

STRATEGIC INITIATIVES

PROGRESS REPORT – AUGUST 2009

A. The Academic Program

1. Develop and Expand “Praxis Pedagogies” as a distinguishing feature of undergraduate liberal arts education at Muhlenberg.

- Add 10 new tenure-track positions over the next five years in key areas that strengthen traditional departments and support development of interdisciplinary curricular initiatives, as determined by the President and Provost in consultation with faculty representatives and the Academic Policy Committee.

2005: After consultation with the President and Provost’s Advisory Committee, two new faculty lines have been approved for academic year 2006-2007. Searches will begin this fall in the areas of political science and film studies.

2006: Two new tenure lines were approved for 2007-2008. A search will begin in neuroscience (psychology). We completed a search in sociology (with a specialty in gender and public health), filling the position early as a leave replacement for Dr. Tammy Lewis. A third, non-tenurable line, will be made available to film studies.

2007: Three new tenure lines were approved for 2008-2009. Searches will begin in Biology, Art, and Music.

2008: Searches were successfully completed in Biology and Art History. The search in music was delayed pending curricular changes and will begin in the fall. The remaining lines will be assigned after the faculty completes its curricular renewal process. To meet office needs of an increased faculty, an expansion of the residence at 2230 Chew Street is planned to house an academic department. This expansion will be connected to Hillel (next door) so that joint use of common space can occur.

2009: A search was successfully completed in Music. An African American Studies position was approved, but the initial search failed and will begin again in the fall. Due to the economic downturn, searches in Media & Communication, Religion Studies, and Spanish are frozen at present.

- Ask the Academic Policy Committee of the faculty to consider a reduction in the graduation requirement from 34 to 32 course units; this change, combined with the proposed increase in faculty, might result in an adjustment of the teaching load and redeployment of faculty time for more substantial engagement in Praxis pedagogies.

2005: The Provost has met with representatives from APC. Together, they are preparing briefing materials for the Committee. Curricular revision will be APC’s major agenda item for academic year 2005-2006. New majors in finance and film studies were approved, as was a new minor in public health. Major curriculum revisions occurred in philosophy, political science, and chemistry.

2006: APC began curricular review and this will continue to be its major agenda item for 2006-2007.

2007: APC held several faculty discussion meetings, conducted a faculty survey, developed draft curricular goals, and continued its research into best practices. The committee is currently working on a draft proposal for submission to the faculty in December 2008.

2008: APC worked with faculty to create a draft goals and outcomes statement. This statement will be one of the resources used by the recently constituted Task Force on Curricular Renewal. The Task Force will present draft curricula to the faculty in the coming year.

2009: The Curriculum Task Force worked with the faculty and other members of the campus community to draft a shared vision for a general education curriculum and identify potential strengths and weaknesses of various curricular approaches. In the coming year, the Task Force will provide APC with a formal curriculum proposal along with recommendations for implementation.

- Substantially increase the number of summer research stipends for students.
- Substantially increase the number of research assistantships enabling students to assist faculty with their research according to guidelines to be developed in consultation with the Faculty Development and Scholarship Committee.

2005: An *ad hoc* faculty committee chaired by Dr. Donald Shive developed guidelines for student summer research stipends; a document describing how to access these funds will be given to faculty in September. FDSC will be asked to develop guidelines for student research assistantships.

2006: These programs have been established. FDSC awarded seven summer research grants and also awarded twelve grants to faculty to support student research assistants in the upcoming year. A website listing grant recipients and student opportunities is being prepared.

2007: FDSC awarded nine summer collaborative research stipends. Faculty and students from each of the three divisions are participating in the program. A website devoted to student research opportunities has been established: www.muhs.edu/students/research

2008: FDSC awarded twenty-five research stipends during the school year and an additional fourteen summer collaborative research stipends. Faculty and students from each of the three divisions participate in the program.

2009: FDSC awarded twenty-nine research stipends during the school year and an additional eleven summer collaborative research stipends.

- Increase resources for library acquisitions in support of student and faculty research as prioritized by the Library staff in consultation with the Library Committee, and faculty liaisons to academic departments and programs.

2005: Funding for this initiative is included in the budget model.

2006: In 2005-06, the Trexler Library implemented EZ Borrow through PALCI (Pennsylvania Academic Libraries Consortium). Through this web gateway, College patrons can simultaneously search over sixty academic libraries in Pennsylvania, New Jersey and Delaware for materials for interlibrary loan. A survey of patrons indicated enthusiasm for EZ Borrow. The Library also worked with faculty committees on the proposed Film Studies major and Public Health minor in order to identify and begin ordering appropriate materials once approved by the faculty. The Library also began its migration from the current Innovative Integrated system to its new Millennium platform.

2007: The library Staffs worked closely with the Public Health and Film Studies faculty to expedite acquisition and processing of materials in support of new program initiatives. Over 317 items were added to the collection in Film Studies and 46 items for Public Health through a combination of departmental funds and Parents Fund requests. The library further maximized full collection purchasing power for electronic resources and serials by centralizing acquisitions and developing collection accountability processes for decision making.

2008: During 2008 the library conducted an extensive benchmark study of collections and recommended a five-year budgeting program for bringing collection budgets back into appropriate size. A collection development policy was developed and approved by the Library Committee and subject area guidelines are currently under development for consideration in the fall. The collection review process has been formalized with at least two sections of the collection receiving extensive subject review each year. The Library also purchased additional tools for analysis and collection development appropriate for a liberal arts college and held extensive training with the departmental library liaisons as well as full department staff members on the collection needs and methods for selection.

With an increased budget this year for collection development, the library intends to begin filling gaps in the book collection as identified using the Bowker Book Analysis System and a fully implemented Interlibrary Loan purchase-on-demand analysis system. The library will also add key periodicals that support current curriculum needs, begin purchasing online reference sources, and subscribe to another major database as outlined through the collection development policy now in place. This increase also allows the library to maintain the current collection without making additional cuts to the external databases subscriptions. As local collections increase over the next several years it is expected that the library will become a more legitimate partner in the interlibrary loan exchange among our partner institutions.

2009: With renewed focus on a fuller development of the collection and increased funds for the year, the Library completed the first phase of a five-year collection recovery plan. The percent of Bowker Book Analysis recommended books held in the collection increased from 22.5% in January 2008 to 26.69% in April 2009, an increase of 4.12% (2,504 titles). The goal is to reach 60% of the recommended titles, or the addition of 20,245 titles. With the inflation plus 5% plan, approximately 2,500 titles are being added per year. New funding also allowed the purchase of several electronic resources to address usage needs in biology, psychology, physics, chemistry, and media and communications – the focal areas for the year. Individual paper titles were added in support of current curricular needs and access to electronic materials was upgraded for those resources that were identified as having bottlenecks. The Abram Samuels Music Score collection was cataloged, making it accessible by individual score title – an area of particular interest to both the theatre and music programs. Collection review has

proceeded with Psychology, Theater & Dance, and Music collections completed this year. Though collections are slowly recovering, interlibrary loan borrowing numbers continue to increase, spawning the development of a “purchase on demand” pilot program to add appropriate requested items to the permanent collection. This program has been very successful, expending its yearly budget within the first six months. The inflation plus 5% plan is improving the resources available to support a liberal arts college education, though it will continue to fall short for the next several years, as is evident from the needed titles list.

This year has been a pivotal year for the Library Committee and the Library Liaison Program. The Library Committee worked tirelessly on a new book allocation system, the Library Liaison Program was formalized to include training and role descriptions, and the Interdisciplinary Program Chairs were added to the Liaison Program as partners in the discussion. All of this has resulted in widespread communication, more thoughtful purchasing decisions, and greater campus-wide cooperation in collection development.

- Utilize Mellon grant and other resources to provide incentives and mechanisms for the development of service learning and values exploration courses within existing departments and majors.

2005: A \$50,000 grant from The Andrew W. Mellon Foundation supported continuing development of Muhlenberg’s service learning curriculum. Under the direction of Dr. Lisa Perfetti (Director of the Center for Ethics and associate professor of French), Dr. Kathy Haring (Co-director of the Faculty Center for Teaching and professor of psychology) and Ms. Valerie Lane (Director of Community Service), thirteen faculty members in a variety of disciplines created new service-learning courses.

2006: A full-time staff position was added to the office of Community Service to support service learning. Additional workshops were offered to faculty to complete the terms of the Mellon grant. Several faculty members who had completed last year’s workshops began serving as mentors to colleagues experimenting with service learning for the first time.

2007: The Community Service Office, in conjunction with the Center for Ethics and the Faculty Center for Teaching, continue to support faculty involved in service learning. This year, two courses were offered.

2008: Two new courses piloted a service-learning component in 2007-2008. The Community Service & Civic Engagement Office worked with the Faculty Center for Teaching to encourage assessment within existing and new service-learning courses. The total number of courses with a community-based component in the school year was 18 with some bi-annual courses occurring this year.

2009: Twenty-two courses were offered over the academic year, seven of which were taught for the first time. The Community Service and Civic Engagement Office and Faculty Center for Teaching collaborated to offer a program on cultural identity and community-based coursework for Muhlenberg faculty. One faculty member presented her work on service learning at a professional conference.

- Initiate faculty study process to explore new and affordable models for expanding study abroad opportunities.

2005: Study abroad opportunities have been increased and now include opportunities to participate in service learning while abroad. We are piloting a program that will enable students to spend a semester studying on an Indian reservation.

2006: Twenty faculty members have participated as program evaluators at institutions abroad. Sites offering opportunities for service learning and internships have been added. Plans are underway to develop program specific sites for art history and media and communication.

2007: A record 200 students participated in the Study Abroad program this year, with new programs inaugurated in Egypt, the Ukraine, Kenya and Ghana. Several students participated in field research projects with local communities in Argentina, the Balkans, Kenya and South Africa, as well. A new theatre program began this year in Italy and plans are being finalized for a dance program at the same institution. A new program will also begin in Art History in the Netherlands. Short-term, faculty-led programs have been successfully launched with trips to Italy, China and the Czech Republic.

2008: This year we sent fourteen faculty members abroad on site visits, international faculty development seminars, international workshops and conferences regarding study abroad opportunities in Europe, Asia, Africa and Central America. From these faculty experiences, we launched a new dance program in Italy, found a new film studies program in Prague, initiated a second theatre program in London, increased our science student participation rate, extended the abroad opportunities for our environmental majors, and provided faculty-led, short-term learning experiences for our students during January and spring break. In addition, we classified certain short-term courses in the Muhlenberg Integrative Learning Abroad (MILA) program, which are interdisciplinary courses that have a relationship with a foreign host partner that collaborates with our faculty and students to contribute to on-going research and scholarship. Currently, we have successful MILA programs in Costa Rica and China and we are developing one in Bangladesh. During the academic year of 2007-2008 189 students studied in twenty-seven countries outside of the US. Sixty-one percent of our students abroad were in countries where English is not the native language.

During the previous two academic years, 52% and 50% of the students were in non-English speaking countries. Moreover, 47% of the 2008 graduates had studied abroad. In contrast, two years ago 36% of the 2006 graduates had been abroad.

2009: This year we successfully organized a month-long summer program in Avila, Spain, taught by two Muhlenberg professors. This program will rotate with different professors each year. We also had students study in short-term, faculty-led programs in Costa Rica, China and Bangladesh. Plans are underway to investigate the feasibility of running faculty-led programs to Peru and Turkey next spring and summer. Twenty-four students took a spring course that included one week in Paris in January with two faculty members. Our dance program in Arezzo, Italy, includes a Muhlenberg professor who teaches in Arezzo for a week each spring. We have a record number of thirty students studying in Maastricht for the fall semester with a Muhlenberg professor. Two faculty members are participating in international faculty development seminars in Botswana and Mexico with hopes to eventually develop programs in these locations for Public Health and History, respectively.

- Create an *ad hoc* faculty committee to explore the possibility of recognizing community engagement on student transcripts and prepare recommendations for submission to the Academic Policy Committee.

2005: Anna Adams has agreed to chair the *ad hoc* committee to develop a proposal for recognizing service learning on transcripts. The committee will begin its work in fall, 2005.

2006: The *ad hoc* committee completed its work and has submitted a proposal to APC.

- Initiate a comprehensive academic program assessment structure to provide reliable information about the quality of our academic program. Assessment tools may include departmental self-studies, material prepared for PDE and Middle States reviews, institutional participation in the National Survey of Student Learning, and other appropriate indicators as recommended by faculty committees charged with curricular oversight (e.g., Curriculum Committee, Academic Policy Committee, Writing Program Committee). The newly authorized Board of Observers Visiting Committee program will also play a role in this initiative.

2005: Identification of the many assessment tools currently in use by the College and various academic departments was undertaken as part of the Middle States Reaccreditation process. The President has received a proposal from the Provost to identify a Director of Institutional Research to assist in the process of ongoing institutional assessment. Three academic departments and one administrative department were visited by Board of Observers Visiting Committees in spring, 2005.

2006: Dr. Kathy Haring has been appointed Associate Dean for Institutional Assessment. A grant from the Teagle Foundation is enabling us to assess the Senior Year Experience.

2007: Associate Dean Haring provided workshops and direct consultation to a number of academic and administrative departments. The Provost asked academic departments to begin creating assessment plans. A departmental assessment workshop is planned for August.

2008: Currently most departments have mission statements with student learning outcomes, some that are well developed and expressed in great detail. While departments are at different stages in the four-stage assessment process, several are carrying out assessments plans and revising curriculum based on findings. Associate Dean Haring made several presentations on our national survey data and the results of our Teagle assessment project to faculty and administrative groups who will use the findings as they engage in curricular and program revision.

Assessment Process

Stage 1: Create a mission statement, develop goals

Stage 2: Create an assessment plan (e.g., senior exit interviews, evaluating student work portfolios, alumni surveys)

Stage 3: Carry out an assessment process

Stage 4: Close the loop (revising curriculum in light of results)

Departmental Progress

Stage 1: ABE, LLC, English, Music, History, Theatre/Dance

Stage 2: Art, Religion, Biology, Physics

Stage 3: Mathematics, Philosophy, Political Science

Stage 4: Media and Communication, Education, Psychology, Chemistry, Sociology/Anthropology

2009: Many departments have integrated indirect assessment of student learning outcomes into their programs. Depending on department size and complexity, faculty have administered senior and alumni surveys or conducted exit interviews or focus groups with graduating majors. A few programs have developed rubrics to directly assess student work in capstone courses. These rubrics have been applied to final research papers, digital stories, and art portfolios. Associate Dean Haring organized a session with department chairs who shared examples of their programs' assessment work and discussed how results were used to revise curriculum and pedagogy. The Associate Dean also facilitated discussions of the College's 2008 NSSE results with the President's staff and with department chairs. Results from national surveys and the Teagle Assessment project continue to inform our current curriculum review.

2. Strengthen the natural sciences.

- Invest approximately \$15,000,000 in new and renovated science facilities (in addition to the \$3,200,000 invested in Trumbower renovations since 2000).

2005: We broke ground in April for a 40,000 s.f. science facility which is on schedule for completion in 2006. The project scope has been expanded and current cost estimates are approximately \$21,000,000. Work on this facility will be followed by a 16,000 s.f. renovation in Shankweiler.

2006: Construction was completed on time. A significant gift from the Acopian family has allowed us to double the size of the planned Shankweiler renovations. Additional renovations are planned for Trumbower to create greater informal meeting space for mathematics, computer science, and physics. Asbestos abatement work and demolition has occurred in the bridge area and will continue in Shankweiler once the occupants are moved in to the new facility. The lower two floors of Shankweiler will be completed by the start of the spring semester, 2007. The upper two floors will be completed sometime during that semester.

2007: The New Science Building was completed and opened for the fall 2006 semester. The lower two levels of Shankweiler were renovated and completed in time for the opening of the spring 2007 semester. The upper two levels of Shankweiler, the bridge and tower were completed in April 2007. Total cost of the new building and renovations was approximately \$28 million. The College also inaugurated a minor in Public Health and approved the creation of a new tenure-track line in Biology.

2008: The first full year with the New Science Building resulted in very strong recruitment results in the sciences. In an entering class targeted at 585, 96 students indicated biology as intended major, vaulting biology back to clear and distant No. 1 standing among major selections at the point of admission. Neuroscience at 14 majors and chemistry at 12 majors also ranked relatively high among majors at the point of admission, reflecting the impact of first-rate facilities on student decision-making.

3. Address critical facilities needs in art and music.

- Use the upcoming inauguration of the visiting committee program to allow the Art and Music departments to identify and prioritize key departmental needs.
- Invest approximately \$1,000,000 in expansion of art studio facilities and retrofitting of existing facilities to meet music department needs.

