



Grinnell College 2019-2020 Strategic Action Plan

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Grinnell's Strategic Planning: A Continuous Planning Model

Note from Vice President for Strategic Planning

Grinnell College completed its seventh year of continuous strategic planning implementation during FY19 (7/1/18-6/30/19). Each year, we review and adjust a collection of action plans designed to move the institution forward in strategic areas. The main section of this report consists of the 2019-20 action plans for each of the College's strategic initiatives, as well as the report from the 2018-19 crosscutting-theme task force: The Student Mental Health Task Force (third year).

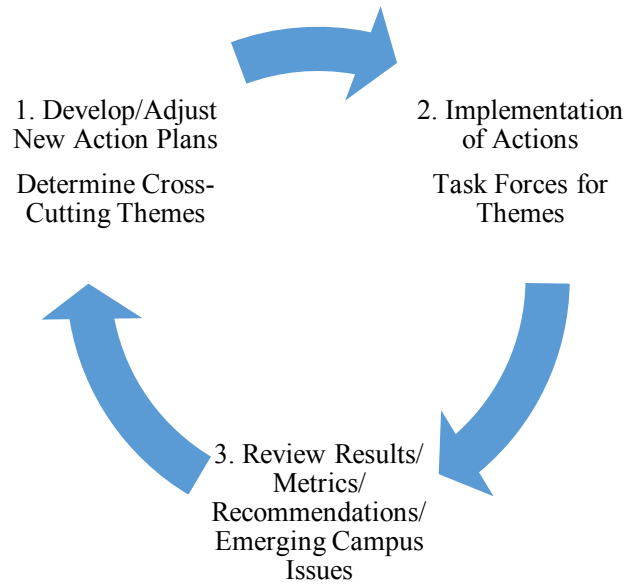
As I have written each year, continuous strategic planning integrates strategic work into the fabric of the organization. It is not a stand-alone effort. No one person or office owns the responsibility. This shared leadership has resulted in exceptional work and has motivated the accomplishments of individuals and groups — and thus Grinnell — from across campus. Once again, it is with humility and gratitude that I offer this compilation of the fine work of my colleagues and the plans for 2019-20.

Angela Voos, Chief of Staff and Vice President for Strategic Planning

Recap: 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 approach 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.



Continuous planning is iterative in nature. On an annual basis, tactics are reviewed and modified, new crosscutting themes are discussed, and measures toward progress are taken.

Though the six major directions (as discussed below) guide most of the work for strategic planning, all-campus conversations on crosscutting 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 yearlong projects. Now these task forces meet for two to three years instead of one, and their recommendations inform continuing work in the six major directions. Our early experience with crosscutting themes suggests that effectively addressing the crosscutting themes requires a second year, and sometimes a third year, for initial implementation.

Grinnell's Strategic Work

The Strategic Priorities Framework graphic following pulls together Grinnell's vision and overarching strategy, the six major directions, the foci of the comprehensive fundraising campaign, and the communications/branding work that supports the aforementioned.

The vision and overarching strategy for Grinnell is placed above the six major directions. Grinnell is first and foremost a learning liberal arts college. As such an institution, our focus on "learning" represents not only our mission to promote rich and engaged learning, but also the way that we work on a daily basis. Our daily work involves learning from internal and external trends, emerging national and international themes, and then adapting and responding.

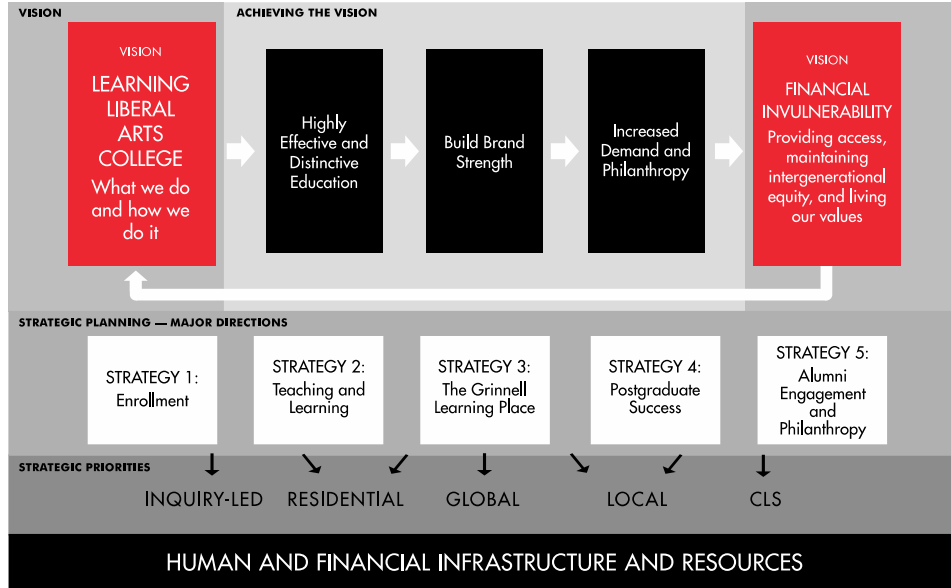
During the past seven years we have invested heavily in institutional research and analytics. Our vision of the learning liberal arts college is balanced by our commitment to developing a financial model that will assure future generations of students a highly effective and distinctive educational experience. We realize that to support this, Grinnell must improve its brand strength. By brand strength, we mean the authentic representation of what we do. Two significant measures of brand strength are demand by prospective students and philanthropic participation by alumni and friends. This increased demand will thus contribute to the financial stability of the College and allow continuous investment in the distinctive educational experience we provide. We see this vision and overarching strategy as a cycle of improvement.

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 in 2012. These six major directions serve the overarching vision of the Learning Liberal Arts College and Financial Invulnerability. 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. At the center, we place the major directions that relate to the student experience during college: Teaching and Learning, The Grinnell Place, and Postgraduate Success. The inclusion of Postgraduate Success in the group underscores the goal of helping students connect their learning experience in college directly to their future after college.

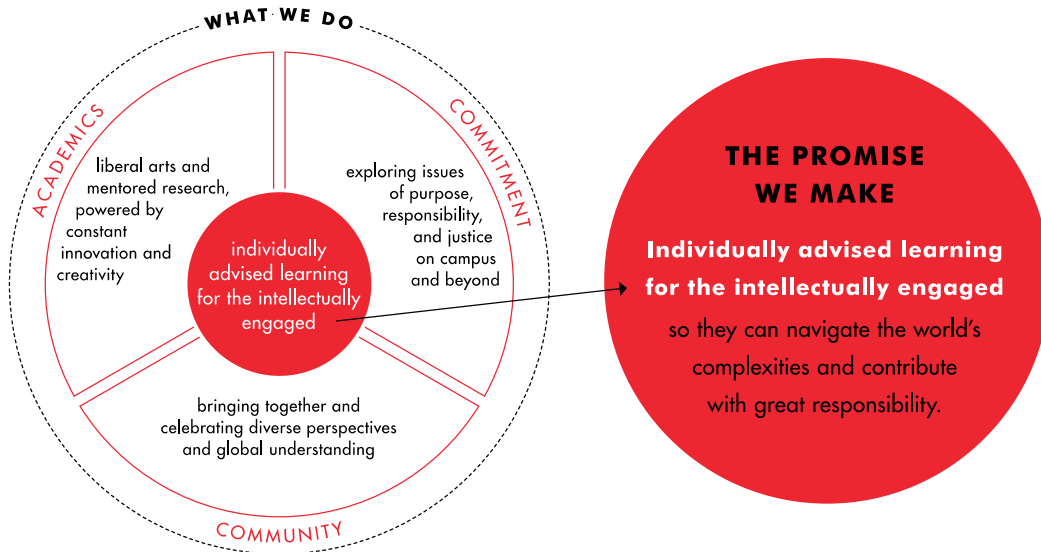
Continuous strategic planning is a process of ever-sharpening the institution's focus. The graphic below includes focus areas that reflect programmatic priorities in the coming years: inquiry-led learning, residential learning, global Grinnell, local Grinnell, and postgraduate success. These priorities are the emphases of fundraising efforts in Grinnell's most comprehensive campaign to date.

Our communications work is focused on authentically representing the distinctive educational experience we provide. The last section of the graphic below ties communications strategy with the vision, major directions, and campaign emphases. Our promise — our mission — the distinctive and effective education experience — is to provide an individually advised curriculum for the intellectually engaged so that they can navigate the world's complexities and contribute with great responsibility. Our positioning statements reflect the value we place on community, academics, and commitment and tie directly back to the goals of the six major directions.

STRATEGIC PRIORITIES FRAMEWORK



POSITIONING



Major Directions

Strategy 1: Enrollment — 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. Co-leads: David Harrison, professor of French; Joseph Bagnoli, vice president for enrollment and 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. 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. Co-leads: Anne Harris, vice president for academic affairs and dean of the College; Todd Armstrong, professor of Russian and chair of the faculty.

Strategy 3: The Grinnell Learning Place — Create learning spaces that encourage collaboration, community, creativity, and inquiry. Design, operate, and support environments on and off campus to enhance the academic, social, and environmental success of the Grinnell College community. Co-leads: Keith Archer, vice president for finance and treasurer of the College; Rick Whitney, assistant vice president of facilities management. Co-leads for Humanities and Social Studies Center: James Swartz, Dack Professor of Chemistry; Keith Brouhle, associate professor of economics.

Strategy 4: Postgraduate Success — 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, prepares, and encourages students to lead meaningful and purposeful life paths and careers. Mark Peltz, Daniel and Patricia Jipp Finkelman Dean, Center for Careers, Life, and Service.

Strategy 5: Alumni Engagement and Philanthropy — Forge and deepen a life-long connection between alumni of all ages with Grinnell College. Foster the beginnings of an alumni culture based upon civility, respect and a commitment to doing what is necessary to preserve the essence of a Grinnell College education for future Grinnellians. Co-leads: Caleb Elfenbein, associate professor of history and associate professor of religious studies; Jaci Thiede, vice president for 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. Create a fiscally sustainable business model that supports the College’s mission and maintains stability through variations in revenue sources and expenditure patterns. Co-leads: Keith Archer, vice president for finance and treasurer of the College; Carlie VanWilligen, director of institutional research.

All-Campus Conversations on Crosscutting Themes

Planning Year	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Theme	Strategic Planning	Financial Aid and Need-Blind Policy	Diversity	Global Grinnell	Residential Learning	Student Mental Health	Student Mental Health	Student Mental Health
Theme	Financial Model	Title IX and Wellness	Technology in Learning	Disability and Accessibility	Implementation of FY15 Themes	Implementation of FY16 Themes	Implementation of FY17 Themes	Implementation of FY18

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. This 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 2018-19, the actionable risks in the Enterprise Risk section are presented as a list of questions.

Grinnell College: Core Metrics October 2019

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. Actionable Institutional Risk Priorities

Actionable Institutional Risk Priorities 2019-20

RED ZONE (risk owners attend quarterly update sessions)

Does Grinnell College have appropriate **incident preparedness** to reduce the likelihood and impact of sudden destructive events? (e.g., fire, weather, act of violence)

Cybersecurity: Is the College vigilant in protecting security of institutional data and systems, and can continuity be restored in various scenarios?

