

MUHLENBERG COLLEGE
STRATEGIC INITIATIVES PROGRESS REPORT
AUGUST, 2011

- 1. Strengthen the academic program through targeted investments in faculty, staff, and facilities that build on existing assets and capitalize on promising curricular and co-curricular opportunities to make Muhlenberg more appealing to the most talented prospective students. In doing so, we will re-deploy resources, leverage resources through the judicious use of technology, and collaborate with partner institutions to provide our students with a rich array of educational opportunities both during and after their time at Muhlenberg.**

- 1.1 Academic Technology Structure

Establish an Academic Technologies (AT) structure to support faculty exploration and adoption of effective and innovative uses of technologies to enhance student learning experiences, to assist faculty with technological needs within their own research areas, and to facilitate College service. This process will include additional resources for AT in the form of a dedicated instructional design team. An instructional designer will work with the various constituencies to develop pedagogical and curricular integration partnerships, training, and research and development programs. A faculty release/stipend program will ensure that technology is implemented in a way that is relevant and appropriate to real classroom settings, and will better facilitate dissemination, adoption, and understanding of learning technologies to all faculty. An advisory committee will work with AT to develop priorities and provide regular input on emerging needs.

2011: The search for an instructional designer has been completed; Alexandra LaTronica-Herb '94 was hired and began work in August; she reports to Associate Dean for Institutional Assessment Kathleen Harring. Orientation by Dr. Harring and Director of Information Technology Harry Miller has begun.

- 1.2 Formalize Information Literacy Integration

The College will develop an institutional definition of Information Literacy, recognizing Information Literacy as an important part of the overall College strategic plan and addressing the concerns noted in both the Middle States report and in the NCES questions.

2011: Information literacy has been an important topic in the conversation with candidates for the Director of Trexler Library. Once the new director is in place, these discussions will focus on confirming a formal institutional definition of information literacy.

- 1.3 Rebuild the Library Collection (50% of request)

The ultimate goal of this initiative is to return to the five-year plan of collection funding increases which adds funds at a rate of 5% each year. This will begin to rebuild the current collections budget line and reestablish our standing within the Interlibrary Loan community.

2011: The 50% allocation allowed the library to maintain the current collection; nonetheless, with rising costs, the library has had to make strategic decisions about the collection, resulting in cuts to databases, books, continuations, serials, and electronic services.

- 1.4 Upgrade/Change Course Management Software & E-portfolios

Determine and implement the best course management software solution for Muhlenberg. Various options include Moodle, an open source product; staying with Blackboard Basic edition; or upgrading

to Blackboard Enterprise edition. All options require staff support by OIT. This initiative includes the implementation of software supporting student e-portfolios – electronic documents that enable each student to integrate, share, and reflect upon intellectual and artistic work at Muhlenberg.

2011: A Moodle pilot was conducted during the academic year and assessment is in process. Blackboard Enterprise has been implemented for fall 2011. The College Committee on Information Technology, along with the instructional designer, will monitor which course management software best meets the needs of the College. The newly added instructional designer will become involved in this evaluation starting in the fall.

An ePortfolio committee of faculty and administrators was formed in early March, with the Associate Dean for Institutional Assessment and the OIT Director as co-chairs. The committee investigated a number of ePortfolio products and then implemented a summer investigative pilot project involving faculty administrators and students. Task Stream software was chosen for the pilot. The pilot explored ePortfolio functionality for teaching and learning; assessed value for student use as a base repository for work, archiving, version-control, assignment submission, etc.; piloted the data collection, tracking and reporting for Education Department requirements; assessed functionality related to web-based creativity for students; and explored relationship and integration of ePortfolio to Learning Management Systems – Blackboard and Moodle.

TaskStream was found lacking in the flexibility to support student creativity in developing ePortfolios. Consequently, the Academic Instructional Designer will be researching and evaluating other software, including three open source products. We are also inviting a national expert on ePortfolio pedagogy to campus for a presentation to faculty, staff and students and to consult with select departments on how to effectively integrate ePortfolios into courses and academic and co-curricular programs.

1.5 Trumbower Renovations

During the planning for the construction of the New Science building, benchmarking was done to see how much research space other institutions provide their faculty. With the construction of New Science, the renovation of Shankweiler and some renovations in Trumbower, most science faculty now have 600 sq.ft. of research space – comparable to our peer institutions. The renovation projects proposed here will help bring the entire science faculty up to this standard. Having the renovated research space will help faculty and students be more productive and help with the recruitment of top notch students and faculty to Muhlenberg.

2011: During the last ten years, a great deal of work has gone into updating Trumbower. Infrastructure projects have included adding air conditioning to the entire building; significant exterior masonry and roof work have also been performed. Renovations have occurred to the Math/Physics offices and classrooms. Several Physics and Chemistry laboratories have been renovated.

Progress continues toward the completion of renovations in Trumbower. In the summer of 2010, two small research labs were combined to produce one larger, more flexible research space. This lab (Trumbower 312) is the new home for Dr. Marsha Baar's investigation of microwave enhanced chemistry. The new lab adds slightly over 700 new square feet, and gives Dr. Baar and her students quality space in which to perform their work.

Other work that has been completed recently is the upgrading of Trumbower 246. This lab is used for teaching General Chemistry. A projector, screen, and computer have been added so that this lab can be more effectively used as a teaching laboratory. In

addition, more sets of laboratory lockers have been stocked with glassware, enabling the chemistry department to schedule two lab sections at the same time. Having the flexibility to do concurrent sections has made the transition to the new course time grid easier.

