

To: Facilities and Academic Affairs Committees of the Board of Trustees of Grinnell College

From: Marci Sortor, vice president for Institutional Planning, professor of History

Re: Campus Plan Update Report

May 2011

I am pleased to offer this report on our campus plan update efforts. This report concludes the campus planning process until a new strategic plan is launched, and the two efforts are integrated.

During this past year, much came to fruition. We have refined our vision, implemented a few key elements of it (with four experiments), and discussed the next steps of that vision. Those discussions have focused on a main library and on academic space for the Humanities and Social Studies, and the participants in the discussion have included the three academic divisions, special cohorts of faculty members, and the SGA committee on academic affairs. We have consulted with members of the faculty (classroom and library) and staff, and formed new partnerships in the course of planning and implementing our experiments. Anne Newman, Jim Newton, Jannette Blackburn, and Tom Kearns of Shepley Bulfinch Richardson Abbott helped us grapple with classroom studies, library planning, and endless drawings of what eventually became a new, experimental seminar-lab for the Humanities and Social Studies in ARH 227.

Working on the campus plan update has been extremely rewarding. I have seen faculty, staff, students, administrators, and trustees full of imagination and devoted to providing Grinnell College with the best teaching and learning environment possible. What we have to show for our efforts is a compelling vision of how the library and academic space for the Humanities and Social Studies can be transformed and revitalized. That this vision draws on pedagogies that we are already putting into practice (sometimes despite the current teaching environment in ARH and Carnegie) and those we aspire to employ, underscores that this forward-looking vision is based on reality.

The members of the Campus Plan Update Steering Committee are: Keith Brouhle, Economics; Vicki Bentley-Condit, Anthropology and chair of the Social Studies Division; Liting Cong '11, Student Government Association vice president; Richard Fyffe, Librarian of the College; Mark Godar, Director of Facilities Management; David Harrison, French and Director of the Center for International Studies; John Kalkbrenner, Vice President for College Services; Kathy Kamp, Anthropology and Director of DASIL; David Lopatto, Psychology and Chair of the Faculty; Paula Smith, English, Vice President for Academic Affairs and Dean of the College; and Anatoly Vishevsky, Russian and chair of the Humanities Division.

I thank them for their time, imagination, creativity, and (at times!) diplomatic skills in helping develop this vision.

A Vision for the Future:

Imagine, over the next ten years, that the Grinnell College campus has been enhanced to express our distinctive commitment to inquiry-based learning and interdisciplinary collaboration, with physical space and digital technology combined to create an environment of constant discovery. The academic core of campus features an enlivened southeast sector with strong connections to our other academic buildings. New and renovated buildings permit innovative teaching and learning: a library/academic commons and additional academic space focused on our needs and goals for the Social Studies and Humanities.

Bordering the central campus green, a library brings together the services and resources that students need to pursue inquiry-based learning at Grinnell College. Here, students and other researchers find the books, prints, digital resources, and special collections required for their intellectual work. Here, too, they collaborate with information specialists to search for, access, and evaluate materials, and to share their findings with each other and the outside world. A Creative Media Center provides specialized spaces, equipment, and professional support for courses and research that draw heavily on electronic media of all sorts. The library (in the style of an academic commons bringing together the full range of resources supporting intellectual inquiry) is the most interdisciplinary of the buildings on campus. Representing the range of our scholarly endeavors, it is a space for teaching, events, study of visual and audio material, group work and consultation, as well as the focused solitary reflection so needed in our information-rich world.

Also located near the academic core, new and improved academic space addresses the particular needs of teaching and learning in the Social Studies and Humanities. It supports interdisciplinary and inquiry-based learning in suitably proportioned and configured classrooms. This new space will also allow us to reconsider the location of offices, classrooms, and other functions now housed in our older Humanities and Social Studies buildings with a priority given to strengthening scholarly connections and finding the best uses for these buildings. Having fruitfully explored new pedagogies in one or two technology-rich experimental classrooms, faculty in Humanities and Social Science teach in spaces that facilitate the best in face-to-face discussion and technology supported strategies. A few interdisciplinary office suites make possible curricular and research partnerships that cross departmental boundaries, while offices for visiting librarians and Curricular Technology Specialists facilitate opportunistic exchanges. Strategic location of the Data Analysis and Social Inquiry Lab (or DASIL; pronounced “dazzle”) and an expanded Cultural Education Center bring together people, resources and community space devoted to the study of global issues and culture. Located near faculty offices as well as teaching spaces, DASIL and the Cultural Education Center enhance students’ ability to evaluate and produce knowledge in a world where information transcends borders.

Office suites for SFS and emeritus faculty members provide accessible and safe space for members of our scholarly community who continue to be actively engaged in the life of Grinnell College. All new and renovated space will be energy efficient, comfortable, and (at the minimum) LEED certified.