Are systems in place that identify and register all **international College-sponsored travel**?

Does the College offer adequate and appropriate programs to **promote student mental health** and mitigate risks related to mental illness?

Do College policies and programs work to prevent and minimize harm arising from **substance abuse of alcohol and other drugs**?

Are **financial and budgetary decisions** consistent with managing risks that can threaten the College's ability to carry out its mission?

Does the College have well-designed administrative **succession and transition plans** to facilitate smooth and effective changes of leadership?

Does the College have an **inclusive campus culture** and actively work to identify, prevent, and address risks (including public perceptions of the College) related to bias and discrimination?

Do staff members regularly review, update, and strengthen College policies and practices as needed to maintain **environmental health and safety (EHS) compliance**?

Is the College adequately overseeing those **students responsible for budgetary and policy decisions** to identify and address the associated risks?

YELLOW ZONE (risk owners will provide updates each quarter)

Do our policies and practices in **Title IX compliance** reflect a responsive, well-informed, comprehensively supportive and fair approach to preventing and responding to sexual harassment and assault?

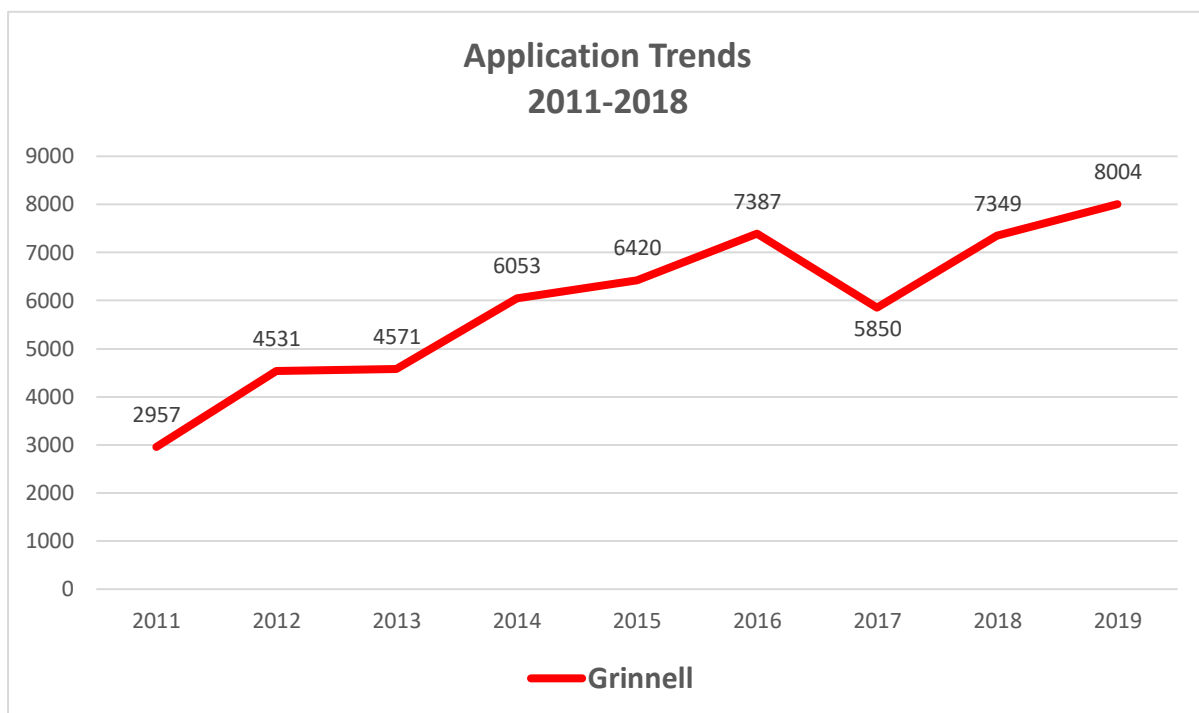
Does the College cultivate a **thriving partnership with the community** to address how our location affects retention of students, faculty, and staff?

Indicators of Progress

The action plans each year chronicle achievements and next actions. Below, we highlight three indications of the engagement by key constituents of Grinnell.

Strategy 1: Enrollment – Applicant pool *increases are the earliest indication of market penetration, institutional visibility and market share. Eight years ago, Grinnell had fewer than one-half as many applications for admission than Grinnell’s two most common competitors. For the first time in college history, in 2019 Grinnell surpassed 8,000 applications for admission and continues to exceed application productivity for the two top competitors (see Figure 1). A deep applicant pool provides Grinnell with the flexibility necessary to enroll a class that reflects our three primary institutional commitments to academic excellence, diversity, and social responsibility. (Joe Bagnoli, VP for Enrollment)*

Figure 1. Application History



Strategy 4: Careers Life and Service (CLS) – Student engagement: *During the past academic year, the CLS reached new student engagement milestones. Figure 2 provides a breakdown of student engagement with CLS advising, outreach, and events by class year. These data make Grinnell an outlier when compared to other institutions. The 2016 Gallup-Purdue Index Report found that 61% of college graduates from 2010-16 visited their career services office at least once before graduating. This past year, more than 84% of the student body engaged with the CLS an average of 5.6 times with nearly four*

of those interactions as individual advising contacts. (Mark Peltz, Daniel and Patricia Jipp Finkelman Dean, Careers, Life, and Service)

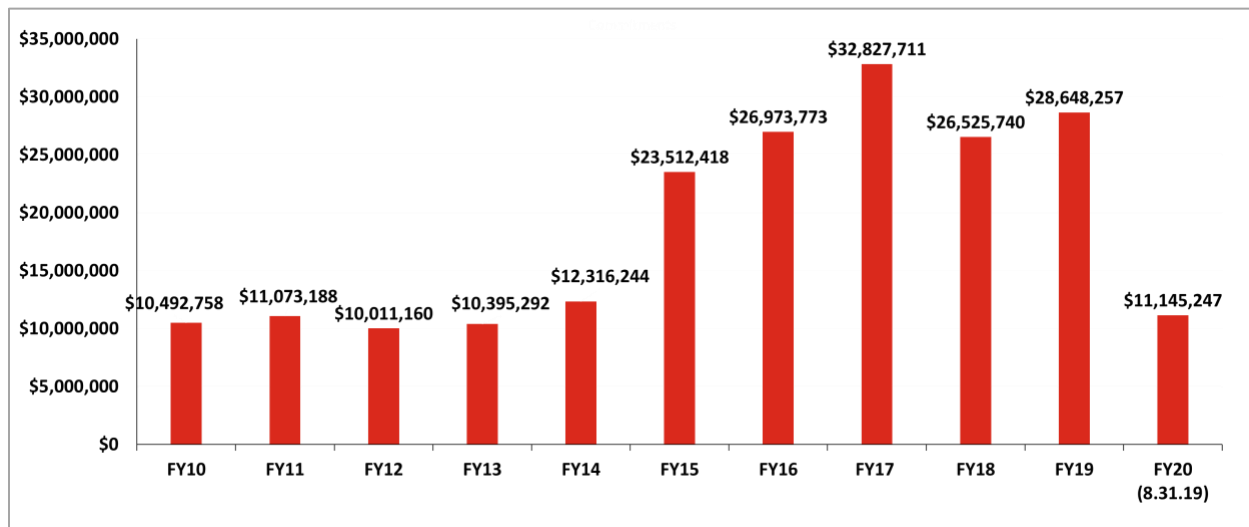
Figure 2. Student Engagement

Class Year	Percentage of Class that engaged CLS...			Average Contacts/Student	
	Advising	Outreach & Events	Overall	Advising	Overall
First Year	92.1%	71.8%	96.2%	2.5	4.9
Second Year	65.2%	61.2%	78.5%	3.7	5.9
Third Year	67.4%	53.0%	77.9%	3.9	5.4
Senior	72.0%	60.9%	83.1%	4.8	6.3
Total	74.8%	62.2%	84.4%	3.8	5.6

Strategy 5: Alumni Engagement

As Grinnell launches the public phase (October 4, 2019) of the most ambitious comprehensive fundraising campaign in the College’s history, the shift in the participation of alumni, parents, students, staff, faculty, and friends has been remarkable. Figure 3 demonstrates the growth in total commitments (pledges and receipts) by the Grinnell community of donors. Notably, at the close of August 2019 -only two months into FY20- the commitments from donors meet or exceed the total commitments annually in the first half of the decade.

Figure 3. Fundraising in Total Commitments



2019-2020 Action Plans

Strategy 1: Enrollment

Staff Lead: Joe Bagnoli, vice president for enrollment and dean of admission and financial aid

Faculty Lead: David Harrison, professor of French

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. (Ongoing)
- Develop Guiding Principles for the Composition of the Student Body. (Completed)
- Maintain the academic profile of the incoming classes of students. (Ongoing)
- 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. (Ongoing)
- Increase the diversity of the student body to provide a robust learning environment. (Ongoing)
- Understand and positively influence market perceptions of prospective students and their families. (Ongoing)
- Enroll entering classes of students who are strongly matched to Grinnell and therefore are likely to succeed and graduate. (Ongoing)
- Retain and graduate students who choose to pursue an education at Grinnell. (Ongoing)
- Maintain prospective and continuing student demand for a Grinnell education. (Ongoing)
- Enroll a highly qualified cohort of first New Orleans Posse. (Completed)

2018-19 Progress

Communications and Recruitment

- Develop a parent communication plan. Ongoing.
- Make comprehensive improvements to Grinnell.edu. Ongoing.
- Improve academic webpages and communication strategy that aligns prospective students' academic interests with a segmented email communication plan and campus visit programming. Ongoing.
- Produce a new financial aid brochure. Completed.
- Enhance recruitment efforts and deploy a robust digital advertising plan in primary, high probability markets. Completed.
- Develop a more robust digital recruitment strategy for prospects living within and beyond the primary markets. Completed.
- Develop current student testimonials in the form of videos, conversations and electronic chats with prospects to foster social connectedness in the age of social media. Completed.
- Expand high school counselor campus workshops. Under discussion.

Individual Campus Visits

- Offer opportunity for interested students to observe a theater rehearsal, sit in on a music rehearsal (e.g., with Grinnell Singers, Grinnell Symphony Orchestra, or Grinnell Jazz Ensemble) if they would like to learn more about the music scene at Grinnell. Completed.
- Offer opportunity for prospects interested in wellness activities, varsity athletics, and/or intramural sports to take a comprehensive tour of the Bear Athletic Center led by a staff member/coach from Athletics. Completed.
- Inquire with overnight visitors about what they are hoping to get out of their overnight visit to aid in the matching of overnight hosts. Completed.
- Implement a Summer Preview Day that builds comradery among rising seniors. Completed.
- Split campus tours so that guests/parents and students can go on separate tours. Completed.
- Develop design concepts for public displays in the new Admission and Financial Aid Office that reveal the history, character, priorities and personality of the college. Completed.