During this fiscal year an engineering study will be completed on the building air handlers and ducts to determine what work is needed to add additional fume hoods for future renovations.

1.6 Expand Wireless Coverage

Expand wireless coverage and capacity on campus from 40% to 100% by the beginning of the second semester of 2012-13; provide guest access; fully integrate security with existing resources with attention to ensuring a viable mobile environment. Acquire and/or develop the means for secure wireless access to materials and communications critical to the mission of the College.

2011: A major revision to provisioning of wireless service (BergWiFi) was completed in January 2011. This revision included guest access services and integration of wireless and wired security resources. Infrastructure work was completed in the summer to expand wireless coverage to 100% for Fall 2011. Tools to monitor proactively for quality will be installed and completed by the end of the Fall semester. Wireless printing will also be piloted in Ettinger 001 for the Fall.

Mobility will be a priority for web development in 2011-2012. Mobile devices represent a dynamic market that changes rapidly. Our emphasis will be on developing the College web site to handle multiple mobile devices.

1.7 Economic Engagement with the Lehigh Valley¹

Explore with the LVAIC Consortium a program that would allow students to use “Flex dollars” at local restaurants and businesses, increasing the College’s institutional visibility and improving the advantages of our geographical location through cooperative relations in the community.

2011: The LVAIC Consortium has discussed this idea, but no action has taken place to date. The Consortium is working on a number of other initiatives at this time and it is hard to project when this project will become a priority.

1.8 Muhlenberg-Allentown Committee

Create an ad-hoc committee of faculty, staff and students charged with developing plans to strengthen the College's connections to its host city. The committee will offer recommendations in two categories: (a) zero or very low-cost; and (b) more substantial proposals, in the expectation that only the first sort would be easily implemented. One working assumption of the committee will be that the College's long-term fortunes are linked to the real and perceived health of Allentown and its downtown, for student and faculty recruitment and retention. The committee will study the initiatives of other colleges and universities located in challenged cities. Among the possible range of recommendations such a committee could issue: shuttle route changes; local housing information for faculty and staff; co-sponsored events; an expansion of the modest mortgage assistance grants envisioned in the last strategic update, to include the city's downtown neighborhoods; and a downtown teaching or performance space.

2011: A “Muhlenberg and Its Neighbors” brochure has been produced every 3-4 years, and the next publication date will be Fall 2012. We have improved our relationship with the City immensely in the past eight years and the College is working closely with the school

¹ Implemented only if possible through LVAIC Consortium

district, local non-profit agencies and local government agencies. This committee needs to look at strategic opportunities for further community involvement and assess what we are currently doing and whether current efforts are producing the positive impact we are looking for (on the community and for our students).

1.9 Reinforce/Expand/Deepen Community Engagement

Expand transportation possibilities and establish office oversight to facilitate more opportunities for bi-directional community collaborations. Expand community projects database through collaboration with relevant campus offices which already have applicable information. Institutionalize support for academic service-learning and establish standardized elements of practice through an established learning community and outreach to faculty and community partners. Enhance visibility of the Office of Community Service and Civic Engagement through public relations efforts thereby increasing possibility for outside funding and establishing a clear connection point for community organizations and individuals. Conduct outcomes-based assessment to measure learning outcomes for students, community and facilitators and publicize results. Collaborate with colleagues across campus to create developmental model for community engagement including a programmatic schema that runs throughout the Division of Student Affairs. Collaborate with the Multicultural Center to engage the campus community with issues related to diversity.

2011: EXPAND (transportation possibilities, bi-directional engagement opportunities and database capacity)

Transportation Possibilities

- **Reviewed transportation policy with Assistant Treasurer and began work on car policy**
- **Met with Campus Safety to discuss car placement and policy implementation**
- **Beginning to review options for vehicle with hopes for Fall implementation**
- **Sought out parking possibilities within the City**

Bi-Directional Engagement Opportunities- Bringing campus to community and community to campus with a focus on the latter

- **Hosted 150+ students on campus through new/expanded collaborations in Spring 2011. Increased local student connections to the College through experiential campus visits for South Mountain Middle School, Youth Council and Roosevelt Elementary School students**
- **Hosted a variety of new events geared toward community attendance with Muhlenberg's partners (e.g., HOPE program dinner, Junior Achievement Young Women's Symposium, Allentown School District Foundation Gala)**
- **Created and implemented "Coffee & Conversation" series (held on campus) intended to connect community partners with one another and with faculty**

Database capacity

- **Collaborated with the Office of Information Technology to instate a new database for Community Engagement with overlap with athletics and Greek Life; will explore options for including others as well**

REINFORCE (institutionalize academic service-learning/establish standard elements of practice and enhance office visibility)

Institutionalize academic-service-learning/establish standard elements of practice

- **The service-learning learning community began during the spring of 2010 and completed its work during the 2010-2011 school year. The group included 7 faculty and 6 community partners along with the Director of the Faculty Center for**

Teaching and the Director of Community Engagement. Participants trained each other in best practices to improve learning outcomes for students and meet community needs/desires and assessments show positive results from the experience. During fall 2010, seven faculty in addition to the program directors continued work in the service-learning, learning community. The group met once each month to address institutionalization topics from the previous year, survey benchmark institutions and present recommendations to the Provost regarding next steps. The Director of Community Engagement and the Director of the Faculty Center for Teaching wrote a report summarizing these recommendations and presented it to faculty who teach using community-engaged pedagogy in the spring of 2011. Through this meeting the group agreed upon a definition of service-learning for the College. A manual for faculty and community partners for service-learning at Muhlenberg will be developed by a faculty member and the Director of Community Engagement during the fall of 2011 building upon the work of the learning community.