2005: The Visiting Committee to music identified key strengths and needs. The Visiting Committee for art will occur in fall, 2005.

2006: Both departments have prioritized needs and submitted facilities and staffing requests. This project is scheduled for 2008. Planning will start prior to the end of 2006-2007.

2007: In late fall 2006, Spillman Farmer Architects were engaged to complete a space needs study for the art and music departments. They were also to explore possible solutions to the identified space needs. Meetings have been held with both departments and initial space needs have been identified.

2008: The former TKE House will be converted into a recital facility, housing music performance space, practice rooms, acting studios and faculty offices. The needs in the art department remain pressing, but will be addressed in a future project.

2009: Conversion of the TKE House into the Rehearsal House is planned to start late summer 2009. Art department needs will need to be addressed in a future project.

4. Develop new academic programs that build on existing strengths.

- Finish planning for a public health minor to meet increasing student and faculty interest in this field, and to provide students with the foundation to enter a graduate program in public health; refer to the *ad hoc* Public Health Planning Committee and the Curriculum Committee for review.

2005: A proposal is ready for submission to the Curriculum Committee in September.

2006: A new minor in public health was approved by the faculty and Dr. Susan Kahlenberg has been appointed as the program's first director.

2007: Currently twenty-eight students have chosen public health as a primary minor and four students have chosen it as a secondary minor.

2008: The public health minor continues to grow with forty-one declared minors and thirteen minors graduating in May 2008.

2009: The public health minor had fifty-four declared minors, with nineteen students graduating in May 2009.

- Explore a film studies major, building on student and faculty interest and the College's existing strengths in communication, literary studies, theatre, and other related fields; create an *ad hoc* film studies planning committee to develop a proposal for submission to the Curriculum Committee.

2005: The Film Studies Planning Group has been meeting over the summer; a proposal will be submitted to the Curriculum Committee in September.

2006: A new major in film studies was approved by the faculty and Dr. Francesca Coppa has been appointed as the program's first director. A national search resulted in the hiring of Dr. Ara Osterweil as assistant professor of art and film studies.

2007: Currently fourteen students have chosen Film Studies as a major.

2008: The film studies major continues to grow with twenty-four declared majors and six majors graduating in May 2008.

2009: The film studies major had twenty-seven declared majors, with five majors graduating in May 2009.

- To support existing strengths in economics and business, develop a new major in finance.

2008: In its first year, the new major proved extremely popular; nineteen majors graduated in May 2008 and a further seventy-one students have declared the finance major.

2009: The finance major had 107 declared majors, with 42 majors graduating in May 2009.

B. Academic Services

5. Establish an articulation agreement with Thomas Jefferson University.

2005: The Articulation Agreement between Jefferson College of Health Professions of Thomas Jefferson University and Muhlenberg College allows a student to earn both a B.S. in Biology or Natural Science, or the A.B. in Dance, Psychology or Sociology and the Doctor of Physical Therapy (D.P.T.) degree in six years after graduation from high school. This is a 3-3 Program, with three years spent at Muhlenberg and three years in graduate study at TJU yielding two degrees.

A student can also earn a B.S. in Natural Science from Muhlenberg or an A.B in Psychology or Sociology and a Master's in Occupational Therapy from TJU in a total of five and a half years after graduation from high school. This is a 3-2.5 Program with three years spent at Muhlenberg and two and a half years spent in graduate study at TJU yielding two degrees. This agreement was completed in spring 2005. It will appear in the 2007-2008 Catalogue.

6. Create an Academic Resource Center.

2005: See #12 below.

2006: The expansion project was completed in the spring semester, 2006. Academic Resource personnel moved in during spring break.

2007: Pamela Moschini began as the first full-time Disability Services Director in August 2006. The College developed and has begun to implement a centralized collection system for documentation for students with disabilities. The first year of the new testing center for students requiring accommodations provided over 1760 hours of accommodated testing for 73 students.

2008: The Office of Disability Services oversaw over 2,000 hours of accommodation testing in the space provided in the Center. It has continued to centralize the process by which students with disabilities initiate requests for accommodations and services. The Office of Disability Services has also expanded the process and content of a central library for Assistive Technology services.

The Academic Resource Center currently holds many evening workshops, small group tutoring sessions, and tutor training sessions in the Seminar Room and tutors use the small rooms in the evenings and in the daytime when they are not needed by Office of Disability Services. The Academic Resource Center and the Office of Disability Services continue to work in this shared space, but have outgrown storage capacity for this area.

2009: The ARC continues to oversee a nationally award-winning tutoring program and serve many students, through individual and group work, in developing academic strengths. Disability Services has received a grant through which technology will assist learning access to students with disabilities such as hearing and visual impairments.

7. Establish a center for career and pre-professional advising.

2005: See #12 below.

2006: Asbestos abatement slowed work on this project. Work was completed during the last week of summer and the Career Center staff has moved in.

2007: The Office of Career Development and Placement, renamed the Career Center, and the Health Professions Office reopened in attractively renovated common space in Seegers Union in time for the opening of the fall 2006 semester.

2009: The Career Center has expanded pre-law advising services and is working closely with a recently established advisory board of faculty in a variety of disciplines.

C. Co-Curricular and Extra-Curricular Life

8. Expand Systems of Living-Learning Communities.

Muhlenberg enjoys a competitive advantage in the variety of its residential options for students, ranging from traditional residence halls (including one single-sex residence for women), to clustered residential suites, to fraternity and sorority houses, to semi-independent living (MacGregor Village), to independent living (apartments and MILE properties). This variety can be further developed to

create living-learning communities that forge stronger links between the residential experience and the intellectual life of the campus.

- Develop living-learning settings where students complete coursework within a residential facility, beginning with a prototype experience in the Hillcrest House during the 2004-2005 Academic Year (students in the Hillcrest House will enroll in one shared course, taught in the House each semester).
- Strengthen the student's sense of community and encourage a commitment to service

2005: Preparing students for “lives of leadership and service” is a key part of the College Mission. We want students to view the College as a “living-learning community” where what they learn in the classroom can be re-enforced by co-curricular experiences outside the classroom. Service to the community takes many different forms: we have increased the number of courses that have service-learning components; we are dramatically expanding the number of community service programs in the Lehigh Valley; and we have encouraged organizations throughout the College to reach out to the community in a broader sense and to be active participants in the community. Each year students provide in excess of 50,000 hours of service to the community, which does not include the thousands of hours invested by student teachers and internship participants. In addition to students, our staff and faculty are involved in a wide variety of public service organizations. The College should take great pride in our many contributions to Allentown and the Lehigh Valley.

2006: In the fall of 2005, Dr Chris Borick's class, Public Health Policy, had a service component. Students in that course had service experiences in a variety of areas. These sites included Planned Parenthood, the Allentown Health Bureau and a reduced cost clinic run by Lehigh Valley hospital. One of the most positive, but often overlooked, benefits of community service/service learning is the opportunity to expose our students to diversity. By participating in service activities off-campus, they have the opportunity to meet and work with people from a variety of socio-economic and ethnic backgrounds. The Community Service office will continue to support the Living and Learning Communities and the Group Interest Houses as they participate in off-campus service opportunities.

2007: Faculty who were recruited to teach in the Hillcrest house were encouraged to use the service learning pedagogy. The Community Service Office willingly worked with the faculty to resource the service component. The continuity of service learning in a living and learning community further encourages students to lead lives of leadership and service.

2008: There is currently no living-learning community that contains a service-learning component. However, in the 2008-2009 school year there will likely be collaboration with the newly developed living-learning program to engage the students in civic activities. It is likely that the living learning community will also include some community action in terms of polling or other civic activities.

2009: The CCCL continued to look at Living Learning Communities. The committee is putting together a comprehensive report of the work done thus far on living learning efforts and suggestions for possible curricular and co-curricular opportunities. The pilot program with the Center for Ethics occurred during the 2008-2009 academic year. Eight members of the class of 2011 attended programs, held weekly dinner discussions with the faculty scholar in residence, Assistant Professor Troy Dwyer, met with program speakers, and hosted a movie and discussion for the campus. The success of this joint program has resulted in the program

being continued for the 2009-2010 academic year. Dr. Brett Fadem will be the faculty scholar in residence and the new group of students participating are from the class of 2011 and class of 2012.

- Develop living-learning communities where students complete coursework within a residential facility and with a service-learning component in the community.

2005: The living-learning house initiated in 2004-2005 was a great success. Twenty students resided in the Hillcrest House and enrolled in two courses: “Social Justice Policy,” taught by Dr. Chris Borick in the fall, which had a service learning component; and “Philosophy East and West,” taught by Dr. Larry Hass in the spring. Both courses were taught in the house; in addition, faculty members held office hours and led evening discussions at the house.

2006: During the 2005-2006 Academic Year, the Hillcrest House again hosted two living-learning courses. Dr. Chris Borick taught “Public Health Policy,” which had a service learning component, and Dr. Jeff Rudski taught “Drugs, Behavior and Society,” which is a neuroscience course. The application process for the 2006-2007 program began in February, 2006. We are also exploring opportunities for expanding the program for the 2007-2008 Academic Year to include other academic departments and locations.

2007: In the fall 2006, Sharon Albert taught “Gender, Sexuality and Religion” and Dr. Linda Bips taught “Adolescent Psychology” in the spring 2007. During the 2006-2007 Academic Year, the College Committee on Campus Life (CCCL) reviewed the Living Learning Program based on a request by Jan Schumacher, Director of Residential Services. The review included a look at Best Practices from comparable institutions, interviews with students, faculty and staff who participated in the first three years of the program, and a look at a mission for the program. The CCCL presented a report to the APC with a request that Living Learning Programs be considered as a part of the curriculum review. The Living Learning program was placed on hiatus for the 2007-2008 Academic Year to ensure the program success with support and representation by faculty, staff and students.

2008: The CCCL continued to review Living Learning Communities. A pilot program with the Center for Ethics was developed and will take place for the 2008-2009 academic year. The committee plans to continue to explore opportunities both through curricular and co-curricular programs for the 2008-2009 academic year. There are many existing housing options available to students that could easily be marketed as ‘living and learning communities.’ MILE houses are prime locations where some students presently reside with others of similar interests. (ie, EMS and CASE houses). The ORS will work with Dean Green to consider how to effectively create living opportunities that are more academically focused. This will require collaboration with faculty who have expressed an interest in the program.

2009: During the 2008-2009 academic year, eight students participated in a pilot program with Center for Ethics. The students, who lived in Robertson Hall, participated in all of the programs and hosted a film talk-back session in the spring. Positive feedback was received by students who went through the program. This program is set to go as a regular program next year; there are currently seven students enrolled.

- Expand group interest housing, where students with designated interests live together and work on common initiatives that can benefit the community.

2005: The Group Interest House program was modified to emphasize community building and to create more measurable and definable learning and service goals for the participants.

The 2005-2006 group interest houses include: Cardinal Key Society, Campus Christian Catholic Ministry, Chapel/Eco House, Emergency Medical Services (EMS), Glass Slipper Project, International Students, Gay Straight Alliance, Students Against Destructive Decisions (SADD), Students Have a Real Effect (SHARE), and Athletes Across the Atlantic.

2006: The Office of Residential Services was a client for a section of Professor Gail Eisenberg's 2006 Spring Marketing Research group to review and update the Group Interest Housing process. This information included feedback from three focus groups of students, those involved with group interest housing, those possessing a negative view of group interest housing, and those possessing a neutral view of group interest housing.

The 2006-2007 group interest houses include: Cardinal Key Society, Emergency Medical Services (EMS), Dress Upon a Star, Gay Straight Alliance (GSA), Students Have a Real Effect (SHARE), College Democrats, Colleges Against Cancer, Dance Association, Health and Fitness, Hillel Bayit Kasher, History Club, Multicultural Life, and Student Athlete Mentors (SAM).

2007: The Office of Residential Services included faculty and staff for the 2007-2008 interview process. The inclusion of members outside of the Office of Residential Services provided another perspective when looking at applications that was helpful in determining which groups to select for the upcoming year.

The 2007-2008 group interest houses include: Cardinal Key Society, CASE (support group for AA and NA), Emergency Medical Services (EMS), Dress Upon a Star, Gay Straight Alliance (GSA), College Democrats, Colleges Against Cancer, Dance Association, Hillel Bayit Kasher, Pep Band, Softball Community Service Group, Soul Sound Steppers, Student Athlete Mentors, and Wellness House.

2008: The Office of Residential Services again put out a request for faculty and staff to sit on the interview committee for group interest housing. While there were no faculty who expressed interest or availability in participating, other staff members sat on the committee. They included Tom Dougherty, Jenny Warmack-Chipman and Beth Halpern.

The 2008-2009 group interest houses include: CASE (support group for AA and NA), Cystic Fibrosis, Emergency Medical Services (EMS), Dress Upon a Star, Gay Straight Alliance (GSA), Pep Band, and WMUH. There was a decrease in applications this year and several re-occurring groups did not have younger members step up to apply for the process. The Office will be monitoring the program for the 2009-2010 application process.

2009: The Office of Residential Services utilized a committee to interview the groups who applied for group interest housing. The committee was comprised of Katy Mangold, Tom Dougherty, Jenny Warmack-Chipman, Chris Jachimowicz, Lee Kolbe, and Beth Halpern.

The 2009-2010 group interest houses include: CASE (support group for AA and NA), College Republicans, Emergency Medical Services (EMS), Dress Upon a Star, Gay Straight Alliance (GSA), Ice Hockey, Kosher, Muhlenberg Dance Association, Pep Band, Philosophy Club and

Student Athlete Mentors (SAM). More applications were received this year than last year, including new and returning groups.

- Enhance the sense of community within residence halls by providing more and better education and social programming.

2005: The Resident Advisor training program has been significantly revised and for the second year training focused on community building as an integral part of the living experience in the residence halls. We have seen the impact of this change both in the RAs' approach to handling many situations in the halls, as well as the residents' acknowledgement of a sense of community in the comments they put in their evaluation of the staff. Future plans include surveying the residents to get their thoughts on community and their satisfaction in the residence halls.

Particular emphasis is placed on first-year students, where community building will focus not only on strengthening the living unit (typically 25 to 30 students), but also expanding opportunities for them to learn and experience service in the Lehigh Valley community. We recently procured a 48-passenger bus that will provide easier access for students to community service sites.

2006: The Resident Advisor training program continued to focus on community building as a key element of the residential communities for the 2005-2006 academic year. The Office of Residential Services plans to review and implement an assessment plan to obtain information on resident satisfaction in the residence halls to include the community environment we are trying to foster for the 2006-2007 academic year.

2007: The Resident Advisor training program is structured around building community on each floor, within each building and across the campus. The assessment results indicated the student body is generally satisfied with their experience in College Housing. An area to review is the condition and usefulness of the lounges.

"Muhlen-Who?," a student-written and directed play, was developed through student-led interviews with faculty, staff and students to gain a wide variety of perspectives on the issue of diversity on campus, resulting in a performance piece which debuted during the 2006 Orientation weekend. The piece was also performed for an invited group of diverse alumni, and again for the Board of Trustees.

2008: The Resident Advisor training program continues to focus on community development. Members of the campus community and surrounding community participate in presenting information to the RA staff. This year Dr. Kate Richmond conducted a diversity training workshop with the RA staff in August. The Office is exploring ways to help facilitate a sense of community among residents, due to the problems this year with residents in the first year buildings being disrespectful to themselves, their fellow residents, the staff and housekeepers and the building.

2009: Community development is again the central theme of the training the Resident Advisor staff received. Becky Grace continues to utilize members of the campus community as well as alumni to present to the RA staff. Dr. Kate Richmond came back to conduct a diversity training workshop with the RA staff in August. Additionally, the RA staff worked with the housekeeping staff to facilitate an appreciation program between the students and the housekeepers. The RAs helped their residents demonstrate their appreciation through cards,

notes and even gifts to their housekeepers. The housekeeping staff was provided with resources to leave notes and candy for the residents at various times of the semester. While hard data is still being collected, the preliminary review of the program shows a decrease in common area damages and an increased sense of community between the residents and the housekeeping staff. The RA staff also started work on community contracts to help the residents develop a better sense of connection to their floor mates and within the residence hall community. These programs and tools continue to be refined for the upcoming academic year.

9. Create New and Improved Student Housing.

Muhlenberg should provide housing that anticipates the changing needs of our students, complements our educational programs, and fosters living-learning communities, while emphasizing variety, quality, and proximity. We must continue to improve the physical condition of designated residence halls with the goal of making them competitive with housing at benchmark institutions, through regularly budgeted maintenance and renovation. We must replace the decaying “temporary housing” in MacGregor Village with attractive, functional, and durable student housing, increasing the number of beds to diminish our dependence on the more distant (and leased) Tremont Apartments.