Campus Events

- Incorporate pick-up indoor soccer to our program on Sunday afternoons to add an informal and fun, less-structured activity to the program schedule to help people make important social connections. Completed.
- Partner with the CLS to offer a Social Justice Community Tour of Grinnell to highlight the distinctive strengths and challenges of the larger Grinnell community. Completed.
- Introduce an hour-long session for visitors with currently enrolled students to reveal the Grinnell experience through current students. Assign admitted students to groups based on major of primary interest and other academic interests. Completed.
- Introduce admitted students to current students on SEPCs, representing all different academic departments. Completed.
- Formalize the offering of Prospies and Pancakes on the program schedule to allow current students to serve as hosts of an informal event in our official program. Completed.

Diversity and Inclusion Activities

- Recruit and hire more diverse student staff. Completed.
- Ensure that there is adequate representation of diverse perspectives in all on-campus and virtual student panels. Completed.
- Increase diversity-related content in admission publications. Completed.
- Develop a diversity recruitment publication (e.g., a 1-pager). Discontinued.
- Consider sensitivity to diverse populations when hiring consultants. Completed.
- Train staff in admission and financial aid to identify and actively work to combat their personal biases. Completed.
- For African American students, in particular, adopt financial aid packaging policies that will best insure yield on offers of admission. Completed.
- Increase influencer engagement, particularly for African American students (i.e., communicate more with their parents). Ongoing.
- Send an African American parent letter from Raynard or the family of a currently enrolled African American student's parent(s). Ongoing.
- Produce an "Information for parents" webpage available in multiple languages (e.g. Spanish, Chinese, Korean, Japanese, Vietnamese, etc.). Discontinued.
- Make campus tours more inclusive – mention cultural organization suites in JRC, Black Cultural Center, Stonewall Resource Center, etc. Completed.
- Consider multicultural tours/virtual panels to increase engagement and inclusivity. Completed.

- Mention intercultural affairs office, multicultural leadership council, and multicultural organizations, resources for 1st generation students in all information sessions. Now mentioned in all tours.

Enrollment Strategy 2019-20 Actions

Financial Aid

- Introduce early financial aid reviews for all prospective students interested in the possibility of submitting an Early Decision application.
- Develop a presentation on financial aid literacy that explains the various forms of financial aid, what it covers (i.e., direct and indirect expenses), the provision for special circumstances, sources of aid (i.e., the role of government aid, self-help, parent support, endowment spending and alumni gifts), institutional levels of investment as well as how Grinnell's packages and overall investment in financial aid compare to others.
- Deliver the financial aid presentation to the Board, Senior Staff, faculty, staff and students.
- Participate in all DAR-sponsored Campaign Launch Events to mobilize alumni in support of financial aid at Grinnell.

Early Applications

- Consider incentives for Early Decision applicants.
- Develop a strategy to retain students who deposit at Grinnell when they are confronted with subsequent offers of admission and financial aid elsewhere.
- Adopt marketing strategies founded upon findings from the recent Art & Science study of prospective students.
- Increase travel schedule for *Eight of the Best Colleges*.
- Follow-up activities for *Eight of the Best Colleges*, including interview weekends in *Eight of the Best* cities, additional marketing materials (e.g. we will send the Ologie search postcards to inquiries in *Eight of the Best* markets and the Ologie parent piece will go to parents of *Eight of the Best* attendees).
- Enhance partnership with Athletics.
- Determine eligibility for merit aid earlier in the recruitment process.
- Increase matches with QuestBridge from 20 to 35.
- Development of "personalized recruitment team," which will focus on creating a series of high touch, personalized recruitment efforts for students who would benefit the most from applying Early Decision.
- Facilitate a connection between admission counselors and students from their regions at every on-campus admission program.
- Create more opportunities at on-campus programs to counsel high school juniors on the college search/benefits of applying Early Decision.
- Develop a marketing piece for high school counselors that details the changing admission landscape at Grinnell and the benefits of applying Early Decision.

Reading and Selection

- Reduce reading and committee time by 25%.
- Revise process of review for QuestBridge, internationals, etc.
- Create efficiencies in application processing, including streamlining certain Slate queries, creating a self-serve application withdrawal form, and modifying the Slate application bin movement for international students.
- Create a system that allows readers to better prioritize how and when they should read certain applications.
- Revise process for submission of “Why Grinnell” statement.

Diversity and Inclusion Activities

- African American cohort-based model.
- Develop the Campus Life and Multicultural Briefing (CLiMB) for prospective students.
- Create more robust programming for Grinnell Diversity Travel Opportunity recipients who attend Discover Grinnell.
- Re-design of Grinnell QuestBridge website, including more marketing information on why QB students chose Grinnell.

Campus Visits and Events

- Creation of “visit days,” which provide families with more robust visit programming outside of two-day Discover Grinnell and admitted student programming.
- Incorporation of mock classes into visit programming.
- Creation of a student life tour highlighting student-led activities and traditions.
- Routinize sending out “save the date” postcards and emails for big on-campus events.
- Add visual aid to on-campus information sessions.
- Conduct information session audit to ensure consistency and accuracy in messaging.

Communications

- Create yearlong social media plan.
- Create parent admit packet.

Third-party Constituents

- Create Counselor Advisory Board (Fall 2020 implementation).

Strategy 2: Teaching and Learning

Staff Lead: Anne Harris, vice president for academic affairs and dean of the College

Faculty Lead: Todd Armstrong, chair of the faculty and professor of Russian

Goal: Re-envision Grinnell’s commitment to a liberal education and its value in the 21st 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 as it shapes identities and communities.
- Create a flexible environment that allows for creativity and collaboration across disciplines, and within both local and global communities.
- Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College.
- Continue to create learning experiences both in the classroom and on campus that foster belonging; articulate the relationship between knowledge and community.

2018-19 Progress

Academic Affairs promoted three major sets of goals during 2018-19.

- First, we advanced innovative teaching and learning ([Strategy 2: Teaching and Learning](#)) in the following areas: student and faculty research; global education; and diversity and inclusion. We also moved forward to engage questions about the future of the liberal arts, including a successful Mellon Foundation proposal to support innovations in humanistic fields, community-based learning, and new approaches to advising.
- Second, we worked in several areas to strengthen the environment and facilities for teaching and learning ([Strategy 3: Grinnell Learning Place](#)) through the opening of the new Humanities and Social Studies Center and a series of related relocations of academic programs and student support services.
- Finally, we enhanced the overall academic infrastructure ([Strategy 6: Human and Infrastructure Resources](#)) required to advance our goals for innovation. Our efforts here focused on our successful reaccreditation by the Higher Learning Commission, the completion of the Student Mental Health Task Force, and the pilot of a new First-Year Experience course for all entering students.

(1) Advance Innovative, Inquiry-Led Teaching and Learning

Student and Faculty Research

- Faculty have continued to advance their work in offering all Grinnell students a substantial, mentored research experience using a variety of means, including independent study projects, Mentored Advanced Projects (MAPs), and departmental research seminars.
- Students completed 130 MAPs during the academic year in addition to a projected 108 MAPs during the summer of 2019. They completed 84 independent study and directed reading courses as well.
- More than 100 students participated in the fourth annual student research symposium, presenting papers, posters, and performances from across all academic disciplines.
- Continued to advance a culture of faculty grant-seeking, yielding multiple new applications and awards. Faculty submitted a total of 69 proposals for external awards, supporting a wide range of college priorities, including globally engaged work, student success, the digital liberal arts, and engagement with the local community. A substantial number of successful grants were in the humanities, a major accomplishment given low funding rates in those fields. 26 of the grants were awarded funding totaling over \$1.7 million.
- Awarded a \$1 million Mellon Foundation grant from a proposal submitted in July of 2019. The grant fosters three advancements for the Humanities and humanistic Social Studies: gateway courses at the 100- and 200-level that are based on an inter-connected issue (vs. an introduction to the discipline); community-based learning that engages the Humanities and humanistic Social Studies in local and regional communities through both the curriculum and co-curriculum; and an emphasis on careers stemming from the Humanities and humanistic Social Studies through the creation of an alumni network and professional connections.
- Submitted proposals and successful grants. Successful grant proposals included:
 - Charlotte Christensen's \$484,300 NSF (National Science Foundation) CAREER grant, which will support computational research on galaxy formation and the incorporation of computing into the physics curriculum.
 - Vance Byrd's \$298,000 Mellon New Directions grant, which will support Byrd's formal training in art history, critical race theory, and Civil War history as he begins a new project on war commemoration.
 - Two grants totaling \$199,333 from the Corporation for National and Community Service in support of the Grinnell AmeriCorps Partnership, which works with community partners to support grade-level reading.
 - Two grants totaling \$80,000 from the American Council of Learned Societies and the Howard Foundation to Shanna Benjamin to support her completion of a biography of pioneering black feminist literary scholar Nellie Y. McKay.
 - Fredo Rivera's \$49,937 grant from the National Endowment for the Humanities to support plans for digitizing and sharing the Haitian art collection of the Waterloo Center for the Arts.

- A grant of nearly \$150K awarded to Eric Ohrn and his colleagues by the Russell Sage Foundation to determine whether advances in technology allow firms to substitute capital for labor (Grinnell's share is \$33,744).
- A grant of nearly \$200K awarded to Andrea Tracy and her collaborators (who include former Secretary of Agriculture Tom Vilsack) by the Rockefeller Foundation for efforts to address childhood obesity in Colorado and Iowa (Grinnell's share is \$13,975).
- Strong attendance at faculty development events and new grant-writing peer groups designed to publicize grant opportunities and promote faculty applications. Strong engagement in the annual Grinnell Lecture, celebrating faculty research accomplishments.
- Grants office prepared a new handbook of policies and procedures in collaboration with HR and Accounting.

International Initiatives and Planning

- The Institute for Global Engagement (IGE) completed an external review of the college's Grinnell-in-London program and secured faculty approval for a revision to include the creation of a core, team-taught cultural course, interdisciplinary teaching, and opportunities to take courses in UK universities. Removing the internship option and ending reliance on local adjuncts should help to manage costs and improve the program's focus.
- IGE secured faculty approval for a revision of the Grinnell-in-Washington program that will partner with American University to offer courses of interest to students across all disciplines and include a substantial internship experience in addition to engagement with alumni.
- 201 students studied abroad for a semester or more, a slight increase over the 198 who did last year. 64% of them studied in Europe, above the national average of 54%. To promote greater exposure to other cultures, IGE will continue to encourage enrollment in programs based in Asia and the Global South.
- Develop nodes of off-campus study partnerships within a global framework; partnerships are underway with universities in Leiden (Netherlands), Accra (Ghana), and Nanjing (China).
- Administered three Global Learning Program interdisciplinary courses: one focused on disability studies in the U.S. and Japan; one analyzing global medicinal practices in Japan and England; and a third examining tolerance and intolerance in France and Germany.
- Supported two courses with embedded travel, including "Ancient Greek Sculpture" with two weeks in Britain and Greece, and "Readings in Chinese Literature," with two weeks in China.
- Hosted five international visiting faculty members and five visiting language instructors.
- Language Learning Center coordinated the ALSO (Alternation Language Study Option) program to offer six additional languages beyond the college's regular offerings to 30 students.
- Held a symposium that brought faculty and staff from six partner institutions in China, France, India, the Netherlands, and the UK to Grinnell to increase collaborations.
- Collaborated with the Development Office on fundraising and alumni events in London, Hong Kong, Shanghai, Singapore, and Washington.