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I. Executive Summary

At the April 2008 meeting of the Board of Trustees, the Facilities Committee recommended that the College pursue an update of the campus plan of 1999/2000. With approval by Board of Trustees, the College engaged the planning and architectural firm of Shepley Bulfinch Richardson Abbott.

The purposes of the update are to:

1. Address long-standing needs for improved teaching facilities in the Social Studies and Humanities,
2. Revisit planning for Burling, and
3. Consider the College's other remaining (and emerging) needs, such as
 - a. accessible offices for SFS and emeriti faculty members,
 - b. a new preschool psychology laboratory.

The Academic Affairs and Buildings and Grounds committees also charged the College to:

1. Take into account rapidly changing uses of technology and how these will affect teaching and research in the future, and
2. Consider the goals of the Expanding Knowledge Initiative (EKI) and how these should be expressed.

Accomplishments of the planning process include:

1. *Acquisition of a \$250,000 grant from the Andrew Mellon Foundation to support the campus plan update.* This grant allowed us to recommence the planning process after the economic crisis put it on hold.
2. *Articulation of a vision of Social Studies and Humanities academic spaces* that combines office, classroom, resources such as specialized lab/research areas and an expanded and enriched Cultural Education Center, providing a vibrant scholarly community that invites students to join the exploration of subjects in the Humanities and Social Studies.
3. *Articulation of a vision of a library/academic commons* that supports a wide range of student learning needs with a full complement of print, archival, artistic, and digital collections, and technology allowing information access and analysis and production of results in a variety of formats.
4. *Articulation and exploration of a vision of new partnerships in delivering learning and teaching support* as part of an increasingly ambitious goal for providing technology- and resource-rich learning environments for the campus as a whole via the library and in particular for the Social Studies and Humanities,
 - a. by calling for the co-location of professionals with complementary specialization where students need support and,
 - b. this past year, by exploring new kinds of partnerships among learning support professionals, librarians, ITS and CTS and professors.

5. *A classroom utilization study and the implementation of recommendations* in light of that study to the extent possible, absent the construction of new space for high quality classrooms.
6. *Implementation of four experiments,*
 - a. Consultation spaces in Burling Library
 - b. Creative Media Initiative
 - c. Data Analysis and Social Inquiry Lab
 - d. Technology-rich Social Studies and Humanities seminar-lab space
7. *Planning for and commencement of the construction of a new preschool psychology laboratory.* Barring unforeseen delays, this project should be completed by January 2012.
8. *Investigation of the Forum:* ADA and safety issues, and estimating the cost of bringing it up to code, updating its mechanical systems, and replacing its inefficient curtain wall. The Forum was carefully reviewed in terms of its size (27,000 gsf) as well as the key location that it occupies on the academic commons, as this will be an important consideration for campus planning going forward.
9. *Development of plan scenarios, costing, and sequencing.* Further scenario building is postponed until a new strategic planning process commences.

The Recommendations of the Steering Committee are the Following:

1. *Combine functions linked to instruction, learning support, study and research space, and offices* in order to ensure that any new or renovated building devoted to the Library or Humanities and Social Studies provides a vital academic community. The vision statement above, and the descriptions below of the library/academic commons and academic space for the Humanities and Social Studies (see Section V), describe how such vital academic communities can be fostered.

Classrooms

1. *Follow the classroom utilization study's recommendations to "right size" classrooms* and to decommission classrooms that are particularly problematic or that, when right-sized, are simply too small.
2. *Provide new, high quality classroom space* (in terms of proportion, size, acoustics, and furnishings). The exact number (and the number of each type of room) will be determined by any changes in course hours or in enrollment, but we particularly need a few additional classrooms in the 22-35 seat range.
3. *Provide an appropriate range of classroom types to meet the wide range of pedagogies and teaching situations* presented by the many disciplines in the Humanities and Social Studies (see the types listed below, in Section IV).

4. *In most cases, rooms and their furnishings should accommodate multiple classroom configurations.*

Specialized Spaces and Student Labs

5. *Enhance and enrich the academic environment for the Humanities and Social Studies with the Data Analysis and Social Inquiry Lab (DASIL) and the Cultural Education Center (CEC).*
6. *Support MAPs and other student work by providing research and team-work space.*
7. *Ensure that study space fosters an academic community much as similar spaces foster community in the Noyce Science Center.*

Offices and Lounge

8. *Increase the number of faculty offices to accommodate the growth of faculty and the expectation of more SFS and emeritus faculty members teaching and continuing to contribute to the life of the College. (See also recommendation 15.)*
9. *Ensure that offices are suitably proportioned to accommodate the kinds of research and meetings that are common among Social Studies and Humanities disciplines.*
10. *Provide a few interdisciplinary faculty suites to encourage collaboration and experimentation.*
11. *Provide a place in the Social Studies/Humanities academic space for librarians and other learning support professionals such as Curricular Technology Specialists to collaborate with each other and classroom faculty members.*
12. *Provide an employee lounge space for the Humanities and Social Studies academic space. Ensure that any renovated or new version of Burling Library has an employee lounge.*

