



Grinnell College 2018–19 Strategic Action Plan

Table of Contents

Note from Vice President for Strategic Planning	3
Look Back: Grinnell’s Strategic Work and Progress	4
Mitigating Risk and Preparing for Opportunity	5
Recap: A Traditional Strategic Plan vs. Continuous Strategic Planning.....	6
Recap: Six Major Directions.....	8
Measuring Progress	10
Indicators of Progress.....	12
Strategy 1: Enrollment	15
Strategy 2: Teaching and Learning.....	19
Strategy 3: The Grinnell Learning Place.....	25
Strategy 4: Postgraduate Success	27
Strategy 5: Alumni Engagement and Philanthropy	33
Strategy 6: The Management of Grinnell’s Infrastructure Resources.....	36
Appendix I: Key Steps for Student Success and Thriving Initiatives: Lessons Learned and Shared	43
Appendix II: Report from Task Force on Residential Learning	43
Appendix III: Draft Report from Task Force on Student Mental Health	43
Appendix IV: Diversity and Inclusion Plan	43
Appendix V: 2017-18 Innovation Fund Projects	44

Grinnell's Strategic Planning: A Continuous Planning Model

Note from Vice President for Strategic Planning

Grinnell College completed its sixth year of implementation of continuous strategic planning.

Each year, a new action plan is developed by the co-leads of strategic planning, the Dean of the College, the Vice President for Strategic Planning, and the President. The main section of the report consists of the 2018-19 action plans for each of the strategic areas and the reports from the 2017-18 crosscutting theme task forces: The Task Force on Residential Learning (third year), the Student Mental Health Task Force (second year) and the Diversity and Inclusion Plan.

In this Action Plan, I have included a look-back over the past seven years to give readers the historical context for Grinnell's strategic work, to demonstrate the alignment of work with the major directions of the strategic plan, to summarize investments in program and people, and to present two overarching financial goals to mitigate risk and prepare for opportunities.

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 many individuals and groups from all quarters to contribute their efforts. The co-leads for each strategy have moved forward with enthusiasm, energy, and imagination. They have encouraged and accomplished an enormous amount of work. Once again, it is with humility and gratitude that I offer this compilation of the fine work of my colleagues and the plans for 2018–19.

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

Look Back: Grinnell's Strategic Work and Progress

Raynard Kington accepted the position of 13th president of Grinnell College in August of 2010.

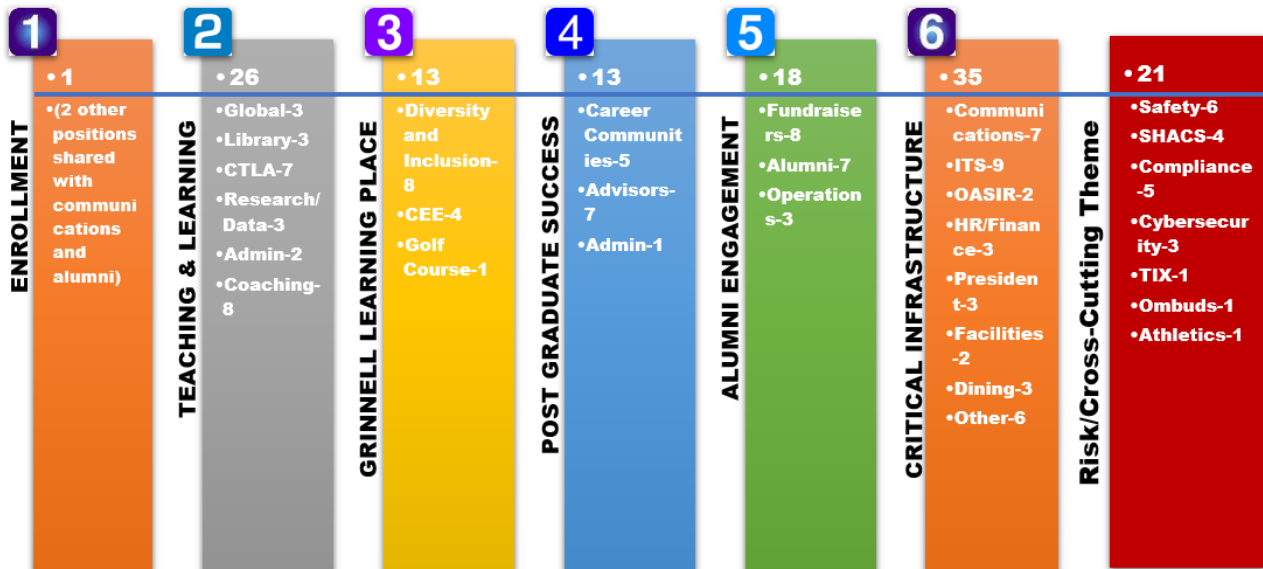
He immediately set out to understand Grinnell's history, current state, the higher-education landscape and the opportunities and challenges ahead. He learned quickly that Grinnell's core-- teaching and learning--was strong and that our faculty were experts in their fields, passionate teachers, and fierce advocates for individually advised learning for our talented, independent students. The trustees had stewarded the resources of the college well; the endowment's value and lack of restrictions provided flexibility and an essential source of the operating budget. On the flip side, the dependence on the endowment was cause for concern especially in the face of growing discount rates of student revenue spurred by the decision to expand access for disadvantaged students at a time of increasing economic inequality in the US. Of further concern, our fundraising revenues were stagnant which reflected a limited fundraising operation.

Strategic planning began in 2011 and included survey analyses of the perceptions of our major two external constituents: alumni and prospective students. We learned that Grinnell's brand recognition was weak in the market of prospective students. We also learned that the economic environment our students were graduating into demanded more focus on integrating the liberal arts education into navigating the world's complexities in terms of careers and service after Grinnell. And about our alumni: we learned of their passion for Grinnell and our need to engage them more fully in the life of the college. Although not unknown to the college, survey results underscored that Grinnell's region of the country was a significant hurdle for prospective students and employees.

Our internal analysis of the state of Grinnell affirmed the observation that our teaching and learning- the core of Grinnell- is solid. And yet despite this fact, our retention rates were lower than they should be given the academic preparation of our students - hovering around 85%. Almost 50% of those who chose to leave Grinnell were leaving Grinnell for issues unrelated to academic preparedness or finances. In 2014, we launched a quality initiative to focus a multitude of efforts to better understand why some students succeed at Grinnell and why others leave. (See Appendix I for a paper on student success factors by the Office of Analytic Support and Institutional Research.) This quality initiative- which continues to evolve- has contributed to an increase in retention. There is more work to be done--several task forces on the crosscutting themes of residential learning (report in Appendix II), student mental health (draft report in Appendix III), and diversity and inclusion (plan in Appendix IV) have recommended steps to continue improving student success in learning and living at Grinnell. See the appendices for FY2018 reports. Our internal analysis also revealed an unsurprising relationship between Grinnell's challenges and understaffing in major administrative and student-support areas.

Grinnell's strategic planning process sought to focus action and resources on the six major areas of opportunity for improvement as determined by the board, the community and the findings of internal and external research. Over the six years of implementation, investments in program and people have put Grinnell in the position to market *what makes a Grinnellian a Grinnellian* to authentically represent a promise to every admitted student of individually

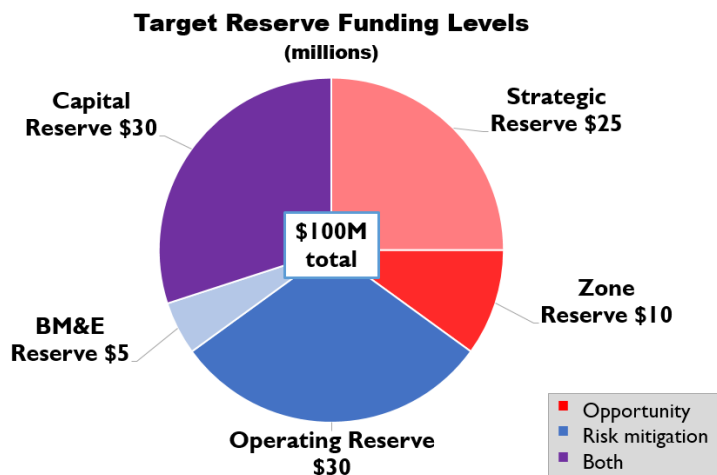
advised learning for the intellectually engaged, so our graduates are equipped to better the world. The significant investments were aligned with strategic priorities and to address identified and actionable risks. An early decision by the president and board was to realign faculty salaries to acknowledge the strength of the faculty and maintain a competitive market for recruitment and retention of faculty members. The next two figures highlight major investments in program by strategic area, and new positions by strategic area.



Mitigating Risk and Preparing for Opportunity

Grinnell's sizable and largely unrestricted endowment provides tremendous flexibility; but

Grinnell’s dependence on the endowment for operating support also poses a risk. Over the past seven years, the trustees and administration put in place a bold goal to reduce our dependence on our endowment while continuing our commitment to access for disadvantaged students. We chose a long-term revenue goal to achieve an operating budget comprised of 45% from endowment spending, 45% from net student revenues, and 10% from gifts and auxiliary services. They also created a plan to develop five reserve funds which would both mitigate risk as well as prepare the college to take advantage of opportunities to bolster academic excellence. The reserves in total will average \$100 Million in steady state.