- Conducted ten off-campus study site and program reviews to ensure quality of offerings.
- Continued faculty discussions regarding the creation of a global studies major. Held a successful faculty workshop in May to build the proposal for a thematic approach including a foreign language requirement as well as a requirement for international experience (either through study abroad or an international internship). Plan to bring proposal for a faculty vote in the 2019-20 academic year.

Future of the Liberal Arts

- Secured an invitation from the Mellon Foundation to submit a major grant proposal to support innovation in humanistic fields of study and did so successfully in July of 2019. Key components of the grant will include curricular revision (including new gateway courses and problem-centered interdisciplinary seminars); collaboration between academic departments and the Office for Careers, Life, and Service (CLS); and a strong public-facing component including community-based learning and internships to enable students to draw connections between their academic knowledge and its real-world applications. Built partnerships with the Ahrens Foundation, the Greater Poweshiek Community Foundation, the Grinnell Regional Medical Center, and the Grinnell-Newburg Public School District to begin the project.
- Continued mission-driven discussion among faculty and trustees regarding the future of the liberal arts at Grinnell. Reviewed historical and current data regarding enrollments in academic departments as well as numbers of students majoring in academic departments and initiated discussions of the ways Grinnell can preserve its commitment to the breadth of the liberal arts and the vitality of humanities and social studies fields even as demand for STEM increases.
- Implemented a new faculty advising template to encourage students to pursue a breadth of study through the curriculum. Launched session at New Student Orientation to emphasize the value of a diverse course of study.
- Hired the first tenure-track faculty member for a planned interdisciplinary program in Film and Media Studies.

(2) Enhance the Grinnell Learning Place

Humanities and Social Studies Center (HSSC)

- Built on several years of planning to open the new wings of the Humanities and Social Studies Center in time for the spring 2019 semester. Included strong faculty engagement in the design and move-in process to relocate several departments into exciting new spaces for teaching and learning. Arrayed faculty across “academic neighborhoods,” mixing their offices across departments.
- Began process of curating new public and collaborative spaces (inquiry labs, team rooms, commons areas) and defining building policies related to access and reservations. Placed academic support assistants in new spaces.
- Moved the Data Analysis and Social Inquiry Lab (DASIL), the IGE, and the Writing Lab into prominent new locations.

Residential Learning and Academic Mission

- Secured faculty approval for a new First-Year Experience (FYE) course to be piloted for all incoming students over the next two years. The course will include components related to living in a residential community, harm reduction and safety, mental health and wellness, diversity, and time management – and is designed to provide students with recourse to resources to sustain all components.

(3) Improve Infrastructure for Transformative Liberal Arts Education

Student Success and HLC Accreditation

- Completed the required Assurance Argument, hosted visiting accreditors, and successfully secured reaccreditation by the Higher Learning Commission (HLC).
- Coordinated a process that allowed for substantial engagement by faculty, administrators, trustees, and students.

Student Mental Health

- Student Mental Health Task Force completed the draft of its report and shared it with campus constituencies for comment and review.
- Emphasis placed on a public health model, with greater attention to education, outreach, and work to address the social and environmental factors that contribute to student stress and anxiety.
- Created new, integrated administrative structure to encompass nursing and medical care, counseling services, and preventative strategies now known as SHAW (Student Health and Wellness).
- Continued to expand new service methods in collaboration with the University of Iowa, including group therapy and added tele-psych hours and availability.

2019-20 Actions

(1) Advance Innovative, Inquiry-Led Teaching and Learning

Student and Faculty Research

- Assess distribution of research experiences within the divisions, and analyze any gaps.
- Coordinate College curricular initiatives with grant development (e.g. new Film and Media Studies (FMS) area, Conard Environmental Research Area (CERA), Salisbury Collection, Student Affairs, and more).
- Encourage faculty grant-seeking for fellowships where the College has been less well-represented (e.g. National Institute for the Humanities (NEH) summer stipends)
- Continue focus on early career faculty to help them begin to build portfolios.
- Align grants manual and development workshops with review processes for best coordination of grants and publications.
- Support grant-writing and publication faculty groups.
- Foster and develop opportunities for faculty and staff research (e.g. Andrea Tracy (Neuroscience) and Jen Jacobsen (Student Affairs) on student mental health)

Global Initiatives and Planning

- Develop memo of understanding with Ashesi University in Accra (Ghana), beginning with administrative delegation in fall 2019, and continuing with faculty and staff group visit in summer of 2020.
- Explore other partnerships that maintain an emphasis in the Global South.
- Implement changes to Grinnell-in-London throughout fall 2019, from logistics of new contracts to new on-site partnerships to new two-faculty model.
- Assess new proximity and partnerships of IGE and International Student Affairs in the HSSC.
- Create policies and establish support and funding for the Global Kitchen.
- Create policies and technological support for Global Living Room and other spaces in the HSSC dedicated to global learning.
- With recent changes in personnel, design new reporting structure, and potentially functions, for the Language Learning Center, the ALSO program, and FLTA (Foreign Language Teaching Assistant) program with language department chairs.
- Work with reading and writing labs for EAP (English for Academic Purposes) support for international students.
- Define options for Grinnell-in-Washington and discuss with faculty.
- Discuss findings of the May 2019 Global Majors workshop with faculty in multiple venues and the resulting discussion with Curriculum Committee and faculty vote.

Teaching and Learning Across Disciplines

- Support new tenure-line hire in Film and Media Studies and development of interest group into a steering committee for a concentration or minor; support funding, establishment, and implementation of technological equipment.
- Support Data Seminar Series and its work broadening data science interest and expertise, and continue to monitor student engagement.
- Work with directors of Area Studies to define identity beyond geography and increase student engagement with programs
- Introduce the Salisbury Collection recently purchased by the College to departments and invite interdisciplinary study of documents for both teaching and research.
- Analyze role of the Centers (e.g. Humanities Center, Center for Prairie Studies and others) in promoting interdisciplinary exploration through seminars and short courses.
- Coordinate, so as to clarify for constituencies, the work that the College's various digital teaching and learning support sites foster (DLAC: Digital Liberal Arts Collaborative, including GCIEL: Grinnell College Immersive Experience Lab; and DASIL: Data Analysis and Social Inquiry Lab)

Future of the Liberal Arts

- Engage faculty chair and dean leadership in current issues shaping liberal arts through subscription to *Inside Higher Ed* and the *Chronicle of Higher Education*.
- Implement Mellon Foundation grant regarding future of humanities at Grinnell.
- Inform faculty about student enrollment and majors patterns with the aim of even more intentional advising across the breadth of the curriculum.
- Examine existing course choice and registration system, and course scheduling system.
- Promote gateway and issues-based courses at the 200-level for breadth and exploration.

- Engage faculty in discussions of community-based learning and liberal arts in the public sphere from logistics to principles, building on existing successes.
- Assess an all-student second-year retreat to assist second-year students navigate challenges, access opportunities, and get advice from and form relationships with peers, staff, and faculty.

(2) The Grinnell Learning Place

HSSC

- Continue to work on displays and location of art works and visual presentations in both departmental and shared interdisciplinary spaces in the HSSC.
- Move HSSC policy use to the Dean's Office for scheduling of public spaces, display of student or art work, and other events and presences in shared spaces.
- Provide equipment and resources for the Global Kitchen in the HSSC.
- Co-ordinate with Facilities Management for moves of last departments to join the HSSC (e.g., Philosophy and Gender and Women's Studies) and renovations to spaces vacated by departments, especially Mears Cottage, soon to be occupied by SHAW (Student Health and Wellness).

Residential Learning and Academic Mission

- Establish and promote access and display of Salisbury Collection for both local (students, faculty, staff, and community members of Grinnell) and national (scholarly and library) constituencies and audiences.
- Develop timeline and funding (in phases) for Film and Media Studies space on-campus (in Burling Library and Bucksbaum Art Center) and off-campus (in the space recently purchased from the Catholic Church) for both student and community engagement.
- Engage campus constituencies in emerging discussions of downtown residential space.
- Continue to explore and promote Grinnell College learning spaces in the town of Grinnell (e.g. the Smithsonian exhibit, the public spaces of downtown residence hall of FMS space).
- Promote the renaming of the Falconer Gallery as the Grinnell College Museum of Art.

(3) Improve Infrastructure for Transformative Liberal Arts Education

Diversity and Inclusion

- Support new Diversity and Inclusion Council converted to standing committee last year.
- Co-ordinate Dean's Office with "diversity triad" for faculty, students, and staff.
- Assist departments in discussing and setting goals for diversity metrics presented in department/program reviews.
- Continue and conclude the search for a rabbi at the College.
- Support Disability Services through their move into the 3rd floor of Goodnow
- Study faculty and staff use of disability services, with special emphasis on how accommodations may reshape review and/or promotion processes.

- Support new search procedures and work of equity advocates.
- Examine integration of diversity and inclusion work in salary and personnel reviews.
- Promote inclusive teaching training/workshops for all faculty.
- Search for new Chief Diversity Officer, in light of Lakesia Johnson’s return to faculty.
- Work to respond to campus climate survey signaling under- or de-valorization of staff.

Shared Governance

- Promote opportunities for faculty leadership to learn more about other elements of the college, as with the Faculty Leadership Seminar held each August.
- Work with Executive Council and the Faculty Working Group on the Evaluation of Teaching (FWGET) on EOCES (End-of-Course Evaluations), within growing research about bias in EOCES and consideration of effect on review processes at the College. FWGET will be co-chaired by the Chair of the Faculty and the Director of the CTLA.
- Work with Executive Council and salary committee on place of diversity and inclusion work in merit analysis, as well as the role of bias in determining salary merit scores.
- Continue to work on decision-making processes for work that intersects faculty committees and governance processes with those of other divisions of the College, such as Information Technology Service (ITS).
- In light of the close faculty vote in support of the FYE, assess and analyze the experience from the student, staff, and faculty perspective; continue to promote faculty and staff collaboration on the FYE.
- Discuss the creation of a “staff teaching” category with HR and Executive Council and the Curriculum Committee, so as integrate staff expertise into teaching, when supported by degree and experience.
- Create a system of course observations and review for term faculty, especially those who have been at the institution three years or longer.
- Design a process that will assure changes in practices and policies voted in by faculty during faculty meetings will be made in the Faculty Handbook in a timely manner.
- Establish a Faculty Handbook Review group of faculty and administration that will, in summer 2020, revise the Faculty Handbook in light of faculty votes over the past ten years, in consultation with legal counsel and for presentation to Trustees in fall 2020.

