



*Report to the*  
**Grinnell College**  
**Board of Trustees**

*From*  
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1. Recent Achievements

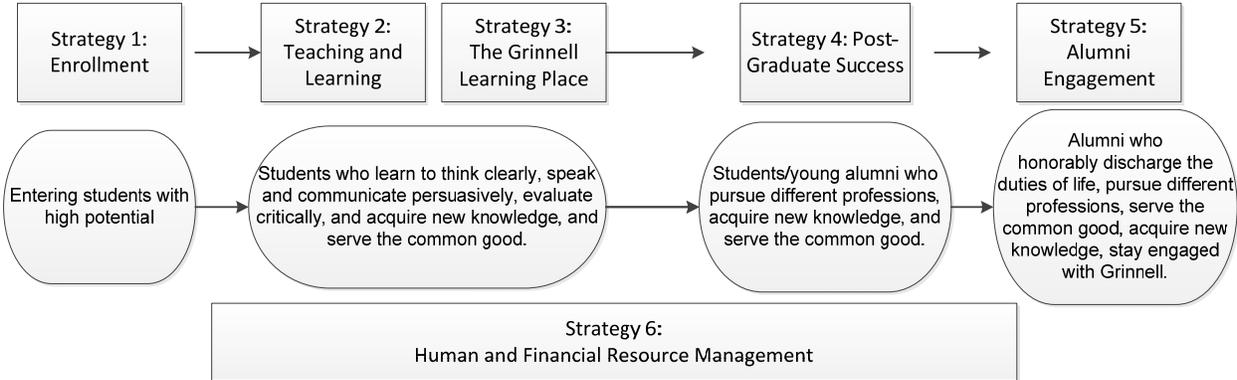
**Strategic Planning:**

FY13 was the first year of implementation of the strategic plan. As we moved from planning to implementation, we pursued a model based on distributed leadership. Rather than setting up a centralized system, we have housed each of the six strategies in administrative divisions. The point of this organization is that the plan and implementation are not meant to be a one-time, independent list of tasks and objectives. Nor is it an endeavor whose success or failure redounds on an individual. Grinnell's strategic implementation is part of the fabric of the college, integrated fully into its operation. In its first year of implementation, the focus was largely operational and reflected the need to improve our enrollment, development, career services, and communications divisions.

In the coming year, strategic planning will continue to focus on operational improvement while turning toward placing resources and opportunities in the teaching and learning area. Grinnell College is fortunate that its core mission – teaching and learning – is supported by a faculty who are first-rate in their scholarship and are recognized nationally for their teaching.

The Action Plan developed in September of 2012 guided the first steps of implementation. In the 2012 Action Plan, several possible actions were paired with each strategy's major goals and objectives. The annual reports of each division include details of the accomplishments and challenges related to strategic goals. This report highlights some of the major accomplishments and points to the coming year priorities.

In the current iteration of the strategic planning framework, the strategies are reordered to reflect the way a student experiences Grinnell College. This framework refines the goals, objectives, and begins to layout the structure for measuring progress in the strategic work of the college. Strategy 6: Human and Financial Resource Management is placed below the other strategies to emphasize its role as the underpinning for the other strategies.



**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.**

The all-campus/alumni conversation about the need-blind policy stems directly from the work of the enrollment working group and the FY12 all-campus conversation about Grinnell's fiscal model. Joe

Bagnoli, Vice President for Enrollment, and his committee did an exceptional job leading this effort. In the past year, working hand-in-hand with faculty and the board, a decision to continue the need-blind admissions policy was made with a mandatory review of the policy in FY 2016. The goals of Strategy 1: Enrollment are

- 1) To enroll students with high potential
- 2) To maintain Grinnell's commitment to access and diversity
- 3) To strengthen the financial impact of enrollment on Grinnell's financial model

To these ends, the admissions' staff members made several administrative changes and launched new programs that adhered to the need-blind policy while encouraging a more diverse pool of applicants than in previous years. The foci of FY2014 include continuing the new programs in early admission and campus visits, reviewing financial-aid policy and practice to meet state of the industry standards, and working closely with Communications on developing brand recognition for Grinnell's academic excellence.