- Invest up to \$4,500,000 in new housing on or near the site of the current MacGregor Village, with a minimum of 60 beds.

2005: The Implementation Team, working with an outside land planning group, has determined that the most promising location for additional housing is the MacGregor Village site. Phase I would consist of three to six three-story buildings. Each would contain six apartments of four-person living units with: two single rooms, a double room, a kitchen, a bathroom, and a living/dining area. This would provide between 72 and 144 beds. Given the slope of the building site, the front entrance would be at the second floor level and there would also be an entrance from the ground floor level on the downhill side; these entrances would provide handicapped access. This phase would occupy approximately half of the current area of MacGregor Village and includes additional parking. These units would replace all of MacGregor Village (56 beds) and accommodate some of the students currently residing in Tremont Apartments. An architect and general contractor will be selected in the fall of 2005. A minimum of three units (72 beds) will be built in Phase I; anticipated completion of the project is no later than fall of 2007.

Phase II could consist of additional units at the MacGregor Village site or traditional residence hall units either at the corner of 22nd and Chew Streets or 23rd and Gordon Streets. It is envisioned that these units would be three-story buildings with approximately 24 to 30 beds on the second and third floors and community meeting space on the main floor. These units could alternatively be used as Greek housing or for group interest housing. There is no funding in the budget for this phase.

Currently the College is working on a feasibility study for Phase I of the project to determine if modular construction or traditional stick construction will make the most sense both for timeline and fiscal issues with the MacGregor Village site. We are working on having a determination around March 1, since this decision will impact the upcoming housing lottery.

2006: The College has hired Spillman Farmer Architects to design new housing on the MacGregor Village site. There will be five three-story buildings with access at the first and

second floor levels. Each will contain six apartments: five five-person living units, each with three single rooms, a double room, a kitchen/living/dining area and a bathroom; and one four-person unit, with four single bedrooms, a kitchen/dining/living area and a bathroom area. This new residence facility will provide 145 beds. Additional parking is under consideration. We anticipate three of the buildings will be open for the beginning of the 2007, with the remaining buildings opening later in the semester.

The College, after approval, will break ground at the corner of 22nd and Chew Streets. The modular residence hall will be a three-story building with twelve four-person apartments, each with two double bedrooms, a kitchen/living/ dining area, and a bathroom. There will also be an elevator and a full basement for laundry, mechanicals, common bathroom and a multi-purpose space.

2007: A new 48-bed facility at 22nd and Chew Streets was completed in late February 2006. A Construction Manager and modular builder have been selected for replacement of MacGregor Village. The project was expanded to five buildings housing 145 students. Three of the five buildings have been completed at the modular facility. Demolition of existing buildings has commenced with three new buildings to be completed by August 15, 2007, and the remaining two units to be completed in September.

2008: The Village project was completed on schedule, with a net gain of eighty-nine beds over the former MacGregor Village complex and a total net gain of 137 beds when 2201 Chew Street is included. The first three buildings opened in August and the remaining two buildings opened in September without any problems or complications. The first group of students who lived there were very excited and appreciative of the amenities and design elements in each suite.

- Renovate and upgrade existing housing

2005: Each year the College has a comprehensive program to maintain and upgrade some existing housing; most of the work is accomplished in the summer or between semesters. Summer 2005 included the following major projects: new tile floors in Brown; replacing carpeting in East hallways, several MILE properties and sorority houses; new exterior doors in Benfer; painting in Martin Luther, several MILE properties, and sorority houses; and less visible repair and replacement of heating systems, roofs, etc.

For Summer 2006 requests have been made to improve Greek housing by renovating one College-owned fraternity/sorority house each year. We have requested the bedrooms on the first floor be taken offline and non-weight bearing walls be removed to open up the main floor to community meeting space. Additionally, we hope to have the rest rooms renovated and all house windows replaced. While this would reduce the number of students living in these houses, it would significantly improve the quality and functionality of the houses by providing appropriate meeting space and making essential improvements to the living areas by upgrading the bathrooms and bedrooms. We are also requesting the replacement of the Martin Luther Hall furniture. It is the last major residence facility with worn and outdated furniture.

2006: Summer 2006 included the following major projects: instillation of card access to 3 sorority houses; re-carpeting the main part of Prosser Hall, two floors in Martin Luther Hall and six Tremont Apartments; replacing the bathrooms on the 3rd floor of Benfer Hall; painting two

halls in Martin Luther Hall and all areas of Prosser Hall; replacing all student furniture in Martin Luther Hall; and less visible repair and replacement of heating systems, roofs, etc.

2007: Summer 2007 projects include the following major projects: replacement of the windows on the west side of Prosser Hall, installation of card access to the last sorority house, painting rooms and hallways in Walz Hall, renovating the Head Resident space in Prosser Hall to include a kitchenette, replacing the bathrooms on the second floor of Benfer Hall, renovation bathrooms in the apartments at 319 and 321 N. 22nd Street, adding handicap access to the Office of Residential Services and painting and floor repairs/replacements in various MILE properties.

2008: Summer 2008 projects include the following major projects: replacement of windows in four sorority houses; renovations to the Delta Zeta second floor bathroom; renovations in Benfer Hall, Brown Hall, and East Hall; exterior masonry work in East Hall; continued replacement of Prosser Hall windows; painting of hallways and rooms in Martin Luther Hall; installation of a kitchen in 2228 Gordon Street; replacement of bathrooms and kitchens in 319/321 N 22nd Street apartments; installation of steps from 23rd Street to the Village complex; and various flooring, painting, roofing and exterior concrete work in the MILE area.

2009: Summer 2009 projects include the following major projects: final phase of window replacement for Prosser Hall; replacement of kitchens at 319/321 N. 22nd Street; final phase of bathroom renovations in Brown Hall; continued exterior masonry work in East Hall; and phase one of the replacement of East Hall windows, though both phases may be delayed until 2010.

10. Strengthen the Relationship between Athletics and the College's Academic and Enrollment Objectives.

Athletics within a liberal arts setting can provide a powerful educational experience as well as assist the College in achieving its enrollment and gender balance goals. Muhlenberg's athletic program is currently a source of pride, but we must ensure that it remains a safe, competitive, and well-managed activity that consistently meets NCAA and Title IX standards, that student-athletes are representative of the College's academic standards and participate fully in the life of the campus, and that Muhlenberg teams remain formidable competitors within the Centennial Conference.

- Complete fundraising for the new 40,000 s.f., \$12,500,000 addition to the Life Sports Center. Develop program initiatives that make the expanded LSC inviting for all students and a focal point for campus life and energy

2005: Fundraising for the Brueckner Family Wing of the Life Sports Center was assured with the satisfactory completion of the Kresge Challenge in the fall of 2005.

2006: Designed to serve as a focal point for life on the campus, students, faculty and staff find their way to the LSC for more than athletic events. Over 160,000 entries were recorded by students, alumni, employees and their families availing themselves of the opportunities the facility provides. Given that entry is not monitored when campus events are held in the building, actual use statistics are significantly higher. Over the past year the LSC supported approximately 65 student led meetings or events, more than 200 faculty/staff activities or meetings as well as a variety of admissions, alumni, community service, and student life programs.

In addition the LSC is home to the college's 22 intercollegiate sports, 6 club sports, 21 intramural sports and a recreational program expanded in 2005-06 with the return of aerobics and yoga, each regularly attracting over 80 participants.

2007: The LSC continues to serve as the focal point for the development and maintenance of healthy lifestyles in our community. New to Muhlenberg in 2006-2007 were student-run personal training sessions and small-group recreational fitness classes. Both programs were received and attended well in their inaugural year.

2008: The LSC supports twenty-two intercollegiate sports, an active intramural and recreational program, and serves the personal fitness and wellness needs of students, faculty and staff. In addition, the facility continues to support a variety of programming sponsored by campus and community groups and organizations.

2009: The Life Sports Center supports twenty-two intercollegiate teams – eleven for men and eleven for women – and approximately 25% of the student population who choose to avail themselves of the competitive opportunities provided. In addition, most of the nineteen intramural sports, four sport clubs, and a variety of fitness/wellness opportunities designed to meet the needs and interests of our student population function within the facility. The Life Sports Center is available seventeen hours per day on weekdays and twelve hours per day on weekends for use by students, faculty and staff actively participating in self-directed recreational opportunities. Although considered to be an athletic complex, the facility houses several student organizations, an administrative department and academic classes while providing space for numerous meetings, programs and activities sponsored by a wide variety of campus and community organizations.

- In consultation with the College Committee on Fitness and Athletics, continue to expand and improve efforts to recruit Scholar-Athletes.

2005: Each year the Dean of Admission and Director of Financial Aid provide coaches with current guidelines to be employed in student-athlete recruitment. It can be reported that only three of our twenty-two men's and women's teams failed to reach the established team GPA benchmark of 3.00.

2006: Each year the Dean of Enrollment and Director of Financial Aid provide coaches with academic guidelines to be employed in student-athlete recruitment. Although data is not yet available on the academic profile of student-athletes recruited in the Class of 2010, 389 applicants (199 men and 190 women) met Muhlenberg's admissions requirements and 165 enrolled (97 men and 68 women). Athletically, this year's recruiting class includes 6.7% students of color, 9.3% of recruited men and 3.0% of recruited women.

It is fully anticipated that this group will contribute to Muhlenberg student-athletes remaining representative of the overall student population in academic preparation and outcome. Based upon Spring 2006 academic data, the average GPA of men's teams was 3.027 compared to the institutional average for males of 3.109 and the average GPA for women's teams was 3.38 compared to the institutional average for females of 3.363.

2007: Our coaches continue to play a pivotal role in the recruitment and retention of some of Muhlenberg's finest students. This year our department generated 1103 applications and serviced 166 referred to us by admissions to yield 160 athletes in the class of 2011.

The 2006-07 academic year concluded with our student-athletes averaging over a 3.0 GPA (men 3.02 - women 3.28).

2008: Athletic recruitment efforts attract highly qualified students and contribute to the College's enrollment projections. During the past recruiting cycle, coaches played a significant role in the matriculation of 181 students (126 men and 55 women) considered to be capable of participating in intercollegiate athletics. Assisted the Office of Admission in positively representing Muhlenberg to numerous applicants with lesser athletic credentials.

The academic performance of currently enrolled student-athletes continues to mirror the performance of the general student-population. Spring 2008 average GPA for male athletes was 3.11 and their average cumulative GPA 3.03. Female athletes performed slightly better, with a spring semester average GPA of 3.29 and an average cumulative GPA of 3.26. Only one team of each gender performed below the 3.00 benchmark during the just-completed semester. In addition, the four-year graduation rate for student-athletes exceeds 83%, which is higher than that of the general population.

2009: Through its recruitment efforts, the Department of Athletics continues to attract qualified students who contribute to the institution beyond athletics. Athletic teams annually achieve academically at levels comparable to the general student population, graduate at a rate higher than the larger population, and are actively engaged in community service programming, both on the campus and beyond. Male athletes achieved an average GPA of 3.05 for the spring 2009 semester while the women's GPA averaged 3.40. During the just completed recruiting cycle, coaches generated approximately 16% of the institutional applications and were a significant factor in the choice made by 24% of our incoming class.

- In consultation with the College Committee on Fitness and Athletics, develop and implement a plan for staffing and programming that promotes greater diversity and gender equity among students who participate in athletics.

2005: The Department of Athletics is currently on schedule in completing the provisions of the Gender Equity Five-Year Plan. A recommendation has been made to the President suggesting an institutional response to the data that was collected during 2004-05. We are also beginning to track the number of minority prospects and can report that of the 188 student-athletes recruited only 6 (3%) were students of color.

2006: The department remains on schedule in completing the provisions of the Gender Equity Five-Year Plan. The Gender Equity Committee recommendation to further measure the expressed interest in fencing and swimming among our female population by providing enhanced club sport opportunities for both was accepted by the President.

Discussions were held with representatives of those activities during 2005-06 in an effort to determine how best to fashion those opportunities.

2007: The department remains on schedule in completing the provisions of the Gender Equity Five-Year Plan.

2008: Athletics administration and the Gender Equity Committee continue to monitor indicators of compliance with Title IX legislation in every facet of our program. A recent departmental review by a Board of Observers Visiting Team concluded “support for men’s and women’s athletics is appropriately allocated.” During the 2007-08 academic year four men’s and four women’s teams qualified for post-season play. Although proportionality of athletic participation by gender remains problematic, all measures indicate the interests and abilities of the under-represented gender are being met.

Despite the efforts of coaches to increase the diversity of the student-athletes participating in our programs, we have been unable to have a significant impact on the number of students of color on our campus. We remain committed to the effort and will continue to work in conjunction with the Office of Admission to improve our productivity in meeting this important institutional initiative.

2009: Recruiting data continue to reflect an institutional difficulty with the enrollment of minority students. Our coaches continue to make serious efforts to recruit minority student-athletes and work closely with admissions to identify viable candidates. Yet that effort produced only forty-three applications (6%) from student-athletes of color with sixteen resultant acceptances (37%) and eight paid deposits (50%). The reality is that qualified student-athletes of color have many options and the financial aid packages offered to them from competitor schools often are more attractive than ones received from Muhlenberg. Despite the inherent difficulties, improving the diversity of our varsity teams remains a priority.

All indicators suggest the College fulfills its responsibility to Title IX by meeting the needs and interests of our under-represented population. Athletics administration and the Gender Equity Committee continue to monitor compliance with the legislation in every facet of our program. A recent departmental review concluded “support for men’s and women’s athletics is appropriately allocated.”

- Add a full-time head coach in field hockey to create more equitable coaching loads (effective Summer, 2004).

2005: A full time field hockey coach was added in the fall of 2004, thereby eliminating the dual assignment of field hockey and women’s lacrosse. In addition, in the fall of 2005, the dual assignment in cross country and women’s tennis was resolved by appointing a part-time cross country coach.

2006: In response to concerns raised during the Gender Equity review relative to dual sport head coaches for women’s programs, a full-time field hockey coach was appointed in 2004 and a part time head coach was hired for cross country effective in September 2005. In conjunction with that appointment, the head women’s tennis coach was appointed Director of Tennis and released from her responsibilities to also coach cross country.

In addition, a part-time assistant men’s lacrosse coach was hired to address the increasing participation numbers in that sport.

- Develop “Coaches as Educators” initiatives to engage coaches more productively in scholar-athletes’ academic experience.

2005: No action has been taken to date in the establishment of a formal “Coaches as Educators” program.

2006: No action was taken during 2005-06 on the establishment of a formal “Coaches as Educators” program. Given the appointment of a new Dean of Student Life, reconsideration will be given to the goals and objectives of such a program as well as the process of implementation.

2007: No action was taken during 2006-07 on the establishment of a formal “Coaches as Educators” program.

2008: A Faculty Liaison Program “intended to integrate academics and athletic environments and open lines of communication” was approved by the Faculty Committee on Fitness and Athletics. Provost Hass endorsed the program, encouraged the faculty to support its development and verified that Muhlenberg would recognize participation as an alternative avenue for service to the College.

Dr. Michael Huber, Associate Professor of Mathematics and a member of CCFA, made a presentation to the faculty similarly encouraging participation in the program and informing the faculty that CCFA, in conjunction with the Department of Athletics, intends to provide a brochure outlining the initiative to all members at the start of the next academic year. Provost Hass has indicated to the committee she is hopeful such an initiative might lead to coaches being invited to visit academic classrooms as well.

2009: With a continued healthy interest among faculty in our Guest Coaches Program, we successfully welcomed our first Faculty Liaisons. Several faculty members volunteered to serve in this capacity and we will review each sport’s interaction with those faculty over the summer in preparation for an improved effort in 2009-10. It is our hope to improve the quality of the experience for the student-athletes and the faculty member, as well as expand the number of teams benefiting from such a relationship.

11. Revitalize the Greek System’s Role in Leadership and Character Development.

This initiative acknowledges that Greek life can have value within the context of the mission of the College by providing living communities that foster growth and learning. While past campus relationships have been framed primarily by the contributions of Greek life to the social life of students, this initiative calls on Greek chapters to re-examine their standards in scholarship, leadership, service, socialization, and character. The goal is to create a shared vision among College constituencies as to the future for Greek life.

- Act on information and advice to be submitted in fall, 2004, by the President’s *Ad Hoc* Planning Task Force on Greek Life (including faculty, student, staff, and alumni representatives).