Student Success and HLC Accreditation

- Implement changes to address concern in HLC Criterion 4B: Direct Assessment of Student Learning, working with the Center for Teaching, Learning, and Assessment (CTLA) and department chairs under the leadership of Associate Dean Mark Levandoski for departmental assessment plans.
- Help each department develop an assessment project, most likely within one of its learning goals as it aligns with one of the six College-Wide Learning Goals.
- Help departments/programs identify four key components of assessment:
 - The definition of student learning goals.
 - Identification of the courses or experiences through which students acquire targeted abilities or skills.
 - Measurement of the extent to which skills or abilities are realized through those experiences.
 - The use of knowledge gained through measurement to improve pedagogy and

curricular offerings.

- Integrate assessment projects into departmental/progress review.
- Develop and discuss assessment projects in co-curricular areas of Student Affairs
- Develop and distribute assessment of FYE.
- Connect assessment of student learning to assessment of effective teaching, and examine effect on EOCEs.
- Connect assessment to the larger on-going efforts to address student retention.
- Further study student success software system, Target X, following summer hiatus.

Student Mental Health

- Implement recommendations of the final report of the Student Mental Health Task Force, released in May 2019, having distributed them to appropriate committees, and diffused them among faculty, staff, and students.
- Expand and promote concept of “academic well-being” in its emphasis on work-life balance, wholeness of personhood, and physical considerations (such as sleep and alcohol/drug use) as well as academic considerations (such as tutoring)
- Plan for move of SHAW into Mears Cottage in 2020-21, with concomitant considerations for space and staffing.

Belonging and Persistence

- Create an implementation group that, based on findings from the Residential Life Task Force report and the Student Mental Health Task Force report, will inventory and prioritize both efforts and recommendations for student belonging and persistence
- Broaden the readership and discussion of monthly student retention reports to better discern patterns and better time interventions for student belonging and persistence
- Raise awareness of lessening retention rate, approaching 80%, with discussion of a range of effects from College mission to student experience to rankings
- Consider revisions to New Student Orientation, as prompted by Associate Vice President of Student Affairs, and assess Second-Year Retreat, as prompted by Chair of the Faculty.

Reading List of Summer 2019 Dean’s School

- *Generous Thinking; a Radical Approach to Saving the University* Kathleen Fitzpatrick (Johns Hopkins, 2019)
- *Book of Unknown Americans* Cristina Henríquez (Vintage Books, 2014)
- *Safe Spaces, Brave Space; Diversity and Free Expression in Education* John Palfrey (MIT, 2017)
- *College Students’ Sense of Belonging; a Key to Educational Success for All Students* Terrell Strayhorn (Taylor & Francis, 2019, 2nd edition)
- Recent publications that build on this reading list
 - *Safe Enough Spaces; a Pragmatist’s Approach to Inclusion, Free Speech, and Political Correctness on College Campuses* Michael Roth (Yale, 2019)
 - *The College Dropout Scandal* David Kirp (Oxford, 2019)

Strategy 3: The Grinnell Learning Place

Staff Leads: Keith Archer, vice president for finance and treasurer; Rick Whitney, assistant vice president of facilities management

Faculty Leads: Keith Brouhle, associate professor of economics; James Swartz, professor of chemistry, Dack Professor of Chemistry

Goal: Build learning spaces that encourage collaboration, community, 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

- Design mission-driven architecture that supports the full creative range of original materials and scholarship products generated at Grinnell.
- Partner with the city of Grinnell as a place of learning and ensure a continuing collaborative relationship between the College and the city.
- Configure facilities with the right technology and provide access to necessary data and primary source material to support emerging forms of inquiry-based learning.

2018-19 Progress

Facilities

Phase I Projects

- Manage the schedule and budget for the Phase I capital projects. **[In Progress]**
 - Admission and Student Financial Services building (ASFS) was completed in October of 2018 and occupied in November of 2018. The project was on schedule and on budget.
 - Humanities and Social Studies Center (HSSC) is still in progress and is expected to be on schedule and on budget. The new addition was completed in January 2019 and available for classes during the spring 2019 semester. The renovations of ARH and Carnegie are ongoing and scheduled for completion in April 2020.
 - The Phase I Landscape Transformation commenced in May of 2018 and will continue through summer 2020. The project remains on schedule and within budget.

Campus Space Planning

- Refine the comprehensive campus space planning framework. **[Ongoing]**

- Maintaining a Gantt chart of departmental moves created by the completion of HSSC and ASFS.
- Manage transition to new learning and office space in HSSC. **[In Progress]**
 - Strategically planned for and moved faculty and staff into offices in the HSSC addition.
- Implement new policies and activities to leverage HSSC for student learning and community building on campus and across the Grinnell community. **[In Progress]**
 - Outdoor learning spaces are complete, adding several new opportunities for learning and community building.
 - Policies are being developed for usage and reservation of team and research rooms.

Other

- Monitor the applicable metrics to ensure that adequate investments are being made to maintain the physical plant. **[Ongoing]**
 - Database was refreshed to reflect current building component and construction costs.

Zone of Confluence/Economic Development

- Actively explore opportunities for public/private partnership in the Zone. **[Ongoing]**
 - Completed the sale of the south lot of 733 Broad Street to Mayflower to provide space for residential development.
- Continue to pursue prudent land banking opportunities in the Zone. **[Ongoing]**
 - The property at 1020 Main Street was razed to prepare the location for future development
- Collaborate with civic organization to increase consumer traffic to downtown Grinnell **[Ongoing]**
 - Exploring the possibility of building a residence hall on Broad Street. The project would include student and faculty housing, space for academic and community engagement.

2019-20 Actions

Facilities

- Complete the construction of the Phase I capital projects.
- Refine the comprehensive campus space planning framework.
- Monitor the applicable metrics to ensure that adequate investments are being made to maintain the physical plant.
- Manage transition to new learning and office space in HSSC.

- Implement new policies and activities to leverage HSSC for student learning and community building on campus and across the Grinnell community.

Zone of Confluence/Economic Development

- Actively explore opportunities for public/private partnership in the Zone.
- Continue to pursue prudent land banking opportunities in the Zone.
- Collaborate with civic organization to increase consumer traffic to downtown Grinnell
- Continue to investigate the possibility of building a residence hall on Broad Street. The project would include student and faculty housing, space for academic and community engagement.

Strategy 4: Postgraduate 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, prepares, and encourages students to lead meaningful and purposeful life paths and careers.

Objectives

- Provide and expand opportunities for students to make connections between course experiences and high-impact experiential learning experiences outside the classroom (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.).
- Foster collaborations among Grinnell’s faculty members and academic programs to support students’ career readiness.
- Strengthen partnerships with local, regional, national, and global organizations to expand experiential learning and post-graduate opportunities for students.
- Guide students to reflect on and articulate how their skills and experiences are applicable to their futures, and prepare students to present themselves verbally, digitally, and in writing to a range of stakeholders.
- Explore innovative technology platforms designed to curate students’ co-curricular involvement, facilitate their reflection and learning, and professionally display their skills, experiences, and accomplishments.
- Develop programs that facilitate networking and mentoring relationships between

students and members of our alumni and College community (peers, faculty, and staff)

- Expand career development support to young alumni.

2018–19 Progress

Student Engagement Overview

- During the past academic year, the CLS reached new student engagement milestones. The following table provides a breakdown of student engagement with CLS advising, outreach, and events by class year. These data make Grinnell an outlier when compared to other institutions. The 2016 Gallup-Purdue Index Report found that 61% of college graduates from 2010-16 visited their career services office *at least once before graduating*. This past year, more than 84% of the student body engaged with the CLS an average of 5.6 times with nearly four of those interactions as individual advising contacts.

Class Year	Percentage of Class that engaged CLS...			Average Contacts/Student	
	Advising	Outreach & Events	Overall	Advising	Overall
First Year	92.1%	71.8%	96.2%	2.5	4.9
Second Year	65.2%	61.2%	78.5%	3.7	5.9
Third Year	67.4%	53.0%	77.9%	3.9	5.4
Senior	72.0%	60.9%	83.1%	4.8	6.3
Total	74.8%	62.2%	84.4%	3.8	5.6

Advising Feedback

- Given the thousands of advising contacts the CLS team has with students and alumni over the course of the academic year, it is imperative that we assess the extent to which our clients find these interactions helpful. The following table highlights responses to the CLS’s advising feedback survey, which is administered every Friday to students and alumni who had advising appointments during that week.

The adviser was welcoming...	4.90
The adviser was knowledgeable...	4.72
The adviser helped me identify next steps...	4.70
I would return to this adviser...	4.78

[My adviser] helped me clear my brain, gain confidence in what I do well, and lose my shame over what I don't/can't do.

Student, Class of 2021

I would recommend this adviser to a friend...	4.70
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* Scale: 5=Strongly Agree to 1=Strongly Disagree

Handshake Rollout

- The CLS rolled out a new Career Services Management (CSM) system this academic year, Handshake, which served as a replacement for PioneerLink. During the past academic year, 5,094 distinct employers targeted 20,913 internship and full-time job opportunities to Grinnell College students. Both of these numbers reflect transformative growth. For context, 339 employers posted 1,748 positions during the 2017/2018 academic year, resulting in a 1500% increase in employers and a 1200% increase in the number of opportunities this past year.

Advising and Exploration

- The 2018/19 academic year marked the fifth year of the CLS's Exploratory Advising Program, where every incoming student (first-year and transfer) is assigned an exploratory adviser. Again, reaching more than 96% of the Class of 2022, this continues to be a model program and a best practice envied by many peer institutions. In fact, each year we are contacted by other colleges and universities to learn more about our program as they explore scaling similar initiatives at their institution. To date, none of our peers have a dedicated team of advisers focused exclusively on first- and second-year students.

Career Communities

- The Career Communities team set a goal of having more than 50% of the third-year students and seniors join at least one Career Community during the 2018/19 academic year, and that goal was accomplished (at just more than 51%). In addition to becoming a ubiquitous part of the student experience, the Career Communities hosted four symposia and three treks (to Seattle, Boston, and Washington, DC), which, collectively, reached about 1/4 of the student body.

Employer Engagement

- The Employer Engagement team provided leadership on the selection, set-up, and rollout of our new CSM, Handshake. As was previously mentioned, the adoption of this new technology has resulted in staggering increases in both the number of employers and opportunities posted to Grinnell College. In fact, the Employer Engagement team has adopted new workflows and processing standards to keep up with the volume of activity. Beyond Handshake, the Employer Engagement team worked with 95 recruiters over the course of the academic year who participated in more than 120 recruiting events (information sessions, information tables, workshops, interviews).

Internship Funding Program

- The summer 2019 internship funding program resulted in 131 students receiving \$368,026 in internship funding to offset expenses associated with unpaid or underpaid internships. This reflects a 20% decrease in the number of students who were awarded funds the prior summer (2018), and a 24% decrease in funding awarded (Summer 2018: 163 students received \$486,209). The reasons for the decrease in available funding from FY18 to FY19 are threefold. First, there were some notable gifts in FY18 that provided additional internship funding support. Second, the CLS had a portion of budget dollars affiliated with a now defunct program that it was able to allocate to support internships as a one-time investment. And third, the Wilson Center for Innovation and Leadership no longer funds summer internships at a significant level. In the past, the Wilson Center had committed anywhere from \$40,000 to \$100,000 in support of summer internships; now they fund only a handful (if any).