- The Director of Community Engagement also worked with the Registrar to have fall 2011 service-learning courses listed as such in the "notes" section of the online course description

Enhance office visibility

- Created a student Public Relations team in charge of Office communications that:
 - Produced two newsletters that seek to build upon ongoing interactive discussions between Muhlenberg students, staff and faculty and Allentown communities that examine *how* we engage with each other. Soliciting articles from all of these constituents, these 8 page newsletters were distributed to faculty/staff/community/students.
 - Established and utilized an enhanced Facebook presence for the Office to better connect constituents virtually
 - Created, edited and increased subscription of people to CorkBoard: the bi-weekly e-mail bulletin allowing for all subscribers (which include students, community partners, faculty & staff) to be informed of community engagement events and opportunities
- Purchased items featuring the Office logo to "brand" the office and increase visibility including: staff t-shirts, "We're glad you're here in Allentown" t-shirts and tote-bags, stickers that say I <3 Allentown and bumper stickers. These items increase office visibility, reinforce relationships with Allentown communities and build camaraderie amongst students involved with community engagement.

DEEPEN (outcomes-based assessment to measure learning {publicize results}, collaborate with colleagues to create developmental model for community engagement, collaborate with the Multicultural Center to engage campus with issues related to diversity)

Assessments

- With the assistance of a student assessment team and the Associate Dean for Institutional Assessment the Office of Community Engagement:
 - Conducted SP 2010 and AU 2011 written service-learning assessments
 - Conducted a SP 2011 focus group with students who participated in multiple service-learning courses

Results from these assessments will assist faculty in understanding which service-learning practices seem to impact students most at Muhlenberg, and how to structure experiences and assignments. Results also help the Office of Community Engagement

better understand how service-learning is generally experienced by students at Muhlenberg, and will assist Office staff in working with faculty new to the pedagogy.

- Conducted assessment with Civic Fellows classes, AmeriCorps Scholars in Service to PA and Summer Service Fellows groups to better understand the effects of deep engagement activities on Muhlenberg students. Results from these assessments allow Office staff to adjust reflection conversations and syllabi to provide for greatest learning outcomes.
- New assessments from the Office's weekly programs allow for mutual goal setting with community partners, feedback for students on their own leadership and suggestions for projects/programs moving forward.
- Continued assessing community partner experiences through regular conversations, the annual community partner dinner and written assessments

All assessments allow for mutual goal setting between community partners and Muhlenberg constituents, increased understanding of project/program impacts and enhanced ability to strive for best practices in all of our activities.

Developmental models/collaborations

- Created draft forms of community engagement models for all students and student staff and solicited feedback from students
- Began collaboration on a four-year developmental plan with colleagues from across campus
- Planned and executed the Social Justice Collaborative Leadership retreat in the autumn of 2010. Staff from the Multicultural Center and Office of Community Engagement selected topics, readings and participants for the retreat and facilitated the retreat with 11 students. The retreat precipitated cross-pollination and collaboration through event attendance and co-planning that occurred later in the school year and created relationships between students who may have previously worked with only one Office or the other on issues related to social justice. Several students from this group stepped forward to plan and facilitate another retreat this fall (2011).

1.10 Explore Language Teaching Consortium with LVAIC

Work with LVAIC partner schools to explore the possibility of offering high quality, video-conferenced courses in Italian, leading to a pilot program for consortial technology-assisted language instruction.

2011: Arabic I video-conferencing team tested technology in August. Arabic I videoconferencing course is now being taught to students at DeSales University.

- 2. Strengthen our culture of engaged teaching and learning that emphasizes the development of analytical skills and intellectual ability, as well as the integration of knowledge. This will require continued investment in experiential learning (internships, study abroad, service learning, student research) and in faculty development (pedagogical strategies, research), and ongoing curriculum renewal (general education, majors, minors).**

2.1 Support Conversion to New General Education Curriculum (when approved)

Once the faculty has approved a new general education curriculum, the Provost will invest in faculty development opportunities to revise existing courses and align them with the newly adopted goals and outcomes. Summer and winter break workshops will provide faculty with the opportunities to

research new materials, revise syllabi, and develop assignments that express the new vision of general education within the curriculum.

2011: Though the proposed model was rejected by the faculty, progress has continued, including a faculty survey on the vote; a faculty development workshop with some faculty working on possible clusters; Dr. Harring leading a team to a conference on capstone experiences in majors; an APC curriculum retreat in June. Plans for an all-faculty curriculum retreat were finalized in early August.

2.2 Faculty Leadership Development

This initiative proposes the institution of formal, ongoing faculty leadership training targeted at department chairs, program directors, and committee chairs using existing faculty development funds.

2011: Three new department chairs participated in the August 19, 2011 orientation. Topics included 1) best practices for budget management, 2) priorities in course scheduling, 3) handling faculty-student conflicts, and 4) faculty evaluations. Assessments indicated that participants found it helpful to review evaluation procedures and to identify strategies for applying policies more effectively. Opportunities for further leadership development will be integrated into the monthly department chair meetings.

2.3 Faculty Scholarship (50% of request)

Increase summer support for faculty scholarship to allow faculty to bring an invigorated spirit to the classroom as they begin a new academic year. Create a pool of funds to offset research expenses to be awarded by the Faculty Development and Scholarship Committee (FDSC) on a competitive basis.

2011: Faculty scholarship dollars increased by 15% over the prior year. This was achieved by supplementing FDSC monies for research projects, travel and curricular use through strategic planning allocations and re-allocations from existing budgets.

