get to interviews (when the costs are not covered). Another grant will focus on providing professional development funding to students.
- **Launching Grinnell Connect:** Grinnell Connect is our newest platform to connect alumni and students, and alumni to one another. This platform will allow for alumni-to-alumni and alumni-to-student mentoring, a job board for alumni jobs, and a networking space to build the Grinnell community. We hope to engage more than 1,000 alumni and

students within the first year.

- **First-year advising initiative (round two):** The CLS will complete its second full cycle of assigning a CLS adviser to every incoming new students (first-year and transfer). Additionally, all second-year students have been invited to lunches in the first three weeks of fall 2016 to engage in a planning and reflection session with their assigned CLS adviser.
- **New Programming Initiatives:** The CLS will be executing several new programming initiatives this year, including the following:
 - **Leadership Development:** The CLS is partnering with the Wilson Center to conduct a leadership style workshop based on the Myers-Briggs Type Inventory. The CLS's two MBTI-certified advisers will lead this session in the fall.
 - **Financial Literacy:** The CLS is offering sessions to help students with day-to-day finances, insurance, and retirement. Sessions will be led by College staff and alumni.
 - **New Treks (formerly industry tours):** The CLS will lead or collaborate on five treks this year. The first trek, led by the Education Professions Community, will head to Chicago and Detroit where the participants will engage in comparative analysis of two approaches to urban education. The second trek will take a group of 20 students to visit Berkshire Hathaway where they will have lunch and a two-hour Q&A session with Mr. Warren Buffett. The third trek will be led by DAR and the CLS to Hollywood where students will meet alumni who work in different areas of the film and entertainment industry. The fourth trek, led by the Rosenfield Program, will explore issues of technology and human rights in DC and Baltimore. The final trek, led by the Education Department and Education Professions Community, will venture to South Africa where students will explore multiple facets of the country's education system.
- **Service and Social Innovation Self-Study:** We will be working with Campus Compact on a self-assessment of our community based, service, and civic initiatives. The assessment process and rubric is based on the Carnegie's Community Engaged Campus requirements and will take approximately one calendar year. The goal of the assessment is to provide strategic vision and concrete areas of focus for the next 3-5 years.

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.

2015-16 Actions/Progress

- Generated \$26,973,773 in new gift commitments. This represents an increase of more than \$3.6 million, or 15.5%, in new gifts, new pledges, and new bequests over the previous year. The FY16 total is \$13.3 million more than Grinnell's five-year average.
- In all, 11,375 individuals — including alumni, friends of the College, parents of current and former students, faculty, students, and staff— were donors to the College in fiscal year 2016. Among these, the largest number of donors (7,711) made unrestricted contributions. This year 7,098 alumni made gifts to the College, an increase of 3.9% over last year. Of FY16's alumni donors, 245 made their first-ever gifts to the College. Overall, Grinnell welcomed 1,407 first-time donors in FY16.
- Total cash receipts for fiscal year 2016 — one-time gifts, payments on pledges, and realized bequests — reached \$10.9 million. This is down from last year's mark of \$14.1 million, a figure that was 40% more than our five-year average and 2nd highest cash year total since 2002. During FY15, we received cash distributions from one individual estate gift equal to \$4 million and a Mellon Foundation gift of \$1.6 million. That \$5.6 million was a substantial portion of our cash-related success. However, the FY16 cash total is 3.5% more than our five-year average.
- DAR achieved a budget relief receipts equaling \$5,346,750. Our goal for the year was \$4,126,000. Within our total receipt, we realized \$3,360,259 in unrestricted gifts and \$1,986,491 in budget relieving restricted gifts. \$1,079,380 in unrestricted bequests were allocated away from the unrestricted number above and towards the Phase 1 facility

project as a result of the Board's decision to utilize unrestricted bequests towards our capital needs, one of the College's top priorities. The net result was a \$141,370 surplus over the identified FY16 budget relief goal.