Service and Social Innovation

- In working with 73 community partners, the Service and Social Innovation team continued to strengthen its programmatic offerings for students. During the 2018/19 academic year, three Alternative Break trips took place which directly involved 42 students, including 6 trip leaders and 36 trip participants. Additionally, the Service Learning Work Study program, in which Grinnell students work alongside non-profit leaders in a paid position, included 44 student leaders who logged more than 4,000 hours in local non-profits. In partnership with faculty, the Service and Social Innovation team worked with and supported 18 distinct courses with a community-based component that enrolled 268 students. These courses provide students an opportunity to connect course content to meaningful and relevant issues within the community.

Grinnell Prize

- The 2018 Grinnell College Innovator for Social Justice Prize was awarded to Mélanie Marcel, founder and CEO of SoScience. Based in France, SoScience brings together scientists and social entrepreneurs around the world to collaborate on research to solve global challenges. It is worth noting that Grinnell Prize winners are identified through an extensive nomination and due diligence process. It is common to receive 75 to 100 nominations representing social innovators from more than 30 countries.

Global Fellowships and Awards

- The Global Fellowships and Awards team focused on engaging students and alumni in the discernment and application processes for global fellowships and awards, with a focus on the educational and developmental journey they participate in as they put themselves forward for these nationally competitive fellowships and awards. Ann Landstrom assembled and worked with 31 faculty and staff members through designated committees to identify and select 39 nominees for both domestic and international awards resulting in 2 alternates or honorable mentions and 6 recipients.

2019-20 Actions

There are a multitude of priorities guiding the CLS this upcoming academic year. Most notably, the CLS will be actively involved in the public-phase of the College's comprehensive campaign. Dean Mark Peltz will play an active role in the campaign events planned for Chicago, New York City, the San Francisco Bay area, and perhaps others. Internally, now that the CLS team is co-located with one another in the John Chrystal Center, greater attention will be paid to internal, cross team collaborations. Deepening our collective understanding of one another, our priorities, and anticipated obstacles will position us to achieve more as a team. Additionally, this year will mark a more intentional focus on strengthening CLS collaborations with academic departments and programs. We find willing and supportive partners in both Dean Anne Harris and Chair of the Faculty, Todd Armstrong. What follows are a breakdown of the key priorities in each area of the CLS:

- **Service and Social Innovation**

- **New Workshop Series:** Design and launch a series of Service and Social Innovation workshops that complement the team's learning goals and constituencies' needs. Current slate of workshops will include: Volunteer Essentials; Social Justice Tour; Unpacking Your S&SI Experience; Understanding the Continuum: Equitable Service & Social Innovation; Finding Your Blend: Incorporating S&SI into Your Career.
- **Strengthening Collaborations with K-12 Partners:** The CLS applied for and secured a grant through Iowa Campus Compact to hire an AmeriCorps member to analyze and ultimately strengthen the ways in which the College in general, and the CLS in particular, works in collaboration with this valued community partner.
- **Mellon Grant:** In partnership with the Dean's Office, Susan Sanning (CLS) will serve as co-Principal Investigator of a \$1M grant that will focus, in part, on enhancing community-based learning courses in the humanities.
- **Grinnell Prize External Review:** This year a comprehensive review of the Grinnell Prize will take place. Specifically, the review will focus on the nomination and selection procedures, due diligence and risk management processes, and current efforts to integrate the Grinnell Prize into campus life.

- **Advising and Exploration**

- **Training New Staff Member:** The Advising and Exploration team lost two valued staff members this year: Kirsten Fix and Stephanie Burrows. Kirsten moved back to the Pacific Northwest to be closer to family, and Stephanie embarked on her doctoral studies in counseling psychology. A successful search was conducted over the summer, which resulted in the hiring of Dani Perkins.

Training and orientation will continue with Dani over the fall.

- **Filling Vacant Position:** At present, one Exploratory Adviser position remains vacant. A search will take place over the fall in an attempt to identify a mid-year hire. If that search fails, a second search will take place in early spring which aligns with more typical hiring cycles for positions in higher education.
 - **Exploratory Advising Appointments:** Hold initial, exploratory advising appointments with at least 94% of the Class of 2023 (and increase of 3% over Class of 2022)
 - **Strengthen Advising Model:** Collaborate with the Career Communities team to: operationalize the transition of students from their Exploratory Adviser to one or more Career Communities; create language for print and media communications; create a four-year career development curriculum based on the CLS learning goals; and enhance the second-year engagement plan.
 - **Alumni Externship Program:** Increase student participation in Alumni Externship Program by 25%, from 68 to 85 students.
 - **Utilization of Strong Interest Inventory:** Expand the use of the Strong Interest Inventory with exploratory students. The CLS now has two advisers certified to administer this interest inventory with students.
 - **Internal Collaborations:** Strengthen collaborations with both the Career Community directors as well as the Employer Engagement team.
- **Career Communities**
 - **Training New Staff Member:** Train and orient new Education Professions Career Community Director, Leslie Bleichner '07.
 - **Career Community Membership:** Increase overall Career Community membership by 20%, from 600 to 720 students.
 - **Partnership with Wilson Center for Leadership and Innovation:** Create a stronger partnership with the Wilson Center's Creative Careers class, and use that partnership to launch an official Alumni in Residence program, hosting 5 alumni during the 2019/20 academic year.
 - **Streamlining Signature Programs:** Utilize a team-based approach for treks and symposia to increase student participation, more efficiently use resources, and showcase the multitude of career pathways within various industries.
 - **Strengthen Advising Model:** Collaborate with the Advising and Exploration team to: operationalize the transition of students from their Exploratory Adviser to one or more Career Communities; create language for print and media

communications; create a four-year career development curriculum based on the CLS learning goals; and enhance the second-year engagement plan.

- **Employer Engagement**

- **Launch New Campus Employment Learning Program:** Orient, train, and support Jessica Waldschmidt who will serve as the inaugural Campus Employment Learning Program Manager. Jessica will work with faculty and staff supervisors across campus to situate student learning and professional development as a central feature of campus employment opportunities.
- **Fill Vacant Position:** Interview, hire, orient, and train new Associate Director of Employer Engagement and Internships.
- **Expand Opportunities:** Utilize Handshake, First Destination Survey, alumni, and other resources to research, identify, and target industries and organizations that offer significant internship and post-graduate opportunities for Grinnell students.
- **Leverage Opportunities:** Travel on Career Community treks to meet with college recruiting teams during site visits.
- **Alumni Outreach:** Collaborate with DAR to market employer engagement opportunities and services in alumni newsletters, publications, and website. Collaborate on networking events that connect alumni with Grinnell students.

Global Fellowships and Awards

- **Advising:** The GFA team will continue the important work of supporting students in their discernment and application for fellowships, scholarships, and grants. Summer 2019 reported 148 advising appointments for the Fulbright, Watson, and Churchill, as well as the Marshall, Mitchell, and Rhodes (MMR). As the new academic year is upon us, the GFA team began collecting campus applications on August 30 for MMR and will continue doing so on September 10 and 12, respectively, for the Fulbright and Watson.
- **Outreach:** Develop and deliver an intentional and robust series of information sessions and workshops to promote global fellowships and awards to all Grinnell students.

Leveraging Grinnell Connect: Create a virtual space where current and prospective fellowship applicants can identify and connect with alumni who had participated in these distinct experiences.

Strategy 5: Alumni Engagement

Goal: Forge and deepen a life-long connection between alumni of all ages with Grinnell College. Foster the beginnings of an alumni culture based upon civility, respect and a commitment to doing what is necessary to preserve the essence of a Grinnell College education for future Grinnellians.

Objectives

- Actively serve alumni in ways that they deem meaningful.
- Foster a culture of philanthropy by educating alumni on the crucial role of alumni giving.
- Provide alumni with meaningful opportunities to give back to the College community through their time, energy, expertise, and philanthropy.
- Instill in each student a strong sense of attachment to the College, its mission, and its community.
- Successfully complete the most ambitious comprehensive fundraising campaign in the College's history.

2018–19 Progress

- Development and Alumni Relations (DAR) presented a plan for the public launch of the most ambitious fundraising campaign in the College's history and received the Board's full endorsement, including support to raise the working goal from \$150 million to \$175 million. The first of a series of public campaign launch events took place in Grinnell on October 4, 2019.
- Total new gifts and commitments for FY19 reached \$28.65 million, surpassing a goal of \$24 million. This total reflects a \$2.1 million increase (8%) over FY18 and represents the third highest year for fundraising in the College's history.
- As of June 30, 2019, our new gifts and commitments total in the comprehensive campaign stood at \$148.5 million against our working goal of \$175 million; this puts us 13.2% ahead of our year-by-year campaign fundraising target.
- Total cash receipts — one-time gifts, payments on pledges, and realized bequests — for FY19 reached \$14.5 million against a goal of \$10 million. This is 145% of the FY19 goal, but a \$2.6 million decrease (-15%), over the FY18 receipt total.
- In all, 9,152 organizations and individuals — including alumni, friends, families of current and former students, faculty, students, and staff — were donors to the College in FY19. This is a decrease of 8.6% from last year's total of 10,015. Among these donors were 5,656 alumni who made gifts to the College. Among all constituent groups, the largest number of donors (5,373) made unrestricted contributions. Within

all FY19 donors, 744 made their first-ever gifts to the College.

- DAR generated \$4.42 million in budget relief receipts on a goal of \$4.663 million. Of the \$4.42 million, \$2.47 million (56%) was allocated to the Pioneer Fund (unrestricted support), with the remaining \$1.95 million (44%) coming from restricted gifts. \$748,000 received in unrestricted bequests was allocated away from the Pioneer Fund and redirected towards the Phase I 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 \$985,231 deficit from the identified FY19 budget relief goal.
- DAR conducted 925 donor meetings and made 300 qualification/disqualification assessments to continue building future pipeline for the success of Grinnell's campaign. To strengthen donor strategies, staff have devised priority lists requiring campus partnerships to cultivate, solicit, and successfully steward priority relationships; this work will continue in FY20 and beyond.
- Prior to the conclusion of FY19, our fundraising pipeline surpassed \$50 million in potential gift support for FY20; for the first time ever, these projections were made using a confidence interval-weighted pipeline. We will continue efforts to strategically grow our pipeline, targeting \$55-\$60 million, annually, throughout the duration of the campaign and beyond.
- An alumni engagement score was developed and introduced in fall 2018 to begin tracking and measuring how involved alumni are with the College. Throughout FY19, an Engagement Score Task Force, made up of a cross-functional group of DAR staff followed three separate paths of inquiry to understand the engagement score as it relates to 1) giving; 2) volunteering; and 3) regional markets and event attendance. The task force delivered their findings and recommendations in June 2019.
- We continued to leverage a number of priority volunteer and event experiences:
- **Reunion** – Just over 1,000 people attend Reunion 2019, representing 48 states, Washington D.C., and 8 countries.
- **Regional programming** – Our FY19 regional programming touched over 3,000 Grinnellians. These events included 23 summer picnics, eight presidential receptions, nine boutique events, two alumni/faculty receptions during academic conferences, a RAGBRAI dinner, the Chicago welcome to the city event, and the fifth annual Global Day of Service.
- **Student-alumni career connections** – During spring break this year, 65 alumni hosted 73 students as externs in cities all over the world. Another 30 alumni welcomed students into their workplaces to learn about their careers during the Data Science Trek in Seattle, the Careers in Education Professions Trek in Boston, and the Rosenfield International Affairs Study Tour in Washington, D.C.
- **Global Day of Service** – Grinnellians worldwide took part in the 2019 Global Day of Service through 11 group projects and numerous independent service projects. More than 100 alumni participated in the fifth annual event, which celebrates Founders' Day and the College's strong commitment to social justice.