**Strategy 2: Teaching and Learning: 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.**

Faculty Chair Katherine Kamp, David Harrison, Mark Peltz, and I held five three-hour retreats at which we asked faculty to consider three areas of strategic planning: flexibility in the curriculum, advising for post-graduate success, and global elements of the curriculum. Though the faculty voiced a strong preference during the strategic planning year for a 2:2 teaching load, the faculty members who participated in the retreat ended up rejecting a 2:2 teaching load as a solution for faculty workload and flexibility when the constraint of no additional faculty was placed. The faculty members were very supportive of helping connect the Grinnell experience to next steps in a graduate's life. For the most part, faculty members expressed concern that they are neither trained nor have experience "career counseling" other than careers related to research and teaching in higher education. Lastly, faculty demonstrated clearly that they incorporate globalism in numerous ways in and out of the classroom, and have the energy and interest to increase ways of bringing the world into the life of Grinnell students.

Implementation of Strategy 2 also included an increase in administrative support for the faculty. Three of the current administrative support staff were promoted and received training to better support technology needs of the faculty. Three additional support positions were also added.

In FY2014, implementation of Strategy 2: Teaching and Learning will include the creation of the Center for Teaching and Learning. Interim Dean, David Lopatto, will spearhead this effort focusing on

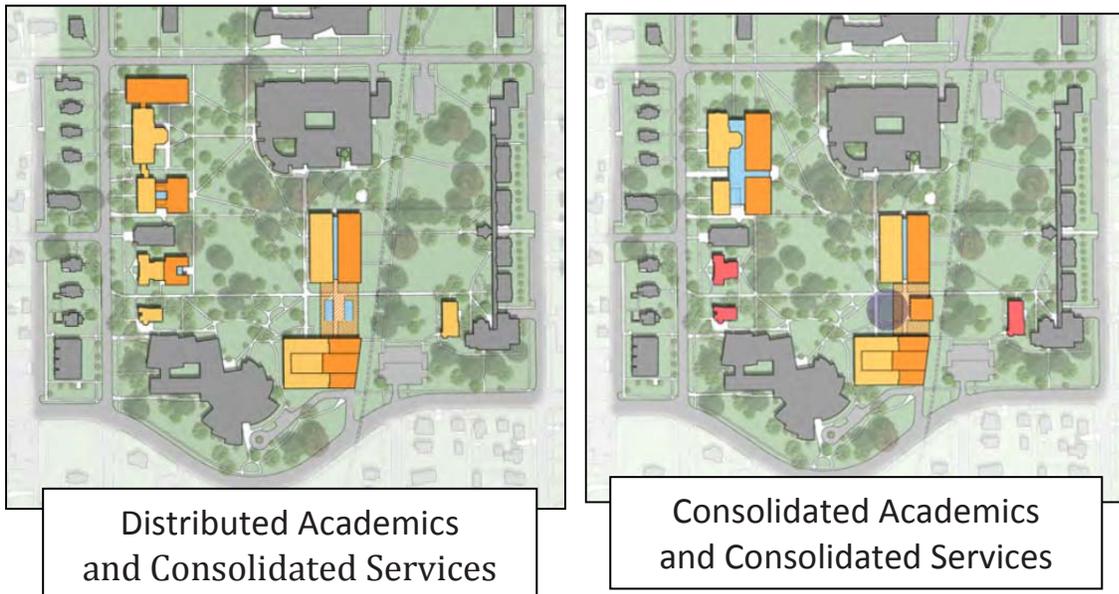
- 1) Technology-Rich Teaching and Learning
- 2) Learning Outcomes and Assessment
- 3) The Scholarship of Teaching and Learning

4) Supporting Development of Faculty as Teachers

Chair of the Faculty, Katherine Kamp, will focus the next year's faculty discussions on exploring ways in which the academic calendar could better support teaching and learning. This Fall, Professors Karla Erickson and Erik Simpson will be leading a faculty discussion sponsored by the Center for Teaching and Learning on *College (Un)Bound* by Jeff Selingo.

**Strategy 3: The Grinnell Learning Place: Build learning spaces that encourage collaboration, creativity, and inquiry. Design, operate, and support all spaces on the campus to enhance the academic, social, and environmental success of the Grinnell College Community.**

The Academic Learning Spaces Committee and architects from OPN developed a program focused on spaces that promote collaboration and creativity in the Humanities and Social Studies and spaces that increase the effectiveness of academic services and the library. The planning and programming process revealed that the college needs different and additional space to support new pedagogies, to facilitate new areas of exploration, and to accommodate the growth of the student body over the past decade. In order to meet the programmatic needs of the Humanities and Social Sciences, academic services, and the library, OPN explored different concepts and scenarios regarding the distribution vs. consolidation of academics and services.