- DAR completed 950 personal visits with current and prospective donors. This far surpasses our FY15 mark of 625 and FY14 mark of 451. It took us longer to fill two open development officer positions, which slowed our pace for personal visits. Because of this personalized outreach, we were able to qualify or disqualify 304 individuals for participation (or not) in the comprehensive campaign. Those who are qualified will receive additional attention as we cultivate and solicit major, principal, and deferred gifts.
- DAR doubled the prospective gift pipeline to \$30 million at the end of FY16 - these are gifts we anticipate closing in the next 3-5 years. This pipeline is constantly changing. A prospective gift is removed from the pipeline once it is documented or declined by the donor. New prospective gifts are added after we engage donors in active or anticipated gift conversations. There is no guarantee that any one gift closes but the growing pipeline allows us to establish more effective systems that increase the likelihood of fundraising success.
- We leveraged a number of priority volunteer experiences:
 - The second annual Global Day of Service engaged over 450 volunteers in 55 locations around the world to celebrate Founder's Day, Grinnell College, and our strong commitment to social justice.
 - The Grinnell Regional Admissions Support Program ("GRASP") conducted nearly 400 interviews with prospective students.
 - The alumni relations team, in partnership with more than 200 regional network volunteers, hosted more than 75 regional events to which we welcomed 3,652 alumni, parents, and friends.
 - More than 400 students participated in National Philanthropy Week.

2016-17 Actions

- Generate \$24 million in fundraising commitments.
- Generate \$12 million in cash receipts and meet the identified philanthropic budget relief goal of \$4,333,000.
- Increase alumni donors and surpass \$89 million in total campaign commitments (cash, pledges, estate gifts, gifts in kind). Continue to prepare the College for the public launch of the campaign, which is presently projected for fall 2018.
- Conduct 1,100 personal visits and evaluate 350 prospective donors through qualification and disqualification assessments.

- Extend the philanthropic/campaign pipeline to \$50 million, including a better assessment of and growth in the Phase 1 pipeline.
- Leverage the launch of the new alumni web site and alumni-student networking platform by achieving a minimum of 500 active networking platform users.
- Actively research international alumni and parents as necessary partners in the College's global engagement and Careers, Life, and Service goals. Extend research to proactive assessments of domestic parents.
- 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.

2015-2016 Progress

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

- Continue efforts to establish targets and a projected timeline to move the College toward a more balanced revenue source profile. [**Targets established. Plan in place. Modeling toward 45/45/10 on-going.**]
- The President’s Office planned to:
 - Continue efforts to develop a comprehensive, campus-wide policy inventory and centralized repository. [**Completed. Policy Center: <https://grinco.sharepoint.com/sites/President/PolicyCenter/SitePages/Home.aspx>**]
- The Treasurer’s Office planned to:
 - Prepare for the Series 2017 debt issue to fund the Phase I building projects. This goal will likely span two fiscal years, with preparation beginning in FY16 and bond issuance occurring in early 2017 (FY17). [**As noted, this goal spans two years. Work began in FY16 and will wrap up with the debt issue in 1st qtr of 2017.**]
 - 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.) [**Completed. Capital Reserve established with Board-approved funding plan. Regular forecasts of anticipated 5, 10, and 20 year capital expenses are being generated.**]
 - 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. [**Completed. Part of “Learning Liberal Arts” vision introduced in FY16.**]
 - *Significant achievement #1 that wasn’t part of the action items for FY16:* Establish a portfolio of reserves, funding plan, and governance policies as a critical step toward ensuring the College’s long-term financial sustainability. [**Completed.**]
 - *Significant achievement #2 that wasn’t part of the action items for FY16:* Acquire the Grinnell Golf & Country Club (56 acres) and transform it into a College-owned public course. [**Completed.**]
- Facilities Management planned to:
 - Integrate land acquired into regular operations. [**Completed.**]
 - Implement AuditMate database for inventory, tracking building system and components, budget/replacement forecasting and projections. [**Completed.**]
 - Continue facilities benchmarking – Sightlines (higher education specific) and the Iowa College benchmarking study. [**Completed. Discontinued Sightlines for FY17, but replaced with Shive Hattery survey for IAICU.**]
 - With College Services, move the college bookstore and Pioneer bookshop to new location in downtown Grinnell. [**Completed.**]
 - Move carpool request forms to new technology to enhance user experience and increase efficiency. [**Completed.**]
- College Services and Community Enhancement planned to:

- Continue efforts to increase marketing presence in Conference Operations and Events to grow facility rentals and catering services throughout the year. [**Ongoing – Some progress, but more to come in FY17. Consolidating with next point.**]
- Continue efforts to develop Grinnell-initiated summer programs that will be revenue positive and raise the profile of the college. [**Ongoing – Good success in FY16; efforts continuing into FY17. Consolidating with above point.**]
- Continue efforts to implement longer-term budget forecasting models based on facilities condition database. Further refine Building Maintenance and Equipment budgeting. [**Methodologies established. On-going effort. Moved to Facilities Management.**]
- Continue efforts to develop a plan for an economically vital and aesthetically inviting connection between the Grinnell College campus and the downtown. [**Ongoing – Part of Zone initiative. Continue work in FY17.**]
- The Human Resources (HR) unit of the Treasurer’s Office planned to:
 - Complete implementation of the new retiree health benefits plan. [**Completed.**]
 - Continue efforts to develop and launch a supervisor training program for new and continuing supervisors of staff and/or student workers. [**Delayed by HR leadership turnover. Priority for FY17.**]
 - Reinvigorate a culture of civility, building on the work already completed in partnership with Staff Council. [**Delayed by HR leadership turnover. Priority for FY17.**]
 - 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. [**Delayed by HR leadership turnover. Priority for FY17.**]
 - Create and populate a centralized resource for division and department organizational charts (will be necessary for the Accreditation process). [**Work begun, but side tracked by software glitch (Halogen).**]
- Information Technology Services planned to:
 - Complete work, in collaboration with Communications, to realize a relevant, effective website. [**IT did not work with communications regarding the website.**]
 - Refine the user experience and increase use of campus intranet. [**Completed.**]
 - In partnership with Accounting, complete implementation of system, policy, and procedure changes to achieve and maintain institutional PCI-DSS compliance. [**Completed, with understanding periodic review will occur.**]
 - Complete a comprehensive multi-year plan for IT projects, services, and governance. [**Ongoing – continue work in 2016-17.**]
 - Continue to create a unified, highly responsive technology support structure for teaching and learning.
- Analytic Support and Institutional Research planned to:

- Align the Core Metrics of the Board of Trustees with the goals of the Strategic Plan. **[Completed.]**
- Create interactive, data enhanced displays of data for use by senior college leadership and the Board of Trustees. **[Ongoing – continue work in 2016-17.]**
- The Office of Communications planned to:
 - Develop a feature-rich online version of *The Grinnell Magazine* and the *Honor Roll of Giving*. **[Incomplete. Efforts continue into 2016-17. I could find no evidence of either of these, the magazine is online, but it is a simple PDF rather than “feature rich”.]**
 - Refine and align the use of social media to incorporate brand identity. **[Ongoing – continue work in 2016-17.]**
- Student Affairs, the Registrar, and Academic Affairs planned to:
 - Continue to work collaboratively to develop an assessment tool to identify at risk students and appropriate intervention plans. **[ongoing – continue work in 2016-17]**
 - In collaboration with Communications, continue efforts to develop a comprehensive, campus-wide Emergency Preparedness Plan. **[Initial planning completed. Training, testing and implementation continuing in FY17.]**
 - Continue efforts to implement Emergency Preparedness Training. **[Training, testing and implementation continuing in FY17.]**
 - Develop and implement an assessment process for students who participate in the Student Conduct system.

2016-17 Actions

- The Treasurer’s Office will:
 - Prepare for and issue the Series 2017 bonds to fund Phase I building projects. Expected date of issuance: 1Q 2017.
 - Continue collaborative planning and momentum toward the 45/45/10 revenue profile.
- The Accounting & Budget unit of the Treasurer’s Office will:
 - Review and revamp the College’s A/P process to streamline operations and enhance effectiveness.
 - Complete Phase 2 of *Fundriver* software implementation to share data with DAR and ensure reconciled data feeds with the general ledger.
 - Review and revise grants accounting processes and practices with the addition of the new Grants Accountant position.
- Facilities Management, a unit of the Treasurer’s Office, will:
 - Develop a comprehensive campus space planning framework and planning methodology.