Alumni Cookbook – 252 alumni submitted recipes for the production of the new Alumni Cookbook, produced in partnership with the Alumni Council.

2019-20 Actions

- Successfully launch the public phase of the most ambitious comprehensive fundraising campaign in the College’s history, which will encompass detailed plans for marketing, communications, event execution and volunteer involvement throughout the course of the comprehensive campaign. This includes distribution of both our Case for Support and Culture of Philanthropy creative expressions to our alumni/donor base, as well as executing 11 major regional campaign events in FY20 and developing plans for another 10-12 major events in FY21, which will include the dedication of the HSSC in the fall of 2020 and the campaign celebration, which will take place in the fall of 2021.
- Secure \$24 million in new gifts and commitments and generate \$15 million in cash receipts and meet the identified philanthropic budget relief goal of \$3.2 million.
- Surpass \$170 million in total campaign commitments (cash, pledges, estate gifts, gifts in kind) with a continued focus on finding current support for capital projects.
- Conduct 1,000 personal meetings and evaluate 300 prospective donors through qualification and disqualification assessments. Have documented strategies in place for all prospects qualified at \$25k+ before the end of 2019. Deliver 175 gift proposals of \$25k+, with an anticipated proposal closure rate of 60%. Socialize and influence “trifecta” giving outcomes in the majority of, if not all, face-to-face donor and prospective donor meetings. A trifecta outcome is the case where a donor(s) opts to support the College and campaign through the combination of an annual gift, a major/campaign commitment, and a planned giving element.
- Continue the rollout, refinement and implementation of the Prospect Management Policy, wealth screening results, and gift officer portfolio reviews to increase the information flow between DAR staff, as well as help focus gift officers on the most promising prospects for the College. Additionally, work to implement recommendations from the Engagement Score task force to continue measuring the effectiveness of our alumni engagement strategies and tactics.
- Continue use of the Volunteer Management System implemented in FY19 with our Class Fund Director (CFD) Program. Expand its use to include Reunion Class Committee Outreach, Reunion Class Fundraising Committees, and Senior Class Gift. This system has an immediate and direct impact on these volunteers’ ability to solicit and connect with their alumni classmates by providing real-time updates to classmates’ information and a vastly improved system for managing outreach within our growing volunteer base.
- Complete comprehensive alumni volunteer assessment to ensure strategic alignment with campaign opportunities. Develop volunteer engagement and training plan to equip alumni ambassadors to be effective partners in preparation for public campaign launch.

Strategy 6: The Management of Grinnell's Infrastructure Resources

Staff Leads: Keith Archer, vice president for finance and treasurer of the College; Carlie VanWilligen, director of institutional research

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 mission 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 research, assessment, and development environment in operations, where appropriate.
- Develop a culture of continuous planning and evidence-based decision making.
- Reduce the reliance on the endowment for the operating budget
- Implement an operation and maintenance process and budget that ensure the continual attention to high quality spaces and plans for future space related needs.
- Actively cultivate the campus staffing and work environment to create an engaged community that shares a common sense of mission and purpose.

2018-19 Progress

Treasurer

- Continue progress and collaborative efforts toward "45/45/10." **[In Progress]**
- Cultivate a culture of customer service throughout the division. **[In Progress]**
- Investigate ways to most effectively utilize the available resources in the division. **[Ongoing]**

Facilities

- Manage the schedule and budget for the Phase I capital projects. **[See Strategy 3]**
- Refine the comprehensive campus space planning framework. **[See Strategy 3]**
- Monitor the applicable metrics to ensure that adequate investments are being made to

maintain the physical plant. **[See Strategy 3]**

Finance and Accounting

- Develop and implement new policies as needed (i.e. Cell Phone Allowance, Procurement, others). **[In Progress]**
 - Cell Phone and Procurement policies are complete and in effect
- Prepare for new financial reporting standards for non-profit institutions. **[Complete]**
 - Preparations have been made for compliance with new financial reporting standards. The changes are in effect for the fiscal year ended June 30, 2019.
- Continue to identify opportunities to revamp and streamline business operations to gain efficiencies and reduce costs. **[Ongoing]**

Human Resources, Compensation and Benefits

- Successfully complete the staff compensation structure review. **[In Progress]**
- Continue to evaluate benefits program to reduce costs without compromising scope or quality. **[In Progress]**
- Continue progress toward revamping staff recruiting, interviewing, and onboarding practices. **[In Progress]**
 - A pilot program for recruiting and interviewing was developed and is being tested.
- Finalize a centralized resource for division and department organizational charts. **[In Progress]**

Auxiliary Services

- Work toward break-even financial results at the Bookstore and Golf Course. **[In Progress]**
 - The Golf Course made significant progress in FY19 with overall performance improving by 25%
- Identify ways to increase variety and offerings in Dining Services while maintaining financial stability. **[In progress]**

Zone of Confluence/Economic Development

- Actively explore opportunities for public/private partnerships in the Zone. **[Ongoing]**
 - Completed the sale of the south lot of 733 Broad Street to Mayflower to provide space for residential development.
- Continue to pursue prudent land banking opportunities in the Zone. **[Ongoing]**
 - The property at 1020 Main Street was razed to prepare the location for future development
- Collaborate with civic organizations to increase consumer traffic to downtown Grinnell.

[Ongoing]

- Exploring the possibility of building a residence hall on Broad Street. The project would include student and faculty housing, space for academic and community engagement.
- Explore and recommend options for introducing a College-subsidized program to motivate faculty and staff home ownership in Grinnell. **[In Progress]**

2019–20 Actions

Treasurer

- Continue progress and collaborative efforts toward “45/45/10.”
- Cultivate a culture of customer service throughout the division.
- Investigate ways to most effectively utilize the available resources in the division.

Facilities

- Complete the Phase I capital projects.
- Refine the comprehensive campus space planning framework.
- Monitor the applicable metrics to ensure that adequate investments are being made to maintain the physical plant.

Finance and Accounting

- Develop and implement new policies as needed (i.e. Travel and Entertainment, others).
- Continue to develop more robust financial modeling to project fiscal trends and performance.
- Refine annual budget process to be more flexible and effective.
- Continue to identify opportunities to revamp and streamline business operations to gain efficiencies and reduce costs.

Human Resources, Compensation and Benefits

- Successfully complete the staff compensation structure review.
- Continue to evaluate benefits program to reduce costs without compromising scope or quality.
- Continue progress toward revamping staff recruiting, interviewing, and onboarding practices.
- Finalize a centralized resource for division and department organizational charts.

Auxiliary Services

- Continue to make progress on path to break-even financial results at the Bookstore and

Golf Course.

- Identify ways to increase variety and offerings in Dining Services while maintaining financial stability.
- Investigate ways to make dining services available during breaks.

Zone of Confluence/Economic Development

- Actively explore opportunities for public/private partnerships in the Zone.
- Continue to pursue prudent land banking opportunities in the Zone.
- Collaborate with civic organizations to increase consumer traffic to downtown Grinnell.
- Explore and recommend options for introducing a College-subsidized program to motivate faculty and staff home ownership in Grinnell.
- Continue to investigate the possibility of building a residence hall on Broad Street. The project would include student and faculty housing, and space for academic and community engagement.

Appendices and Links to Reports

[Appendix I: Innovation Fund Grants](#)

[Appendix II: Mental Health Task Force Report](#)

Appendix I Innovation Fund Projects

	Innovation Fund Projects	Leads	Length	End
	Spring 2013 Expedited Proposals			
0	Digitizing the Collection (Management System)	Wright	1 year	06/30/14
2	Curricular Innovation (<i>to pilot project 'Data in Courses'</i>)	Kamp	1 year	06/30/14
3	Music, Art, English Interdisciplinary Course	Rommereim	1 year	06/30/14
	Spring 2013 Pilot Projects			
4	MAPS Assessment	Brouhle, Graham	1 year	06/30/15
5	Partners in Education-Academic Recovery	Schneider	3+ years	06/30/17
6	Instructional Video Production Studio	Conner	3 years	06/30/16
7	Artists@Grinnell - Artist Residency Program	Wright	3 years	06/30/16
8	Crossing Cultures - Technology in Liberal Arts	Armstrong	3+ years	06/30/17
	Spring 2013 Planning Projects			
9	ALSO Online	Moisan	1 year	12/31/14
10	Why Language - Pre-Orientation Workshop	Armstrong	1 year	08/31/14
11	Language Learning Center	Moisan	1 year	06/30/14
12	Mental Fitness Center (<i>to pilot project 'Wellness Lounge'</i>)	Schwartz, Jacobsen	1 year	06/30/14
13	Engaging Alumni in Crowdsourcing	Jones	1 year	06/30/14
14	21st Century American Studies	Rietz	1 year	12/31/14
	Fall 2013 Pilot Projects			
15	Data in Courses (<i>formerly Curricular Innovation</i>)	Kamp	2 years	06/30/16
16	Wellness Lounge (<i>formerly Mental Fitness Center</i>)	Jacobsen	3 years	06/30/17
17	Alumni Engagement Across the Curriculum	Peltz	3 years	06/30/17
18	AppDev - Mobile Apps	A. Kyaruzi	3 years	06/30/17
19	Translation Collective	Phan	2 years	06/30/16
20	Introduction to Peace & Conflict, Blended Learning	French	3 years	06/30/18
21	Diversity in Sciences Conference	Levandoski	1 year	06/30/15
	Fall 2013 Planning Projects			
22	Makerspace	Arsenault	1 year	06/30/15
23	Summer Program in Korea	Harrison	1 year	06/30/15
24	Innovating in Sustainable Design	Mothershead, Queathem	1 year	06/30/15
	Fall 2014 Pilot Projects			
25	Digital to Letterpress Collaborative Print Lab	Chen	3 years	06/30/18