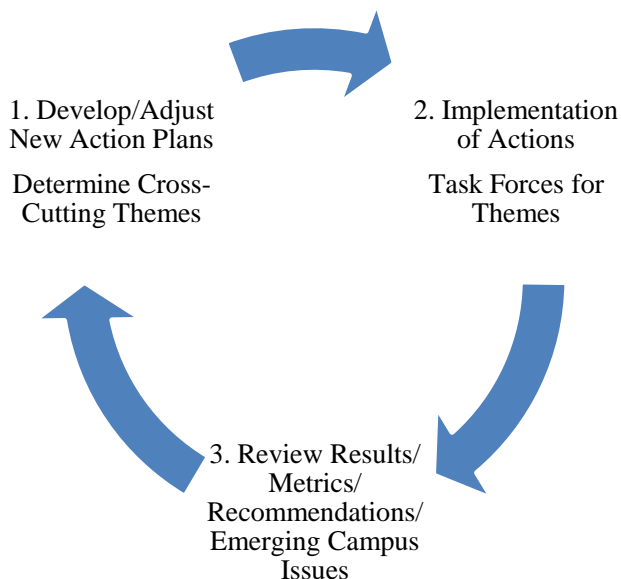


Recap: A Traditional Strategic Plan vs. Continuous Strategic Planning

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 plan differs from the traditional model in that our model involves multiple leaders. The Dean of the College and the Vice President for Strategic Planning co-chair the process each year. This partnership of the Dean and Vice President encourages planning that is informed by and serves the core mission of Grinnell: teaching and learning. The Strategic Planning Committee is made up of teams of senior staff paired with faculty members directing each strategy. Placing each strategy squarely in an administrative area assures that there is a point person responsible for the accomplishment and review of that strategy. Pairing the senior staff member with faculty members supports strategic decisions informed by faculty as well as an administrative perspective. Finally, the distributed leadership model (consisting of 12-15 co-leads) encourages cross-disciplinary work among strategic areas.

Grinnell’s approach also differs from the traditional model of one strategic plan that determines actions for the next five years. Grinnell’s strategic plan is a set of reports, metrics, and annual action plans. Each year, as we implement this continuous planning model, tasks are adjusted, added, and removed from the Action Plan based on the results from the previous year, new information and research about Grinnell, and emerging issues in higher education.



The Iterative Nature of Continuous Strategic Planning

Continuous planning is iterative in nature. On an annual basis, co-leads for each strategy may change, tactics are reviewed and modified, new crosscutting themes are discussed, and measures toward progress are taken. At some point in the future, the Board of Trustees and campus will review the major directions to decide if these should remain the foci of strategic work. Further down the road, the board and administration will decide to review the vision of the College.



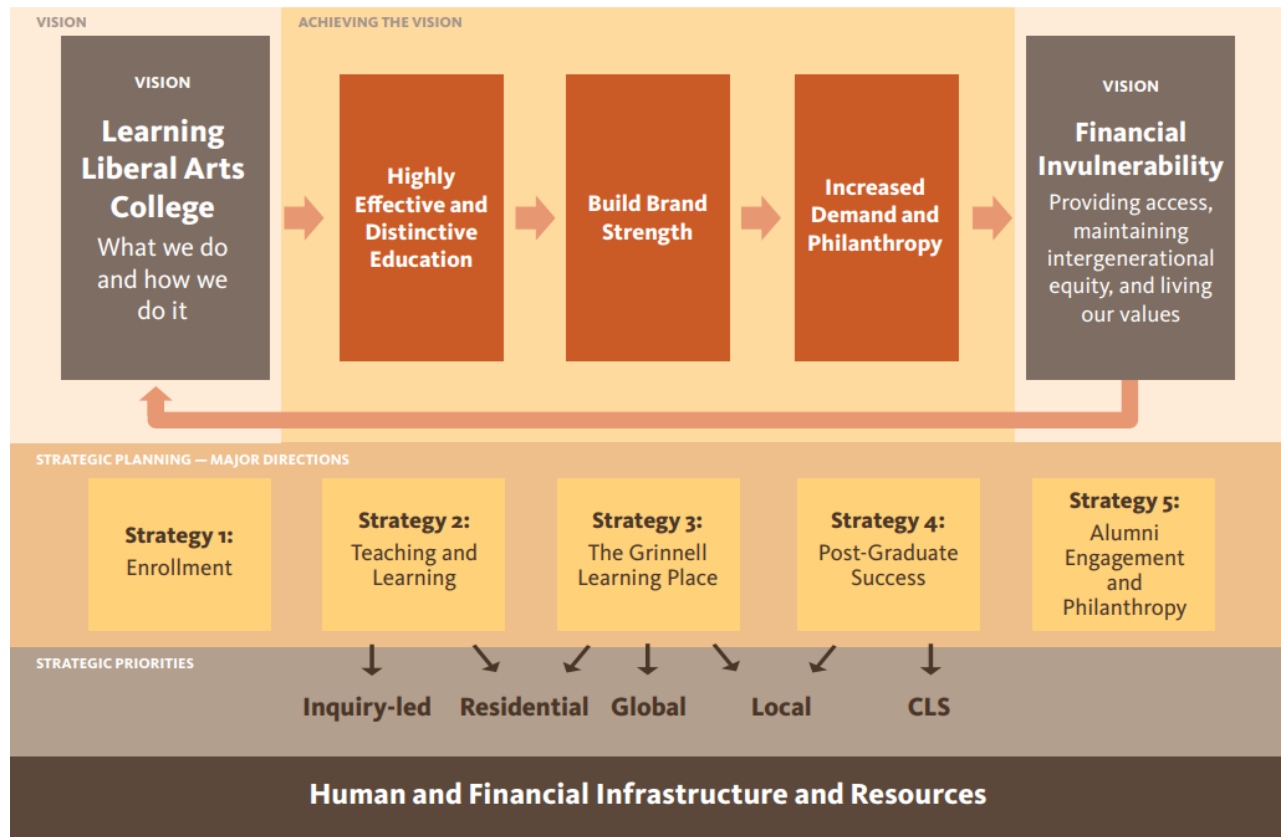
Though the six major directions guide most of the work for strategic planning, all-campus conversations on crosscutting themes are an additional element of the continuous planning model. The all-campus conversations provide new dimensions to Grinnell's evolving plans. The themes emerge from discussions 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. 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.

Recap: Six Major Directions

The launch of Grinnell's strategic planning (2011) began with five major directions and added Managing Human and Financial Resources as an underpinning sixth direction. The schematic below is the most recent iteration of the major directions of Grinnell's strategic planning. The new organization groups together the major directions that relate to the student experience during college: Teaching and Learning, The Grinnell Place, and 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. The major direction of Enrollment is placed at the beginning of the schematic to represent a student's pre-Grinnell experience, and Alumni Engagement is at the end to represent a student's post-college experience.

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

Priorities Stem from Strategic Work



Strategy 1: Enrollment — Attract, enrich, and graduate a diverse and talented student body. 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 21st century. Co-leads: Michael Latham, 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 — Build learning spaces that encourage collaboration, creativity, and inquiry. Co-leads: James Swartz, Dack Professor of Chemistry; Keith Brouhle, associate professor of economics; Keith Archer, vice president for finance and treasurer of the College; Rick Whitney, assistant vice president of facilities management.

Strategy 4: Postgraduate Success — Instill an orientation to the future and intentionally connect the Grinnell educational experience to postgraduate endeavors. Co-leads: Monessa Cummins, associate professor of classics; Mark Peltz, Daniel and Patricia Jipp Finkelman Dean, Center for Careers, Life, and Service.

Strategy 5: Alumni Engagement and Philanthropy — Foster lifelong learning and contributions of alumni in the College’s intellectual life, service, mentorship, and advising. Co-leads: Sarah Purcell, L.F. Parker Professor of History; Jaci Thiede, vice president of development and alumni relations.

Strategy 6: The Management of Grinnell’s Infrastructure Resources — Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College. Co-leads: 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
Theme	Strategic Planning	Financial Aid and Need-Blind Policy	Diversity	Global Grinnell	Residential Learning	Student Mental Health	Student Mental Health
Theme	Financial Model	Title IX and Wellness	Technology in Learning	Disability and Accessibility	Implementation of FY14 Themes	Implementation of FY15 Themes	Implementation of FY16 Themes

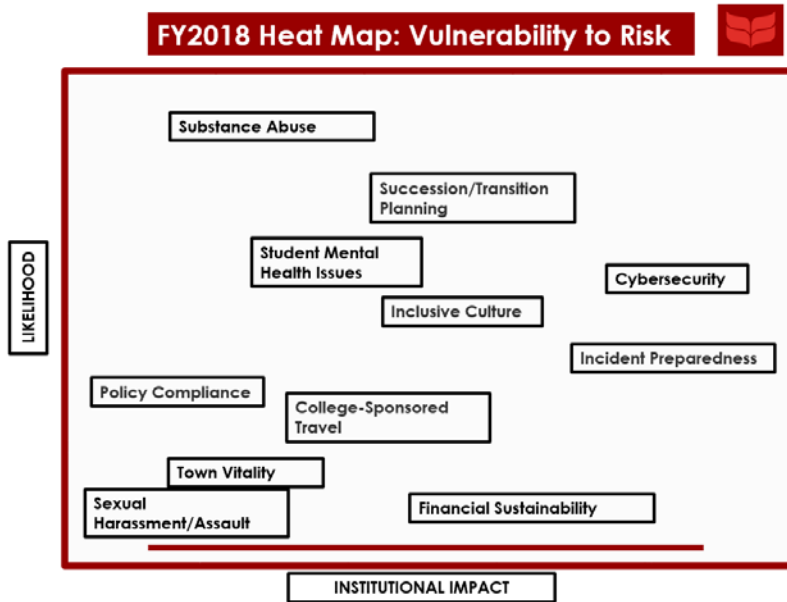
Measuring Progress

As part of Grinnell’s continuous planning model, the measures of progress/success start at the Board level. In 2014–15, the Audit and Assessment Committee of the Board of Trustees suggested a change in the organization of the core metrics. Instead of dividing the metrics between mission metrics and financial sustainability metrics, the new iteration of core metrics regroups the measures into major issues. The new organization is presented to the Board in an interactive format that allows board members to look at the underlying data and definitions for the trend and comparative graphs. The table of contents for the Core Metrics section of the board website appears below. In 2015–16, the actionable risks in the Enterprise Risk section of the core metrics was re-envisioned as a heat map. The 2018 heat map is presented below the Core Metrics