The focus in FY 2014 for Strategy 3 is to develop a recommendation for how to proceed with an ARH and Carnegie renovation/expansion to meet the needs of Humanities and Social Studies teaching and learning. At the same time the administration and board committees of Advancement, Investment, Facilities, and Budget will explore the possibility of financing and fundraising options.

**Strategy 4: Post-Graduate Success: Instill an orientation to the future and intentionally connect the Grinnell educational experience to postgraduate endeavors. Create a curriculum and learning**

**environment that enables and encourages students to pursue and succeed along multiple life paths and careers.**

During the strategic planning year FY 2012, career development brought under one roof traditional career services, the offices that support post-graduate fellowship advising, as well as curricular and co-curricular service programming. At the end of FY 2013 Mark Peltz and his staff members completed that consolidation with a renaming of career services to the Center for Careers, Life, and Service (CLS). During the year they increased the number of course offerings with course embedded community-based service learning, the number of students participating in summer internships, and doubled the number of students partaking in the Alumni Externship Program. The campus employment task force thoroughly examined the College's current practices of managing student employment on campus. A final report, including detailed recommendations, was delivered to the President's Office in August 2013.

The focus for next year will be continuing to increase the variety and number of internships and externships available to students. In addition, the Center has planned an industry tour to Chicago, titled *Social Impact in the Windy City*, where students will meet with Grinnell alumni leaders who work in various non-profit organizations. The CLS will continue to research opportunities to help Grinnell students acquire market-ready skills, including assessing the effectiveness of the business bridge pilots at Fullbridge and the Booth School of Business at the University of Chicago. The CLS will also be focusing on student learning goals, assessment initiatives, and internal metrics to guide their work and programming efforts in the future.

**Strategy 5: Alumni Engagement: Foster lifelong learning and contributions of alumni in the college's intellectual life, service, mentorship, and advising. Design the Grinnell alumni community, the alumni to alumni relations, and the college to alumni relations by purposefully including alumni in all of the strategies.**

The research findings of Art and Science underscored the lack of engagement of Grinnell's alumni. The activities of the alumni and development office led by Beth Halloran, V.P. of Development and Alumni Relations, have been guided by the exhortation to inform, engage, and involve the alumni. The launch of FORUM-- the new, easily navigable alumni e-community is a major step towards fostering alumni to alumni connections. The FY2013 expansion of the GRASP program (alumni volunteers in career services) will continue in FY2014. Similarly, the ambitious national and international program of alumni events and presidential gatherings will continue. Strategy 5 rounded out its program with a robust, revamped communications plan in collaboration with Jim Reische, VP of Communications, and his staff. Alumni have been hearing from each other and the college through electronic communications, class agent communications, and a revamped Grinnell Magazine.