2.4 Theory to Practice Project

Convene a faculty learning community to explore the application of neuroscience research on learning to classroom pedagogies. The goals of the learning community are 1) to increase faculty's understanding of the neuroscience research on learning, 2) to provide support for pedagogical revision that is informed by this research, and 3) to assess the effect of these course revisions on student learning.

2011: Workshop assessments indicated that faculty plan to revise courses to more clearly align assignments and activities with course goals, as well as to integrate inquiry-based pedagogy into their classes. Eight faculty participated in a virtual summer learning community where they posted revised syllabi and assignments electronically for peer review. Workshop attendees will share course revisions at a Fall 2011 Faculty Center for Teaching program.

2.5 Strengthening Student Research (50% of request)

Expand the current pool of funds for student travel to present, perform or exhibit; fund one additional summer research position (for a total of eight), including stipend, housing and one unit of course credit; provide course relief for a faculty coordinator to provide leadership, including data collection and tracking, and secretarial support for the faculty member.

2011: The number of student researchers during the summer 2011 increased by 10 (from 41 to 51) over the prior year. This represented a 17% increase in allocated student research dollars.

3. Explore more effective ways of preparing Muhlenberg students for lives of leadership and service by strengthening links among academic departments, co-curricular programs and Career Services, exploring additional articulation agreements with other high-quality educational institutions, creative uses of existing break periods, and researching accelerated degree programs for qualified students. Focus especially on the senior year as a culminating experience that stimulates reflection and integration of knowledge, and that prepares our graduates to achieve their post-graduate goals.

3.1 Academic Resource Center (ARC) Part-time Program Coordinator

Hire a Program Coordinator responsible for hiring and supervising Peer Learning Assistants (LAs) for gateway classes, planning and scheduling all workshops run by LA's, maintaining up-to-date electronic records on the LA program, tracking attendance at workshops and supervising all relevant data entry done by work-study students, supervising LAs, and working with the Director to assist faculty partners.

2011: Mr. Anthony Barnold, part-time Assistant Program Coordinator, began work in mid-August. His responsibilities will include working with the Learning Assistant Program, supervising LA workshops, collecting data, and writing for a peer-reviewed publication and grant renewal applications.

3.2 Conversation about Vocation²

Spark a conversation about vocation – an understanding that each person has a call to use his/her particular gifts/skills in service of his/her life and of those around them. Challenge students and employees to ask the "WHY?" questions in various areas of their lives, make the "WHY?" question and to consider vocation a regular part of our campus conversation, and equip students and employees to think in such a way throughout life in order to enhance their decisions and successes.

2011: The initiative is taking shape as part of the four-year developmental program planning, and stand-alone work through small cohorts. Three groups have been approached: Women's Volleyball, the Multicultural Center, and Head Residents/RCS. Two of these groups, Volleyball and the MultiCultural Center will work with the Chaplain during Fall 2011 to identify key issues and concepts, then have two one-hour follow-up sessions, and wrap-up with conversation and assessment aimed at identifying growth and items for future consideration. The expected outcome is that students will have a more full understanding of their identity and feel equipt to explore their calling throughout their college career and beyond. This will be measured through informal survey.

Chaplain Bredlau, the author of this initiative, is leaving the College in October, 2011, but will continue work on this project until the end of the Fall 2011 semester. It is hoped that the new College Chaplain will be interested in picking up this work.

3.3 Developmental Model of Career Education

Create a new Muhlenberg model for career education by integrating early and ongoing discussions with students about their career goals through existing relationships with academic advising, pre-health advising, pre-law advising, athletics, academic departments, the Academic Resource Center, and other offices. Increase the hours of the Director of the Senior Year Experience (SYE) from 800 to 1250 per year to enable the Director to fully support the reflection, integration and transition components of the initiative.

² Initiatives 3.2, 3.3, 3.4, 3.8, 3.10 and the e-portfolio segment of 1.4 will require careful coordination. We envision the first step in the implementation of these steps as the engagement of a student development consultant and the organization of a "learning community" bringing key staff into dialogue about the best way to articulate student development goals and to coordinate relevant programs.

2011: As one component of this model, Alumni Director and Career Center Director have presented a proposal to the President to expand networking opportunities between students and alumni through an additional staff position. The Senior Year Experience director position has been funded at 1100 hours.

The Faculty Liaison program has been designed and implementation has begun.

3.4 Four-Year Developmental Plan

Form a multi-constituent team to discuss and recommend an intentional, four-year developmental model for our students that capitalizes on existing efforts, explores relevant new opportunities, and establishes measurable learning outcomes. Examine June Advising, Orientation Weekend and the First-Year Seminar for opportunities to be more intentional about students' behavioral, affective and cognitive development; consider the inclusion of a service learning component within Orientation Weekend.

2011: A thirteen member multi-constituent team of administrators and faculty was formed and met during the 2011 spring semester. The group discussed strategic initiatives connected to the four-year strategy and brainstormed what should occur in five years to demonstrate success. Assessment and its uses were discussed. The group agreed to review existing Muhlenberg data with Dr. Kathy Haring, Associate Dean for Institutional Assessment and examined two potential tools: the Student Development Task and Lifestyle Assessment (SDTLA); and the University Learning Outcomes Assessment (UniLOA). A draft mission statement and strategy concept were crafted. The committee met with the President and his staff in June to review the work from the semester and discuss future efforts.

Future efforts include writing a white paper on Student Development as defined by the Muhlenberg community by Fall Break 2011, work with Dr. Haring on an assessment plan, and review of the progress of pilot programs slated for the 2011 fall semester.