Grinnell College: Core Metrics October 2018

1. Performance in the Market for Students
 - a. Key admission statistics
 - b. Ratings/perceptions by external agencies
2. Diversity of the College Community
 - a. Diversity of the student body
 - b. Diversity of the faculty and staff
3. Learning and Teaching Success
 - a. National Survey of Student Engagement (NSSE)
 - b. Completion rates
4. Institutional Outcomes
 - a. Status and assessment strategy
5. Careers, Life, and Service for Graduates
 - a. First Destination Survey data

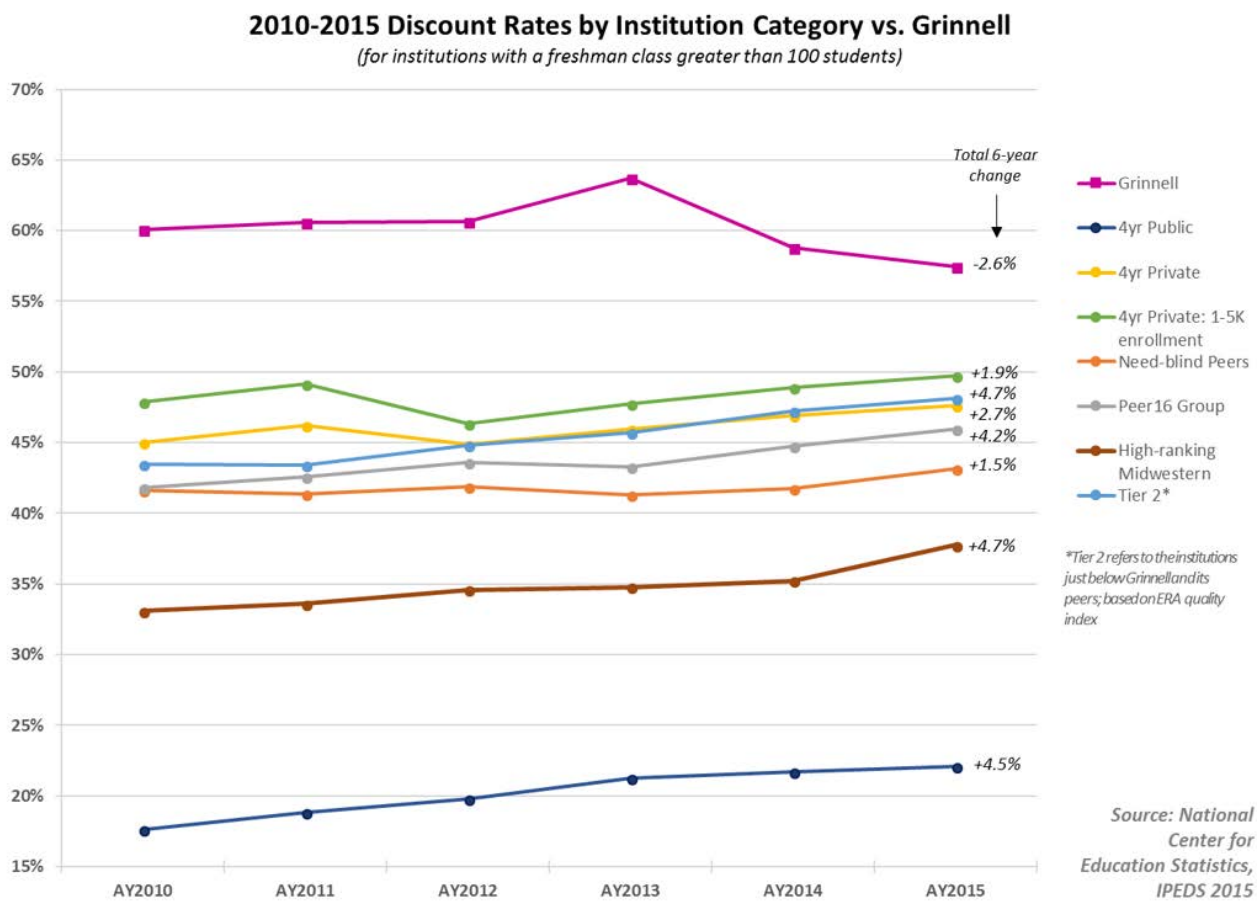
- b. Alumni Survey data
- 6. Financial Sustainability
 - a. Revenue balance and cost control
 - b. The endowment, reserves, and debt
 - c. Donors, commitments, and receipts
- 7. Enterprise Risk Management
 - a. Heat Map



Indicators of Progress

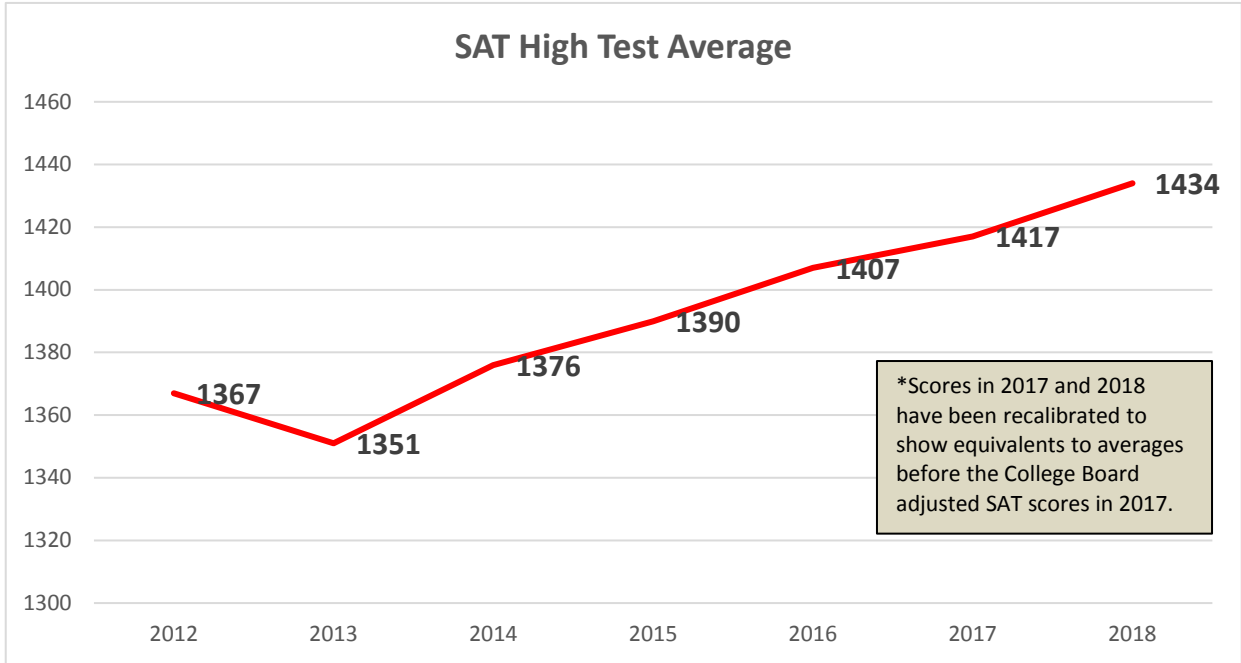
The action plans each year highlight achievements and next actions for a single year. Below, we highlight two trends which suggest progress in key areas: Discount rates and fundraising.

While growing the diversity and talent in the incoming classes of students, Grinnell has successfully reversed the trend of increasing discount rate for first-year classes, opposing the trend of comparative groups.