- Provide on-site support for construction of the Humanities & Social Studies Complex (HSSC).
- The College Services unit of the Treasurer's Office will:
 - Develop business plans for Conference Ops, Golf Course, and Bookstore to optimize revenue stream and value proposition of each operation.
 - In collaboration with Community Enhancement, continue efforts to develop a plan and proposed financing strategy for an economically vital and aesthetically inviting connection in the Zone between campus and downtown. Explore feasibility of New Markets Tax Credit and Public-Private Partnerships.
 - Work with Community Enhancement, the City of Grinnell, and other partners to ensure success of Grinnell's application for an Iowa Reinvestment Act award.
 - Explore and recommend options for introducing a College-subsidized program to motivate faculty/staff home ownership in Grinnell.
- The Human Resources (HR) unit of the Treasurer's Office will:
 - Complete a review of the College's 403(b) plan fees and take steps to review terms, as recommended.
 - Negotiate a contract with the newly unionized student workers in Dining Services.
 - 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).
 - Work with Willis-Towers Watson to conduct an organization-wide staff compensation study.
 - Select and work with a qualified benefits broker to benchmark benefits to optimize effectiveness, competitiveness, and cost.
 - Partner with the Chief Diversity Officer to refine the College's staff hiring practices to eliminate implicit bias and introduce measures to recruit and retain a more diverse workforce.
- Information Technology Services will:
 - Complete a comprehensive strategic plan for IT projects, services, and governance.
 - Work with Communications and other campus departments to develop a comprehensive web governance structure.

- Continue to create a consistent, highly responsive technology support structure to enable teaching and learning.
- Develop a 2-3 year information security plan.
- Implement a project management infrastructure to promote the use of governance and structure, appropriate tools, and process/workflow improvements in IT projects.
- Address IT operational concerns of security and IT staff capacity gaps, which will help eliminate the backlog of IT requests.
- Implement an acceptable level of service for IT requests based on industry best practices.
- Analytic Support and Institutional Research will:
 - Create interactive, data enhanced displays of data for use by senior college leadership and the Board of Trustees.
 - Develop the “Resources, Planning, and Institutional Effectiveness” argument and evidentiary files for Grinnell’s 2018 accreditation. Support Academic Affairs in development of evidence for other criteria required in our Assurance Arguments.
 - Continue work with Student Affairs in implementing qualitative research in support of student success and thriving. Host a third annual conference in Spring 2017 to share success stories.
- 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:
 - Work collaboratively to develop an assessment tool to identify at risk students and appropriate intervention plans.
 - Implement Emergency Preparedness Training.
 - Develop and implement an assessment process for students who participate in the Student Conduct system.

Appendices

Innovation Fund (Appendix 1)

[FY 2016 Task Force on Disability and Accessibility at Grinnell College \(Appendix 2\)](#)

[FY2016 Global Grinnell Task Force Report \(Appendix 3\)](#)

[FY2016 Task Force on Residential Learning \(Appendix 4\)](#)

The Innovation Fund (Appendix 1)

The Innovation Fund was developed to support innovation in teaching and learning. It supports planning projects, pilot projects, and one-time projects. In 2014-15, the Center for Teaching, Learning, and Assessment took over the administration of the Innovation Fund.

	INNOVATION FUND PROJECTS	Leads	Length	End Date
	Spring 2013 Expedited Proposals			
1	Digitizing the Collection (Management System)	L Wright	1 year	06/30/14
2	Curricular Innovation (<i>to pilot project 'Data in Courses'</i>)	K Kamp	1 year	06/30/14
3	Music, Art, English Interdisciplinary Course	J Rommereim	1 year	06/30/14
	Spring 2013 Planning Projects			
4	ALSO Online	C Moisan	1 year	12/31/14
5	Why Language - Pre-Orientation Workshop	T Armstrong	1 year	08/31/14
6	Language Learning Center	C Moisan	1 year	06/30/14
7	Mental Fitness Center (<i>to pilot project 'Wellness Lounge'</i>)	S Schwartz	1 year	06/30/14
8	Engaging Alumni in Crowdsourcing	C Jones	1 year	06/30/14
	INNOVATION FUND PROJECTS	Leads	Length	End Date