2005: A Committee of students, staff, and faculty has met several times and developed a draft Relationship Statement that clarifies the expectations and responsibilities for the College and Greek organizations. The Committee has agreed on a philosophy statement and is now working on

the details that will address policies in the following areas: oversight committee, self-governance, recognition, community citizenship, membership, housing, meal plans, insurance and risk management, and social code and sanctions. The draft document will be submitted to the President for final approval in early November, then implemented in 2006.

A Committee of students, staff, and faculty is developing an Accreditation Process that will provide a visible and measurable methodology to evaluate the status of the College's fraternities and sororities. The Committee will reconvene in the beginning of the 2005 Fall Semester to complete the measurement standards. The goal is to have a mock accreditation review in early November and deliver the Accreditation Plan to the President for review before the end of the 2005 Fall Semester. The Plan is to be implemented with the new Greek leadership beginning in January of 2006.

A Committee of students, faculty, and staff met several times over the last semester to review New Member Education Programs from the College's eight nationally affiliated fraternal organizations and to develop a program that would be unique to Muhlenberg College. The new education programs will be implemented in fall 2005.

2006: Drafts of the relationship statement, new member education proposals, and accreditation proposal were completed by the working groups and shared with fraternities and sororities, the Board of Trustees and the Campus Committee on College Life in January 2006. Revisions were made to the Expansion Policy in response to suggestions from the Campus Life Committee and the final report of the working groups, along with the Annual Review Implementation Guide was submitted to President Helm in April 2006. Several fraternity and sorority chapters used the spring 2006 semester as an opportunity to test the process and submitted information for review.

All chapters submitted new member education program plans to the Director of Greek Affairs and to the nationals' directors of risk management in the fall of 2005 and again for those chapters conducting rush in the spring of 2006. Plans included specific information about chapter efforts (dates, times, content, duration) as well as plans for educational programs sponsored by IFC and PanHellenic Council.

Chapters were provided with training in leadership transition in November, 2005, with six out of eight chapters participating.

The Greek life website was updated in the summer of 2005 to include a letter to parents of potential new members. A copy of the letter was mailed to parents of eligible sophomores. Greek Life included a flyer, "What New Students Need to Know about Greek Life," as part of the orientation materials distributed to new students and parents in the summer of 2005. The Director of Greek Affairs presented a session about Greek Life during Family Weekend 2005. The Inter-Fraternity and PanHellenic Councils represented Greek Life at the college activities fair in September 2005 and at "Through the Red Doors" in April 2006.

2007: All chapters began implementation of the "Annual Review" accreditation process in January 2007. The first assessment cycle will conclude in December 2007. Chapters were provided with a progress report in May 2007.

All chapters submitted a written new member education program (dates, times and content) to the Director of Greek Affairs and to the fraternity's national Director of Risk Management before

each New Member Education period began in the fall of 2006 and again for those chapters conducting recruitment in the spring of 2007.

Six of eight chapters attended the IFC and CPH co-sponsored presentation “Buy In or Get Out!” by David Stollman, in November 2006. The IFC and CPH also co-sponsored a presentation on mental health and alcohol by Ross Szabo in October 2006. A presentation titled “A Blueprint for Officer Transition” was offered for all chapters in November of 2006. One of eight chapters was in attendance.

The Greek life website was updated in the summer of 2006 to include a letter to parents of potential new members. Greek Life included a flyer, “What New Students Need to Know about Greek Life,” as part of the orientation materials distributed to new students and parents in the summer of 2005. Parents of new members were sent a brochure on hazing in September 2006. The Inter-Fraternity and Panhellenic Councils represented Greek Life at the college activities fair in September 2006 and at “Through the Red Doors” in April 2007.

2008: Six of seven Greek organizations met the accreditation requirements of the Annual Review. All chapters missed one or more components but the majority of chapters had enough bonus points to still meet the minimum threshold. As the new accreditation period began, all groups directed their attention to the areas in which they had received zeroes in the previous period. Most have already addressed these deficiencies. The chapter that failed the 2007 Annual Review has accrued more points to date than any of the other chapters.

Based upon the process conducted in the first year for the Annual Review, the following modifications were made to the accrediting system:

- Renumbered all items consecutively and dropped the letter designations.
- Discontinued the TiPs training requirement.
- Discontinued the item requiring a chapter housing “self-help” plan.
- Discontinued the item requiring proof of health and safety inspections.
- Added an item that specifically mandates chapters to conduct of a fire safety program in the chapter house.
- Consolidated the quarterly self-inspections under one point (previously four separate points).
- Modified the GPA component for new members to show progress in semester of pledging.
- Added an item requiring a formal officer transition process.

Alpha Epsilon Pi Fraternity, Alpha Beta chapter, was closed by the national headquarters for repeated violations of its risk management policy. While not remarkable on its own, the closure is demonstrative of the positive relations and collaborative goals being established for Greek organizations. At the time of its closing, Alpha Beta had accrued only seven of the necessary 39 points for accreditation.

The Office of Greek Affairs conducted four different workshops which coincided with the transition of officers in each of the chapters. Topics for the workshops included risk management, house management & fire safety, community service and philanthropy, and a review of the accreditation process. The presidents of all chapters and the Inter-Fraternity and Panhellenic Councils attended a joint retreat in January. Such programs continue to improve the relationships between chapters.

Participation in Greek life remained relatively constant in 2008 with no appreciable trends. While the sororities had their largest new member classes in five years (a 16% increase over 2007), much of the success can be attributed to a larger than average applicant pool due to the larger size of the Class of 2010. Additionally, the National Panhellenic Council modified their own recruitment rules, permitting more women to receive bids than prescribed by national policies. While the fraternities saw a decrease in the number of new members (an 11% decrease over 2007), some of that loss can be attributed to the closing of the Alpha Epsilon Pi Alpha Beta chapter.

The closure of Alpha Epsilon Pi - Alpha Beta provided an opportunity for the Committee on Greek Life to recommend expanding the men's fraternal system using the expansion policy adopted by the College in 2006. The committee's recommendation was accepted and letters of invitation went out in December 2007 to national organizations previously expressing interest in colonizing at Muhlenberg. Two national organizations, Alpha Tau Omega and Zeta Beta Tau, responded to the invitation and provided the required materials. After campus visits, additional materials were requested and will be reviewed this summer.

2009: Six of seven Greek organizations met the accreditation requirements of the Annual Review. The chapter that did not, Alpha Chi Omega, has failed the accreditation two consecutive years and is in jeopardy of losing recognition from the College at the end of the current accreditation cycle. Phi Sigma Sigma women's fraternity became the first chapter to meet all basic requirements of the Annual Review. All the chapters are having difficulty with the academic requirements for both new members and the chapter as a whole. The Committee on Greek Life, in reviewing the 2008 accreditation report, has recommended that chapters become more deliberate in their planning and conducting academic incentive plans, which are another component of the Annual Review.

With the closure of Alpha Epsilon Pi in 2007, the College had the opportunity to try out the expansion policy developed in relationship to this strategic initiative. Overall, the process works well, giving campus stakeholders the opportunity to review interested organizations and to learn more about each group and Greek life in general. The process seems to build more support for the final decision and has created greater transparency for the community as a whole. One factor that cannot be controlled by the process is the negative feelings of those organizations not selected for colonization. Alpha Tau Omega Fraternity will begin the colonization process next fall. The Committee on Greek Life has recommended that the College open the process of expansion to women's organizations. That process will begin this fall.

Most chapters have begun meeting all the education requirements of the Annual Review by conducting their own programming. The Office of Greek Affairs did offer two online courses for fraternity and sorority members – the first on hazing and the other on sexual assault – throughout the fall 2008 semester. Ninety-two percent of members completed the hazing program and 94% completed the course on sexual assault.

Women's recruitment numbers continued to improve in 2008-2009, with a jump of 2.65%. This marks two consecutive years of increased membership, however, this is still due in large part to the large size of the 2010 class. The men's fraternities also saw a modest 1.74% increase this year, reversing a two year decline. Much of the increase is due to larger than usual recruitment numbers for two of the fraternities. To assist the chapters with better

recruiting, the Office of Greek Affairs sponsored a day-long workshop conducted by Phired Up! Productions, a professional consulting agency that works exclusively with the Greek community. All the chapters participated at some level throughout the day.

12. Enhance and Augment Facilities for Co-Curricular and Extra-Curricular Life through the Expansion and Renovation of Seegers Union.

- Beginning in 2005, invest approximately \$3,500,000 in an addition to and renovation of Seegers Union that will provide expanded office, instructional, and meeting space for the Academic Resource Center, Career and Pre-Professional Advising Center, Student Activities, Greek Life and Student Leadership Development, and Community Service functions, as well as flexible space that can provide additional dining and meeting venues.

Phase I of Seegers Union Renovation will be to expand the office areas of Career and Pre-Professional Advising Center and the Academic Resource Center; create additional meeting space in the Union to accommodate the many programming demands; and expand restrooms on lower level to accommodate demands during co-curricular and extra-curricular programming.

2005: Work began in May on Phase I of Seegers Union renovations. On the ground floor will be new and expanded office areas for the Academic Resource Center and the Career and Pre-Professional Advising Center. On the main floor will be a large conference room (slightly larger than Moyer Forum) that can be partitioned into three meeting rooms. In addition, new restrooms will be added on the lower level.

Renovations are on schedule to provide new meetings rooms with access to new space for the Academic Resource Center to follow shortly thereafter. The current space will then be renovated to provide additional space for the Career and Pre-Professional Advising Center. Restroom expansion on the lower level to begin in May, 2006, with everything completed by fall, 2006.

2006: Phase I of this strategic initiative was completed with the opening of the new Seegers Conference Suite in March 2006. This new, multi-purpose space includes three meeting rooms that can open into one large plenum space seating nearly 300 theatre style with a small stage. This facility also includes the latest in technology support with projectors, internet, and cable access, motorized shades and dimmable lighting. The facility will enable the College to support additional programming, reduce catering costs by keeping events in the Student Union and reduce the wear and tear placed on the Miller Forum space in Moyer Hall.

2007: The Career and Pre-Professional Advising Center renovation was completed in time for the opening of the fall 2006 semester.

2008: While the initiative has been completed, there are discussions regarding challenges for catering access and support and pre-event breakout space to support this conference suite. We hope to incorporate some of these fixes of the Great Room as part of the Union expansion and renovation.

- Redesign and renovate the Red Door to provide improved student social space.

2005: Update Program needs for Student Activities operation, increase storage capacity to support programs in Red Door, replace antiquated or broken equipment, and increase capacity to accommodate more attendees.

There have been preliminary internal conversations about re-design and renovation of the Red Door and its possible configuration and use. The College did allocate funds this year to provide additional furniture and new lighting in the Red Door; this complements the sound equipment which was purchased last year, so the area will be functional until renovations are completed.

2006: Additional minor renovations were completed in the Garden Room during the summer of 2005. This included carpet replacement, painting of walls and ceiling, and cleaning of light fixtures.

Construction of the Seegers addition with additional painting & carpeting in surrounding corridors has been completed.

Plans to replace carpet in the Lobby and Lounge area, GQ Dining area and the GQ Annex are scheduled for replacement over winter break of 2006.

2007: Muhlenberg College and Sodexo invested in opening a Sandellas brand dining operation in the Red Door over Spring Break of 2007. Sandellas has been well received by students, faculty and staff and has aided in reducing the volume and long lines in the General's Quarters.

Muhlenberg has also invested in replacing and adding new tables, booth tops and stools. A new paint job will enhance the dining and activities experience in the Red Door. To meet the growing student needs of informal social space on campus, we have added soft furniture on the upper level of the Red Door.

2008: No further steps have been taken to date. Modest renovations are being considered as part of the Union expansion and renovation, scheduled to break ground in Spring 2009.

2009: No further steps have been taken to date. Red Door renovations are not in the scope of current expansion and renovation projects.

- Acquire scheduling software to more efficiently manage campus event scheduling.

The College has identified and is in the process of evaluating two companies that provide scheduling software solutions for institutions of higher education. We have set up presentations for each, produced a comparison and prepared a proposal. We will be looking to increase staff to provide a clearinghouse for management of detailed (annual) campus programming and integration for the entire campus community.

2005: Acquisition of scheduling software has been approved for this budget year. The software that best meets the needs of the College will be selected and purchased with initial implementation scheduled for summer 2006 with complete campus wide integration fall of 2007.

2006: Purchase was approved for the 2006-2007 Fiscal Year. Product selection process should be completed by end of October. Ideally, software installation would happen over winter of 2006-07. Phased implementation and testing should begin in spring of 2007. Complete implementation of all components will then take place over summer 2007 and become operational in fall 2007.

2007: The College selected CollegeNet's R-25 scheduling software solution as the campus wide, web based scheduling solution. Hardware purchase has been made and software installation scheduled for June 2007. Training will commence over the summer and into the fall semester and phased transitions will happen over approx. 18 months until we are completely live.

2008: Software installation and testing has been completed. However, implementation has been delayed due to additional programming in the campus calendar, limited staffing and time resources. Data Prep Training took place in June of 2007 and User Training began over Spring Break and is scheduled to continue through the summer of 2008. The current implementation plan calls for a transition from a paper calendar to R25 Software for Fall 2008 and full implementation, including the web client feature, for Fall 2009.

2009: The campus transitioned from a paper calendar to R25 Software in Spring 2009. The summer of 2009 will be used to prepare the Webclient feature so that we may begin managing facility and resource requests online, as well as share event information. Currently, the plan is to have this in place by fall of 2009.

- Investigate the feasibility of creating a convenience store within Seegers Union.

Survey benchmark institutions; assemble a revenue analysis by identifying product list, selling prices and overhead, and identify location in Seegers Union.

2005: A small Convenience Store section opened in the General's Quarters in August 2005. Complementing the new Life Style Meal Plans, which provides the students flexibility in their dining options, the Convenience Store offers a wide variety of food and sundry items that can be purchased using Dining Dollars, Flex Dollars, or cash.

2006: The convenience element was well received among the students; they enjoy the ability to use Dining Dollars as part of the meal plan as well as cash and flex. During the pilot program (August 2005 - August 2006), the C-store element in the GQ sold a total of 89,014 items and generated \$114,421 in sales.

2007: With the start of a Request for Proposal (RFP) scheduled for fall 2007 – spring 2008, Muhlenberg College will work with a consultant to analyze current status of our entire operation and to guide us in where we need to go with our convenience store concept as well as each of the retail operations on campus.

2008: In Fall 2007 Muhlenberg College entered into an agreement with Sodexo Campus Dining Services to extend the current agreement two years, expiring on June 30, 2010. This suspended the Request for Proposal (RFP) process until Fall 2009.

A convenience store is seen as an asset to the college and a value by students on campus. Plans are under way as part of the Union expansion and renovation to incorporate a convenience store into the program.

2009: No further steps have been taken to date. Convenience Store renovations are not in the scope of current expansion and renovation projects.

- Beginning in 2009, invest approximately \$11,500,000 in a second addition and renovation program that will remedy undersized dining area and outdated food preparation, food storage, and food servery facilities.

Update program needs for dining service operation and Student Life; determine the best practical use of new building (i.e. food on lower level to support student interests, increase size of social spaces and lounge space, placement of computer ports and kiosks throughout building); and identify value of a centralized kitchen between GQ Annex, Garden Room and Meeting Room.

Phase II will include a complete renovation of food service areas in the Union; it will feature new and upgraded kitchen areas, new and improved servery in the Garden Room, a new and expanded dining room, and additional storage for food. On the ground floor will be a significant expansion of space for student organizations and student life offices, including Student Activities, Community Service, and Greek Life and Student Leadership Development. There have been preliminary conversations with architects regarding the needs and possible layouts for these new areas; work is scheduled to begin in 2009. Significant consideration should be given to program use of these facilities prior to moving to the architectural and design phase. Student Life staff and student input should be well represented at this time.

2005: No action at this time.

2006: No action at this time. Discussions regarding program needs will commence in 2007.

2007: No action at this time. Discussions regarding program need to begin now in order to be prepared for architectural planning.

2008: I am pleased to report that discussions are under way in the design process of the Union expansion and renovation with ground breaking slated for Spring 2009.

It is clear that the priority is replacement of the student restaurant, servery and main production kitchen, as well as the food service support areas. It is not clear whether the proposed budget will accommodate many of the program needs as it relates to the enhancement and augmentation of facilities for Co-Curricular and Extra-Curricular Life through the expansion and renovation of Seegers Union.

2009: Groundbreaking has taken place, though we continue to struggle with getting this project on budget. We continue to value engineer the design and are very close to bringing this on budget. To date, the project seems to meet the scope of this initiative effectively.

13. Enhance Support for Religious Life and for Student Leadership Development.

- Develop programs that emphasize student leadership development through an internal grant program that involves both student life and religious life. Double available space for Newman Center activities.