Library/Academic Commons

13. *Academic Services should include the following services and functions:*
 - Writing Lab, Reading Lab, Curricular Technology Specialists, Reference librarians, and IT Desktop Services, and Library Circulation/Reserve, Interlibrary Services, and IT Help
 - Classrooms
 - Computing Commons
 - Creative Media Lab (see the description of the Creative Media Initiative experiment in Section VI, below)
 - Space for public lectures and readings. When not used for events this would be an open study/lounge area
 - Reading rooms and shared seminar space for Special Collections & Archives and Prints & Drawings
 - Refreshment center/small café
 - College bookstore
 - 24-hour access space that can be sequestered from the rest of the building for late-night use by students.
14. *Space for Tangible Collections (Print and Microform). We anticipate increasing our electronic journal subscriptions and other electronic collections, and maintaining our*

open stacks bound collections at roughly the same size as we have today. Doing so entails active collection management and growing reliance on off-site storage and partnerships with other academic libraries. This space will comprise:

- Special Collections & Archives
 - Prints & Drawings.
 - Browsing space for currently received print journals, magazines, and newspapers (a smaller number than we currently receive)
 - Books (monographs)
 - Reference works (a smaller collection than we currently have)
 - Bound journal volumes (a smaller collection than we currently have)
 - Federal and state documents (most of the physical collection will be moved offsite or accessed electronically)
15. *Study Spaces for Students and Faculty*, and
- office suites for SFS and emeritus faculty members
16. *Technical Services for the Library and ITS, and a Digital Photography Center* for digital photography and scanning of materials in Special Collections, PDSR, and other campus collections of art, artifacts, and specimens.
17. *Administrative & Staff Spaces* for library and IT professionals

Recommendations for Actions in the Short Term:

1. *Continue DASIL* (see Section VI below) and seek to expand its functions, funding, and space as we learn more about needs in this area.
2. *Continue the Creative Media Initiative*; revisit its mission and goals based on what we have learned this academic year (2010/11).
3. *Attempt to develop one or several additional technology-rich seminar-labs in ARH*. Subject to the limitations placed on this by the building's conformation and scheduling pressures, explore an alternate model for such a space (such as that developed by the planning team).
4. *Run a non-construction experiment using lap tops or hand-held devices such as tablets*.
5. *Explore means by which some experimentation with an expanded Cultural Education Center can be explored*. Consider further decompression of the AV Center to find sufficient space for this experiment.
6. *Complete renovations in Burling Library* to display CDs, DVDs, and VHS tapes for browsing in an open-stack area (scheduled for summer 2011), to increase awareness and use of media collections.

II. Why Update the Campus Plan of 1999/2000?

The College landscape has altered significantly with the implementation of the campus plan approved by the Board of Trustees in 1999/2000. New construction linked to the plan has included the:

- Facilities Management building on 6th Ave.
- Remote book storage facility
- Energy infrastructure
- John Chrystal welcome center
- East Campus dormitories
- Sports fields
- Athletics Phases I & II
- Joe Rosenfield '25 Center
- Noyce Phase II

In addition, over the past decade Grinnell College has added to its office and classroom stock through the renovation of Mears Cottage, Macy House, and Nollen House. We have retrofitted the Cowles dining hall as apartments and the Old Glove Factory as an administrative building. We have brought together ITS personnel (formerly dispersed in several locations) in the Forum, and established the Creative Computing Lab at the heart of campus. Much as the built environment expanded, the numbers of students, faculty, and staff members have grown.

Equally remarkable are developments in the academic program. What follows are just a few key changes over the past decade. *Inquiry-based learning* made significant advances with Mentored Advanced Projects, and with the application of lessons learned from workshop Biology and Physics to introductory courses in other disciplines. The establishment of interdisciplinary *Centers for International Studies and Prairie Studies* at the turn of the millennium emphasized the importance of globalization and of our distinctive prairie location in our curriculum and in related co-curricular activities. *The Expanding Knowledge Initiative* has developed new areas of knowledge at the college, stimulated the establishment of new concentrations and new kinds of scholarly collaboration, and strengthened long-established areas of interdisciplinary strength. *The Creative Computing Lab and evolving technologies* have made possible whole new areas of inquiry and new kinds of teaching strategies. And much as the EKI has furthered scholarly collaboration across the disciplines, other efforts to advance student learning are *bridging the functional silos* of earlier times.

Over the past ten years, *our student body has grown to roughly 1,500 on-campus. The faculty has grown as well*, a consequence of normal expansion, the special expansion linked to the Expanding Knowledge Initiative, and the implementation of the Senior Faculty Status program. Our concern for *making the campus accessible* has led us to re-examine a number of our older structures. While many accessibility improvements can be pursued piecemeal, we face *significant challenges with a number of our older buildings, including Carnegie, the Forum, Burling, and several wood frame structures* now serving as office buildings.