9	21st Century American Studies	H Rietz	1 year	12/31/14
Fall 2013 Planning Projects				
10	Makerspace	A Arsenault	1 year	06/30/15
11	Summer Program in Korea	D Harrison	1 year	06/30/15
12	Innovating in Sustainable Design	Mothershead/Queathem	1 year	06/30/15
Fall 2014 Planning Projects				
13	Languages for Life Center	T Armstrong/C Moisan	1 year	06/30/16
14	Staff Think Tank	N Brown	1 year	06/30/16
15	The Computational Turn	E Marzluff	1 year	06/30/16
Fall 2015 Planning Project				
16	Proposal to Create a College Farm	J Andelson	1 year	06/30/17
Spring 2013 Pilot Projects				
17	MAPS Assessment	K Brouhle/B Graham	1 year	06/30/15
18	Partners in Education-Academic Recovery	M Schneider	3 years →	06/30/17
19	Instructional Video Production Studio	M Conner	3 years	06/30/16
20	Artists@Grinnell - Artist Residency Program	L Wright	3 years	06/30/16
21	Crossing Cultures - Technology in Liberal Arts	T Armstrong	3 years →	06/30/17
Fall 2013 Pilot Projects				
22	Data in Courses (<i>formerly Curricular Innovation</i>)	K Kamp	2 years	06/30/16
23	Wellness Lounge (<i>formerly Mental Fitness Center</i>)	Christine Hood	3 years	06/30/17
24	Alumni Engagement Across the Curriculum	M Peltz	3 years	06/30/17
25	AppDev - Mobile Apps	Ajuna Kyaruzi	3 years	06/30/17
26	Translation Collective	H Phan	2 years	06/30/16
27	Introduction to Peace & Conflict, Blended Learning	B French	3 years	06/30/18
28	Diversity in Sciences Conference	M Levandoski	1 year	06/30/15

	INNOVATION FUND PROJECTS	Leads	Length	End Date
	Fall 2014 Pilot Projects			
29	Digital to Letterpress Collaborative Print Lab	J Chen	3 years	06/30/18
30	External Respondents for MAPs	E Cohn	3 years	06/30/17
30	Grinnell-in-China Digitization	M Johnson	2 years	06/30/17
31	Integrating Off-Campus Study w/ Acad. Learn and Career	J Larson	3 years	06/30/18
32	ALSO Online	C Moisan	3 years	06/30/18
33	The Grinnell Virtual Choir	J Rommereim	1 year →	12/31/16
34	Interdisciplinary Use of XRF Spectroscopy	L Sharpe	3 years	06/30/17
	Fall 2015 Pilot Projects			
35	Sustaining "Rootstalk: A Prairie Journal of Culture, Science, and the Arts"	J Andelson	3 years	06/30/19
36	Foreign Languages Orientation and Placement/L4L	T Armstrong/C Moisan	3 years	06/30/19
37	New Narratives: Creative Collaborations in Film & TV	D Bakopoulos	3 years	06/30/19
38	Popularizing Mathematics with YouTube	M Chamberland	2 years	06/30/18
39	Converting the Motion-Capture Laboratory into a Liberal Arts Classroom	D Kelty-Stephen	1 year	06/30/17
40	Co-Enrollment and Research in the Liberal Arts in Prison Program (LAPP)	C Lindgren E Guenther	1 year	06/30/17
41	Coding for Social Good and Beyond	S Rebelsky	3 years	06/30/19

Descriptions from the [Innovation Fund website](#)

2012-13 Expedited Projects:

1. Digitizing the Collection

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.

2. **Curricular Innovation (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.

3. **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.

2012-13 Regular Projects:

The Impact of MAPs on Student Outcomes

This pilot project will investigate the impact of Mentored Advanced Projects on student academic, personal, and professional success at Grinnell and beyond.

Partners in Education: An Academic Recovery Program for First-Year Students

This pilot 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.

Instructional Video Production Studio

This pilot 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: faculty who wish to explore new technologies for increasing student engagement, and students who produce video essays or films for course work.

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.

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.

ALSO Online

This planning project seeks to explore the feasibility of creating online modules for the ALSO classes.

The Why Language Project: A Pre-Orientation Workshop

This planning project will 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.

Language Learning Center: Creating a Community of Language Study at Grinnell College

This is a planning project 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.