2005: Grants will be made available to students and student groups to create leadership programs or attend events that encourage leadership training and development. Awards will begin in Fall 2005 and will be determined through an application process created by the Leadership Advisory Board.

The other half of the twin house that the Newman Center occupies has been converted from coaches' office space to programming space.

2006: Awards were granted to eleven of twelve requests in 2005-2006. The average award was \$484. All but one request involved travel. Plans for 2006-2007 include better advertising and encouraging grants for on-campus events.

2007: Fourteen Leadership Development Grant Program requests were reviewed by the committee in 2006-2007. Eleven of the fourteen received some sort of funding. The average amount awarded was \$537.50. All of the applications involved or requested funding for travel. Nearly half of the requests were for similar programs funded last year by the LDGP.

2008: Eight Leadership Development Grant Program requests were reviewed by the Committee in 2007-2008. Five of eight received some sort of funding. The average amount awarded was \$543.04. All of the applications involved requested funding for travel. Half of the requests were for programs similar to those funded last year by the LDGP. The Leadership Development Grant fund was also used to support the College's Alternative Spring Break Initiatives. An amount of \$5,000 was transferred to that program at the request of Chaplain Peter Bredlau.

The Leadership Grant program will continue under the direction of The Director of Greek Affairs and Leadership. The Leadership grants will be advertised and awarded through a collaborative effort that includes the Director, the grant review team, and representatives of various college offices. Grant requests that include programs that occur on campus will be given preference.

2009: After reviewing the success of the Leadership Development Grant program over the past three years, it was decided to discontinue the process of 'pocket grants' and to spend the year considering other leadership development, training and consulting options. The funding for the initiative was earmarked for three different efforts:

- 1. Support leadership development in student government.** It was evident that student government was at a critical juncture in its development at the end of the spring 2008 semester. Sanctions that were imposed on the group included leadership development. The group brought in a noted authority on student government and teamwork, Ms. Susan Leahy, to work with them. Additionally, the organization conducted an off-site retreat.
- 2. Support positional leaders in clubs and organizations.** The Student Life Office conducted an on-campus 'conference' titled Tips on Student Organizing Day. The day provided four different sessions on topics such as personal leadership, fundraising for your organization, campus reservations and club funding, and promoting your organization. Approximately eight club leaders signed up for the program.

As an additional incentive, any clubs having at least three members participate in the Day were provided with \$100 of 'seed money' to conduct further leadership programming in their group. Twenty clubs qualified for the incentive.

3. **Explore additional approaches to leadership training and development.** The director of student leadership programs reviewed materials for several different programs/assessments, looking for one that could be implemented with all students, not just those showing a predisposition to leadership training and development. These included:

- **Kolbe index** is a tool developed to examine a person's strengths in four different action modes: Fact Finder, Follow Thru, Quick Start and Implementor. While the tool is simple to use, there would be challenges in implementing it as there is little material to make it relevant for college students.
- **StrengthsQuest** is based on the work of Dr. Donald O. Clifton, a former University of Nebraska professor and former chairman of the Gallup Organization. StrengthsQuest is based on over thirty years of research and two million in-depth interviews. The program has been created specifically for higher education. The program is unique in that it focuses quickly on *what a student can do well* by identifying for them five signature "talents." A talent is "a natural occurring pattern of thought, feeling or behavior that can be productively applied." As students increase their understanding of their talents, they learn how to combine them with skills and knowledge to become strengths. Knowing one's own strengths is at the core of good leadership. StrengthsQuest permits students to explore this with concrete information and without mentioning the word "leadership."

The director of student leadership programs attended a two day "Educators" workshop on StrengthsQuest in October of 2008 and has continued conversations about StrengthsQuest with several campus stakeholders. Interested staff will receive additional training and information on implementing the program over the next several years.

- **Student Development Task and Lifestyle Assessment**, developed by Roger B. Winston, Jr., Theodore K. Miller, and Diane L. Cooper, is an online assessment tool for measuring college student psychosocial development. Based upon Chickering's theory of student development, the tool can be used to assess the development of life purpose, mature interpersonal relationships, academic autonomy and the establishment of healthy lifestyles. The SDTLA would be an excellent tool to use in concert with leadership initiatives.
- **The *Habitudes*TM series from Growing Leaders** is a collection of 52 images that form leadership habits and attitudes. The materials have been developed to appeal specifically to a Gen Y population that is EPIC: Experiential, Participatory, Image Rich, and Connected. The series is broken into four books of 13 images and are connected to a basic leadership principle. Each principle is followed by a brief narrative, questions for group discussion, and exercises for participants to conduct between group meetings. The program is ideally suited for a semester-long examination of personal leadership.
- Stabilize the Hillel Director's status by making her an employee of the College; recruit additional Hillel programming staff as permitted by fundraising results and support from Hillel International; upgrade Hillel to Foundation status.

2005: The Hillel Director became an employee of the College in 2004 and a program director was hired to assist her. Interim funding for this additional position is being provided by Hillel International.

2008: With support of the Administration, the Hillel Director re-structured her office, eliminating the Program Director position and hiring a full-time Office Manager. Hillel has also hired a student through the Presidential Assistant program for the 2008-2009 academic year with support from Religious Life. Hillel International will support our Hillel's addition of a Program Engagement Associate.

2009: Fundraising for the expansion of the Hillel facility is moving forward slowly, but has been hampered by the economic downturn.

14. Refocus and Expand Student Social Life through Integration of Curricular, co-Curricular, and Extra-Curricular Activities while Expanding Off-Campus Opportunities and Use of Off-Campus Venues.

- Create a higher level of student satisfaction through better coordination of existing events and addition of social and other events
- Continue to seek opportunities to integrate curricular, co-curricular and extra-curricular activities in planning the Student Activities Calendar

2005: The recently completed Student Survey and other assessment instruments will be used to gauge student satisfaction and guide program selection.

2006: The Director and Assistant Director of Student Activities attended the Center for Ethics planning meeting for the 2005-2006 academic year to coordinate efforts to present speakers, comedians or activities that would be related to the Center for Ethics topic.

Student Activities co-sponsored the Benefit Concert for Sudan with Hillel and collaborated with the Art Association, Berg Organization of Music (BOOM) and the Muhlenberg Theatre Association on campus productions.

2007: Free shuttle bus service was arranged to the Andy Warhol exhibit at the Allentown Art Museum in conjunction with the Art Department; the movie "Fear and Loathing in Las Vegas" was shown in conjunction with the Counseling Center as part of Choice Week and Student Activities co-sponsored "The Afro Semitic Experience" as part of Religious Life Awareness Week.

Two off-campus trips that are very popular are the Playdrome Rose Bowl and Ozzy's Sports Fun Center. Both were run each semester with great turnouts.

2008: The Student Activities Office co-sponsored "Congress to Campus," an innovative program that sends bipartisan former members of Congress to college campuses to improve students' understanding of Congress and American government and to encourage them to consider careers in public service. Other co-curricular activities were a trip to NYC to experience the Feast of San Gennaro with Susan Clemens of the History Department, and films such as *The Education of*

Shelby Knox, Hotel Rwanda, Iraq for Sale and Rosewood co-sponsored with various groups (Campus Progress, GSA, Office of Religious Life, College Democrats and Multicultural Life).

2009: The Office of Student Activities pays close attention to the schedule of existing events so as to not compete with other programs that are occurring. We also integrate curricular and co-curricular activities in planning the Student Activities Calendar. The Muhlenberg Activities Council (MAC) co-sponsored the Capitol Steps with the Center for Ethics to kick-off their Fall '08 program "Politics, Ethics & Citizenship."

The Student Activity Office supports student clubs and organizations in planning events. We are currently working on a grant program to formalize the process to make programming more intentional and to add an evaluation and assessment component to be in place in the Fall '09. This will encourage student initiative and enhance opportunities for more diverse programming. We also continue to team with Julie Ambrose, Director of the Senior Year Experience, to change the focus of the Thursday night Senior Week event to include reflection.

- Continue efforts to include students in planning; encourage use of students as performers, technicians, and organizers of events

2005: The Dean of Students Staff has included MAC and Programming Board representatives in the College-wide planning meetings, increased diversity of the Programming Board (i.e. athletic, multicultural, and theatre and dance representation, etc.), promoted opportunities to incorporate additional students in the production process (performers, technicians, event planning, etc.), and will continue to survey students on their general interests regarding the events they desire.

2006: Student Activities offered an "open forum" at MAC meetings to encourage more student participation in the events that are planned on campus, asking students to evaluate the past weekend's events and solicit suggestions on programs that they would like to see brought to our campus.

Student performers are given weekly opportunities to perform in the Student Union.

2007: The Muhlenberg Activities Council (MAC) continues to hold weekly meetings that are open to all students. Upcoming events are discussed and press kits from various artists are played to determine if there is enough favorable response to bring the performer to campus.

We are fortunate to have so many talented students at Muhlenberg and use them as part of our weekend's entertainment calendar. Students are always eager to support their fellow students and their shows tend to have great attendance. These include acoustic performers, student bands and student improv comedy groups.

MAC also co-sponsored two dances with the Class of 2010 and a Band Benefit for the Jolie Foundation with Delta Tau Delta sorority, which raised over \$1400 for cleft palate surgeries.

2008: Our late-night performances by students in the Red Door continue to be a popular draw and a wonderful opportunity for our students to showcase their talents. In addition to the usual array of singers and songwriters, we have supported many budding comedians and improvisational comedy groups. Technical support is offered by students, who continue to hone their skills in assisting us with sound and lighting.

We encourage students to propose events and assist them with financing, planning and producing events. Some of our most successful programming has been student-initiated. Student Activities continues to work with various class councils, student clubs and organizations, including MAC, to create successful events and fund-raisers for many worthy causes. While not every student initiative is successful, we know that each student has learned a great deal through their efforts along the way.

2009: The members of MAC are consulted in the planning and organizing stages for many of the weekend events sponsored by the Office of Student Activities. Spirit Week activities were coordinated with Student Council for the week leading up to Homecoming. Likewise, we continue to use student performers as part of our weekend line-up in the Red Door and technical support is also provided by students.

- Assist students in developing more varied social opportunities in the broader community beyond the campus, through the LVAIC consortium, development of the 19th Street area, and other partnerships. Develop more varied social opportunities in the broader community beyond the campus.

2005: Staff continues to work through the LVAIC Consortium to promote student performers and big name performers at other colleges. We are increasing opportunities for students to perform and attend events at off-campus locations. We are focusing particularly on the 19th Street area and working with the proprietors of the 19th Street Theatre and Hava Java. The student shuttle now stops at 19th Street as well as other new venues suggested by students. We have increased local off-campus, College sponsored events as well as trips to events in Philadelphia and New York City.

2006: The Office planned off-campus events, including indoor recreational activities at the Playdrome Rose Bowl and Ozzy's Fun Center; Lehigh Valley College Day at Dorney Park; four trips to New York City to see Broadway plays; and local trips to Civic Theatre for theatre and movie presentations.

2007: Lehigh Valley College Day at Dorney and trips to New York City continue to be popular off-campus events. This year we also worked with our LVAIC partners to encourage our students to attend each school's major concerts and events in an effort to bring the students together in a social setting.

The Student Activities Office also assisted the Arts Week planning committee, which provided student performers for the 19th St. Festival. Free shuttle bus service to the Andy Warhol exhibit at the Allentown Art Museum was also a big hit.

2008: We continued efforts to introduce students to events and locations off-campus: theatre in Philadelphia, sightseeing and cultural events in New York City, recreational and physical activities (i.e. snow-tubing, bowling, and skating at Ozzy's Fun Center), Dorney Park, etc. We also encouraged support of Muhlenberg athletic teams by sponsoring trips to hockey games and a baseball game at the new Coca-Cola Park.

2009: Local off-campus trips included free tickets to an Iron Pigs baseball game, bowling at the Playdrome Rose Bowl, apple picking at Strawberry Acres and snow tubing at Bear Creek. Tickets were also provided for a movie and play at Civic Theatre. Bus trips were offered to New York City and Philadelphia.

Through the LVAIC consortium, the Office of Student Activities provided tickets to College Valley Day at Dorney Park and concerts at both DeSales University and Lafayette College.

- Increase integration of multicultural programming opportunity to celebrate diversity on and beyond the campus

2005: Staff has met with student leaders of multicultural groups to determine their interests. Staff will work with students, as well as faculty, to collaborate on educational and social multicultural activities and book performers to compliment multicultural and diversity program themes. We are also planning bus trips to off-campus locations that support themes surrounding multiculturalism and will include multicultural students in the planning of these events.

2006: In fall 2005, the President convened a Task Force to develop a proposal for a campus multicultural center that would provide the Muhlenberg campus with a focal point for resources, co-curricular programming, and social activities supporting the experience of multicultural students and faculty as well as other members of the community interested in and engaged with multicultural life. The Task Force, co-chaired by Dr. Janine Chi and Mr. Chris Hooker-Haring and staffed by a cross-section of the campus community, presented their proposal in February 2005, which included a mission statement, a volunteer management structure, and list of resources needed. The Task Force also advocated for the creation of an Advisory Board and drafted Bylaws for the Board. In early summer 2006, the College acquired a property at 2252 Chew Street with the intention of transforming the house into a Multicultural Center that will house the Office of Multicultural Life and the Office of International Programs and offer social, educational and programming spaces.

The Student Activities Office co-sponsored events with the Office of Multicultural Life during Black History Month. The Office assisted Comunidad Latina to develop Latin Heritage Week in the fall semester, and has had discussions with student members of Hillel concerning co-sponsoring educational and entertainment programs.

2007: The Multicultural Center opened at 2252 Chew Street in Fall 2006, housing the Offices of Multicultural Life and International Programs, and providing meeting and social space for student organizations. The classroom has proved to be a popular venue, with six classes offered in the fall semester and eleven classes offered in the spring semester. The Multicultural Center Advisory Board, consisting of faculty, staff, students, alumni and members of the Lehigh Valley community, held meetings and formed committees to begin work in the areas of programming, facilities management, resource development, and community relations/marketing. Despite some logistic and facilities issues, the Center is off to a good start.

The Student Activities Office once again co-sponsored events with the Office of Multicultural Life including an Open House during Family Weekend. In addition, MAC co-sponsored Latin Heritage Week with Comunidad Latina which included a movie, poetry reading and a dance. The Student Activities Office worked with Comunidad Latina and Dining Services to highlight Spanish, Latin American and South American cuisine during that week.

We also worked with the International Student Association to co-host events for International Students Week. Working with Hillel, “Joe’s Bar Mitzvah” Party and Dance was open to the entire campus to share a bit of Jewish culture. The “Untold Story of Emmett Louis Till” was sponsored by Student Activities as a Black History Month event.

2008: The Multicultural Center offered a full year of events, lectures, receptions and workshops, both self-initiated and in conjunction with departments and offices across campus. The Multicultural Center Advisory Board saw all of its committees staffed and, in late Spring 2008, began the planning stages for a three-year campaign with the objective to promote the image of the Center that provides support for multicultural members of the campus community while embracing all members of the community by doing the following: leading and initiating campus programming while collaborating with campus programming bodies on issues that reflect the Center’s mission, and supporting curricular and co-curricular projects that reflect the Center’s mission. This proposed three-year campaign is designed to raise awareness and disseminate the identity of the Center to the campus community on two fronts: who the Center serves, and what the Center does.

The Student Activities Office continued its partnership with the Office of Multicultural Life by sponsoring Latin Heritage Week, which highlights and celebrates Spanish, Latin American and Caribbean history and culture, with movies, salsa lessons, music, slam poets and the Fusion Dance Party.

We’ve worked with Comunidad Latina, The International Students Association and Hillel to support their programming efforts. A huge draw second semester was the performance and classroom visits of the Native American band Blackfire. This was cosponsored by our office and several other groups and departments on campus through Gary Jones, History Department.

The website and publications continue to be updated and monitored for appropriate representation. We continue to promote multicultural and religiously diverse events as appropriate. This year, politics also played a significant role in student life at the College.

2009: Upon the retirement of the current Director, a Search Committee consisting of faculty, staff, students and alumni convened and embarked on a national search for the College’s next Director of Multicultural Life. Ms. Cynthia Amaya, Associate Director of Admission and Coordinator of Multicultural Recruitment, was named Interim Director of the Center during the search. In November 2008, Ms. Robin Riley-Casey, Admissions Transfer and Multicultural Coordinator at Lourdes College in Sylvania, Ohio, accepted the Directorship.

Under the leadership of Amaya and Riley-Casey, the Multicultural Center forged new partnerships and connections with a wide variety of constituents across campus.