3.5 Professional Development for Work/Study Students

Provide professional development workshops for work-study students, enhancing students' skills and contributions towards College departments and programming. Potential workshops may include skills such as: building a website, facilitating discussions, outcomes assessment, planning a workshop, creating eye-catching fliers, writing newspaper articles, sending effective emails, reserving campus facilities, and leadership training.

2011: A working group has met twice and is assembling manuals for students and supervisors. The manual will be completed and ready for distribution by January 2012. The group has also identified specific skills workshops, which will be offered to work-study students beginning in the spring 2012 semester.

3.6 Software for Academic Resource Center Data Collection

Select and implement a relational data entry and management system to examine outcomes for tutees and workshop participants, process payroll for tutors, and keep track of appointments with Learning Specialists.

2011: The Academic Resource Center and Office of Information Technology are piloting Accademia software to help manage real-time data recording for the tutoring program.

3.7 Strengthen Services for Disabled Students

Expand staffing of the Office of Disability Services to expand its operations to 12 months.

2011: The Director of Disabilities Services and the secretary for this office moved from eleven-month to twelve-month contracts effective July 2011.

3.8 Strengths-based Campus

Utilize the Gallup Organization's StrengthsQuest assessment tool to strengthen student leadership development. Reallocate duties for some staff to include serving as Strengths Coaches and Advocates.

2011: Approval of the initiative was formally received in October 2010. In the interim, senior staff participated in an introductory session at their staff retreat in May 2010. Between May 2010 and February 2011, the director conducted introductory StrengthsQuest sessions with staff in Admissions, Public Relations, and Counseling. Other professionals were provided with the opportunity to take the StrengthsQuest inventory as new hires.

The Strengths Self-Efficacy Survey (SSES) was administered to the Resident Advisors who received StrengthsQuest training in 2009-2010. Respondents indicated a strong ability to see how strengths could be used at work, but struggled with ways to use strengths everyday or to build upon existing strengths.

There has been a loose coalition of strengths practitioners on campus since the introduction of the concept in 2009. A more formal steering committee needs to be put into place. This will be a goal for the 2012 cycle.

The director has been a part of the on-going discussions regarding online portfolios and has expressed an interest in seeing the product selected be used as an integral component of this initiative. The director needs to work with those who are selecting the portfolio product to ensure that these needs – as well as academic objectives – can be accommodated by the new software.

ORS and Leadership collaborated on a research project at the start of the fall semester. The initial research project failed because of an underestimation of the effort required to ensure student participation in both the assessment tool and in the StrengthsFinder tool. This will be addressed in 2012 when another attempt is made at a quasi-experimental research project.

Currently the director provides workshops to staff, faculty and students on an “as requested” basis. As more members of the community become familiar with StrengthsQuest, additional and more in-depth workshops will be offered.

In January 2011, Mr. Tom Matson, Director of Programming and Leadership Development for the Gallup Organization, conducted a two-day workshop for Muhlenberg staff. The workshop addressed mentoring and advising individuals around their top five themes of talent. Fifteen staff from Alumni Relations, Development, Health Professions, the Multicultural Center, the Career Center, Office of Civic Engagement, and Dean of Students Office participated. In June 2011, three staff members will attend the Strengths in Education Conference hosted by Gallup University in Omaha Nebraska.

An opportunity to learn about StrengthsQuest was held on Staff Development Day, May 25. Staff chose from three different workshops based upon their previous knowledge of StrengthsQuest. Approximately 35 staff members attended one or more of the sessions.

Several other staff members have since requested access to the StrengthFinder tool. A follow up workshop may be planned for later in the fall.

StrengthsQuest continues to be an integral part of the Resident Advisor training program. ORS staff follows up with strengths-based activities at training programs throughout the year. Student Advisors will receive an introductory strengths session as part of training for the 2011-2012 academic year.

3.9 Articulation Agreement with Jewish Theological Seminary (JTS) in New York and Lutheran Theological Seminary of Philadelphia (LTSP)

Create additional opportunities for Muhlenberg students as they prepare for lives of leadership and service. The articulation agreement with JTS will permit our students to take courses for our Jewish Studies minor and to pursue the study of the Hebrew language at a more advanced level than we currently offer. The agreement with LTS will be a post-baccalaureate program allowing the College to offer a provisional “dual acceptance” to Muhlenberg and LTSP.

2011: The articulation agreement with JTS has been completed. Dr. Hartley Lachter is recruiting the first class of students for this program, which will begin in January 2012. The LTSP agreement was finalized and signed at the Northeastern Pennsylvania Synod Assembly in June 2011.

3.10 Strengthen Advising Partnership

Research, implement and publicize a coherent advising model for the four years to signal to internal and external constituents the importance of advising. Make sure that the partnership which at its core is between student and academic advisor, extends across the campus and is consistent with the liberal arts experience.

2011: The Dean of the College for Academic Life and the Director of the Career Center attended a week-long Institution of the National Association of Academic Advisors (NACADA) in anticipation of integrating materials and approaches into the Muhlenberg advising system. The Dean has added sections on national academic advising standards to the First-Year Advising Manual and has reviewed them with faculty and students in connection with Muhlenberg’s own Advising Partnership.

3.11 Explore a Three-Year Degree Option

Muhlenberg will explore the possibilities of a three-year baccalaureate degree program enabling qualified students to complete a full undergraduate program in three-quarters of the normal time, thus saving tuition costs and accelerating their ability to begin their careers. The three-year degree might involve a combination of Advanced Placement credit, summer session courses, and a five-course per semester course load.