Mental Fitness Center

This planning project will determine whether there is a need to create a "mental fitness" center that promotes well-being through proven techniques employed in positive psychology.

Engaging Alumni in Crowdsourcing for College History

This is a planning project to make innovative uses of emerging technologies to encourage alumni to contribute information about, and transcriptions for, Special Collections materials related to college history.

21st Century American Studies

This planning project will 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.

2013-14 Projects:

Alumni Engagement Across the Curriculum

Unlike other alumni engagement initiatives, this project is explicitly focused on advancing specific learning objectives in content-rich courses by leveraging alumni expertise and mentoring within the disciplines.

AppDev: Training Students to Produce Mobile Applications & Work in Collaborative Professional Development Environments

This project will develop and implement a training program for students interested in designing and/or developing mobile applications.

Grinnell Translation Collective

This project will cultivate literary translation as an integral practice of cross-cultural communication and highlight literary translations produced by students and faculty. Funding will support translation workshops for students and faculty, a new lecture and reading series devoted to the art of translation, and a publication of an anthology of literary translation.

Introduction to Peace & Conflict Studies Through Blended Learning

To fill an expertise gap on campus and meet student demand, this course will be taught by a professor and peace builder prominent in the field by using a blended learning model.

Diversity and Inclusion in the Science Classroom

The participants of this best-practices conference will be faculty and teaching and learning staff from the member institutions of the Liberal Arts Colleges Association for Faculty Inclusion who share similar goals, challenges, and resources to address diversity concerns.

Wellness Lounge

This holistic space will engage students, staff & faculty in mindfulness, meditation, yoga, martial arts, light/music/art/massage therapies, character strength training, health screenings, substance use management, and educational outreach programming.

Data in Courses

The goal of extending this project for an additional two years is to continue facilitating the design and implementation of innovative and technologically-sophisticated coursework by Grinnell faculty. Funding will annually support one post-baccalaureate position in DASIL and support for one DASIL faculty fellow to develop innovative materials for teaching quantitative or qualitative engagement with original data.

Creating and Sustaining a Makerspace at Grinnell

This planning project will explore the creation of a makerspace (a community-operated workspace in which members of the community can collaborate and socialize while working on technologic/electronic art projects) at Grinnell.

Summer Program in Korea

This planning project will explore the feasibility and demand for a summer academic program in collaboration with Yonsei University in Seoul.

Innovating in Sustainable Design

This planning project will explore the building of a Sustainability Center. This center would be an educational home for sustainability-focused student groups and a laboratory that could act as a research tool for facilities management and academic programs on campus to test 'green' technologies and learn what works in Grinnell's particular environment.

2014-15 Projects:

Digital to Letterpress Collaborative Print Lab

This project will set up a contemporary and heritage print technology lab. The letterpress lab and polymer platemaking system will facilitate innovative and applied learning across disciplines and support the development of collaborative curricula.

Expanding Student Learning Communities: External Respondents for Multi-Student MAPs

This project will bring scholars from outside the Grinnell campus to provide commentary on student Mentored Advanced Project (MAP) papers, respond to student MAP public presentations, deliver public lectures, and provide feedback on student research to the Dean's Office and research mentors.

Grinnell-in-China: A Digital History Documentation Project

This project is the first stage of creating a pedagogically directed collection of materials related to the history of Grinnell College's engagement with China. Faculty, staff, and students will collaborate to collect materials, transcribe and develop metadata, and exhibit materials online.

Integrating Off-Campus Study Experiences with Academic Learning and Career Goals

This project will develop a pre-departure course and an online course to assist students in preparing for off-campus study experiences and to facilitate integration with other coursework and future career plans.

ALSO Online

This project will blend instruction in language classes in the Alternate Language Study Option program. It will build instructional modules, script lesson plans for tutors, and assess student learning using standardized oral proficiency assessment mechanisms. It will also assess the chosen technologies using student surveys.

The Grinnell Virtual Choir

This project facilitates a new type of choral performance in which videos submitted by individual singers are combined to create a unified ensemble performance that is viewable online. The Grinnell Virtual Choir will enable alumni to collaborate artistically with one another and with current students. It will expand the work of current student ensembles by providing an individualized testing mechanism and adding a new avenue for choral singing beyond that of concert performances.