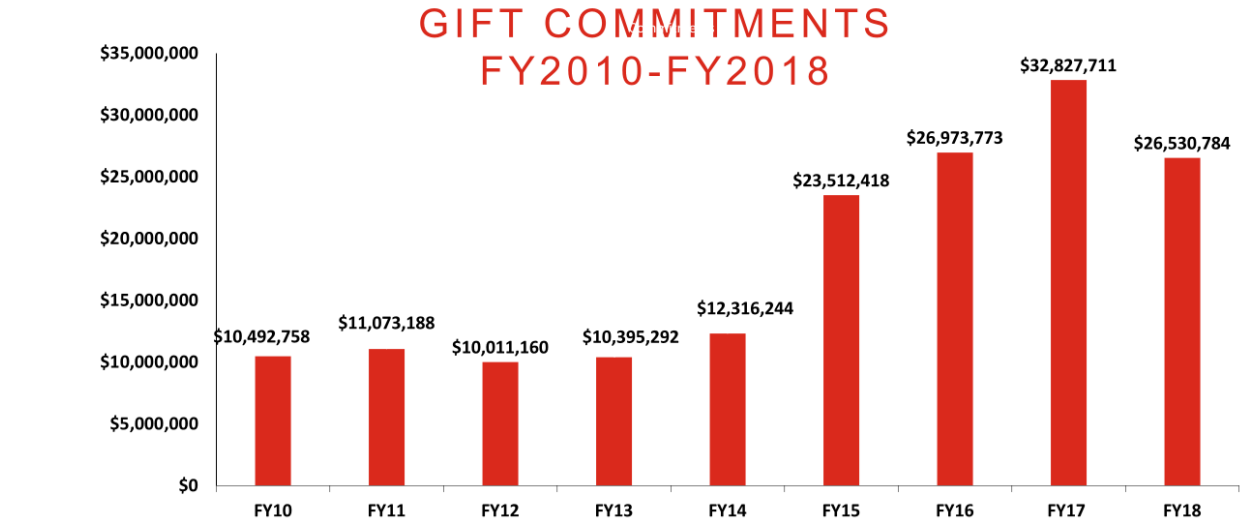


As vice president Joseph Bagnoli wrote:

Just as test scores are an incomplete measure of academic readiness, race and ethnicity are incomplete measures of diversity. [See figure below.] We also value diversity of geographical origin, socioeconomic status, academic interests, extra-curricular activity, community engagement and political ideology, to name a few. The class of 2022 comes from 46 states (including Washington, DC) and twenty countries. The majority studied at public and charter schools (63%) and 18% of those in the class are international students. Domestic students of color represent 29% of entering students, an institutional record. When combined with dual citizens and permanent residents, we have enrolled a majority of minorities. It is unusual for a college to increase both test scores and diversity in the same class and this combination of achievements is a testimony to the hard work of a committed team of professionals in the Offices of Admission and Financial Aid.



Grinnell has made significant progress in fundraising and is preparing for a major campaign.



2018–19 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)

2017-18 Progress

Segment: Develop specific processes and plans for segmented markets. (Complete)

- Launch a Preliminary Application to help us gauge a student's interest earlier in the

admission cycle.

- Implement collection of self-reported student credentials to help identify strong prospects earlier.
- Aggregate data to inform a “major markets” process to focus outreach efforts.
- Implement new record-keeping functions for internal programs like the Grinnell Diversity Travel Opportunity Program as well as partner organizations such as QuestBridge.
- Collect information from more sources regarding student academic interests.

Professionalize: Deepen professional capacities and broaden staff skill sets. (Ongoing)

- Provide staff training for using Slate’s bulk email delivery tool.
- Hold a series of brown-bag lunch seminars to teach staff members how to perform mail merges, use spreadsheet auto-filters and formulas, and utilize excel pivot Table features.
- Create a rules-driven approach for ACT and SAT scores.

Personalize: Leverage individual attention in the recruitment process. (Ongoing)

- Craft a geo-proximity process to invite students to off-campus interview opportunities.
- Blend QuestBridge source data to connect with conference attendees.
- Plan for off-campus financial aid workshops (event registration and data).

Analyze: Move toward a more data-informed mode of operation. (Complete)

- Draw on more variables to improve the predictive enrollment models.
- Research the intended majors of prospective students.
- Provide Ologie list data to conduct brand positioning surveys.
- Create new query bases (data references) that were not accessible previously.
- Create Voyager maps in Slate to help counselors conceptualize their marketspaces.
- Build a better set of management reporting tools, create/fix origin-source data, and build counselor-specific prospect tracking reports.
- Develop a more robust predictive model to evaluate prospect’s likelihood to apply.

Relate: Enhance connections across multiple constituencies, internally and externally. (Complete)

- Create an internal operations calendar tool to coordinate projects across the office.
- Build new data views for loading data into Colleague and ODS.
- Build new extraction data sets for use by enrollment consultants, rebuild reader forms by

population (and potentially the rating system, overall), rebuild the athletics portal, and deploy a new, sustainable alumni data portal tool.

Communicate: Make communication methods and channels more varied, efficient, and sophisticated. (Complete)

- Launch a new series of junior emails through a drip campaign.
- Create an electronic campaign to promote completion of a new preliminary application.
- Upgrade the application status page for prospective students.
- Commit to a production schedule for the communication flow.

2018-19 Actions

Communications and Recruitment

- Develop a parent communication plan.
- Make comprehensive improvements to Grinnell.edu.
- Improve academic webpages and communication strategy that aligns prospective students' academic interests with a segmented email communication plan and campus visit programming.
- Produce a new financial aid brochure.
- Enhance recruitment efforts and deploy a robust digital advertising plan in primary, high probability markets.
- Develop a more robust digital recruitment strategy for prospects living within and beyond the primary markets.
- 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.
- Expand high school counselor campus workshops.

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.
- Offer opportunity for prospects interested in wellness activities, varsity athletics, and/or intramural sports take a comprehensive tour of the Bear Athletic Center led by a current student on the Student Athletic Advisory Committee (SAAC).
- Inquire with overnight visitors about what they are hoping to get out of their overnight visit to aid in the matching of overnight hosts.
- Implement a Summer Preview Day that builds comradery among rising seniors.
- Split campus tours so that guests/parents and students can go on separate tours.

- 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.

Campus Events

- Incorporate pick-up indoor soccer to our program on Sunday afternoons to add an informal & fun, less-structured activity to the program schedule to help people make important social connections.
- 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.
- 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.
- Introduce admitted students to current students on SEPCs, representing all different academic departments.
- 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.

Diversity and Inclusion Activities

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

organizations, resources for 1st generation students in all information sessions.

Strategy 2: Teaching and Learning

Staff Lead: Michael Latham, 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.
- Create a flexible environment that allows for creativity and collaboration across disciplines.
- Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College.

2017-18 Progress

During 2017-18, Academic Affairs promoted two major sets of goals:

1. We advanced innovative teaching and learning in student and faculty research, global education, and interdisciplinary initiatives. We also launched a new strategic discussion regarding the future of the liberal arts at Grinnell.
2. We improved the College's overall academic infrastructure, both in terms of governance and resources to enable Grinnell to deliver a transformative liberal arts education. In particular, we focused on diversity planning, shared governance, residential learning, and student mental health. We also worked to complete our preparation for an accreditation review by the Higher Learning Commission (HLC).

Advance Innovative, Inquiry-Led Teaching and Learning

Student and Faculty Research

- All 26 academic departments completed plans to embed student research directly into the curriculum and started to revise courses to teach necessary skills. These curricular opportunities now exist alongside options for Mentored Advanced Projects (MAPs) and independent study.
- Students completed 136 MAPs and 64 independent study projects during the academic year in addition to 163 MAPs during the summer of 2018.
- More than 100 students participated in the third annual student research symposium, presenting papers, posters, and performances from across all academic disciplines.
- Further advanced a culture of faculty grant-seeking, yielding multiple new applications and awards. Faculty submitted a total of 69 proposals for external awards, 26 of which were awarded funding totaling over \$780,000. 22 proposals remain under consideration.
- Strong attendance at faculty development events designed to publicize grant opportunities and promote applications. Strong engagement in the annual Grinnell Lecture, celebrating faculty research accomplishments.

International Initiatives and Planning--IGE

- The Institute for Global Engagement (IGE) launched its Advisory Board and revised its mission and vision statements under the leadership of Shuchi Kapila, Assistant Vice President/Senior International Officer and Kate Patch, Senior Director of Global Initiatives.
- IGE's learning goals were approved by the faculty.
- IGE planned several new initiatives, drawing on the resources provided by Kay Bucksbaum's transformative gift and other donations. These included programs in advanced summer language study, international student research (sending students to Moscow, Leipzig, and Mumbai to collaborate with faculty), faculty site visits for teaching and off-campus study program review, and a faculty development seminar in addition to expanded course-embedded travel and international internships.
- IGE drew on the generosity of the Holden Family Foundation to plan a new Global Learning Program (GLP) course on Global Health Systems for Spring 2018, which included travel in Cuba, Costa Rica, and Denmark. IGE recruited faculty for three GLP courses for Spring 2019.
- Launched a new Language Learning Center to develop faculty pedagogy workshops, improve peer education, promote intercultural programming, and assess language acquisition.
- Supported 197 students through Off-Campus Study (OCS) for a semester or more during 2017-18, consistent with previous years. Enrolled a record 225 students for OCS in 2018-19, a 14% increase over 2017-18. The percentage of students studying in Europe (61%) in 2017-18 remained high but declined slightly, while programs in Africa, Asia, Latin

America, and Australia/Pacific regions remained strong. Domestic Students of color made up 20% of the Grinnell students studying abroad, compared with their 25% share of the overall population.

- Implemented improved health and safety protocols for student travel, enhancing medical resources and our travel alert program.
- Administered three courses with embedded travel components, sending students to the Netherlands, Taiwan, and Cuba.
- Established a partnership with Leiden University College, continued to develop a longstanding one with Nanjing University, and revived one with Jawaharlal Nehru University.
- Launched an external review of the Grinnell-in-London program.
- Hosted a successful international education conference with the Council on Foreign Relations, including many teachers from local public schools.

Teaching and Learning Across Disciplines

- Supported by the Carver Foundation, the Department of Mathematics and Statistics piloted a new interdisciplinary “Introduction to Data Science” and an upper-division “Applied Data Science” course.
- Faculty developed a proposal for a new Media Studies program and secured approval of a dedicated tenure-track hire in media production, to begin in the fall of 2019.
- Discussed a potential global studies curriculum, with a workshop led by alumnus and Wellesley College Professor Craig Murphy, former president of the International Studies Association.
- Launched a new pilot for team-taught, interdisciplinary course clusters.
- Faculty office allocations made for HSSC, including plans for a wing devoted to special interdisciplinary projects and collaborations.