This update of the plan reflects these productive changes and emerging needs. It also addresses critical and long-standing needs in Humanities, Social Studies, and Burling library. The campus

plan of 1999/2000 called for a new library and an expansion of ARH to address these long-standing needs. The update revisits them in light of the changes taking place in the intervening years. These long-standing and critical issues are as follows.

Long-standing Issues for ARH, Carnegie, and Burling

The Humanities and Social Studies faculty are housed in several structures, most of these among the oldest on campus. The majority of teaching space for the division, and a large number of the offices, are located in ARH and Carnegie. These two buildings were connected in the 1989 renovation. Faculty members in the two divisions have long expressed concerns about the inferior quality of teaching space in terms of proportion, acoustics, and size/crowding, as well as the need for research/lab space for students and academic community space. A report submitted to the dean in 2001 detailed many of these concerns. That report made several recommendations for improvements, and many of these have been followed. Its conclusion, however, was that these two important buildings are unable to meet the teaching and learning needs of the Social Studies and Humanities. These conclusions are as just as valid in 2011 as they were a decade earlier if not more so. Developments in inquiry-based learning, interdisciplinary teaching and technology have added new needs for improved spaces. Carnegie also presents significant accessibility issues.

The 2004/05 study of Burling Library outlined the challenges facing the continued use of Burling. Briefly, some of the key challenges include aging mechanical and electrical systems already at capacity and needing replacement; an extremely rigid structure that limits how spaces can be used, plus ADA challenges that are essentially built-in (such as the load-bearing stacks on the first floor); overcrowding (diminished for a time with the construction of the Kistler Science Library in Noyce and a remote storage facility) that limits the potential for bringing together the technology, and human and material resources in the way outlined below in Section V; and a structure at its load-bearing capacity (which has implications for attaching new construction).

Rather than seeing these two building needs as competing with each other, those involved in planning have understood the needs and the solutions for both to be complementary. By planning the two together, the College stands to gain more than the sum of the two parts.

III. Assumptions and Ideas Informing the Update

Planning has focused on our goals for Grinnell's academic community and for teaching, learning, and research; on demonstrated needs such as those illuminated by the classroom utilization study; and on the vision set forth by the 2009 Library self-study and by the earlier 2005 Burling planning exercise.

Planning has been shaped by our understanding of trends in education, including:

- Growing and rich electronic databases and visual and audio repositories
- Increasingly powerful and user-friendly analytical tools
- Possibility of bringing into the classroom technology that lets us take advantage of these resources

- Increasingly technology savvy students
- Growing role of learning support professionals in and around the classroom
- New kinds of partnerships among learning support professionals, librarians, classroom faculty members
- Growing interest in developing student mentors as part of this new combination of skills and services
- Lessons learned from the Noyce Center, and from visits to other institutions (Harvard, MIT, Hamilton College, Wellesley, Wesleyan, Middlebury)

Seven Foundational Ideas. Our discussions and investigations led to the identification of seven “foundational ideas” that inform the vision for academic spaces in the Humanities and Social Studies and the library.

1. ***Accessibility***, ease of movement and ability to fully participate in a community are critical to most of the other issues we discuss below. Furthermore, we seek a *physical environment and a spatial organization of campus that welcomes a diversity of experiences, backgrounds, circumstances and perspectives*. In this way, accessibility merges with aesthetics, as we seek to plan for a campus that is beautiful and welcoming.
2. ***Communication, collaboration, and scholarly community*** should inform the design, configuration, location and furnishing of academic buildings and the variety of learning and study spaces they house. Students, staff, and faculty members need spaces that express our goals for a scholarly community and for a high level of academic engagement. They also need places for solitary contemplation.
3. ***The transformative effect of digital technologies*** on teaching, research, and the development of new areas of scholarly inquiry should be reflected in classroom design; course activities and assignments; how we understand the function, look, and place of libraries; learning support labs; and information delivery. Digital technologies may obviate the need for certain spaces, yet require others. *They change our human resource needs as well, and can bring into question existing functional/organizational boundaries.*
4. ***The Expanding Knowledge Initiative*** reaffirms the kind of interdisciplinary breadth that has long been a hallmark of a liberal arts education, and challenges us to explore how we pursue this in the twenty-first century. The campus plan update should reflect the liberal arts goal of integrated knowledge with the opportunities generated by the EKI for new ways of working together and for new (or enhanced) areas of study made possible by the expansion of the faculty. The plan must envision teaching spaces that allow for collaborative teaching and study, and academic buildings that respect disciplinary identities while encouraging the exploration of meaningful exchanges among them. It should provide for new kinds of learning spaces that focus on skills and resources applicable to a range of disciplinary and interdisciplinary pursuits.
5. ***Inquiry based learning*** is central to a Grinnell College education. As such, it must inform our teaching and research environments and help determine the adjacencies of human and material resources needed to support it. Delivery, analysis, and production of information

involve the library, gallery, Creative Computing Lab, classrooms, and research support areas in ways that call for skilled professionals in these areas to collaborate in new ways.