Interdisciplinary Use of X-ray Fluorescent Spectroscopy

This project will set up an X-ray fluorescence (XRF) spectrometer, an instrument that can quickly determine the elemental composition of solid, powder, and liquid samples with little preparation. The XRF will be used across multiple disciplines (including chemistry, anthropology, and geochemistry) and for research and community outreach projects.

Languages for Life Center

This planning project will explore the development of a Languages for Life Center (L4L Center),

including lab development, workshop/orientation planning, staffing, and peer tutoring.

Staff Think Tank for Staff Development & Co-Curricular Innovation

This planning project will explore the possibility of establishing a Staff Think Tank to provide innovation in student learning and positively impact the retention and recruitment of talented staff. The planning grant will allow the proposers to research and collect campus information and create a map/analysis of current practices. Ideas for a future Staff Think Tank might include support for student research assistants for conference travel and presentation and staff support to present professional research at conferences and on-campus symposia.

The Computational Turn: High-Performance Computing at Grinnell

This planning project will explore high-performance computing needs on campus and propose innovative solutions and applications. Research will be collected on kinds of high performance computing systems and support that will address needs in the categories of big data handling, parallel processing, and raw computing speed. Comparisons will be conducted on outsourced solutions and stand-alone, high-performance desktop systems.

2015-16 Projects:

Sustaining “Rootstalk: A Prairie Journal of Culture, Science, and the Arts”

This project will focus on supporting the online journal “Rootstalk” under the guidance of the Center for Prairie Studies and as part of Digital Grinnell. The project will create a high quality, sustainable, interdisciplinary multi-media publication which supports the College’s strategic aims, provides educational and vocational opportunities for students and outreach to Grinnell alumni, and enhances the distinctiveness of Grinnell College and the offerings of the Center for Prairie Studies.

Foreign Languages Orientation and Placement/Languages for Life

This project will develop Foreign Languages Orientation and Placement programming during New Student Orientation. This programming is designed to help students recognize how languages are valued as an integral component of a Grinnell College liberal arts education. It also seeks to foster a community of language learning and improve enrollments in beginning language classes.

New Narratives: Creative Collaborations in Film & Television

This project will build a series of innovative courses, programs, and hands-on learning experiences that will guide student writers and filmmakers through the process of writing, editing, shooting, and producing an independent film and/or a self-produced television pilot. The project goal is to offer an immersive, practical, and challenging introduction to writing for TV & film that is also deeply rooted in the liberal arts tradition.

Popularizing Mathematics with YouTube

This project will support a team of students to join with the lead in producing videos that popularize mathematics on the YouTube channel “Tipping Point Math”. Students involved in the productions will develop many skills: shaping a compelling narrative with tight writing in conjunction with attractive visuals, communicating mathematics effectively to inform a diverse audience, and developing technical skills to package the final result.

Converting the Motion-Capture Laboratory into a Liberal Arts Classroom

This project will develop a motion-capture lab as a liberal-arts classroom for an interdisciplinary curriculum on perception, action, and cognition. Magnetic motion-capture technology will serve as a centerpiece for student-led group projects using motion-capture data collection to inform solutions to problems in motor, social, perceptual, human-factors, and artistic domains.

Co-Enrollment and Research in the Liberal Arts in Prison Program (LAPP)

Each semester, a faculty member will have the opportunity to teach in the prison program in one of two ways, either with student research mentors, advanced students who work with incarcerated students to help them design a research project, or with co-enrolled students who take the course along with incarcerated students. This project will create opportunities for faculty and students to engage with incarcerated students, increase the diversity of learning experiences for on-campus students, and expand and enrich curricular offerings in the prison.

Coding for Social Good and Beyond

This project will support the development of one-week computer coding summer programs for Iowa middle-school and high-school students recruited from underrepresented groups in the area of computer science. Program ideas include coding for social good, coding for the arts, and coding for digital liberal arts. The curriculum will be developed by a unique collaboration of Grinnell faculty and staff, Grinnell students, and area community college students.

Proposal to Create a College Farm

This planning project will support in-depth exploration of establishing a college farm. The proposers will be examining options for location and fresh produce production to develop a working farm as a teaching and learning resource, for extra-curricular activities and research, and for the use of sustainable practices.