2011: By August 2011, the Director of Institutional Research will have completed a study of Muhlenberg students who completed degrees in fewer than four years. This will provide a basis for determining viable models for students interested in this option in the future.

4. Strengthen Muhlenberg’s recruiting efforts in its traditional feeder areas while exploring ways to expand and diversify its pool of potential students.

4.1 Consortium for Faculty Diversity

Strengthen our efforts to enrich the diversity of Muhlenberg faculty by joining this Consortium.

2011: No CFD fellows have been hired for 2011-2012. However, the Provost and Director of the African American Studies Program will attend the national Consortium for Faculty Diversity Conference at Gettysburg College in September 2011 for the purposes of recruiting.

4.2 Intergroup Dialogue

Provide funds for training and travel for faculty and student facilitators in the Intergroup Dialogues program, a series of conversations carefully structured to explore social group identity, conflict, community, and social justice.

2011: Dr. Kristie Ford, Skidmore College sociologist, had a multi-day visit to campus and met with multiple constituencies. Her final report elicited mixed reactions. The Intergroup Dialogue team reconvened in August. The team will decide in September on which of the following options to pursue: a new Intergroup Dialogue consultant; a search for a different dialogue program; or sending a Muhlenberg College faculty and staff member to Michigan for the Intergroup Dialogue training.

4.3 Jump Start Program

The Jump Start Program will be based on an assessment of our start-up efforts (summer 2009-spring 2010) and continued conversations within the current core group of faculty and staff, convened by the Dean of Academic Life, and selected others. Components of the program will include pieces currently offered and new components. The program will include special advising in June, a week-long pre-orientation program in August, year-long work with selected faculty mentors, and ongoing discussions and monitoring by the core group. The pre-orientation program would include, but not be limited to: testing through instruments such as the LASSI and SRI, followed up by consultation with learning specialists in the Academic Resource Center; diagnostic and preliminary work in writing, perhaps including the assignment of a Writing Tutor; a library scavenger hunt; conversations with multicultural mentors and introduction to Multicultural Life and the Director of that site; and social opportunities such as a luncheon at the President's house and the family/student welcome luncheon at the beginning of pre-orientation. Links to community mentors, including Board of Associates, will also be a part of the program.

2011: Based on previous assessment and recommendations by the consultant, the name of the program was changed to Emerging Leaders. Sixteen first-year students are part of the 2011 cohort and have already completed a successful pre-orientation program.

4.4 Explore Targeted Recruitment Initiatives Abroad & in U.S.

Expand the boundaries of our traditional feeder areas while exploring new recruitment territories outside the traditional areas (including California, Texas, Colorado, Chicago and Florida in the U.S., and India abroad).

2011: In the U.S., we have now expanded recruitment travel to California, Florida, Chicago and Seattle. Texas and Colorado will be added in Fall 2011. The first-year class entering in Fall 2011 is the most geographically diverse in Muhlenberg history, with 33 states plus Puerto Rico represented in the class. International recruitment efforts will be expanded in the year ahead by working through an agency that can assist with recruitment abroad.

5. Maintain and further develop the campus to reduce resource costs and improve sustainability.

5.1 Bottled Water Reduction³

Install filtered water fountains across campus in community spaces, offices and dorms in order to support efforts to reduce bottled water use, to reduce the need for bottled water and thus model environmentally responsible behavior, and reduce the use of bottled water on campus.

2011: Water fountains have been added or replaced in student residences, placing at least one bottle filling station per floor or section. Water fountains were not replaced or installed in residence halls that are set up as suites (hallways of South and Robertson Halls). New water fountains with bottle filling stations have been installed in Life Sports Center, Trexler Library, Seegers Union, Trexler Pavilion, Rehearsal House, HSA Building, Walson Hall and the five main academic and administrative buildings on academic row. Filtered water with bottle-neck faucets had been installed in many of the campus kitchenettes. Installation of these water stations has reduced the sale of bottled water on campus by 92% resulting in 350,000 fewer plastic bottles going to area landfills.

5.2 Creation of the Office of Campus Sustainability

Formally recognize and promote campus greening/ sustainability efforts by creating an Office of Campus Sustainability, staffed by the Sustainability Coordinator and the Director of Sustainability Studies, thereby formally linking academic, student life, and plant operations aspects of campus sustainability. The Office will also have a large web presence to further promote campus greening efforts. The Office of Campus Sustainability will bring together students, faculty and staff with a diversity of perspectives and areas of expertise to seek creative solutions for campus sustainability.

2011: Planning for the Office of Campus Sustainability began in the spring of 2011 and implementation will take place during the fall semester, including: (1) appropriate signage for the office and in the Science Building Directories; (2) a web presence; (3) a print presence in campus directories and publications; (4) the creation of a resource center for students, faculty and staff interested in sustainability initiatives; (5) the creation of a repository for sustainability related data collected by students, faculty and staff; and (6) the initiation of grant writing efforts to support the work of the office.

The Office of Campus Sustainability will be staffed by the Director of Sustainability Studies and the Sustainability Coordinator. Its mission is to facilitate the linkage between academic and facilities-based sustainability efforts, to support the Campus Greening Committee, to support student environmental groups, and to seek out external funding to support the integration of sustainability into the curriculum and student internships in sustainability.

5.3 Reduce Costs/Improve Sustainability

5.3.1: Evaluate and propose applications and resources to insure responsible use of consumables campus-wide (e.g, usage tracking and/or cost recovery of paper and toner). Implement sustainability applications already identified. Target the percentage of EPEAT Gold-rated desktop hardware purchased by the College to be at least 85% of total purchases.