On behalf of the Multicultural Center Advisory Board (MCAB), Center Director Riley-Casey met with students, faculty, staff and the public in order to raise awareness and disseminate the identity of the Center to the campus community on two fronts: who the Center serves, and what the Center does. A campus wide survey was administered in Spring 2009, with results forthcoming.

Multicultural Life, with the support of the Student Body Government, the Provost and the President, sent a team of five student leaders, two staff members and two faculty members to

the National Council on Race and Ethnicity (NCORE). The goal of the conference is to share academic and social research on diversity and prepare attendees to do the same at their home institutions. Three of five student attendees received scholarships to attend NCORE based on their personal essays and leadership abilities. Both staff and faculty have committed to hosting discussions at the Center in the 2009-2010 academic year to discuss what they learned at the conference and to continue mentoring Multicultural students.

The Multicultural Center offered a full year of events, lectures, receptions and workshops, both self-initiated and in conjunction with departments and offices across campus. The Center sponsored and supported diverse programming, including a bus trip to President Barack Obama's inauguration; Talk Back sessions; Anomalies, a female hip hop group; a Brown Bag Luncheon series, informal intellectual discussions hosted by diverse faculty members; and development of a European Student Organization, interested in understanding racism and multiculturalism.

The Student Activities Office continued its partnership with the Office of Multicultural Life by co-sponsoring Latin Heritage Week with Comunidad Latina and a trip to the African American Museum in Philadelphia for an Afro-Latino workshop and tour of the African Presence in Mexico exhibit. The two offices also collaborated on a performance by the Piscataway Nation Indians, the hip hop group "The Anomalies," and a Drag Show performance co-sponsored with GSA.

D. Finances, Facilities, Technology

15. Augment Classroom Technology to Strengthen and Enhance Pedagogy.

2008: A Technology Strategic Plan is nearing completion. Enhancing instructional technology will be a part of this plan.

- Add TechWall technology, as needs are determined, to the remaining general-use classrooms and in other appropriate teaching spaces.

2005: During 2004-05 TechWalls were installed in CA 149 and Trumbower 08; Ettinger 201 was upgraded and two Tech carts were built and installed. Planned for 2005-06 are TechWalls in Trumbower 140/144, Ettinger 213 and Library B01; projector-only installations are planned in one Chemistry lab and one Art studio.

2006: Tech Walls were installed in Ettinger 202, Trexler B-06 and Trumbower 45, in addition to nine rooms in the new science building. More will be added in the Shankweiler renovation project.

2007: Many Tech Walls were added this past year (Ettinger 202, Trexler B-06 and Shankweiler 45) in addition to the ones located in the science addition and renovated Shankweiler building. We now have a total of 72 spaces equipped with this technology. Planned for summer 2007 are Tech Walls in Center for the Arts rooms 166 and 264. Implementation of Netmeeting software for exception reporting has been completed along with implementation of remote management for all

classroom lecture pcs. We are currently researching devices that will handle emergency communication as well as tech problems from the classroom.

2008: Tech Walls were installed in Center for the Arts Room 166 and Room 264. Two additional installations are planned for Summer 2008.

2009: TechWalls were added in Trumbower 347 and Ettinger 205.

- Achieve real-time response in classroom technologies support by acquiring remote management tools, Help Desk staff dedicated to this function, and classroom telephones.

2006: The Campus Committee on Information Technology surveyed faculty on several items, including training. Results will be evaluated and a plan formed by the committee.

2007: We have continued to work with CCIT to establish a best practice for training.

2008: Telephones have been installed in half the teaching spaces. Remote tools to monitor for and correct problems are in place in 42 teaching spaces.

2009: Classroom phones are to be completed in Summer 2009; Netmeeting is being expanded to the balance of classrooms for real-time monitoring (initial results were very favorable).

- Expand training offerings that will help faculty to convert teaching material and use new materials in TechWall settings.

2005: Older TechWalls are in the process of being upgraded to enable the use of remote media management. Telephones are being installed on classroom podiums.

2008: OIT continues to introduce new faculty to Tech Wall technology, and to conduct additional one-on-one sessions as requested.

2009: OIT continues to introduce new faculty to Tech Wall technology, and to conduct additional one-on-one sessions as requested.

- Continue to expand functionality at the TechWall podium based on priorities identified by the College Committee on Information Technologies.

2007: Adapted Tech Wall standard to function in a teaching laboratory environment (New Science Building and renovated Shankweiler).

2008: OIT worked with interested faculty to integrate Sympodium technology in two classroom Tech Walls.

2009: An additional Sympodium was integrated into an existing techwall classroom. Clickers have been integrated in several locations.

- Provide mediated videoconferencing abilities in spaces such as Miller Forum and Lithgow Auditorium.

2006: Netmeeting software has been installed in all classrooms and controls for remote monitoring are being tested. Efforts were made to customize the Netmeeting software program to provide exception reporting (possible partnership with Lafayette College). This first effort should be complete by spring 2007 semester.

Video conferencing will be implemented in Miller Forum in 2006-07.

2007: Video conferencing capabilities in Miller Forum have been postponed due to changing technology. When additional bandwidth is available in January of 2008 product selection and implementation will occur.

2008: Research on new IP-based products continues; demonstrations for faculty will be planned for Fall 2008.

2009: IP products matured; the latest products are to be tested by faculty within Digital Cultures spaces.

16. Strengthen the Security and Reliability of the Campus Network.

- Consolidate over 35 fiber segments on new and improved panels that will improve reliability, simplify troubleshooting, and improve integrity of operational aspects.

2005: Consolidation of over 35 fiber segments on new and improved patch panels that will improve reliability and simplify troubleshooting has been completed.

- Consider additional wireless service in public zones on campus to support collaborative computing using laptops, PDAs, and other portable devices.

2005: Wireless went live in the Trexler Library, Trumbower 048 and Powerhouse Café this past spring semester. Research continues toward the identification of wireless technology that is scaleable, reliable, and centrally manageable. A prototype of such technology will be implemented during the Spring 2006 semester.

2006: Wireless technology was implemented in Seegers Union and Parents Plaza.

2007: Wireless was implemented in the New Science Building and the Hoffman House. In the coming year the Center for the Arts Solar Corridor and Residence Hall public spaces are targeted for wireless capability. Currently over 175,000 sq. ft. of primarily academic space is serviced by wireless.

2008: Wireless was implemented in the Center for the Arts Solar Corridor and select residence hall public spaces. Also, The Village and 2201 Chew Street Residences were equipped with wireless. Currently over 250,000 sq/ft of academic and residential space is serviced by wireless.

2009: Wireless was added to public spaces in several residential and collaborative areas – approximately 325,000 sq ft of building space is now covered by wireless service.

- Acquire and install software to provide Email users with further protection from Spam and virus-spawned or virus-laden messages and to avoid related disruptions.

2005: Software has been acquired to provide e-mail users with protection. Testing and configuration is occurring now with implementation expected in summer 2005.

2006: Sophos spam software was not effective enough and we moved to a new filtering system called Barracuda for email protection. Tightening of Barracuda's parameters will occur in 2006-07 to further reduce spam.

2007: Fighting spam and viruses is an ongoing effort.

2008: Efforts continue. Overall, about 75% of our incoming email is identified and handled as spam.

2009: Baraccuda (filtering) capacity has been effectively expanded to reduce overhead.

- Recommend to the College Committee on Information Technologies further investigation of more effective electronic communication on campus.

2006: A message of the day will be used, effective with the start of the fall 2006 semester. An expanded Address Book in GroupWise will provide class year, club and special interest address groups.

2007: Message of the Day was designed and implemented fall 2006. An expanded Address Book in GroupWise provides class year, club and special interest address groups.

- Acquire and install software to enforce proper log-ins and perform vulnerability scans against each student PC prior to granting campus computer network service, thereby reducing problems related to viruses, worms, and other threats.

2005: A product (Campus Manager) will be up and running this fall, thereby reducing problems in residence halls related to viruses, worms and other threats.

2006: Campus manager is actively running, requiring each student to log in and have his or her computer scanned before access to the network is granted.

- Expand emergency power capabilities to safeguard electronic communication capability during emergency situations. (Protection already exists for voice communication.)

2006: Expansion of emergency power capabilities has been deferred pending funding.

2007: Emergency power capabilities are scheduled to be installed summer 2007.

2008: This project was deferred during summer 2007. Emergency power will be installed during fiscal year 2009.

2009: Emergency power generation resources were implemented in January 2009; all critical resources in the Ettinger data center are now protected.

17. Create a Long-Range Capital Plan.

- Beginning in FY'06 we will annually budget increased funds for special projects to address ongoing building repairs and other ongoing maintenance short of major renovations and construction.
- Beginning in FY'05, funding plans will be developed in advance for major construction projects that are strategic priorities (including new buildings and major renovations), utilizing fundraising, bond issue proceeds, reserve funds, and excess revenues.

2005: The Special Projects budget has been increased and is planned to be increased on an annual basis. There never seem to be enough funds for requested projects each year. Capital financing plans have been put together to cover major construction projects for the initial strategic priorities.

2006: A second bond issue is planned for 2009. The Special Projects budget is scheduled to increase again this and next fiscal year.

2007: The Special Projects budget was increased again for FY2008. Funding plans have been developed to source the growth in the MacGregor Village replacement project. Work on an \$8 million dollar bond issue is currently underway with an issue date scheduled for late June 2007.

2008: An \$8 million bond issue was floated in June 2007. The Village, a five-unit, 145-bed complex was erected Summer 2007 with these funds, plus funds allocated from the 2005 bond issue. The Special Projects budget has been approved for an increase in fiscal year 2008-09. Funding from a slight increase in enrollment will be used for sustainable investments with the most attractive payback periods, while doing the most for the environment.

2009: A \$20 million bond issue was floated in May 2009 to help fund an addition to and renovation of Seegers Union, renovation of the TKE fraternity house into a Rehearsal House for the Theatre and Music Departments and an addition/renovation of a MILE House for the Anthropology and Sociology Department and Hillel. The Special Projects budget has been approved for an increase in fiscal year 2009-10. Moody's Investors Service and Standard & Poor's Rating Services have both re-affirmed Muhlenberg College's bond ratings. The College has now maintained an A1 rating with Moody's since January of 2002. Standard and Poor's has rated the College A+ since April 2001.

18. Create an Improved Green Campus Core.

- Beginning with the completion of the Life Sports Center addition and science renovations, invest up to \$1,000,000 to complete design and landscaping to produce two new attractive campus quadrangles characterized by green space, walkways, and outdoor gathering, program, and recreational space.
- Except for limited access by service vehicles, relocate all interior parking to lots at the edges of campus.

2005: An outside consultant has been studying campus and will make recommendations this summer concerning relocation of parking behind academic row.

2006: The outside consultant's report was received and presented to the Board of Trustees in the fall of 2005. Step one – expansion of the Memorial Hall parking lot – took place during the summer of 2006.

- Beginning in 2009, invest approximately \$3,500,000 to relocate maintenance sheds, plant operations functions, and parking to the periphery of the campus, renovating the current plant operations offices for academic, administrative, or student life purposes.

2006: The first part of this initiative has been delayed as the funds were needed to match the unexpected gift received for renovation of the upper two floors of Shankweiler.

However, relocation of plant operations staff may occur sooner than 2009 if an existing property is located and acquired.

2007: We are currently exploring locations for relocated plant operations. The parking lot at Leh and Chew Streets was expanded to add 43 parking spaces and 26 parking spaces were added in the Martin Luther lot.

2008: Through the strategic planning process it was determined that available capital funds are better used for higher priority projects. It was confirmed that relocation of the maintenance sheds remains important but is not as a high a priority as other capital needs. In the interim, landscaping is planned to shield the view of the sheds from the main campus through the Century Arch.

19. Preserve the Campus Tree Legacy.

- With the help of faculty and others, create an ongoing plan for annual tree acquisition and replacements, targeting specific locations on campus and species to be acquired.
- Using a recently completed tree survey, create an annual tree maintenance program to protect the campus tree inventory.

2005: A landscape architect has been engaged to provide a maintenance plan for campus trees and a proposed tree replacement plan. Their report is expected by the end of the summer.

2006: Using the recently completed tree survey by the landscape architect and certified arborist, a number of the sickest and most dangerous trees were removed. After consultation with faculty, replacement species were selected and planted (11 trees). The landscape architect trained grounds staff on proper pruning techniques and will return on an annual basis to help with this effort.

2007: Six dead, sickly or dangerous trees were removed and strategic replanting of four trees occurred. Discussions with Biology faculty continue on appropriate signage to identify trees.

2008: Three dying and sick trees were removed and five new trees were planted. In addition, eighteen trees were planted at The Village.

2009: Five dying and sick trees were removed and three new trees were planted. Major pruning was completed to keep existing trees healthy.

- In a planned tree replacement program, invite faculty and students to consider opportunities for labeling of trees, studying tree maturation processes, observing tree cultivation and management practices, and studying the impact of species diversification.

2006: This Initiative will be addressed once the report has been completed.

20. Develop a “Muhlenberg Village” Through Selective Real Estate Acquisition and Incentives for Faculty Property Acquisition.

- As current budgets permit, acquire strategic properties at fair market value for current and future needs of the College, giving highest priority to acquisition of privately-owned properties within the Institutional and Government Zoning District.

2005: Two properties adjacent to campus are under contract for acquisition.

2006: Properties close to campus were evaluated as they came on the market. Recent acquisitions, 437 N. 23rd Street and 2252 Chew Street, have been used for institutional purposes (student housing, and Multicultural House and Education Abroad Office). The former is a twin housing three apartments outside the I-G Zone and the latter is within the I-G Zone. Also, one house that previously had been staff/faculty housing is being used for students in 2006-07.

2007: Property evaluation will continue for local properties for sale. A house on 22nd Street is currently under an Agreement of Sale. Several houses on Liberty Street have been reviewed but not pursued. Target areas are 23rd Street between Gordon and Liberty and the two remaining houses on Chew Street (next to Public Relations and next to Hillel).

2008: The house at 221 22nd Street was acquired. Several other houses and apartment buildings have been reviewed but not purchased.

2009: The two additional houses mentioned in the 2008 update were rented to employees. The house at 2626 Chew Street is under contract with settlement to occur in June or July.

- Beginning in 2009, create incentives for faculty and staff to purchase or rent property near the College.

2005: An employee incentive program for property acquisition is scheduled for later in the strategic plan.

2008: In addition to the four houses currently rented to faculty and staff, two more will be available for rental by the end of the Summer 2008.

2009: With the addition of 2626 Chew Street, there will be one more house available for employee rental.

In addition, Flexible Spending Accounts (FSAs) were implemented January 1, 2005. This was originally a Strategic Initiative, but was dropped when we condensed our list of final initiatives.

E. Admissions and Financial Aid

21. Improve Market Research and Refine Marketing Messages and Materials.

- Utilizing in-house capabilities, including market research classes, develop and test updated marketing messages that reflect the College's traditional values and emerging priorities.
- Make better use of current and planned program assessment tools to promote Muhlenberg's strengths and achievements.

Improve the admissions website.

2005: Feedback on the admissions website has been obtained from Student Interns and a focus group conducted by Dr. Chris Borick as part of the Middle States Admissions study. As a result, we have added links from the admissions site to the Multicultural site and to the Student Activities site, changed photographs, and changed our Fact Page to add numerous live links. Student profiles and quotes will be added in fall 2005. We are also considering ongoing student journals or blogs to make the site more lively and interactive.

2006: The Office of Admission has made feedback on the website from Student Interns (as well as specific suggestions for site improvement) a regular part of the spring semester. As a result of such feedback (and focus group work conducted by Dr. Chris Borick as part of the Middle States Self-Study) significant changes have been made to the Admissions site, including more and updated photographs, more links to other parts of the College website, and the addition of student voices speaking directly about their Muhlenberg experience.

2007: Student bloggers made their first appearance on the website for the entire 2006-2007 academic year. In addition, "Mystery Bloggers" (members of the Muhlenberg faculty and staff) made one-time blog contributions in the spring when prospective students were making final college decisions. A student message board open to the entire applicant/inquiry pool was utilized during the month of February, followed by an accepted-students-only message board and discussion board in April. E-newsletters, with links back to the Muhlenberg website, were used throughout the admissions cycle.

2008: We continued the student bloggers with a new group of bloggers that included at least one student blogging from abroad each semester. We continued to update copy and photos on a regular basis.

2009: After a six-month process of assessing the Admissions and College website with student focus groups, and vendor presentations to students and senior staff, the College has launched a major website redesign project with Lipman Hearne. The main homepage and admissions site will be the first areas to be redesigned, with the rest of the site to follow.