6. ***Sustainable and environment-friendly design*** is likely to be the mark of a modern building that can stand the test of time, and it is essential for institutions like ours, which are answerable to future generations for the use of resources. While the campus plan is unlikely to address spaces in the kind of detail needed for sustainable design, environmental considerations, life-cycle cost, and energy use should inform all stages of the discussion.

7. ***Teaching and research environments*** should facilitate learning. *Classrooms, seminar rooms and lecture halls* should be well-proportioned and allow for flexibility of use; lines of sight should be unobstructed and facilitate the work taking place in the room; acoustics good, and air-handling noise unobtrusive; technology should be mixed and tailored to the functions of the space (thus likely to vary from small seminar room to lecture hall). *Burling Library's* organization of space and services should support users' needs to access, analyze, and reflect upon a growing range and complexity of primary and secondary sources in collaboration with specialists in a variety of support disciplines. It should embody the interdisciplinary enterprise of a liberal arts education with the people and materials it brings together. *Offices* of faculty members in the Humanities and Social Studies often double as their laboratories, where most of their research takes place and office dimensions should help accommodate this research function. Faculty members often meet with groups of students outside of class and this pedagogical activity also needs accommodation (either in offices or other kinds of spaces).

IV. Vision for Social Studies and Humanities Academic Space

Shaped by best practices and by our own experiments in teaching and learning spaces, and reflecting lessons learned with the Noyce Science Center, the current vision is of teaching and research spaces for the Humanities and Social Studies, anchored by the Data Analysis and Social Inquiry Lab (DASIL) and an enhanced Cultural Education Center (CEC).

Classrooms. We envision a space with high quality classrooms of appropriate proportions and acoustical conditions and furnished with state of the art technology. Some of these spaces will be in existing (renovated) buildings, and some will be in new construction. We envision increasing the classroom stock over all.

Providing a variety of environments designed to support the current and evolving pedagogies at Grinnell, and accommodating a range of course sizes, these teaching spaces would promote discussion based and technology-enriched inquiry-based teaching and learning, including:

- seminar rooms seating under 15, and 15-20 students,
- teaching spaces providing a variety of technology-rich environments for the languages, other humanities, and social studies, facilitating discussion, web searches, video and audio streaming, and data analysis;
- larger classrooms with flexible furniture to support a variety of teaching styles;
- case study rooms accommodating larger classes.

Offices and Consultation and Collaborative Areas. In addition to faculty office clusters for traditional departments, we call for 2-3 clusters for interdisciplinary groups working on shared curricular initiatives or linked research projects. Spaces for a librarian, also available for other learning support professionals, and for 1-2 Curricular Technology Specialists will ensure that faculty members and students have skilled personnel on hand for help and direction. Ideally, this complex would include some SFS offices as well.

Rooms for MAPs and other research projects will provide needed space for student research. Spaces for informal meetings will allow serendipitous encounters to turn into more in-depth discussions between and amongst faculty and students. Group study rooms would support collaborative work. A faculty-staff lounge would support the complex.

Specialized Spaces and Student Labs. We envision that two facilities would provide specialized study and research space for students and resources for faculty members. In their distinctive ways, these facilities will emphasize the connections between qualitative and quantitative aspects of the Humanities and Social Studies, between the study of language and culture and other kinds of human organization and activity.

- The Data Analysis and Social Inquiry Lab (DASIL) will serve as the academic and social hub for high tech data analysis. It will support the use of a variety of kinds of data in classroom exercises, student research, and student and faculty research collaborations, particularly in the Social Studies and Humanities, but also in the Sciences. GIS, statistics, network analysis, and analysis of text and speech are increasingly used in these divisions for research and teaching. Simultaneously, the increased availability of data, combined with new tools to manipulate and analyze them, have empowered inquiry-based learning and research. This space (or sections of it) will combine study space for students with the technology and support needed for assignments using analytical applications and datasets. The new DASIL will be a vibrant, welcoming, social space that promotes collaborative learning. Carrels for student researchers will either be attached to the DASIL or located elsewhere in the complex.
- The vision for the Cultural Education Center (CEC) is that it serves as a “living room” for the study of cultures and societies, featuring resources and visual displays that support the study of language and culture across disciplines. The space would ideally include a lounge area, a viewing area for DVDs and streamed audio, the latest national and international newspapers, monitors with video feeds from around the world, and space for colloquia and other gatherings. The wall-space in the room would be dedicated to showing MAPs, work by international students, and off-campus study projects that can be integrated into other student coursework. Proximity to language assistants or the ALSO program will also allow the space to have an international feel. Much as in DASIL, student carrels proximate to the CEC or located nearby will give student researchers dedicated space for advanced projects.