2011: PaperCut software has been installed as a pilot, including integration with a Ricoh print/copy/fax/ device. Evaluation will continue with a passive, track only, implementation in the fall 2011.

³ Fund filtered water stations through special projects budget

Power saving software, piloted under Windows XP, will be deployed as part of the current Windows 7 rollout project.

More than 95% of desktop hardware purchased during 2010-2011 was EPEAT gold-rated. Information technology projects 2011-2012 purchases to continue in the >95% range.

5.3.2: Plan the transition from provisioning College-owned technologies to the facilitation of user-owned and public technologies, to accomplish relevant budget relief. Eliminate default provisioning of residence hall telephone lines per bed, provide alternate emergency/house telephones; eliminate such ports from PBX maintenance, reducing annual PBX maintenance costs by approximately \$20K and reducing related IT staff efforts by approximately 240 hours annually. Significantly reduce cost to repair residential phone lines – in 2008-09 we spent in excess of \$5K for such repairs. Redesign public computing spaces to accommodate user-owned laptops in a collaborative environment and provide wireless services including printing; reduce the number of College-provided PCs in such spaces. A 30% reduction would reduce College-owned equipment by \$100K+.

2011: Beginning fall 2011, the College is changing provisioning of student telephone service in residences from automatic to on-request.

5.4 Energy Reduction

5.4.1: Replace the existing steam to water converter system with a gas fired water heating system to provide heating of the Baker Center for the Arts year round.

2011: The Baker Center for the Arts heating system was replaced in summer 2011. Heating improvements will be measured by comparing the gas, water, and chemical consumption in the central heating plant from winter 2010-11 versus the upcoming winter 2011-12. Steam is no longer being provided from the central plant to the Baker Center for the Arts.

A comparison of summer 2011 electrical consumption in Baker Center for the Arts will be made with comparable usage in 2012 as the electric reheat coils will no longer be utilized. The increased gas consumption in the Baker Center for the Arts will be netted against these improvements to obtain the actual savings.

5.4.2: Conduct detailed energy audits for all major building on campus⁴ in accordance with the detailed American Society of Heating Refrigerating and Air-Conditioning Engineers (ASHRAE) Level II Audit program. This type of audit details all energy used in a facility and has been proven to identify significant savings opportunities, many of which can be implemented at little or no material cost by using existing staff.

2011: ASHRAE Level II Audits have been completed for Moyer Hall and Trexler Library. The energy savings findings for Moyer Hall have been implemented. Trexler Library results are in the process of being evaluated. Benchmarking studies for the remaining academic buildings are being undertaken by HT Lyons under contractual responsibilities as the campus mechanical maintenance contractor. These benchmark studies will be used to select the next two ASHRAE Level II Audits. Buildings that stray furthest from the norm will be selected first.

⁴ Ettinger, Seegers, Trumbower, Shankweiler, New Science, Walz, Brown, Martin Luther, East, LSC, Haas, Prosser, CA, Trexler Pavilion, Benfer, South, and Robertson.

5.4.3: Complete a Level II ASHRAE energy audit of Moyer Hall. This detailed audit of the building and energy analysis, along with system performance testing, will provide for a breakdown of how energy is used in the building as well as suggest a broader range of savings options, including simple capital investments.

2011: The energy audit of Moyer Hall has been completed and the recommended initiatives have been implemented.

5.4.4: Install occupancy sensors to turn off lights when people are not present. Install occupancy sensors in classrooms and offices in the following buildings: Trexler Library (stack areas not included), Trexler Pavilion, Moyer Hall, Trumbower, Ettinger, Haas College Center and Baker Center for the Arts.

2011: Various occupancy sensors in the marketplace are being studied. A trial is being undertaken in Moyer Hall classroom 209. The results of a trial to date are that the occupancy sensors have been changed to vacancy sensors, which means that the sensor does not turn lights on, but only turns them off.

After a standard has been created it will be implemented in all the campus classrooms. New offices are being built with occupancy sensors installed; existing offices are predicted to have a long payback period. Therefore, implementation of occupancy sensors for offices across campus have been deferred in lieu of other energy initiatives.

5.4.5: Install steam meters in buildings that use steam from the Boiler Plant. Readings can be used to track steam consumption efficiency, providing data to better define specifics of future project needs and update estimates of costs.

2011: Steam meters will be installed during this fiscal year.

5.4.6: Complete a detailed ASHRAE Level II energy audit of Trexler Library. This detailed audit of the building and energy analysis, along with system performance testing, will provide for a breakdown of how energy is used in the building as well as suggest a broader range of savings options, including simple capital investments.

2011: The ASHRAE Level II energy audit of the Trexler Library has been completed. The results of the audit indicate very long paybacks for any of the suggested improvements because the building is already functioning at a high level (87th percentile). The audit findings will be used as equipment is replaced at the end of its useful life. Many of the mechanical systems in the Trexler Library are nearing the end of their useful life; therefore, this information is timely and will be useful.

5.5 Analyze Other Cost Reduction/Revenue Enhancing Suggestions

Analyze cost saving and revenue enhancing suggestions made by PPG and other members of the Muhlenberg community.

2011: Review is ongoing. A number of suggestions are already in process under other strategic initiatives (i.e. 6.1 summer conference revenues). Several suggestions have been investigated and determined not to be of value. The remaining suggestions will be reviewed during the 2011-12 fiscal year.

6. Significantly strengthen the financial position of the College through careful management of debt, superior investment performance, endowment growth, successful expansion of fundraising efforts, and the development of stronger relationships with stakeholders. Aggressively examine ways to make more effective use of facilities to maximize revenue and raise the College's profile with prospective students.