Improve admissions publications.

2005: Significant feedback on major admissions publications was collected during spring 2005 from Student Interns, the Middle States Committee, and Dr. Borick's focus group, including the need to update photos, add multicultural photos, and update some of the descriptions of the Lehigh

Valley in some publications. New photos have been taken and are being added to the next cycle of publications, including new and additional multicultural photos and a new campus aerial photo. Finally, the cover designs of admissions materials are being freshened by the CMN design work commissioned by President Helm.

2006: 2005-2006 was a year of improvements to admissions publications based on focus group feedback garnered during our Middle States Self-Study, as well as implementation of the new CMN cover designs. As with the website, regular feedback from both Student Interns and Tour Guides has been made an annual part of evaluating and improving publications.

2007: New publications were developed to promote Study Abroad and the R.J. Fellows Program. The Dana Program brochure was significantly updated, as were numerous academic department brochures. A new "Student Habitats" brochure was produced. Photos were updated in all brochures, and student feedback on publications was sought through Tour Guides and Student Admissions Interns.

2008: We worked with a local designer and a group of current students to completely redesign the Viewbook. All other major admissions publications also were updated. In addition, a new, more colorful format for academic departmental brochures was developed.

2009: Admissions publications continue to be refreshed annually with photos and updated information. Once the web redesign is completed, we will consider converting admissions publications to a new design format that is complementary to the web redesign.

Engage in greater segmentation of marketing messages.

2005: Associate Director of Admissions Jenny McLarin has begun meeting with the highest-volume academic departments to update both information and format of departmental pages, as well as trying to recast that information in terms of benefits to students, rather than simply features of the department. That project will continue this coming year and move to additional departments. Mr. Chris Hooker-Haring worked with the Science Division to develop a full-color "Natural and Mathematical Sciences" divisional brochure. Such a brochure could become a prototype for other divisions as well if there is faculty interest. Departmental websites are another opportunity to strengthen our marketing segmentation that lies ahead.

2006: Updates to the program pages of our highest volume academic programs were completed during the past year. In addition, the successful targeted e-mail campaign used with Dana recruits a year ago was expanded to include R.J. Fellows and Muhlenberg Scholars during the past admissions cycle. Finally, a Multicultural Ambassadors program was launched which included an e-mail campaign directed at multicultural students, as well as an on-campus hosting program for multicultural students.

2007: In-depth market research into male/female differences in perspective on the College was accomplished through a second round of Admitted Student Questionnaire research. That will be repeated this summer in order to compare results for consistency.

2008: We continued segmentation with regard to arts students, multicultural students, student-athletes, science students, A-List students, honors program students, etc. At this point, in addition to our macro messages, we are able to broadcast a variety of micro messages as well.

2009: We continued the market segmentation efforts that were extended in 2008 and concentrated greater emphasis on segmentation, especially in the spring yield portion of the admissions cycle. We enjoyed greater current student involvement in this effort this year, both in handwritten snail mail notes and in web e-mailed messages.

Augment current market research in order to further develop and segment marketing messages.

2005: Dean Hooker-Haring has met with Dr. Chris Borick to discuss market research projects that would augment the information currently being generated by the Admitted Student Questionnaire (ASQ).

2006: As a follow up to the just-past admissions cycle, the ASQ data is being segmented by male/female, as well as the typical enrolled/non-enrolled data. This will give us a chance to examine whether male and female views of the College differ widely (if at all). Dean Hooker-Haring and Dr. Chris Borick continue to meet to discuss other possible market research projects relative to the admissions effort.

2007: See 2007 entry regarding additional ASQ research above.

2008: This is ongoing via the Admitted Student Questionnaire, current student focus groups, and some of the data culled via the CIRP, NSSE, etc. This year, for the first time, we also used Rapid Insight software to do predictive modeling with our applicant pool in terms of predicting potential to enroll accepted students.

2009: All of the efforts mentioned in 2008 were continued. In addition, Lipman Hearne conducted a day of on-campus focus group work with students, faculty and staff in preparation for the redesign and messaging surrounding the new website development.

22. Continue to improve campus visits and personal relationships as cornerstones of the admissions recruiting program.

- Create additional ways of intensifying the sense of relationship with prospective students.

Continue to train new staff members to “treat students better.” Reinforce the importance of that goal for continuing staff members.

2005: The “treat students better” goal was part of all staff evaluation discussions this spring and a topic of the early summer Staff Retreat in order to keep it “front and center” in the staff’s thinking.

2006: This continues to be a central theme of staff evaluations, staff retreat discussions, etc.

2007: Two new staff members joined the admissions staff this year, and were trained in the “treat students better” philosophy. Ongoing staff training and development regarding the need for warm hospitality for all campus visitors continues.

2008: The "treat students better" culture is now deeply felt and acted out by the admissions staff. We also share that culture with Tour Guides and student Campus Delegates as a part of their training.

2009: The "treat students better" culture continues to be deeply embedded as our guiding staff philosophy. Our Board of Observers visit reinforced the importance of the campus visit and the "treat students better" philosophy as central to Muhlenberg's admissions success.

Develop a "how did we serve you" survey vehicle to solicit feedback from prospective students and parents while an admissions cycle is still in process. Use that in addition to the ASQ to inform our training and approaches.

2005: Admissions asked its Student Interns to attempt to develop such an instrument this spring, asking for their feedback about the kinds of questions they would want/expect to be asked after a campus visit. Admissions is now considering their input and expect to have a brief survey instrument ready to use by no later than September 2005.

2006: We had intended to begin use of this survey in 2005. Instead, it will be implemented for the first time in summer of 2006.

2007: This winter/spring we launched our survey instrument that gathers data about the quality of campus visits and are working with Dr. Kathy Haring to tally and interpret results. This will further inform Tour Guide and Campus Host training.

2008: We began to implement this vehicle last year, but the 2008 cycle was the first full year of implementation. The results are collated by the Director of Institutional Research on a monthly basis and shared with the admissions staff and tour guides for training and self-education. As a result of survey feedback, we focused more of this year's tour guide training on understanding individual academic programs.

2009: We continued use of the vehicle developed in cooperation with the Office of Institutional Research to evaluate campus visits, and we used feedback from the cards to strengthen staff, Tour Guide and Campus Delegate training.

- Further strengthen the Tour Guide and Campus Hosts program.

Work with Tour Guides and Campus Hosts to improve an already successful program through better information, ongoing training, mentor programs, etc.

2005: Significant attention has been paid this year to upgrading training and mentoring for Campus Hosts, to which a Mentor program similar to that for Tour Guides has been added, as well as monthly meetings for ongoing training, updates, addressing problems or questions, etc. A Campus Delegate (Host) of the Month program similar to the Tour Guide of the Month has been added, as well as a monthly CD Newsletter (as for Tour Guides). A two-way evaluation process has been instituted for daylong and overnight visits.

2006: All of the above have been instituted and/or strengthened during the past year. Feedback indicates that the campus visit experience was an important part of our significant jump in Regular Decision yield (from 15.5% to 19.4%) during the past admissions cycle.

2007: Ongoing training with Tour Guides and Campus Hosts continues. Campus Host training has been broken down into small group training in order to reach our Campus Hosts more effectively and personally. Newsletters, e-mails, and in-person training continues for both groups – now also informed by the Visitor Survey results we are receiving.

2008: We have intensified training for both student groups on an ongoing basis, and have used the survey results mentioned in the previous bullet point to focus training more tightly where it is needed.

2009: We continued intensive training efforts and made even greater use of our Tour Guide Mentor student board to provide ongoing feedback, both to the professional staff and to Tour Guides.

- Target top recruits with additional personal attention.

Continue the practice of each staff member developing an A-List of top students for special targeted efforts at personalization and relationship-building.

2005: This spring, Admissions added a student-to-student e-mail campaign directed at prospective Dana Scholars. A small number of current Dana students e-mailed prospective Dana students, offering to answer questions, etc. In a number of cases, a lively correspondence ensued, and this year 32 Dana Scholars enrolled, as compared to 24-26 in the recent past. Other groups will be added to the e-mail campaign in the next admissions cycle (i.e., multicultural students, Muhlenberg Scholars, R.J. Fellows, etc.).

2006: This practice continued, in addition to the special e-mail campaigns directed at Dana, Muhlenberg Scholar, R.J. Fellow, and multicultural recruits described earlier in this update.

2007: Our personal cultivation of A-List students, Honors Program students, and multicultural students continues. This effort is greatly aided by the proactive efforts of many of our academic departments to contact and cultivate accepted students (based on academic major preference lists supplied by Admissions) each spring.

2008: This practice continues and is being augmented via student-to-student contact from each of our honors programs, multicultural students, etc.

2009: This continued as part of the more intensive segmentation and cultivation efforts described above.

23. Make the SAT-Optional Admissions Policy Permanent.

- Present this proposal to the Academic Policy Committee, the faculty and the Trustees for review.

2005: The Middle States Task Force on Admissions considered the SAT-Optional program, among other aspects of the admissions program, this spring. They seemed satisfied that it was working as intended and not doing any harm to the College. Given that they did not seem inclined to change the program (and did not offer any recommendation to do so), the policy and data will

go to the faculty Academic Policy Committee for review, then to the full faculty, then to the Educational Policies and Faculty Affairs Committee of the Board, and finally to the full Board for approval. This process will begin in September 2005 with the presentation of data to the faculty's Academic Policy Committee and a recommendation to make the program permanent. The hope is to have the entire process completed within the next academic year.

2006: Preliminary data on our SAT-optional policy was presented to faculty in spring of 2003. At that time, no action was taken due to the fact of a new president about to arrive on campus and the desire to include him in the conversation about SAT policy. Since that time, the SAT-optional policy has been reviewed by the President's Planning Group and President's Staff as part of the strategic planning process. It was then addressed by the Middle States Self-Study Committee and the Middle States Visiting Committee, as well. Having passed muster at each step along the way, the policy now goes back to APC, the faculty and the Trustees for final review. This process will begin with submission of data to APC in September 2006.

2007: Having been reviewed positively by both PPG and the Middle States Review Committee, our SAT Optional Admissions Policy was scheduled to go to APC this year for review and then on to the faculty and Board. The APC curriculum review delayed that, but the policy will be in front of APC for their review in the coming year.

2008: We are waiting for APC to finish their work on the new curriculum before taking this back to APC. This year, data on this program was shared with our Board of Observers.

2009: The SAT-Optional admissions policy passed muster with the Board of Observers. APC consideration still awaits resolution of the curriculum reform issue.

24. Expand Program-Specific Student Recruitment.

- The College will budget incremental funds to facilitate one or more such departmental or divisional initiatives each year.

Invite one faculty member per year to be involved with admissions to deepen and strengthen recruitment efforts for that department.

2005: The department (political science) and potential invitee (Dr. Jack Gambino) have been identified, and an invitation has been issued. Dean Hooker-Haring and Ms. Jenny McLarin are working to develop plans that can be shared with the faculty recruiter to strengthen recruitment efforts for the department, including new departmental page, strengthened departmental website, department-specific recruiting events, etc.

2006: Dr. Jack Gambino of the political science department worked with Admissions during the past year on this initiative. It resulted in an updated and improved departmental page for student recruitment, improvements to the political science website (still being implemented), and an essay contest to which applicants with an interest in majoring in political science were invited to enter. Having spent one year working with political science, the President, Admissions and political science are considering whether a second year of focused work might result in permanent

improvements in the recruitment culture within that department. This question will be resolved before end of summer 2006.

2007: After a year of working with the Political Science department, the Faculty Fellows Program did not happen this year. After review, that program will not continue in its current form, and that budget will be diverted to support the Senior Year Experience programming.

2008: While we continue to work with both departments and divisions on program-specific recruitment, the Faculty Fellows program was discontinued in favor of broader and more general program-specific recruitment options.

2009: The “Faculty Fellows” program was discontinued in favor of working with departments more generally on program-specific recruitment.

25. Increase enrollment of multicultural students to at least 10% of the student body by 2009.

- Beginning in FY’07, increase the financial aid budget each year to accommodate a 75% increase in Prep-for-Prep enrollments, increasing from four students per class to seven students per class by year four.
- Work closely with faculty, staff and students to develop strategies for recruitment of multicultural students from the Lehigh Valley and beyond.

2005: The College will begin making an additional financial aid investment in multicultural recruitment in FY’06. In the meantime, we hosted group visits from Prep for Prep (14 students) and TEAK (12 students) this spring. We will continue to work with both foundations, as well as with other agencies that guide multicultural students to build multicultural enrollments.

2006: Although our Prep for Prep enrollments did not grow in the class that entered in Fall ’06, overall multicultural enrollments did grow substantially (from 6.6% of the class in ’05 to 9.1% in ’06). Admissions continued very focused work with such organizations as Prep for Prep, TEAK, Aspira, Arts Sanctuary, Philly Futures and LEDA. The addition of the Multicultural Ambassadors program and the announcement of intention to establish a Multicultural Center on campus both contributed to recruitment success. The number of African American students (18) and Hispanic students (23) in the entering class both set records.

2007: This was the second year of implementation of our Multicultural Ambassadors Program. In addition, we hosted a large Prep for Prep group visiting this spring, and are working with additional foundations that provide college counseling for talented students of color (TEAK, Philly Futures, CHAMP, Aspira, etc.). Finally, a portion of our January Tour Guide training day took place in the new Multicultural Center as a part of better informing all Tour Guides about multicultural issues and resources on campus.

2008: Initially, the Strategic Plan targeted special financial aid dollars (an increase over current budget) to this effort. Those dollars have now been redirected in the update of the Plan, but the very targeted and energetic efforts to increase the representation of multicultural students in the incoming class continue and are being increased. Relationships with Prep for Prep, TEAK, LEDA, etc. continue. A special effort this year with Secondary School for Research in Brooklyn (which will result in three students in the incoming class) may provide a model for future

individual school relationships. The incoming class is expected to include approximately 8.5% multicultural students – still not where we want to be, but the efforts continue.

2009: While the entering first-year class for fall 2009 will likely be approximately 9.5% students of color, not quite the 10% target, a number of recently developed programs – Muhlenberg/Research “Posse,” NSF SIMS Program, relationships with Prep for Prep, TEAK, etc. – continue to bear a bit more fruit each admissions cycle.

F. Development and Alumni Relations

26. Increase Private Support from Individuals.

2005: The Kresge Foundation challenge was successfully completed before the August 1, 2005, deadline. The Muhlenberg Fund operation is fully staffed for the first time in six months. We’ve received over \$2,100,000 in alumni gifts for the first time. As of June 2005, 872 parents of current students philanthropically supported the College. This donor count is an increase of 51% over last year.

A Leadership Gifts program and structure have been formed and staffed in order to engage an increased number of major donors. A Planned Giving marketing plan has been developed and implemented. Prospect assignments based on electronic screening, past giving, and geographic location have been determined for leadership gift staff.

Initial plans for the expanded campaign have been developed and implementation is underway to secure funding for College strategic initiatives over the next 4 years. A new position responsible for developing and implementing communication and marketing plans and activities that support the College’s comprehensive campaign has been approved.

A new senior class gift campaign concept has been developed. Leaders of the Class of 2006 have already met with staff and planning has begun for next year’s efforts.

2006: The development effort resulted in \$11.7 million in gifts received in Fund Year 2005-2006. This compares to \$7.4 million in Fund Year 2004-2005. The unrestricted fund grew from \$1.43 million to \$1.71 million this year. An aggressive plan has been implemented for the major and planned giving effort that provides clear direction and maximizes available resources to secure support at the \$25,000 or more level.

2007: As of May 18, 2007, the development efforts have resulted in \$6.5 million in gifts to date. This compares to \$7.8 million at the same time last year. Gifts from living individuals (alumni, parents of current students, parents of former student and friends) total \$4.4 million compared to \$2.9 million last year. The unrestricted fund is currently running 10% ahead of last at this time.

The aggressive major and planned giving visitation plan implemented for this year has resulted in an increase of 21.1% in personal visits over a year ago and a 41.7% over two years ago. These visits are focused to maximize available resources to secure support at the \$25,000 or more level.

2008: As of June 30, 2008, the development efforts have resulted in \$12.3 million in gifts to date. This compares to \$9.5 million last year at this time. The considerable growth this year is largely attributable to gifts from the estate of Richard “Doc” Williams ’39 totaling \$6 million. For the third year in a row the unrestricted Muhlenberg Fund set a new record with gifts totaling \$2,011,555. This is an 8.1% increase over last year and a 40% increase since fiscal year 2004-2005. We have secured \$89.5 million toward the \$105 million goal for the Talents Entrusted to our Care – the Campaign for Muhlenberg.