V. *Library and Academic Commons: 21st-century Learning at Grinnell College*

Strengthening collaborative networks within and beyond the College is crucial to the Libraries' ability to support inquiry-based learning and liberal arts scholarship and to foster collaborative learning and research. This type of collaboration is increasingly vital to long-range planning and to the implementation of new services, especially those mediated by information technologies. Our ability to increase the number and kinds of intellectual resources available to the Grinnell community will depend upon our ability to work and plan across structural divisions originating in a world that no longer exists. Closer working relationships will allow us to discover new needs as they arise and to apply the resources necessary to meet them.

Over the past ten years, many academic libraries have increased their collaboration with related campus services to better integrate instructional support for students and, sometimes, faculty. Typical partners include IT help desks, writing centers, media production services, and services focused on quantitative literacy. The goal of these efforts is to provide seamless support to students as they access information in a variety of formats, engage with their classmates and with ideas, and use a range of technologies to create new scholarly and artistic works.

Much of this collaborative work has been framed by facilities projects that bring together many instructional support services under one roof. The new spaces created to house these collaborations are typically referred to as 'information commons,' 'learning commons,' or 'academic commons'.

--Grinnell College Libraries' Self Study, 2009

The Library/Academic Commons at Grinnell College will be a vibrant campus center for supporting students and faculty in their practice and integration of research, critical reading and expression, with a special emphasis on developing, supporting, and providing access to the primary evidence and technologies that support inquiry-based learning across the humanities and social sciences. The Commons will bring together the professionals who support students and faculty in learning and teaching together with technologies (for access, analysis, and expression), facilities (for collaboration, study, teaching, and practice), and collections (of primary sources and scholarly literature). The most interdisciplinary of all spaces on the Grinnell College campus, the Library will also serve as an intellectual gathering place with spaces for formal presentations and informal exchanges over coffee.

Returning to key questions: dispersal of services and resources; remote storage

Early in fall 2010, the Campus Plan Steering Committee returned to questions entertained the previous year, namely, (1) should library functions and resources be dispersed or kept largely centralized (Grinnell has three libraries: Burling, the Kistler science library, and the curriculum library), and (2) should print collections be largely housed remotely?

As for the question of whether library functions should be dispersed, the advantages of having collections pertinent to particular disciplines are clear. At Grinnell, the advantages of this kind of ready location are challenged by the dispersal of the social studies and humanities faculties themselves, making it difficult if not impossible to replicate the advantages of the Kistle Library in the Noyce Science Center. Moreover, as the college emphasizes interdisciplinary learning, the division of the collection and staff into separate disciplinary units sends a contradictory message. Furthermore, for a small library system in which librarians perform more than one function, the challenges of managing a dispersed staff and ensuring that services are provided in the right place at the right time surmount the advantages of locating the print collection near particular departments. While the steering committee has not recommended a dispersed model, it does envision librarians spending time in the Social Studies and Humanities complex as part of an increasingly important collaboration in the delivery of learning support and consultation.

The question of storing most of the print collection remotely was also raised again this fall. The steering committee found it sufficiently important to devote a number of meetings to this topic. After all, if remote storage of all or most of the print collection were advisable, the options for a library/academic commons would change. Some branch libraries in research universities have gone either to remote storage or now rely on other libraries for major parts of what had been their print collection. Furthermore, exactly how much of a collection will remain in print rather in digital form is difficult to forecast. Ultimately, however, comparisons between research university libraries and undergraduate liberal arts college libraries are erroneous. An important role of college libraries such as those at Grinnell is to guide novices through the process of learning to frame good research questions and find and evaluate information that answers and (often) re-frames those questions. (This is exactly the role for which Grinnell's libraries were recognized by the American Library Association in 2010/11.) Librarian of the College Richard Fyffe has argued persuasively that undergraduates need resources at hand as aids to their acquisition of research skills.

VI. The Four Experiments

Over the 2010 spring semester the planning team refined its vision of four experiments to test key elements of its assumptions and vision. They were implemented over the summer. These experiments also made possible implementation of some of the ideas emerging from campus planning. We were sufficiently excited by the emerging vision to want to realize some aspects as soon as we could.

- A. Consultation spaces in Burling Library. We placed two consultation cubicles in the library. Each can seat up to six people and is supplied with power and data. During business hours, faculty and learning support staff members can reserve the cubicles. In the evenings and weekends, the spaces are available to study groups. In this first year of experimentation, the spaces have been used by faculty members holding office hours in the library and by writing mentors.