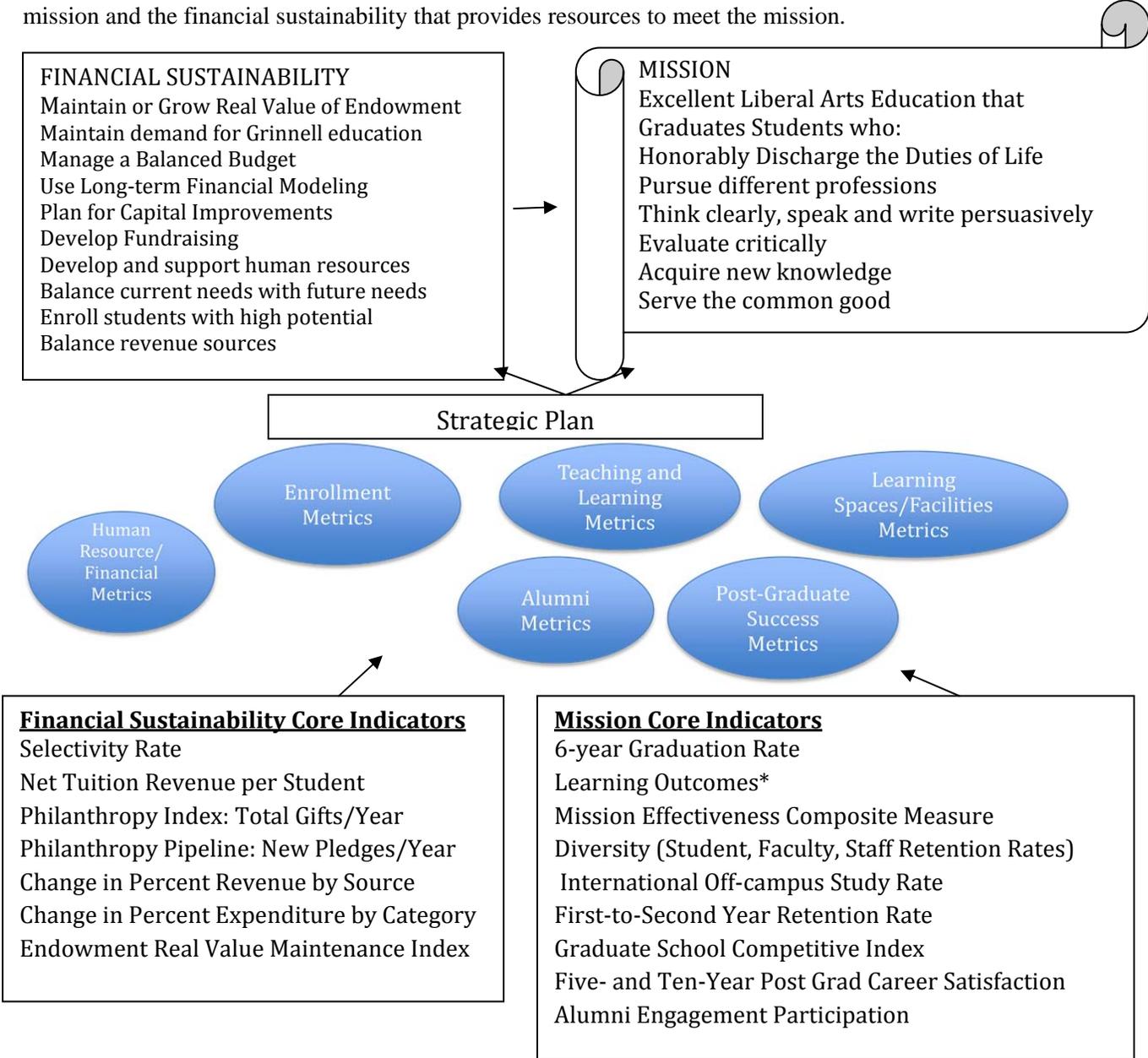
**Strategy 6: The Management of Human and Financial Resource: Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the college. Create a fiscally sustainable business model that supports the college's continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.**

Data-sharing and transparency: Following the all-campus conversations about Grinnell's financial model in FY2012 and need-blind policy in Fall of FY 2013, Strategy 6 launched *Inside Grinnell* -- a series of open talks about Grinnell and what we can learn from institutional data. The first *Inside Grinnell* data-sharing seminar took place in May. Carlie Van Willigen gave a talk on the *US News* ranking system and

Grinnell's place in it. Jim Swartz, Narren Brown, and Mark Schneider led the second data-sharing seminar on the topic of student retention. New Associate VP for Analytic Support and Institutional Research Randy Stiles will take over this series in FY2014. Talks in FY 2014 will include reviews of various college ranking systems (e.g., US News and World Report, Forbes, Kiplinger's, Washington Monthly) and national surveys (e.g. the Cooperative Institutional Research Programs Freshman Survey and the National Survey of Student Engagement).

Innovation Fund: We launched the Innovation Fund with an expedited round and a full round. The Innovation Fund is the research and development part of the strategic plan. It is hoped that through these funds new ideas can be tested related to teaching and learning. Melisa Chan developed a process and materials for the Fund management. David Harrison (Teaching/Learning CoLead) chaired the committee. Having three board members on the committee helped the committee have a broader and perhaps stricter view of innovation. A list of the FY2013 funded projects appears in Appendix 1.

Metrics: With the help of many, especially board member Barry Thomas, staff and board members developed a comprehensive framework tying Grinnell's mission to its strategic goals and established a first pass at core metrics. The core metrics relate to the six strategies which, in turn, directly serve the mission and the financial sustainability that provides resources to meet the mission.