Future of the Liberal Arts

- Started a strategic, mission-driven discussion among the faculty and the trustees regarding the future of the liberal arts at Grinnell. Reviewed historical and current data regarding enrollments and initiated discussions centering on the multiple ways in which Grinnell can seek to 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.
- Associate Dean Maria Tapias, Grants Office Director Susan Ferrari, and Dean Latham met with academic departments to review enrollment data and discuss plans for potential Mellon Foundation grant in support of humanistic study at Grinnell.
- Started an effort to emphasize the value of breadth in the liberal arts to all entering students, including a new publication, a new orientation session, and improved faculty advising tools.

Improve Infrastructure for Transformative Liberal Arts Education

Diversity and Inclusion

- Analyzed results of the Campus Climate survey with faculty, staff, and student audiences.
- Drafted a “Statement of Principles” for the college addressing issues of academic freedom, discrimination, speech, and civil discourse that was vetted by multiple campus audiences.
- Completed integrated diversity plan for the college, reviewed it with major constituencies.
- Implemented first round of recommendations by Task Force on Gender Equity in Athletics.

Shared Governance

- Developed decision-making templates for key shared governance bodies, including the IGE Advisory Board and the Admissions and Student Financial Aid Committee, and secured their approval by the Executive Council and the Faculty Organization Committee.
- Instituted new “College Leadership Seminar” to give faculty better understanding of areas they are less familiar with, including Finance, Admissions, Student Affairs, and Development.

Residential Learning and Academic Mission

- Student Affairs collaborated with faculty to pilot a first-year experience (FYE) curriculum for incoming students. Embedded in five tutorials, this project emerged from the Task Force on Residential Learning as a means to address questions of belonging, diversity, community, wellness, and safety.
- Completed Residential Learning Task Force report, including recommendations on FYE course, enhancing Student Activities capacity, housing, and integrated learning communities.

Student Success and HLC Accreditation

- Refined the Assurance Argument and Evidence File required for HLC Accreditation, with particular attention to:
- Mission and Integrity
- Assessment of Student Learning: College-Wide and Within Majors
- Breadth of Education by Students Across the Liberal Arts
- Strategic Planning and Budgeting
- Made plans for visit by HLC accreditors to campus from November 5-8, 2018.

Student Mental Health

- Student Mental Health Task Force completed its analysis of the challenges in prevention

and service delivery. The group collected and analyzed data regarding mental illness among students, student practices regarding alcohol and other drugs, and the college's service model.

- Completed external review by consultants from Hamilton College and Knox College to evaluate Grinnell's system and make recommendations.

2018-19 Actions

Advance Innovative, Inquiry-Led Teaching and Learning

Student and Faculty Research

- Promote continued development of student research opportunities with departments and through fundraising.
- Support faculty grant-seeking and faculty development initiatives. Encourage established faculty to target high-profile fellowships (NSF CAREER, Guggenheim) and help early career faculty begin to build portfolios.
- Prepare a grants manual to support faculty and address federal compliance needs.
- Continue strong mentorship of early and mid-career faculty in parallel with the process for tenure and promotion.

International Initiatives and Planning

- Further develop international partnerships with LUC, JNU, and Nanjing. Explore partnerships in the Global South.
- Review and assess Off-Campus Study programs, especially following the end of ACM offerings. Assess OCS participation in terms of student demographics.
- Move IGE into new Humanities and Social Studies Center (HSSC) and plan collaboration with International Student Affairs.
- Consider potential needs for ESL support for international students in writing and reading labs.
- Complete external review of Grinnell-in-London, propose options, and discuss recommendations with faculty.
- Define options for Grinnell-in-Washington and discuss with faculty.
- Develop curricular options for a globally centered concentration or major that advance global learning goals and that will animate intellectually the Institute of Global Engagement, especially as it occupies its new space in HSSC.

Teaching and Learning Across Disciplines

- Bring forward curricular options in Media Studies and Global Studies for faculty consideration.
- Further develop offerings in data science.

- Begin HSSC move-in and start process for populating the interdisciplinary project space.
- Promote interdisciplinary experiments related to team teaching or course clusters. Consider options for interdisciplinary, problem-based courses on “grand challenges.”
- Plan for new CTLA Director to follow David Lopatto, starting 2019-20.

Future of the Liberal Arts

- Engage faculty in mission-led discussions regarding future of the liberal arts.
- Draft and submit Mellon Foundation grant regarding future of humanities at Grinnell.
- Improve faculty advising regarding standards for breadth in the liberal arts.
- Develop new course catalog and schedule of courses that would be searchable by students to showcase the rich array of classes offered by each department.
- Propose and pilot approaches to make breadth of course offerings more visible to students.
- Plan curricular experiments including 2-credit/half-semester courses.
- Model and discuss with faculty possible institutional levers to shape student enrollment and registration practices.

Improve Infrastructure for Transformative Liberal Arts Education

Diversity and Inclusion

- Convert Diversity and Inclusion Council to standing committee with faculty support and board approval.
- Incorporate diversity metrics in college’s core metrics and department/program reviews.
- Plan for annual report by CDO on diversity goals/progress to Senior Staff.
- Enhance capacity for CDO to work across divisions of the college.
- Improve wider understanding of Grinnell’s responses to bias incidents.
- Promote inclusive teaching training/workshops for all faculty.

Shared Governance

- Continue clarification of procedures where needed through revision of Faculty Handbook and definition of decision templates for committees.
- Promote opportunities for faculty leadership to learn more about other elements of the college, as with the Faculty Leadership Seminar held each August.

Residential Learning and Academic Mission

- Seek faculty support for firm plan for first-year experience course for all entering students starting in 2019-20; credit bearing if possible (either in short course format or part of tutorial) or as a residential requirement if necessary.

- Implement recommendations regarding Student Activities in Student Affairs, including advisers for key student organizations.
- Consider opportunities regarding residential space, including learning communities and housing options downtown.

Student Success and HLC Accreditation

- Submit final HLC assurance argument and evidence file; achieve reaccreditation.
- Implement student success software system, Target X.

Student Mental Health

- Compile final report of the Student Mental Health Task Force, seek comment (including Trustee discussion) and include recommendations in budget planning for 2019-20.
- Define structure for and staff new, integrated Grinnell Health and Wellness unit to replace SHACs.
- Implement integrated, multi-prong approach to student health and wellness.

Strategy 3: The Grinnell Learning Place

Staff Lead: 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, creativity, and inquiry. Design, operate, and support all spaces on the campus to enhance the academic, social, and environmental success of the Grinnell College community.

Objectives

- Create learning spaces that promote collaboration, creativity, and inquiry.
- Design spaces to enable faculty to show films, do in-class work on statistics packages, or use databases of images and sounds, and allow students to create different forms of work products.
- Design mission-driven architecture that supports the full creative range of original materials and scholarship products generated at Grinnell.
- Incorporate the city of Grinnell as a place of learning for students, and ensure a continuing collaborative relationship between the College and the city.

2017–18 Progress

Phase I Projects

- Coordinate closely with architect (EYP/ASG), construction manager (McGough), and sub-contractors to ensure successful construction of the Humanities & Social Studies Complex (HSSC) and the Admission and Financial Aid Center (AFA). **[In Progress]**
- The new addition of HSSC is 65% complete and is scheduled for completion December 2018 with a move-in target of January 2019. Renovation of ARH and Carnegie will commence January 2019 and is scheduled for completion March 2020 with a move-in target of June 2020. **[In Progress]**
- Admission and Financial Aid building (AFA) broke ground August 2017. The construction is 70% complete with a completion date scheduled for September 2018 and a move-in target of October 2018. Project is on schedule and on budget. **[In Progress]**
- Construction for the Phase I Landscape Transformations commenced May 2018 and will continue through Summer 2020. **[In Progress]**
- Manage Phase I project costs within established budgets. Projects are on schedule and on budget. **[In Progress]**

Zone of Confluence / Economic Development

- Actively explore opportunities for public/private partnerships in the Zone.
 - We identified a developer for 1021 Main St. as an anchor project for Iowa Reinvestment consideration and have signed a letter of intent to lease the property to Grinnell Promenade, LLC. Grinnell Promenade, LLC and the City of Grinnell are currently negotiating contracts for development of an apartment/retail space at 1021 Main St. **[Completed]**
- Pursue new business opportunities to satisfy the Iowa Reinvestment Act award requirements.
 - We participated in the Chamber of Commerce task force on business development. We have completed the first two steps for designation of 1001 Broad St. for historical tax credits and have investigated this site for a potential restaurant location. **[In Progress]**

Campus Space Planning

- Complete development of a comprehensive long-term campus space planning framework and methodology.
 - A Gantt chart for departmental moves through year 2020 has been created and is regularly updated. **[Ongoing]**

2018-19 Actions

Facilities

- Manage the schedule and budget for 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.

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 postgraduate endeavors. Create a curriculum and learning environment that enables and encourages students to pursue and succeed along multiple life paths and careers.

Objectives

- Provide opportunities for students to make connections between course experiences and other learning experiences (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.).
- Increase learning experiences outside the classroom.
- Guide students to reflect upon and articulate how their skills are applicable to their futures.
- Develop programs that facilitate networking and mentoring relationships between students and alumni.
- Expand career development support to young alumni.

