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

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

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

2012: The new Academic Instructional Designer partnered with OIT, librarians, FCT, CCIT, and the Associate Dean for Institutional Assessment to support new and existing instructional technologies across campus, specifically ePortfolios, iPad use in the classroom, and student response systems. She consulted with individual faculty to support more interactive uses of Blackboard and met with academic departments to outline instructional technology needs. Her newsletter and web page resources showcased specific technologies and highlighted best practices in their use.

2013: Ali Herb continues to be an invaluable addition to our ITProvost’s Office staff. She participates fully in the following activities: Board Retreat, Online Task Force, Cluster Workshop, Common Hour FCT presentations, and Parent’s Council presentations. She has won the confidence of the faculty and will be instrumental in the implementation of e-portfolios, now a required part of the culminating experience for Business majors.

2014: After the resignation of the Academic Instructional Designer in July 2013, her work was supported by members of the IT staff, particularly the Digital Cultures Media Assistant, who partnered with the Dean of Institutional Assessment and Academic Planning on several faculty workshops on digital tools. A search to fill the position was completed and the new Instructional Design Consultant will begin work in July 2014.

Forecast: CCIT will evolve into the new digital learning committee. After a summer CCIT retreat, Lora Taub is convening members of a new digital learning team to
effectively network our knowledge and capacity to support digital learning. Two faculty, Hobbs and Albert, are developing hybrid blended versions of their humanities courses for spring 2015 with the support of digital learning funds. And Muhlenberg will be part of multiple Teagle proposals for LVAIC digital learning initiatives.

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

2011: Information literacy has been an important topic in the conversation with candidates for the Director of Trexler Library.

2012: The Information Literacy Librarian has had disciplinary information literacy conversations with Psychology and Education this past year. Overall library instruction has increased through an ‘embedded librarian’ program to enhance information literacy and research skills within courses. Expanding these information literacy efforts in a more formalized approach will be an integral component of the upcoming strategic plan for the library.

2013: Information literacy integration has reached a more mature stage of development. The key definitions, and principles are now clear and available on the Trexler Library website: http://www.muhlenberg.edu/library/about/informationliteracy.html

The next stage in this process will be to make sure that we have evidence of implementation of this important concept for our Middle States Self-Study Report, which we must begin in 2013-14.

2014: The Information Literacy Librarian collaborated with the Dean of Institutional Assessment and Academic Planning and the Chair of the Media and Communication department to design and conduct an assessment of student information literacy skills across the curriculum. The study included measures of student and faculty perceptions of student skills and research experiences, as well as an evaluation of student work.

Trexler Library was one of 75 institutions accepted into the Association of College & Research Libraries Assessment in Action program which includes a self-designed assessment project. The team representing Muhlenberg is led by the Information Literacy and Assessment Librarian, Dean of Assessment and Academic Planning, and a faculty member. The project examines information literacy across disciplines and class levels. This competitive program provides learning communities to share information and ideas; additionally, it also requires participants to present their results at various national conferences.

Forecast: Information literacy is experiencing significant changes through two external fronts as Association of College & Research Libraries creates a new
framework for information literacy and Middle States is revising their Characteristics of Excellence. Additionally, with Muhlenberg’s membership in the Pennsylvania Consortium for Liberal Arts, there will be opportunities to cross integrate information literacy.

1.3 Rebuild the Library Collection (50% of request)

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

2011: The 50% allocation allowed the library to maintain the current collection. However, with the subsequent budget cut of 1.5%, the library has had to make strategic decisions about the collection, resulting in cuts to databases, books, continuations, serials, and electronic services.

2012: The library continues to improve the strength of the collection, having increased Bowker Book Analysis Recommended Core Titles holdings from 20.5% (13,142 of 64,145 recommended core titles) in 2008 to 28.2% (18,095) today. This past year, the library has added over 22,000 e-books to the library collection, providing increased access to resources. Although the library has made good progress in this area, rising costs have forced the library to make difficult, but strategic, cuts in several electronic resources, print serials, continuations, and electronic services.

2013: The number of e-books to which Trexler patrons have access is continually expanding. The link to the Springer e-books contains more than 10,000 titles. http://library.muhlenberg.edu/search/?searchtype=X&SORT=D&searcharg=Springer+Complete+Collection+2011-12+

We need to make our e-book holdings, and the process of accessing them, more visible. Trexler Library Director Tina Hertel made one presentation at a faculty meeting, but we need to do more to demonstrate the breadth and quality of these holdings.