6.1 Expansion of Summer Conference Program

Increase campus activity, attract more people to campus, support summer academic programming and generate new revenue by formalizing a Summer Meeting & Conference Program.

2011: A business plan and job description for a summer conference business coordinator has been developed. A search is underway for the coordinator.

6.2 Renovation of Generals Quarters

Expand and renovate the General's Quarters, Seegers Union Office Suite and the Information Desk to enhance first impressions by campus visitors, improve program and customer satisfaction and accommodate the growing needs and expectations of the Office of Seegers Union and Campus Events.

2011: Previous renovation plans for the General's Quarters will be reviewed in light of usage changes due to construction of the new dining room and changes in meal plans. Plan changes may also have an effect on office suite renovations.

6.3 Improve Communication Among Areas

The College Committee on Information Technology (CCIT) will oversee the implementation of a plan to promote communication, improve information sharing, solicit feedback and prioritize requests to provide recommendations on allocation of resources (e.g., human, technological, or financial) in which all key constituencies are represented.

2011: This is a CCIT function. There is now a clearer communication path between the Library, OIT, the Provost and the Faculty. CCIT has been primarily concerned with the instructional designer position, as well as the Blackboard vs. Moodle debate. The next task appears to be E-Portfolios. This is on the CCIT agenda for fall 2011.

6.4 IT Administrative Structure

Create a structure consisting of infrastructure, administrative, academic, and student subgroups that communicate with their constituencies, each other, and the College Committee on Information Technology (CCIT). Since CCIT has representatives from each of these subgroups, issues that filter up will be considered by CCIT so that it can formulate recommendations for the President. Furthermore, decisions and information made by the committee will be more effectively communicated to the campus community.

2011: The campus Administrative Systems committee was formalized in 2009 as an expanded version of the long-standing SIS Users Group – and in conjunction with strategic planning efforts. OIT's Systems Manager convenes this group a few times each year to solicit input and priorities, and to facilitate a broad conversation across College administrative operating areas. Typically at this meeting, the agenda includes recent updates/installs of applications, integration efforts, discussion/decision/ recommendation of campus-wide software needs, and open discussion.

As a result of this team meeting over the past year, a number of initiatives have been undertaken/accomplished including: (1) ImageNow Document Imaging Software has been reviewed/purchased and implemented in the Registrar's and HR Office (with

Wescoc, Controller's, Campus Safety, and Alumni/Dev soon to follow); (2) Integration Efforts are reviewed and prioritized (recent efforts include: Athletic Data to Capstone; Mailroom process improvements); and (3) 'Self Service' Web functions reviewed (recent efforts include: Housing Preferences; Online Vehicle Registration).

The OIT Systems Manager will be joining CCIT to increase information flow.

6.5 Refinance Debt for More Favorable Terms/Less Risk

When market conditions indicate that current debt obligations can be refinanced to either reduce annual debt service or reduce the risk profile of the overall debt portfolio, bonds will be issued to retire the appropriate portion of the portfolio.

2011: Market conditions have not improved enough for it to make economic sense to refinance the College's existing debt.

6.6 Document Imaging Solution

Select and implement a document imaging solution that will improve business processes, reduce paper usage, and adequately house documents for archiving/retrieval.

2011: Initial implementation was completed in the Registrar's Office during fall 2010. The second office to implement document imaging was the Human Resources Office during spring 2011. The plan is to expand implementation to three additional offices during the 2011-2012 year, with the Wescoc School and Alumni & Development being two of these offices. Emphasis with the first two implementations was increased efficiencies, less burden on limited storage spaces, and increased data security.

6.7 Reinvent and Reinvigorate Fund Raising for Muhlenberg

Develop and implement strategies that increase alumni engagement and participation as volunteers and donors, while laying the groundwork for the College's next capital campaign.

2011: The Development and Alumni Relations team continued to engage alumni through various events and volunteer activities during the year. The Alumni Board began a reorganization process that will lead to greater engagement of the alumni community. Leadership gifts and corporate and foundation relations stewarded existing relationships and cultivated new donors. DAR Services enhanced reporting capabilities and revised the gift acknowledgment and receipt processes. The fiscal year concluded with \$1,952,867 secured for the Muhlenberg Fund, which represents a 5% increase over the previous year, though still short of the ambitious goal of \$2,100,000. Total dollars raised were \$8,713,008 from 6,519 donors, demonstrating a 15% increase in total giving. This also represents only a 1% decline in alumni participation, which appears to have leveled off following a significant downturn at the height of the recession.

Additional Initiatives to Be Scheduled in Years 3-5 of Plan, Budget Permitting

1.3 Rebuild the Library Collection

Fund remaining 50% of initiative not provided in the first year of implementation.

1.12 Replace Student Information System Software

1.13 Minor in Non-profit Management

Create a minor in nonprofit management during the curriculum revision process which combines key elements of the ABE curriculum and focuses on particular issues facing the nonprofit sector. An Arts Management concentration has already been approved by the faculty, and will appear in the 2010-11 Catalog.

2.5 Strengthening Student Research

Fund remaining 50% of initiative not provided in the first year of implementation.

3.12 Director of Living Learning Experiences

Create a faculty position through course release to lead the development of, as well as lend credibility to, Living-Learning programs. Provide professional development for the Director and incentive grants for faculty teaching curricular Living-Learning Experiences.

6.8 Business Continuity Planning

Contract with a partner to complete a business continuity plan. Complete an IT-related disaster recovery plan, based upon the business continuity plan and implement disaster recovery drills, predicated upon the plan. Complete server virtualization to facilitate disaster recovery.