2017–18 Progress

Advising and Exploration

- This past year the CLS expanded its Advising and Exploration Team with the addition of Kirsten Fix and Stephanie Burrows. The 2017-18 academic year marked the fourth year of the CLS’s First Year Advising Program. At year end, the CLS met with 96% of the first-year class and had an average of 6.7 contacts with these students over the course of the year.

Career Communities

- All seven of the CLS’s new Career Communities were launched during the 2017-2018 academic year: Business & Finance, Education Professions, Government & Social Service, Law, and STEM launched in the fall, and Arts, Media, & Communications and Health Professions launched in the spring. Additionally, 368 students officially joined one or more Career Communities.

Overall Student Engagement

- 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 while attending college. This past year, 81% of the student body engaged with the CLS an average of 9.2 times. Just more than 8 of those interactions were individual advising contacts.

Class Year	Percentage of Class that engaged CLS...			Average Contacts/Student	
	Advising	Outreach & Events	Overall	Advising	Overall
First Year	92.1%	74.8%	96.0%	4.7	6.7
Second Year	58.7%	51.4%	72.3%	7.3	7.7
Third Year	64.4%	48.4%	73.6%	7.1	7.6
Senior	72.4%	53.5%	80.4%	15.1	15.2
Total	72.5%	57.5%	81.0%	8.2	9.2

Advising Feedback

- Given that the preponderance of student interactions with the CLS occur through individual advising, this past spring we administered a voluntary, anonymous feedback form in which students were asked to evaluate their experience with an adviser. For each item, the students were asked to indicate if they strongly agreed (5), agreed (4), neither agreed nor disagreed (3), disagreed (2), or strongly disagreed (1).

The adviser was welcoming...	4.96
The adviser was knowledgeable...	4.84
The adviser helped me identify next steps...	4.85
I would return to this adviser...	4.93
I would recommend this adviser to a friend...	4.84

"[My CLS adviser] was an incredible resource and support system through the difficult process of applying to graduate school, and was willing to help me through every step, whether that was advice with resumes/essays, how to choose what schools to visit, how to approach my future in graduate study and beyond, housing/funding anxieties - you name it, [my CLS adviser] helped me with it! I am extremely grateful for her expertise and for bearing with me through all the craziness to make this a relatively painful and very fulfilling experience. I owe a lot to her!"

Handshake CSM Platform

- The CLS Leadership Team chose the Handshake Career Services Management (CSM) platform with a student launch date of June 17, 2018. Handshake will provide new user interface technology while efficiently managing important CLS operations, including job postings, on-campus recruiting, post-graduation metrics, surveys, usage metrics, counseling/advising, appointment scheduling, and more.

Employer Engagement

- Through targeted engagement and development, the number of job and internship opportunities increased by 19% during the 2017-2018 academic year. However, since the transition to Handshake in June 2018, the number of job and internship opportunities has increased exponentially. From May 2018–August 2018, we have experienced a 40% increase in opportunities posted to Grinnell compared to the total number of job listings in 2017-2018. This dramatic increase is a direct result in the number of employers that have requested access to post with Grinnell through Handshake's network of employers. Since May 2018, 1,400 unique employers have requested and been approved to engage with Grinnell students. This is a 313% increase over the total new employers (339) we approved through PioneerLink last year.

Service and Social Innovation

- The Service and Social Innovation Team focused on collaborating with CLS team members to fully integrate service and social innovation into the fabric of the CLS

advising model; helped the Grinnell campus community understand how civic and social justice commitments are essential aspects of a holistic understanding of one's career; continued collecting and analyzing data related to service and social innovation endeavors in order to improve, align, and integrate programming and support services; increased the percent of students who answer the volunteer survey by 20 percent; and, increased student participation in service and social innovation workshops and educational initiatives by 10 percent.

Internship Funding Program

- The Summer 2018 internship funding program resulted in 163 students receiving \$486,209 in internship funding to offset the expenses associated with unpaid or underpaid internships (Summer 2017: 154 received \$457,106). Of the 163 students, 52% were high-need students. While coordinated by the CLS, internship funds come from an array of campus partners, including: the Rosenfield Program, the Institute for Global Engagement, and several academic departments. Contributions from these partners totaled \$144,316 of the \$486,209.

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 an array of faculty members through designated committees to identify and select 76 nominees for both domestic and international awards resulting in 5 alternates or honorable mentions and 10 recipients.

Marketing and Communications

- Some progress was made updating the CLS's public-facing and internally-focused electronic and print marketing materials (e.g., website, GrinnellShare, student handouts, employer-focused materials). The CLS staff completed a thorough rewrite of its public facing web site and has updated several of its internal publications. However, more time, expertise, and resources will need to be devoted to the CLS's marketing presence in order to fully capitalize on the distinctive qualities of this program.

International Internships

- Members of the CLS and IGE teams held in-person and virtual meetings with staff members from IES Abroad. Site visits to IES internship programs in Paris, France, and Barcelona, Spain, were completed in early July (2018). Together, these experiences will inform the next steps in implementing a cohort-based international internship pilot in summer 2019.

2018-19 Actions

Student Engagement

- While new milestones were established this year, our goal is to serve the entire student body. As such, we will continue to strive toward 100% student engagement—as measured through both advising interactions and participation in CLS programs and events. Particular attention will be paid to our programming with second-year students in the year ahead.

Handshake Rollout

- While Handshake launched in June 2018, a more formal rollout to students will occur this fall. A marketing and communication plan is in place, and we have established metrics and milestones including peer institution performance. Metrics include account activation, profile completion, applications submitted, and the number of students contacted by employers.

Chicago Interview Day

- The CLS will coordinate the 2nd annual Chicago Interview Day for Thursday, September 27, 2018, with an addition of an alumni networking event scheduled the evening prior to interviews, Wednesday, September 26, 2018. The Chicago Interview Day, held at the Holiday Inn-Mart Plaza, brings pre-screened student candidates directly to organizations in Chicago to interview for internship and full-time job opportunities. Seven (7) organizations have agreed to participate this year: Axiom, Morningstar Inc., the ABIS Group, Blue Canyon Partners, Inc., Waterstone Management Group LLC, Ankura (formerly Navigant Economics), and Packback Inc. Funding from the Daniel '77 and Patricia Jipp '80 Finkelman Deanship will cover the costs for student travel, hotel, and most meals.

Career Communities

- This academic year will mark the second year of our new Career Community model. This team is still working to integrate this new initiative into the fabric of the student experience. Progress was made during their inaugural year, but much work remains. They have established a goal of having at least 50% of both third- and fourth-year students join a Career Community by the close of the academic year.

Leadership for Health Professions Career Community

- A key priority in the upcoming year will focus on identifying, hiring, and onboarding a new director to lead the Health Professions Career Community. Following the resignation of Greg Vaughn in April 2018, a search conducted over the summer was unsuccessful. CLS leadership is presently reviewing the job description and working with campus partners to deploy a new search in the upcoming term.

International Internships

- The CLS will continue its partnership with IGE to develop and pilot two international internship cohorts in Summer 2019 in Barcelona, Spain and Cape Town, South Africa.

Move to the John Chrystal Center (JCC)

- Upon completion of the new Admission Visitor Center, the CLS will move into the JCC (after some modest construction and deferred maintenance is completed). At present, CLS staff are located in four separate facilities on-campus: 1127 Park Street (15); Windsor House (5); Steiner Hall (1); and the Old Glove Factory (1). The CLS will occupy half of the first floor and the entire second floor of the JCC. Additionally, a suite of five interview rooms will be built in the lower level, all of which will be equipped with the technology to facilitate telepresence/virtual interviews.

Global Fellowships and Awards

- The GFA team continues the important work of supporting students in their discernment and application for fellowships, scholarships, and grants. Summer 2018 reported 155 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, they will begin collecting campus applications on August 31 for MMR and September 10 and 12, respectively, for the Fulbright and Watson. In Spring 2019, the GFA team will host a Global Fellowship and Award Symposium with the generous gift of Eric Secoy '83, a 1982 Truman Scholar. The Symposium will feature scholar recipients from our nominated awards, a faculty selection committee panel, a current student panel, and a reception recognizing the 2018-2019 applicants for global fellowships and awards.

Complete Carnegie Classification Application

- Members of the CLS's Service and Social Innovation team will lead the College's application for the Carnegie Community Engaged Campus designation, a designation held by many of our peers.

Creation of CLS Inclusion Task Force

- This year the CLS will implement a new internal task force that will help monitor the CLS's commitment to diversity and inclusion. This new task force will help review CLS programs, resources, services, and processes in order to provide feedback and suggestions to make the CLS and its offerings more inclusive.

Strategy 5: Alumni Engagement and Philanthropy

Staff Lead: Jaci Thiede, vice president for development and alumni relations

Faculty Lead: Sarah Purcell '92, L.F. Parker Professor of History

Goal: Foster lifelong learning and contributions of alumni in the College's intellectual life, service, and mentorship and advising. Design the Grinnell alumni community, the alumni-to-alumni relations, and the College-to-alumni relations by purposefully including alumni in all of the strategies.

Objectives

- Actively serve alumni in ways that they deem meaningful.
- Increase the quality and frequency of engagement activities of alumni with faculty, staff, students, and other alumni.
- Create engagement opportunities that reflect Grinnell's commitment to academic rigor, independent thinking, service, and mentorship.
- Instill in each student a strong sense of attachment to the College, its mission, and its community.
- Foster a culture of philanthropy that recognizes the crucial role of alumni giving and provides alumni with meaningful opportunities to give back to the College community through their time, energy, expertise, and money.