Trends in undergraduate libraries have been to bring together services and resources linked to supporting research and student learning. In particular, as more information is

found in digital formats and is accessible to digital tools of analysis and production, it makes increasing sense to bring together technology support, video and audio production tools and support, and other kinds of learning support such as the writing lab with traditional library resources such as books, special collections, print and drawing collections, and reference support.

The advantages of proximity of these services are clear to undergraduate students who are newly acquiring research skills and learning how to identify, evaluate, and analyze sources of information and how to present their findings in written, visual, or oral forms. Students have little interest in reporting lines and a great deal of interest in easily finding the services needed to navigate through these tasks. At the same time as undergraduate libraries are increasingly leaning towards bringing these human, digital, and print resources together in “learning commons,” there is a limited trend to make some of these same services at satellite locations.

- B. Creative Media Initiative. This initiative seeks to maximize use of existing resources through improving access, improving the visibility of existing resources, and raising the profile of those using media creative ways in their courses. A growing number of disciplines use visual sources as sources of information, and are developing theoretical tools for analyzing them. Visual representation of problems, solutions, and information is itself emerging as a powerful analytical tool. The Creative Media Initiative recognizes and supports the pedagogies developed since the prior campus plan; creates coherence among different existing services scattered at present across campus; responds to new faculty/new student expectations for digital listening, and viewing and production; and puts Grinnell College on a par with peer schools

The Creative Media Initiative builds on Grinnell’s good library collection of audio and video media; a Curricular Technology Specialist and library staff with expertise in this area; the Creative Computing Lab; the Faulconer Gallery and Print and Drawing Study Room; (not one but) three image databases; faculty members specializing in film, digital art, digital composing; a growing number of faculty members interested in teaching with media and assigning students to produce media projects; and an Interdisciplinary Study Theme devoted to film history and studies. Ultimately, the planning team envisions bringing together the collection with spaces and technologies for viewing, analyzing and producing media, and the skilled personnel needed to support this work.

Much of the work at this point is foundational: digitizing our collections, providing “open stacks” for the collection, improving courseware linked to video and audio clips and streaming, and helping faculty members with interests in this area to identify each other.

Activities during the first year of implementation (2010/11) included:

- Walk-in assistance in ARH 228, staffed by specialists in AV, library listening and viewing resources, and Curricular Technology. Numerous faculty members have made use of this assistance to share video clips extracted from DVD or VHS with their students.

- Deployment of a new tool integrated with Blackboard for delivery of course-related media including audio from the Listening Room.
- Staff development and training to support faculty use of media.
- Staff development and training to support student use of media. Over 20 student Technology Consultants have been identified and vetted as Digital Media Specialists and staff the Creative Computing Lab every evening.
- Work with students in two courses to assist them in producing multimedia assignments:
 - Modern Chinese Literature (Jin Feng, Chinese)
 - Choreography (Shawn Womack, Theatre and Dance)
- Investigation into future of Digital Asset Management at Grinnell. Members of the Academic Technology Development Team have begun to explore solutions to meet the current and future needs of Digital Asset Management.
- Plans and budget finalized for reconfiguring the Burling Library Listening Room so that CDs, DVDs, and VHS tapes can be displayed for browsing in an open-stack area, to increase visibility and use of media collections. Budget was approved and work is scheduled for summer 2012.
- Campus visit scheduled from director of the VIZ project at Carleton College to speak to faculty about ongoing projects at Carleton related to media use and visualization.
- Campus visit from faculty members and librarians at Reed College, regarding the development and use of a single digital image database.

C. Data Analysis and Social Inquiry Lab (DASIL). DASIL meets a growing need for support in courses, research, and student course work in regard to finding, cleaning and analyzing data as well as reporting on findings. DASIL is based on a professional partnership represented by a faculty director, a Curricular Technology Specialist and a Data Services Librarian (in 2011/12, the CTS and librarian will be co-directors), and supports qualitative as well as quantitative analysis. Student mentors assist students in the evening hours and also are available to assist with class exercises.

Projects during the first year of implementation (2010/11) included:

GIS Projects

Comparing the characteristics of Middle East and North African countries (in-class assistance)—ANT 246: Anthropology of the Middle East and North Africa--Kathy Kamp, Anthropology

Comparing the distribution of foreign-born in 1980 and 2000 (Exercise preparation and in-class assistance)—HIS 228: Promised Land, U.S. Immigration History—Victoria Brown, History

Preparation of a series of maps showing the 17th century pilgrimage in Salamanca, Spain—Mirzam Perez, Spanish

Examining election results in the late 18th and early 19th centuries (exercise preparation and in-class assistance)—Sarah Purcell, History

Data Set and Exercise Preparation

Preparation of a data set dealing on-line gaming for use in statistics classes

Virtual tour of dam—PST 395: Making Reform Happen—Leslie Lyons, Chemistry, and Tim Werner, Political Science

Other In-Class Workshops and Assistance

SPSS workshop—SOC 291: Methods of Empirical Investigation--Peter Hart-Brinson, Sociology

In-class assistance with hands-on exercises and outside of class assistance with Excel-based exercises—2 sections of ECN 262: Empirical Methods in Economics—Brad Graham, Economics

Individual and Small Group Consultations for Research Projects—DASIL assists students in finding data, planning research, and doing quantitative and qualitative analysis of their results.