2014: Continue to utilize tools such as the Bowker Book Analysis to ensure core titles are added to the print and electronic collection. Trexler Library is using a variety of ways to develop the ebook collection effectively, including implementing Demand Driven Acquisition options. One Demand Driven Acquisition program that was implemented is a LVAIC Patron Demand Acquisition program that not only serves our local consortium, but is also be used as a model for other consortia ebook programs. The program began with a consortial contribution of $30,000, with Muhlenberg's portion being $2,500. The program has grown where collectively LVAIC spends approximately $43,000, with Muhlenberg's portion being approximately $5,000. The current pool of titles is approximately 22,000 ebook titles, with about 1,300 books purchased outright or triggered more than once.

Forecast: Due to the success of the LVAIC program, this consortial program is being used as a model for other ebook programs. Future challenges include moving from an
ownership model to a leasing model and how that impacts Library collections. Additionally, universal access through multiple mobile devices needs to be maintained.

1.4 Upgrade/Change Course Management Software & E-portfolios

Determine and implement the best course management software solution for Muhlenberg. Various options include Moodle, an open source product; staying with Blackboard Basic edition; or upgrading to Blackboard Enterprise edition. All options require staff support by OIT. This initiative includes the implementation of software supporting student e-portfolios – electronic documents that enable each student to integrate, share, and reflect upon intellectual and artistic work at Muhlenberg.

2011: A Moodle pilot was conducted during academic year and assessment is in process. An ePortfolio committee of faculty and administrators was formed in early March, with the Associate Dean for Institutional Assessment and the OIT Director as co-chairs. The committee investigated a number of ePortfolio products and then implemented a summer investigative pilot project involving faculty administrators and students. Task Stream software was chosen for the pilot.

The pilot explored ePortfolio functionality for teaching and learning; assessed value for student use as a base repository for work, archiving, version-control, assignment submission, etc.; piloted the data collection, tracking and reporting for Education Department requirements; assessed functionality related to web-based creativity for students, explore functionality; and explored relationship and integration of ePortfoilo to Learning Management Systems – Blackboard and Moodle.

Blackboard Enterprise has been implemented for fall 2011. The College Committee on Information Technology, along with the instructional designer, will monitor which course management software best meets the needs of the College. The newly added instructional designer will become involved in this evaluation starting in the fall. A challenge remains to find one product that will serve multiple departmental needs. In the end it may be that two products are needed to satisfy the needs of these departments.

2012: The Associate Dean of Institutional Assessment and the Academic Instructional Designer (AID) oversaw the development of ePortfolios with three different groups of students – student teachers, Resident Advisors, and summer research students in the sciences. The AID conducted training on the use of WordPress (OpenSource software) for faculty, staff, and students in the pilot programs. Student teachers developed ePortfolios that connected their teaching experience to course work and their resume. ePortfolios were used as part of the RA training to support reflection on daily experiences in the residence hall. Summer research students will be using ePortfolios to outline project goals, maintain a research journal, and reflect on connections between their summer research and course work. Ongoing assessment of student and faculty perceptions of the value of ePortfolios is integrated into all three pilot projects and will inform the next stages of the initiative.

CCIT surveyed faculty during the spring 2012 semester regarding their use and desires for course management systems. Survey responses highlighted the fact that many faculty are
not using (or not aware of) many of the features and functionalities of Blackboard. This points to the need for training and faculty development that highlights features and provides examples of how faculty could integrate them into their courses (e.g., wikis). Most of the respondents were open to changing to a different learning management system but there were many concerns about the “cost” of changing in terms of having to learn a new system, losing materials in Blackboard, and having to create “new” courses in a different system. There appeared to be a consensus that the current Blackboard version should be continued and supported.

2013: There have been multiple FCT workshops in which our faculty have demonstrated and discussed the growing variety of electronic teaching and learning tools that they are experimenting with to enhance active learning. Through the Mellon grant, we now intend to expand faculty capacity to design and teach new courses using these tools, including wikis, blogs, e-portfolios, streaming lectures/flipped classrooms, on-line archives, digital storytelling, clickers, web-based social-learning tools, geospatial mapping, and electronic polling software.