The leadership gift plan continues to gain momentum. In 2003-2004, dollars raised per contact officer totaled \$232,000. In 2006-2007 this total increased by 51% or to \$353,000 per contact officer. The number of meaningful visits increased from 279 in 2003-2004 to 404 in 2006-2007. These numbers dipped slightly in 2007-2008, primarily as a result of staff turnover. Two new Leadership Gift Officers were hired and trained this year and a new position, Planned Giving Officer, was added – also requiring hiring and training. We ended the fiscal year with a full staff in place, trained, and working within a greatly improved metrics and accountability system organizing and reporting on their gift relationship-building activity.

2009: The Talents Entrusted to our Care Campaign has secured \$101,428,382.62 as of June 30, 2009.

Total funds raised in FY 2008-2009 totaled \$7,122,597.83 versus \$12,315,499.20 in the last fund year. Removing the largest gift from each year, \$6,638,071.32 from the Williams Estate in FY 0708 and \$474,526.51 from the Williams Estate FY 0809, total giving for all purposes is \$6,638,071.32 compared to \$6,272,072.10.

The Corporate/Foundation/Government Relations area has secured over \$2 million in awards, an increase of 26.25% over last year. Funding will exclusively support strategic planning efforts supporting the academic program; academic services; co-curricular and extra-curricular life; facilities; and, financial aid. Highlights of these awards include The Harry C. Trexler Trust leadership gift commitment of \$500,000 for the Rehearsal House and a \$95,000 U.S. Department of Education award that will strengthen service learning.

A new faculty/staff campaign initiative will kick off in July 2009, promising to increase the participation rate of our campus contributors to The Muhlenberg Fund and other campaign priorities.

Increased stewardship activities such as the HMMS member listing brochure, monthly HMMS updates from President Helm, The Talents Entrusted to Our Care quarterly campaign newsletter and the pictorial stewardship mailing to LGS members serve to garner interest and gain support for essential capital projects and other fundraising objectives of the College.

27. Strengthen and Expand the Volunteer Network.

2005: We launched the “myMuhlenberg.com” online community; over 3,000 alumni have registered. We are also refocusing the mission of the Alumni Executive Board. New officers have been elected and have begun transformation of the society. A President’s Campaign Advisory Group has been formed. The first meeting will be in early September.

2006: Alumni and parent volunteer opportunities were evaluated. This evaluation resulted in the strengthening of the Alumni Executive Board, Parent Council and Class Fund Chair program.

The President's Campaign Advisory Group was established. This group focused its efforts on examining the current state of the campaign and provided a recommendation on the future of the campaign to the Development Committee of the Board of Trustees.

In its second full year, the Board of Observers continued to offer an excellent opportunity for volunteer involvement.

2007: There are currently thirty-four formal volunteer opportunities for alumni, parents and friends of the Muhlenberg. As in each year, the alumni and parent volunteer opportunities were evaluated, resulting in the strengthening of the Alumni Executive Board, Parent Council and Class Fund Chair program.

The Alumni Executive Board went through by-law revisions to strengthen its mission. The Parent Council has a new focus on engaging our parent constituency. To date, gifts from parents of current students have increased by 88% over last year. With a renewed focus, we have seen an increase in the number of volunteers involved in the reunion effort. The first time a regional club volunteer retreat as well as young alumni volunteer retreat.

In its third full year, the Board of Observers continues to offer an excellent opportunity for volunteer involvement. Currently there are 35 members. Recruitment continues to fill the allotted sixty seats.

2008: The volunteer network continues to gain momentum. The Alumni Executive Board and Parent Council both continued to build on last year's effort to refocus their respective missions. Forty regional volunteers attended the second annual regional club volunteer summit earlier this year.

The Board of Observers continues to be an excellent volunteer opportunity. Currently 44 of the 60 available seats are filled. Three current Observers have been elected to serve on the Board of Trustees and will begin their terms on July 1, 2008.

2009: We implemented a new "Leadership Thank You Call" program through which thirteen volunteers – mostly members of the Development Committee of the Board of Trustees – make two phone calls per month to recent donors with the simple purpose of saying "thank you" for their support.

Through the efforts of the development office, an estimated 500 student and alumni volunteers positively influenced state and federal legislation towards student financial aid and other special topics of concern to liberal arts education. Muhlenberg students actively participated in a Student Lobby Day in Harrisburg on March 24, 2009 speaking with senators and representatives for student access to state financial aid funds.

A ten-member faculty/staff advisory committee is being formed and will encourage participation in the fall 2009 Faculty/Staff campaign.

The Alumni Office initiated a blast e-mail to advertise openings on the Alumni Board. As a result, a record 47 applications were received for the six open seats voted upon at the April 2009 Alumni Board meeting.

A successful third annual regional Alumni Club Summit featured team-building exercises and a presentation by Cardinal Keys highlighting their role in the College and brainstorming ideas for improved collaboration between the Keys and regional clubs.

The Nominating Committee of the Alumni Board created an on-boarding program for new Alumni Board members, to be implemented in FY09-10.

The Parents Council reached 79 members for this academic year.

The Board of Observers continues to be an excellent volunteer opportunity. Currently 45 of the 60 available seats are filled.

28. Create an Alumni Center on Campus.

2005: A land use study is being completed to assist in identifying the best location and facility for the alumni house.

2006: This initiative is currently on hold until the College can identify a suitable property or location to house an alumni center.

2008: This initiative continues to be on hold until the College can identify a suitable property or location to house an alumni center.

2009: This initiative continues to be on hold: conversations regarding space for alumni visitors have increased in frequency with the arrival of Jenny McLarin, the College's Alumni Relations Director.

G. Muhlenberg and the Community

29. Develop and nurture mutually beneficial partnerships with other cultural and educational institutions, with local government, with other local organizations, and with neighboring businesses and individuals to improve the quality of life for our students, faculty, and staff and the broader community.

- Collaborate with the LVAIC Consortium to provide wider student social options, realize cost savings, and explore other opportunities.

2005: The Lehigh Valley Association of Independent Colleges, of which Muhlenberg is a member, reports a realized aggregate cost avoidance for LVAIC membership in 2004-2005 of \$3.2 million, of which \$1 million is health benefits savings. LVAIC was also awarded grant monies for an online access program for libraries in which Muhlenberg participated. As noted above in

Initiative #14, we also continue to work with LVAIC to provide our students with a wider variety of social activity options.

2006: LVAIC reports a realized aggregate cost avoidance for its membership in 2005-2006 of \$3.2 million, of which \$540,000 is health benefits savings. The College also collaborated with LVAIC partners in workshops on hiring practices aimed at increasing diversity, and on racism awareness.

2007: LVAIC reports a realized aggregate cost avoidance for its membership in 2006-2007 of \$3.16 million, of which \$350,000 is health benefits savings. The College also collaborated with LVAIC partners on the development of a campus sustainability venture; helped launch the Lehigh Valley Research Consortium; and sponsored the expansion of bandwidth to enable technology partnerships with area school districts and business and service organizations.

2008: LVAIC reports a realized aggregate cost avoidance for its membership in 2006-2007 of \$3.1 million, of which \$350,000 is health benefits savings.

2009: We continue to collaborate with LVAIC for cost avoidance and savings on a variety of contracts and health insurance; in addition, programming (such as retirement planning) was offered to employees of all LVAIC institutions. Muhlenberg also collaborated with LVAIC partners and member campuses on the development of a successful Sustainability Conference. Muhlenberg continued participation in such programs, including the Lehigh Valley Collegiate Career Expo, LVAIC-sponsored Student Symposia, the annual Guidance Counselor's tour and LVAIC-sponsored Student Summer Study Abroad Program. Muhlenberg has also been participating in exploring potential collaboration in the areas of sustainability, energy, and libraries.

- Participate in economic development efforts, specifically in the 19th Street area neighboring the campus and particularly targeting the development of retail and entertainment enterprises that will be appealing to students.

2005: We have worked on the 19th Street initiative and developed partnerships with the community, including the Chamber of Commerce, Lehigh County, 19th Street corridor merchants, city agencies and local business leaders. We worked with the Chamber to develop the "passport" program for 19th Street, a marketing and promotions effort. We also developed the first "merchant map" of the area and produced the first 19th Street Festival in April 2005.

Currently, the College is trying to assist local merchants in forming a merchants association. The College obtained a grant from the City to start the passport program and a grant from State Senator Pat Browne, which will help fund the planning stages of the merchants association. The merchants association will then be allowed to compete for county and state grants, including a Main Street grant, which provides money for streetscape, renovation projects and marketing/promotions.

2006: The Merchants Association is up and running, and has received a Main Street Visioning Grant. In addition the ongoing efforts mentioned above, the College has also partnered with the 19th Street Theatre to host the Muhlenberg 19th Street Film Forum, offering more than 20 post-film faculty discussions. The College has also co-sponsored the second annual 19th Street Festival, bringing music, theatre and entertainment to the area on a Sunday in April.

2007: The College co-sponsored the third annual 19th Street Festival, sponsored half of the cost of the Lehigh Fellow, and continues to work on banners, trash cans, street lights and plantings. We are also seeking grants for streetscape items, including sidewalks and lighting. The College has been instrumental in helping the area gain grants and also setting up a 501-c3 through the Chamber of Commerce.

2008: The College paid for a marketing intern for the West End Alliance. The intern worked with merchants to develop materials to promote the 19th Street Area. She also planned the street festival, only to have it cancelled by the merchants. The West End Alliance now has an official board of directors and Mike Bruckner is a member of the board. The group is incorporated and continues to seek 501(c)3 status.

2009: The state has approved \$1.5 million in grant money to match development projects in the West End district. The West End Alliance has \$30,000 in grant money that is going toward a planning grant by Derck and Edson of Harrisburg. This will look at parking, streetscape and marketing of the area. Oktoberfest was a huge success. The College was a founding partner in the St. Patrick's Day half-marathon, which was also a big success. Both events will occur again this year.

- Seek out and develop collaborative agreements with local institutions, such as the agreement with Allentown Museum of Art reached in May, 2004; the Wescoe School Community Scholarships; collaborations with the Allentown Police Department; and participation in the Bio-Terrorism Task Force.

2005: Muhlenberg is in negotiations to strengthen an existing relationship with the Lehigh Valley Chamber Orchestra, the College's Orchestra in Residence, to provide deeper learning opportunities for our students. The College donates dozens of computers each year to churches and school districts. The Jefferson School Partnership, the Pine Brook Children's Home Holiday Party, the Lehigh Valley Hospital/Muhlenberg College/Caring Place partnership, the VITA tax program, 10,000 Villages, donations for the Lost Boys of Sudan, and donations for Habitat for Humanity are other examples of Muhlenberg's commitment to the Lehigh Valley.

2006: Last year, over 1,400 Muhlenberg students did service or philanthropic work for 110 local and national agencies and raised nearly \$88,000 for charities around the world. Muhlenberg students financially aided 16 local agencies and 13 national agencies.

2008: The College will offer three Wescoe School course scholarships to students from Allen High School and three additional scholarships to students from Dieruff High School as part of a donation agreement with the Allentown School District. The Wescoe School also hosted its first Iraq war veteran through the Wounded Warriors program. Over 200 recycled computers have been donated to local non-profit agencies.

2009: The College will once again offer three summer course scholarships to Allen High School students and three scholarships to Dieruff High School students. The Wescoe School will also participate in the Yellow Ribbon project for veterans.

- Maintain regular and positive communications with the College's immediate neighbors, providing relevant information about the College's plans, activities and programs open to the public.

2005: The Office of Public Relations sends letters to the neighbors and the beginning of each academic year and again in the weeks before Commencement, alerting them to increased traffic and parking issues. Neighbors also receive a copy of the College's Cultural Calendar, and this year will receive a copy of the 19th Street Passport and a Campus Safety refrigerator magnet.

2006: In addition to regular updates, President Helm wrote neighbors a substantive letter detailing the College's plans for expanding on-campus parking, creating more campus housing for students, and enlisting campus organizations in neighborhood clean-ups. Response has been extremely positive, and the Muhlenberg Watch Association voted not to oppose the College's request for a zoning variance in the construction of its newest residence hall. We also donated funds for an infrared camera that helps the Allentown Fire Department see through heavy smoke and locate victims in a fire.

2007: We continue regular correspondence to the neighbors for construction updates, school opening and Commencement.

2008: We continue regular correspondence to the neighbors for construction updates, school opening and Commencement. Aaron Bova and Mike Bruckner did a "walk around" the neighborhood and identified neighbor concerns in our off-campus residences. All of the concerns were minor and all have been addressed. The largest problems were in non-college owned properties and properties where no students were living.

The College donated \$10,000 to the Allentown Police Department for a special communications device that works in hostage situations.

2009: We keep all neighbors informed about major events and activities on campus. We send a note out before move-in day and before Commencement and we alerted them this spring about impending construction projects.

- Produce a publication "Muhlenberg and Its Neighbors," which will communicate to our neighbors the College's multiple and substantial contributions to the Lehigh Valley.

2005: The publication was produced in fall 2004.

2006: A new edition is in preparation for publication in the fall of 2006. In addition, Dr. Jeff Pooley's Print Communications class wrote and produced the popular "Living Here in Allentown" – a guide to the city's history, attractions, shopping, and restaurants – which was shared with all prospective freshman, current students, faculty, and staff, and with members of the community. The City of Allentown has already placed an advance order for 200 copies of the second edition.

2007: A second edition of "Muhlenberg and Its Neighbors" was completed. Plans are in place to update the brochure every two to three years.

2008: The second edition of "Living Here in Allentown" was published and the launch party was attended by more than 600 people at the Allentown Brew Works.

2009: A third edition of "Muhlenberg and Its Neighbors" is planned for Summer 2009.

- Continue to support and expand the College's substantial outreach program of student volunteer service in the community.

2005: This year Muhlenberg College has continued its growth and involvement into the surrounding community. A new program with Lehigh County Probation office and the Impact Project was created. Muhlenberg was recognized as an outstanding partner for the work the students did with youth on probation. In the spring, eleven students were trained by the state to volunteer as counselors in a soon-to-be-opened HIV clinic in the City. In addition to self-initiated individual and group projects, almost every athletic team hosts a fundraiser or works in the local community: for example, the women's softball team sponsors a walk for breast cancer and the men's basketball team works in the local school system with the Dream to Read program.

2006: In addition to the facts and figures quoted in the above paragraphs, the VITA program helped Allentown's poorest citizens recoup over \$1.1 million in tax refunds; we also finished the second year of the Service Learning curriculum development grant from Andrew W. Mellon Foundation.

2007: The broader campus community continues to embrace civic engagement and training students to motivate, educate and lead their peers is invaluable. With the formalization of service learning on campus through the Mellon development grant and the addition of new co-curricular opportunities, contract between the Community Service Office and the faculty continues to grow. With an updated website, the Office was able to share more information with the campus, and continues to be a valuable source for involving students in service work. This year, students worked with over 100 partner agencies and raised over \$86,500 through both on- and off-campus events to benefit a variety of charities and programs.

2008: Seventeen courses included a community-based component; while the extent to which each involved community varied, all the courses had some sort of community outcome. The Office of Community Service and Civic Engagement focused upon development of student leaders within the context of community work, placing emphasis on consistent commitment to weekly community placements and the community partners noted a difference in continuity: students were more dedicated to their projects and communicated when they could not attend their weekly obligations. The Office coordinated several leadership trainings (both on and off campus) for student leaders and volunteers. These trainings focused on community leadership and multiculturalism. Students were encouraged to incorporate civic opportunities within the context of community based work and philanthropy; as a result, several philanthropic events included a letter-writing component or other activism. A successful Get Out the Vote campaign raised awareness of primary elections and registered almost 25% of the campus to vote. The Office collaborated with our faculty colleagues for various events, presentations, and courses.

Encouraging a broader understanding of non-profit organizations, we collaborated to bring community leaders on campus to discuss their involvement. Different student groups hosted educational events to address topics of low-income housing and food security. While the final numbers are not yet tallied, it appears that 55% of the student body this year participated in some sort of community-based activity with 1200 students' hours counted. These students volunteered approximately 30,000 hours throughout the course of the year through either course-based or co-curricular involvement. Campus philanthropic activities also garnered \$100,000, which was distributed to various local and national community agencies.

The VITA program continues to be a success. The Dean of Students' office added a weekly shuttle to downtown restaurants, which was quite successful.

2009: The College offered twenty-three service-learning courses this year, engaging 335 students in 6,289 hours of community-based work. Overall, there were 277 students who performed at least twenty hours of volunteer work, with almost 1,200 students performing 30,000 hours of community service. The campus community also raised \$102,000 for Lehigh Valley community organizations this year.