2017-18 Progress

- Total commitments for FY18 reached \$26.5 million, surpassing the \$26 million goal. The FY18 total reflects a 19% decrease, or \$6.2 million decrease, from FY17 total production numbers.
- Total cash receipts for FY18 — one-time gifts, payments on pledges, and realized bequests — reached \$17.1 million against a goal of \$12.5 million. This is a 31% increase, or \$4.1 million increase, over the FY17 receipt total of \$13 million.
- DAR generated \$5.59 million in budget relief receipts. Our goal for the year was \$4.55 million. Of the \$5.59 million FY18 total, \$3.49 million came in the form of unrestricted support (Pioneer Fund), with the remaining \$2.09 million coming from restricted gifts.
- In all, 10,015 organizations and individuals — including alumni, friends, families of current and former students, faculty, students, and staff— were donors to the College in FY18. This is a decrease of 4.9% from last year's total of 10,540. Among these donors were 6,345 alumni who made gifts to the College.

- As of June 30, 2018, our campaign fundraising production total was \$121.8 million against our progress goal of \$118 million for the year.
- Because of the continuing vice presidential search in DAR, efforts to partner with Ologie and Bentz, Whaley, Flessner to develop campaign infrastructure and tools were put on hold. With Vice President Jaci Thiede's arrival, the comprehensive campaign's strategic planning efforts will resume.
- DAR conducted 874 donor meetings and made 409 qualification/disqualification assessments to continue building future pipeline for the success of Grinnell's campaign.
- Prior to the conclusion of FY18, our pipeline surpassed \$55 million in potential gift support for FY19. We will continue efforts to strategically grow our pipeline, targeting \$55-\$60 million by close of FY20. Pipeline assessment for Phase One projects continues as new donor opportunities emerge.
- We leveraged a number of priority volunteer experiences:
 - Grinnellians worldwide recorded more than 1,300 service hours as part of the 2018 Global Day of Service through 14 group projects and numerous independent service projects. More than 250 alumni participated in the fourth annual event, which celebrates Founders' Day and the College's strong commitment to social justice.
 - Through the 2018 Grinnell externship program, 90 alumni volunteers provided job shadowing externships to 106 students. Both figures increased about five percent from the previous year.
 - Close to 1,100 alumni from classes as far back as 1948 returned to campus to take part in Reunion 2018. Attendees were from 45 states, Washington D.C., and five countries.
- The College held its first Multicultural Alumni Weekend in November 2018. The theme for the weekend was "the power of your individual story can create change," and vivid examples of the theme played out in alumni conversations throughout the weekend among the 178 attendees.
- At the conclusion of FY18, an alumni engagement score was calculated for all alumni for the first time. This 16-point system, includes 4 points for each of the four categories of event attendance, giving, volunteering, and social engagement. The results of our first set of scores are being analyzed to understand macro and micro-level demographic insights, and as we move into FY19, the scores will be made available to DAR staff, along with key insights about the results and recommendations for how to use this intelligence in our strategic planning.

2018-19 Actions

- Generate \$24 million in new gifts and commitments

- Generate \$10 million in cash receipts and meet the identified philanthropic budget relief goal of \$4.66 million.
- Continue comprehensive philanthropy education that manifests itself in increased participation by alumni, as we must identify ways to reverse the trend of declining alumni donor participation. Our annual giving program will lead this effort through continued evaluation of the ways we message and engage alumni in making a gift annually to Grinnell.
- Surpass \$145 million in campaign production (cash, pledges, estate gifts, gifts in kind) with a continued focus on developing a stronger pipeline of support for Phase I fundraising.
- Develop broad-reaching strategies for the public launch of our comprehensive campaign, as well as the closing campaign celebration. These strategies will include detailed plans for marketing, communications, event execution and volunteer involvement throughout the course of the comprehensive campaign.
- Conduct 950 personal meetings and evaluate 300 prospective donors through qualification and disqualification assessments.
- 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.
- Continue to enhance the role of the Student Alumni Council (SAC), the Senior Class Gift Committee, and the Class Ambassador program in fostering a sense of pride and a culture of philanthropy as part of the current student experience.
- Expand programming and targeted outreach to our diverse alumni and student communities. Work to cultivate leaders among Grinnell's diverse alumni groups, build structures and organizations that center on culturally-focused alumni affiliation and interaction, and foster intercultural collaboration with campus partners.
- Strengthen the structure and organization of information flow and partnership between prospect development and gift officers, by documenting the portfolio review process, implementing debrief meetings post-visit, rolling out a Prospect Management Policy, and deploying self-guided tools and resources for staff to monitor their own progress.
- In partnership with Communications and an external firm, develop strategy and revise DAR communications assets which support the campaign launch, including the development of our campaign case statement, solicitation and stewardship tools, annual giving and alumni relations media, and the alumni.grinnell.edu site.
- Implement a new online Volunteer Management System (VMS) with our Class Fund Directors. This information portal will allow volunteer to vastly improve their outreach to classmates for the purposes of solicitation and stewardship.

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 continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.

Objectives

- Invest strategically in the College’s programs and facilities to ensure a high-quality educational experience.
- Develop a mechanism to support innovation by faculty, staff, and students that allows for experimenting and developing new programs, courses, and practices.
- Develop a research and development environment in operations, where appropriate.
- Actively manage the campus staffing and work environment to create an engaged community that shares a common sense of mission and purpose.
- Develop a culture of continuous planning and evidence-based decision-making.
- Reduce the reliance on the endowment for the operating budget.
- Maintain facilities and technology infrastructures that keep pace with campus needs and industry best practices. Configure facilities with the right technology and access to necessary data and primary source material to support emerging forms of inquiry-based learning.
- Make better use of College facilities during the summer.

2017–18 Progress

Treasurer

- Successfully transition to new leadership following Kate Walker’s retirement in November 2017. Keith Archer, vice president for finance and treasurer, started July 1, 2018. **[Completed]**
- Continue progress and collaborative efforts toward “45/45/10.” **[In Progress]**
- Diligently manage Phase I project progress and costs. **[See Strategy 3]**

Accounting

- Identify opportunities to revamp and streamline business operations to gain efficiencies and reduce costs. **[Ongoing]**

Human Resources, Compensation and Benefits

- Complete the staff compensation structure review and take action to implement recommended changes. **[In Progress]**
- Revamp staff recruiting, interview, and on-boarding practices to facilitate greater diversity in the College's work force. **[In Progress]**
- Evaluate opportunities to modify the benefits program to reduce costs without compromising scope or quality. **[In Progress]**
- Create and populate a centralized resource for division and department organizational charts (will be necessary for the accreditation process). **[In Progress]**

Facilities

- Assume leadership oversight of the Phase I building projects. **[Completed]**
- Develop a comprehensive campus space planning framework. **[In Progress]**

College Services

- Strive to deliver quality service with break-even financial results at all auxiliary services units, with particular focus the bookstore and the golf course. Use the five-year business plans created in FY17 as a guide. **[In Progress]**

Economic Development

- Create a comprehensive plan and tactical sequencing to advance development of the zone. **[In Progress]**
- Explore and recommend options for introducing a College-subsidized program to motivate faculty and staff home ownership in Grinnell. **[In Progress]**

Information Technology Services:

- Created a campus Web Governance Committee that continued collaborative work with communications and other campus departments. **[Ongoing]**
- Continued efforts to create a consistent, highly responsive technology support structure to enable teaching and learning. **[In Progress]**
 - Received high satisfaction ratings from students, faculty, and staff for our technology services desk (≥ 82 percent in each of the four categories assessed: friendliness, knowledge, reliability, and responsiveness).
 - Overall satisfaction with the Technology Services desk for students, faculty, and staff: 84% (each group)
- ITS completed an initial Management and Governance Diagnostic review to assess and improve the maturity of ITS processes. **[Completed]**

- Began staffing the new Core ITS Services, most notably with the appointment of a Deputy Chief Information Officer to run the team and take on a significant portion of departmental operational management. **[Ongoing]**
- Cybersecurity processes and protocols developed, tools implemented, as well as a nationally-acclaimed cybersecurity education tool. Data classification was also a focus of the year. **[Ongoing]**
- Network infrastructure improvements included: **[Completed]**
 - Network switch and controller upgrades.
 - New wireless strategy, and network access security and control pilots.
 - First phase of campus-wide wireless network upgrade.
 - Upgraded many IDFs to provide short-term emergency backup power and standardize new equipment and cabling.
- Information Technology Services took on administration of the MathLAN Linux network. **[Completed]**
- Significant design and development, and initial implementation of key new campus technologies: **[In Progress]**
 - Building access system
 - Telephone (unified communications) system
 - Network-based classroom (and meeting spaces) AV system
- Design, development, and consultation for technology in Phase I building projects **[In Progress]**
- ITS personnel capacity rose, albeit slowly, through the year. **[Ongoing]**

Analytic Support and Institutional Research:

- Continue work on interactive displays of data for use by senior College leadership and the Board of Trustees. **[In Progress]**
- Continue research in support of all campus constituencies regarding student success and thriving. Will assist CLS in the planning and implementation of a fourth student success conference focused on postgraduate success. **[[Ongoing]]**
- Provide ongoing, accurate, replicable, and timely response to internal and external requests for data. **[Ongoing]**
- Continue to strengthen our research partnership with experts from RAND Corporation in California in the field of mental health research; prepare and submit grant proposal for funding of exploratory intervention work with the Division of Student Affairs. **[In Progress]**
- Explore options for research with the RAND Corporation (or others) in developing our own systems of alerts and predictive models related to student success, persistence, and completion. Will develop and test a micro-survey at Grinnell. **[Completed.]**
- Collaborate across campus regarding both our quality initiative and the development of the assurance arguments, the evidentiary files, and federal compliance documentation. **[In**