Financial modeling: Under Strategy 6, the financial modeling is in its second iteration. It is an outgrowth of the fiscal sustainability conversations of FY2011 and FY2012; it is the next logical step from the budget models we developed in Fall 2012. Jeff Blanchard, with the help of Karen Voss, David Clay, and John Kalkbrenner has taken this work to a new level by incorporating probabilities and Monte Carlo simulations. In its next iteration, the model will incorporate future costs of technology and possible costs of refinancing/debt. At the October board meeting, key insights gained from this financial modeling exercise will be presented.

Enterprise Risk Management: Former Dean Paula Smith has chosen as her next year's project to translate a business model of enterprise risk management into a mission-based higher education model of enterprise risk management. Her project is called Purposeful Risk Engagement. She is meeting with all departments and operational divisions to discuss this project and has already developed a following among leaders in academic peer institutions who are interested and enthusiastic about applying the principles of risk management to higher education. Part of her project is the compilation and updating of compliance policies.

Website Redesign: Jim Reiche, vice president for communications, and his staff developed and redesigned Grinnell's web presence. The launch of Forum was the first phase of the new website. FY2014 will see the full roll out of the flexible, attractive, and informative new website. His annual report details the progress on this project. It is essential to teaching and learning, enrollment, recruitment, and our presence in higher education that our electronic face is the highest quality and reflects our mission.

APPENDIX 1

## **FY2013 Funded Innovation Projects Expedited Deadline Projects:**

### **Year-round, For-profit Apprenticeships in Iowa's Leading Industries**

Project Contacts: Monica Chavez, Mark Peltz, Melissa Strovers

This project provides a framework for testing a for-profit apprenticeship program. Five students will work year-round with executive leadership in local companies to learn about the organizations, develop new skills, and apply their Grinnell education to meaningful projects for local employers.

### **Digital Asset Management**

Project Contacts: Lesley Wright, Richard Fyffe, Julia Bauder, Mike Conner, Chris Jones, Cecilia Knight, Mark McFate, Kay Wilson, and Becky Yoose

The Falconer 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 Falconer 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.

### **Data in Courses**

Project Contact: Kathy Kamp

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**

Project Contacts: Dean Bakopoulos, John Rommereim, Lee Running

The project makes possible a team-taught course in composition, creative writing, and visual art to be offered in the spring of 2014. The advanced creative writing students, advanced studio art students, and advanced student composers will be developing collaborative projects, and the courses will culminate in a public performance and an exhibition.

## **Regular Deadline Projects:**

### **The Impact of MAPs on Student Outcomes** (pilot project)

Project Contacts: Keith Brouhle, Brad Graham

This 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** (pilot project)

Project Contacts: Mark Schneider, Joe Bagnoli, Narren Brown, Jim Swartz

This project is designed to intervene with first-year students who have struggled academically in their first semester to build the skills and habits necessary for academic success.

**Instructional Video Production Studio** (pilot project)

Project Contacts: Mike Conner, Ralph Helt, Caleb Sponheim '15, Janet Carl

This project will create a modest video production studio with appropriate technology and staffing to combine necessary tools, a streamlined workflow, and knowledgeable staff to provide support in two key areas: 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** (pilot project)

Project Contact: Lesley Wright

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** (pilot project)

Project Contact: Todd Armstrong

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** (planning project)

Project Contacts: Claire Moisan, Mike Conner, Stephanie Peterson

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

**The Why Language Project: A Pre-Orientation Workshop** (planning project)

Project Contact: Todd Armstrong

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** (planning project)

Project Contact: Claire Moisan

Plan to create a Language Learning Center (LLC) to provide faculty and students with a dedicated space to consolidate existing peer mentoring/tutoring programs and provide student workers with on-going training and supervision. It will also maintain a website/calendar with cultural and language-related campus events alongside featured language teaching and learning resources and technologies.

**Mental Fitness Center** (planning project)

Project Contact: Samantha Schwartz '14

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** (planning project)

Project Contacts: Christopher Jones, Julia Bauder, Catherine Rod, Jayn Chaney, Mark

McFate, Mike Conner

Plan to make innovative uses of emerging technologies to encourage alumni to contribute information about, and transcriptions for, Special Collections materials related to college history.

**21st Century American Studies** (planning project)

Project Contact: Henry Morisada Rietz

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.