Assistance with project design and data analysis (in-class consultations supplemented by individual appointments)--PSY 250: Health Psychology—Asani Seawell, Psychology

Assistance with project data analysis (individual appointments with students outside of class)--ANT 321: Human Ethnology—Vicki Bentley-Condit, Anthropology

Helping with data searches for Colorado River water resources project (individual student appointments)—PST 395: Making Reform Happen—Leslie Lyons, Chemistry, and Tim Werner, Political Science

- D. Technology-rich Social Studies and Humanities seminar-lab space (ARH 227). This classroom facilitates experimentation with ways to integrate face-to-face discussion with computer use in courses. Language classes can move from discussion of current events to looking at foreign publications on line, or using skype to speak with students in another country. A Social Studies class can discuss a methodology for exploring a question and then move to the computers to test their assumptions. Tables and chairs on casters allow a number of seating configurations.

Courses Taught in the “seminar-laboratory” (ARH 227)

Fall Semester 2010	Spring Semester 2011
Anthropology of the Modern Middle East & North Africa	Introduction to Economics
Perspectives on 20 th Century Central and Eastern European Literature (2 sections)	Comparative & International Education
Intermediate German	Readings in Chinese Literature
Ethical Theory (Philosophy)	Anthropological Uses of Global Information Systems
The Art of Language (Spanish; 2 sections)	The Art of Language (Spanish)
Politics of Congress	Empirical Methods in Economics
Geographic Analysis and Cartography	Theory & Method in American Studies
	The Family (Sociology)

Faculty members teaching in ARH 227 during the 2010/11 academic year reported that the room is very successful. They could teach topics differently, train their students in data search and analysis without the lag usually experienced in a normal classroom, and as a result students progressed more quickly. Students could use web sources, and work on audio exercises as well. A number report that the room “challenges” them to develop new exercises that take advantage of the technology and the information sources and methodologies it makes available.

Lessons Learned from the Experiments. It is still early to draw hard and fast conclusions, but a few preliminary observations can be made:

1. ***Proximity matters.*** Our experiments underscored the importance of getting the right people and services in the right place. This is true for the library and for any planned for academic space for the Social Studies and Humanities. For example, in discussing with the Science Division our vision for a library that brings together learning services and resources, science faculty members expressed how highly they value the combination of faculty members, classrooms and labs, learning support for math, statistics, and science, and the science library. These sorts of synergies are lacking in Burling and for the Humanities and Social Studies Divisions. DASIL, underscores the importance of location. In this case, a separate office and fixed office hours for the director, CTS, and Data Services librarian allowed partnerships to emerge rapidly and fruitfully. Location near classrooms allows for students and faculty members to see DASIL as a resource in and out of class.
2. ***We need to concentrate resources for media.*** In the case of the Creative Media Initiative, we have been able to explore partnerships, but there is no “place” for the CMI: library staff are in Burling Library, the Creative Computing Lab is in the Forum, the CTS in ARH. The result is an initiative with less campus-wide recognition and a looser partnership than that formed in DASIL. Combining these resources with a few good viewing spaces (for those cases when regular classrooms or viewing on personal computers or hand-held devices are insufficient) would be ideal. Moreover, technology development and support remain a challenge.
3. ***There is considerable need for support with qualitative and quantitative analysis.*** This need is present among faculty members and students. The rapidity with which DASIL took off is a testimony to great leadership and vision, and also to building need. It also speaks to the kind of professional partnerships that cross organizational lines to support learning in our technologically complex and data rich world.
4. ***Students need space linked to their studies and interests.*** ARH and Carnegie have little in the way of informal gathering or student study space. DASIL, located in a small classroom in ARH, became that space for students using statistics, GIS, and other tools of analysis. In this case, the physical location of DASIL seems to be more important for student users than for faculty clients.
5. ***Creative collaborations that cross traditional organizational lines are productive.*** Developments such as efforts to bring together the members of our various academic

resource centers (or ARC), including Academic Advising, CTS, ITS, Libraries, the Dean's office, and the Writing, Reading, Math, Statistics and Science labs confirm that this is more than an intimation of things to come. These kinds of collaborations have arrived and will become increasingly significant for students and for teachers. Again, exploring proximities among some of these will be an important part of campus planning going forward. Our vision of opportunities for librarians, CTS and other learning support professionals to have a place within Social Studies/Humanities academic space as well as the library (see section 2 below) underscores our understanding of the kinds of opportunities for collaboration and consultation that we seek to provide.

VIII. Appendices (see following pages)