Progress]

- Together with key faculty, continue development of a more robust data set to determine possible bias in end-of-course evaluations. Additionally, OASIR will investigate and prepare documentation for the Executive Council related to automation of end-of-course evaluations. If desired by the faculty, the office will implement and support transition to an electronic format. **[In Progress]**
- Prepare the final evaluation, analysis, and report related to the multiyear grant-funded “belonging study.” **[Completed]**
- Support discussions and evaluation of software used in the Division of Student Affairs to capture student contact and intervention data. **[Completed]**
- Undertake a qualitative study around factors that contribute to students’ major choices, particularly when students change from their intended major at the time of arrival or application. **[In Progress]**

The Office of Communication

- Lead a comprehensive brand engagement that includes:
 - Finalizing initial scope of work with strategic marketing partner that focuses on creating the brand strategy and creative direction. **[Completed]**
 - Developing a campus brand socialization and roll-out plan. **[In Progress]**
 - Transitioning to engagements that support enrollment, fundraising, and digital strategy. **[Completed]**
- Continue strategic national, regional, and trade media relations program:
 - President Kington as thought leader **[Ongoing]**
 - Faculty op-eds and placements as experts in their fields **[Ongoing]**
- Restructure the Office of Communications to achieve:
 - Improved service to campus partners. **[Completed]**
 - Adoption of integrated strategic communications principles. **[Completed]**
- Increased efficiency in the production of communication materials. **[Completed]**
- Improved processes to ensure integrity, accuracy, and timeliness of work product **[Completed]**

2018–19 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

- Manage the schedule and budget for 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. Cell Phone Allowance, Procurement, others).
- Prepare for new financial reporting standards for non-profit institutions.
- 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

- Work toward break-even financial results at the Bookstore and Golf Course.
- Identify ways to increase variety and offerings in Dining Services while maintaining financial stability.

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.

Information Technology Services

- Information security (cybersecurity)
 - Complete comprehensive information security (cybersecurity) program development and framework
 - Cultural maturity around information security
 - Target remains to reach the appropriate level of maturity in areas of information

security by the end of FY19

- Staffing
 - Complete operational transition to new ITS structure
 - Retention and professional development of current staff
 - Recruitment of staff to vacancies
- Policy, Procedure, and Governance
 - Continue to develop, update, and communicate technology policies and procedures
- Deployment of IT Asset Management and Service Management platform
- Strategy
 - Strategically assess campus technology and ITS
 - Develop and share a new strategic plan for ITS (deferred from AY2018)
- Key systems selection, design, and implementation projects include:
 - (Phase I construction projects technology)
 - Conclusion of infrastructure projects begun in 2017-2018
 - Assess data warehousing
 - Student success platform

Analytic Support and Institutional Research:

- Continue work on interactive displays of data for use by senior College leadership and the Board of Trustees.
- Working with the President, the CFO, and the Admissions Office, we will provide support for college leadership regarding its funding model for the future.
- Continue to provide ongoing, accurate, replicable, and timely response to internal and external requests for data.
- Continue to explore options for research with the RAND Corporation (and others) in developing our own systems of alerts and predictive models related to student success, persistence, and completion.
- Together with key faculty, continue development of a more robust data set to determine possible bias in end-of-course evaluations. Additionally, OASIR will investigate and prepare documentation for the Executive Council related to automation of end-of-course evaluations. If desired by the faculty, the office will implement and support transition to an electronic format.
- Complete the qualitative study around factors that contribute to students' major choices, particularly when students change from their intended major at the time of arrival or application.

The Office of Communication

- Continue to implement comprehensive brand engagement ongoing work streams

- Prospective student recruitment.
- Fundraising/Campaign
- Digital ecosystem
- Marketing
- Continue to socialize the brand framework with stakeholders and brand ambassadors
- Continue to build the strategic national, regional, and trade media relations program:
 - President Kington as thought leader
 - Faculty op-eds and placements as experts in their fields
 - Grinnell College National Poll
 - Political programming
- Continue to invest in staff development to achieve:
 - Adoption of integrated strategic communications principles
 - Improved service to campus partners
 - Content-first model to increase efficiency in the production of communication materials
- Further develop internal communications
 - Develop an internal communications plan
 - Review and update related policies
 - Train and support staff with communications responsibilities

Appendices and Links to Reports

Appendix I: Key Steps for Student Success and Thriving Initiatives: Lessons Learned and Shared

Appendix II: [Report from Task Force on Residential Learning](#)

Appendix III: Draft Report from Task Force on Student Mental Health

Appendix IV: [Diversity and Inclusion Plan](#)

Appendix V: 2017-18 Innovation Fund Projects

Pilot Projects

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

Contact: Andrew Graham, assistant professor of biology; Peter Jacobson, professor of biology; Vince Eckhart, Waldo S. Walker Professor of Biology; Kathy Jacobson, professor of biology; Elizabeth Hill, CERA manager and Center for Prairie Studies outreach coordinator

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

Contact: Elaine Marzluff, professor of chemistry; Sarah Purcell, L. F. Parker Professor of History; Stephen Andrews, associate professor of English

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.

Meskwaki Students and College Access

Contact: Deborah Michaels, associate professor of education

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

Contact: Mirzam Pérez, associate professor of Spanish; Rachel Schnepfer, associate director for academic technology; Elizabeth Rodrigues, assistant professor, library

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.

Curricular Implementation of the Digital Liberal Arts

Contact: Erik Simpson, professor of English; Sarah Purcell, L. F. Parker Professor of History

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

Contact: Eliza Willis, professor of political science; Autumn Wilke, coordinator of disability resources

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.

Planning Projects

Racing Iowa

Contact: Stephanie Jones, assistant professor of education; Deborah Michaels, associate professor of education

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.

Grinnell College Immersive Environments Lab (GCIEL)

Contact: David Neville, digital liberal arts specialist

This planning project will explore the idea of a laboratory for designing, developing, evaluating, and distributing immersive three-dimensional (3-D), 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.

Developing Robust 3-D Printing Capabilities at Grinnell College

Contact: Joshua Sandquist, assistant professor of biology

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

Past Innovation Fund Projects

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 the spring of 2014. The advanced creative writing students, advanced studio art students, and advanced student composers will be developing collaborative projects, and the courses will culminate in a public performance and an exhibition.

2012-13 Regular Projects:

The Impact of MAPs on Student Outcomes

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

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

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

Instructional Video Production Studio

This pilot project will create a modest video production studio with appropriate technology and staffing to combine necessary tools, a streamlined workflow, and knowledgeable staff to provide support in two key areas: faculty who wish to explore new technologies for increasing student engagement, and students who produce video essays or films for course work.

Artist Residency Program

Up to three artists per year will bring new work and creative processes to campus, to inspire undergraduates, to mentor faculty and staff, and to build partnerships with alumni and the surrounding community.

Crossing Cultures: A Vision for Using Technology in the Liberal Arts

A course will be developed that will utilize teleconferencing to bring together students from Grinnell and a Russian university in semester-long collaborations, with the goal of developing cultural and linguistic competency for both sides of this virtual exchange.

ALSO Online

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

The Why Language Project: A Pre-Orientation Workshop

This planning project will design a pre-orientation workshop for entering first-year students who have minimal exposure to language study, or who less frequently study language or study abroad in college, to immerse these students in a series of activities designed to introduce them to college-level language study at Grinnell College, to assist them in transitioning from high school to college, and to help them more thoughtfully pursue and achieve success in language and international studies.

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

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

Mental Fitness Center

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

Engaging Alumni in Crowdsourcing for College History

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

21st Century American Studies

This planning project will examine the feasibility of launching a new program of 21st Century American Studies that will serve as an interdisciplinary hub for experiments in collaborative mentoring and advising, and will prepare students to navigate interdisciplinarity and understand the U.S. at a moment of uncertainty.

2013-14 Projects:

Alumni Engagement Across the Curriculum

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

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

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

Grinnell Translation Collective

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

Introduction to Peace & Conflict Studies Through Blended Learning

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

Diversity and Inclusion in the Science Classroom

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

Wellness Lounge

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

Data in Courses

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

Creating and Sustaining a Makerspace at Grinnell

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

Summer Program in Korea

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

Innovating in Sustainable Design

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

2014-15 Projects:

Digital to Letterpress Collaborative Print Lab

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

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

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

Grinnell-in-China: A Digital History Documentation Project

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

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

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

ALSO Online

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

The Grinnell Virtual Choir

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

providing an individualized testing mechanism and adding a new avenue for choral singing beyond that of concert performances.

Interdisciplinary Use of X-ray Fluorescent Spectroscopy

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

Languages for Life Center

This planning project will explore the development of a Languages for Life Center (L4L Center), including lab development, workshop/orientation planning, staffing, and peer tutoring.

Staff Think Tank for Staff Development & Co-Curricular Innovation

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

The Computational Turn: High-Performance Computing at Grinnell

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

2015-16 Projects:

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

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

Foreign Languages Orientation and Placement/Languages for Life

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

New Narratives: Creative Collaborations in Film & Television

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

Popularizing Mathematics with YouTube

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

Converting the Motion-Capture Laboratory into a Liberal Arts Classroom

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

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

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

Coding for Social Good and Beyond

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

Proposal to Create a College Farm

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

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 pedagogic 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. An RSVP form is available at [workshop RSVP](#).