	Innovation Fund Projects	Leads	Length	End
26	External Respondents for MAPs	Cohn, Elfenbein	3 years	06/30/17
27	Grinnell-in-China Digitization	Johnson	2 years	06/30/17
28	Integrating Off-Campus Study w/ Academic Learning and Career Goals	Larson	3+ years	06/30/19
29	ALSO Online	Moisan	3 years	06/30/18
30	The Grinnell Virtual Choir	Rommereim	2+ years	06/30/18
31	Interdisciplinary Use of XRF Spectroscopy	Sharpe	3 years	06/30/17
	Fall 2014 Planning Projects			
32	Languages for Life Center	Armstrong, Moisan	1 year	06/30/16
33	Staff Think Tank	Brown	1 year	06/30/16
34	The Computational Turn	Marzluff, Conner	1 year	06/30/16
	Fall 2015 Pilot Projects			
35	Sustaining "Rootstalk: A Prairie Journal of Culture, Science, and the Arts"	Andelson	3 years	06/30/19
36	Foreign Languages Orientation and Placement/L4L	Armstrong, Moisan	3 years	06/30/19
37	New Narratives: Creative Collaborations in Film & TV	Bakopoulos	3 years	06/30/19
38	Popularizing Mathematics with YouTube	Chamberland	2 years	06/30/18
39	Converting the Motion-Capture Laboratory into a Liberal Arts Classroom	Kelty-Stephen	1 year	06/30/17
40	Co-Enrollment and Research in the Liberal Arts in Prison Program (LAPP)	Lindgren, Guenther	3 years	06/30/19
41	Coding for Social Good and Beyond	Rebelsky	3 years	06/30/19
	Fall 2015 Planning Project			
42	Proposal to Create a College Farm	Andelson	1 year	06/30/17
	Fall 2016 Pilot Projects			
43	Bringing CERA to Campus: Environmental Monitoring	Graham, Jacobson	3 years	06/30/20
44	U.S. Course Embedded Travel	Marzluff, Purcell, Andrews	3 years	06/30/20
45	Meskwaki Students and College Access	Michaels	3 years	06/30/20
46	Vivero: Digital Scholarship Student Fellows Program	Rodrigues, Lewis	3 years	06/30/20
47	Curricular Implementation of the Digital Liberal Arts	Purcell, Simpson	2 years	06/30/19
48	Inclusion Inspires Innovation: Developing Accessibility Expertise with Primary Users	Willis, Wilke	2 years	06/30/19
	Fall 2016 Planning Projects			
49	Racing Iowa	Jones, Michaels	1 year	06/30/18
50	Grinnell College Immersive Environments Lab (GCIEL)	Neville	1 year	06/30/18
51	Developing Robust 3D Printing Capabilities at GC	Sandquist	1 year	06/30/18

	Innovation Fund Projects	Leads	Length	End
	Fall 2017 Pilot Projects			
52	Grinnell College Immersive Environments Lab (GCIEL)	Neville	3 years	06/30/21
53	Digital Stories for Social Justice: A New Course Model and Story Archive	Nyden, Jones, Scott	1.5 years	12/31/19
	Fall 2017 Planning Project			
54	Dialogue and Resolution Program	B. French, Sidwell	1 year	06/30/19
	Fall 2018 Pilot Projects			
55	Off-campus Faculty and Staff Mentoring Program	Gregg-Jolly, Reed	3 years	06/30/22
56	Faculty and Staff Development Seminar to Ghana and South Africa	Kapila	1 year	06/30/20
57	Neurohumanities: A Student “Research Arc” for the Liberal Arts	Neisser, Savarese	3 years	06/30/22
	Fall 2018 Pilot Projects, continued...			
58	Grinnell Singers Concert Tour to China 2020	Rommereim	1 year	06/30/20
	Fall 2018 Planning Projects			
59	The East Asian Studies Gateway Seminar	Feng, Schimmel	1 year	06/30/20
60	Grinnell-in-China: A Digital History Documentation Project	Luo, C. Jones, Knight	1 year	06/30/20
61	Advancing Digital Literacies for a Liberal Arts Education	Pelzel	1 year	06/30/20
62	A Proposal for Interdisciplinary Learning Through Clay <i>(delayed start)</i>	Maynard	1 year	06/30/21

Descriptions from the [Innovation Fund website](#)

2012-13 Expedited Projects

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.

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.

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 spring 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.

2016-17 Projects

Bringing CERA to Campus: An Environmental Monitoring Array for Teaching, Learning, and Research

The project will install an array of environmental monitoring tools at the Conard Environmental Research Area (CERA), develop data-rich learning activities utilizing the array, and increase virtual and physical access to the area. This will positively impact existing courses, promote multi- and inter-disciplinary faculty/student collaborations across natural and data sciences, and open up new research opportunities. It will provide students with opportunities to make meaningful contributions to solving local and global environmental problems.

U.S. Course Embedded Travel

This project will develop a program for domestic course-embedded travel by supporting U.S. trips to enhance student learning and provide for faculty/staff development. The program will allow a more diverse array of faculty, staff, and students to experiment with integrative learning approaches outside of the campus context. More information is available at [U.S. Course Embedded Travel](#) (GrinnellShare site).

Meskwaki Students and College Access

This project will connect the students, faculty, and staff of the Meskwaki Settlement School with the Grinnell College community through a series of inter-community exchanges. It will create a college access summer camp of liberal arts courses for a group of Meskwaki high school students. The project will also provide the opportunity for faculty to develop curriculum and teach students from a different cultural, linguistic, and ethnic background than is currently represented on our campus.

Vivero: Digital Scholarship Student Fellows Program

This project will create a trained cohort of student fellows in the digital liberal arts by combining a program of intensive training with comprehensive mentorship. The program will develop a sustainable support system for digital scholarship on campus and will encourage a diverse group of students to pursue transformative, innovative digital research. More information is available at the [Vivero project website](#).

Curricular Implementation of the Digital Liberal Arts

This project will develop and provide curricular support for Digital Liberal Arts courses that will function as pilot projects for a proposed implementation of a new interdisciplinary concentration in digital studies. The project will support a faculty summer workshop for generating this proposal.

Inclusion Inspires Innovation: Developing Accessibility Expertise with Primary Users

This project team will create a group of on-campus experts that will review physical and programmatic barriers that prevent disabled members of the College community from participating fully in campus life. The project will support training of both students and faculty/staff as “primary user experts” to study accessibility and then in turn train other individuals to carry the work forward. More information is available at the project website [Innovation Inspires Inclusion](#).

Racing Iowa

This planning project will identify and connect Grinnell College students and faculty to State of Iowa resources that can serve to enhance and inspire courses on issues related to race and improve the social networks and sense of belonging for Grinnell students of color. The project team will collect statewide resources related to Black, Latino/a and Native American communities; connect Grinnell’s students of color with relevant groups at other institutions to foster collaboration; and build a digital website featuring relevant resources for faculty, students, and staff at Grinnell College. More information is available on the [Racing Iowa project website](#).

Grinnell College Immersive Environments Lab (GCIEL)

This planning project will explore the idea of a laboratory for designing, developing, evaluating, and distributing immersive three-dimensional (3D), virtual reality (VR), and augmented reality (AR) environments for use in teaching and research contexts. The project will support a faculty summer workshop about immersive environments. The project website is at [GCIEL](#).

Developing Robust 3D Printing Capabilities at Grinnell College

This planning project will consider specific ways to make 3D printing more broadly accessible across campus. The project will investigate innovative ways to use 3D printers in the liberal arts curricula and achieve pedagogical advances for the technology on campus.

2017-18 Projects

Grinnell College Immersive Environments Lab (GCIEL)

This pilot project will continue the work of the original GCIEL planning project to develop a laboratory for designing, developing, evaluating, and distributing immersive three-dimensional (3D), virtual reality (VR), and augmented reality (AR) environments in teaching and research contexts. The pilot will support student positions, a speaker series, and site-based research for GCIEL projects. Please see [Grinnell College Immersive Experiences Lab](#) for more information.

Digital Stories for Social Justice: A New Course Model and Story Archive

Digital Stories for Social Justice is a new course model that combines a course on a social justice issue with a 2-credit digital stories lab. The lab teaches software and storytelling techniques so students can communicate their course learning to a wide variety of audiences through digital media. Products include interactive infographics and videos that integrate data stories with narratives of lived experience. These are disseminated online through social media, the course website, Digital Grinnell, and through community events (such as video screenings). Students access personal narratives for their projects through a Digital Grinnell archive of audio recordings and transcripts of interviews related to social justice. The leads are creating the story archive in collaboration with community organizations.

Dialogue and Resolution Program

This planning project will explore an integrated approach for developing and implementing an institution-wide conflict resolution service. The program will develop a training workshop for minimizing, managing, and resolving conflict within the Grinnell College community. The objective of the project is to introduce faculty to the principles of social justice mediation, facilitative dialogue, and negotiations in the field of Alternative Dispute Resolution.

2018-19 Projects

Off-campus Faculty and Staff Mentoring Program

This pilot project will support external mentors, called Senior Fellows for Advancement of Grinnell College Excellence, for faculty and staff members from underrepresented groups. This program is designed to support inclusive excellence by enhancing mentees' sense of belonging and productivity, while gaining external feedback on Grinnell's programs and policies.

Faculty and Staff Development Seminar to Ghana and South Africa

This pilot project will support the development of geographical sites in two locations in sub-Saharan Africa for teaching and research in various disciplines and through interdisciplinary and team-teaching opportunities. The grant will support faculty and staff travel to Ghana and South Africa to visit universities, colleges, non-profit organizations,

off-campus study programs, historical sites, and to meet scholars and civil society activists.

Neurohumanities: A Student “Research Arc” for the Liberal Arts

This pilot project will develop a new curricular model for creating and sustaining undergraduate research. A “Research Arc” combines an interdisciplinary course cluster (or “critical theme”) with MAPs, and culminates in a student-hosted conference with faculty and student presenters. In this Research Arc, students and faculty will explore what the humanities can contribute to neuroscientific discussions of human experience and how the humanities can evolve through a critical encounter with neuroscience.

Grinnell Singers Concert Tour to China 2020

This pilot project will provide funds for a concert tour by the Grinnell Singers to be undertaken in March 2020 to China. The tour will provide an extraordinary cross-cultural, global learning experience for Grinnell’s students. The project includes a choral/orchestral collaboration between the Grinnell Singers and Chinese musicians, as well as the commission of a new work from a Chinese composer.

The East Asian Studies Gateway Seminar

This planning project will support the development of a group-taught East Asian Studies Gateway seminar. This course will function as a foundation course for all East Asian Studies concentrators, but it also will serve the broader student population by combining the disciplinary expertise of the East Asian Studies faculty at Grinnell. The seminar will equip the concentrators with a sense of a cohesive curriculum before they embark on the extensive interdisciplinary work.

Grinnell-in-China: A Digital History Documentation Project

This planning grant will support the continuation of the Grinnell-in-China project, a pedagogically driven digitization project primarily intended to create new digital materials for use in the Grinnell classroom and hosted in Digital Grinnell. Students participating in creation of this collection gain project management and digital history skills in exhibition and online presentation, metadata and transcription, documentation, licensing, and rights management.

Advancing Digital Literacies for a Liberal Arts Education

This planning project will support preliminary planning of a curricular initiative in digital literacies and competencies for the Grinnell College academic community. The information ecosystem is increasingly mediated by digital applications, methods, and practices. The project’s mission is to assist faculty, staff, and students in navigating the digital world successfully as reflective citizens, effective workers, and lifelong learners.

A Proposal for Interdisciplinary Learning Through Clay

This planning project will explore the development of an interdisciplinary course design

that will integrate the creation of ceramics with the history of material culture including course requirements that include 'learning by doing'. Note: The project will start in July 2020.