2014: Currently, ePortfolios are developed in multiple programs and courses across campus with student teachers, Resident Advisors, undergraduate researchers in a neuroscience lab, and students in a Media and Communication course. In addition, all Business majors in the class of 2017 will complete an ePortfolio as a component of the major. The Dean of Institutional Assessment partnered with a faculty member and the Digital Cultures Media Assistant on a workshop for faculty interested in integrating ePortfolios into their cluster courses. About twenty faculty attended the session.

Forecast: We are in the process of developing an ePortfolio website that will showcase the programs, majors, and courses that use ePortfolios with links to student models.

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

2011: During the last ten years, a great deal of work has gone into updating Trumbower. Infrastructure projects have included adding air conditioning to the entire building; significant exterior masonry and roof work have also been performed. Renovations have occurred to the Math/Physics offices and classrooms. Several Physics and Chemistry laboratories have been renovated.
Progress continues toward the completion of renovations in Trumbower. In the summer of 2010, two small research labs were combined to produce one larger, more flexible research space. This lab (Trum 312) is the new home for Dr. Marsha Baar’s investigation of microwave enhanced chemistry. The new lab adds slightly over 700 new square feet, and gives Dr. Baar and her students quality space in which to perform their work.

Other work that has been completed recently is the upgrading of Trumbower 246. This lab is used for teaching General Chemistry. A projector, screen, and computer have been added so that this lab can be more effectively used as a teaching laboratory. In addition, more sets of laboratory lockers have been stocked with glassware, enabling the chemistry department to schedule two lab sections at the same time. Having the flexibility to do concurrent sections has made the transition to the new course time grid easier.

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

2012: The engineering study was completed and it calculated the maximum numbers of fume hoods that could be added to the building. Design is now underway to develop plans to renovate three rooms in Trumbower into a single organic laboratory (Trumbower 346) for sixteen students to be finished by the start of classes for Fall 2012.

2013: After careful consideration, the Chemistry Department decided that the best use of space was to add three additional hoods to Trumbower 210, along with a remodel of the space to make it into a multipurpose room accommodating an inorganic lab, additional organic seats to supplement the lab across the hall, and a research lab. This involved work in the attic to allow for the additional hoods on the second floor. The three rooms on the third floor that were to be converted into a single organic laboratory will remain as is for the time being. Eventually, two of the rooms will be converted into a Kitchen Chemistry laboratory (Trumbower 348) with the other room (Trumbower 340) remaining a small research space.

2014: Trumbower 210 was completely remodeled, along with the addition of three fume hoods to make it into a multipurpose room accommodating the inorganic lab with additional organic seats to supplement the lab across the hall. It was finished in time for the start of classes for Fall 2013.

In the future, one of the Third Floor Trumbower rooms will be converted into a Kitchen Chemistry laboratory (Trumbower 348) with the other two rooms (Trumbower 340 & 350) converted into a research lab.

1.6 Expand Wireless Coverage
Expand wireless coverage and capacity on campus from 40% to 100% by the beginning of the second semester of 2012-13; provide guest access; fully integrate security with existing resources with attention to ensuring a viable mobile environment. Acquire and/or develop the means for secure wireless access to materials and communications critical to the mission of the College.
2011: A major revision to provisioning of wireless service (BergWiFi) was completed in January 2011. This revision included guest access services and integration of wireless and wired security resources. Infrastructure work was competed in the summer to expand wireless coverage to 100% for fall 2011. Tools to monitor proactively for quality will be installed and completed by the end of the fall semester. Wireless printing will also be piloted in Ettinger 001 for the fall.

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

2012: 100% wireless coverage (indoor and outdoor) was attained in September 2011. Proactive management for quality was implemented spring 2012. On average 1,600 wireless clients are active on the campus network (typical range is 1,400-1,800 devices). During the spring 2012 semester 71% of all campus network traffic (162 of 229 Terabytes) originated with a wireless device.

Although the library is not directly involved with the networking aspect of wireless connectivity, a major service the library must provide is anywhere, anytime access to library resources and materials. To that end, the library continues to increase the amount of resources that can be accessed electronically. Additionally, the library recently completed a web usability study that has indicated that a focus on mobile technologies and access is needed. The library is evaluating a variety of library systems that will enhance the online experience of a library user.

2013: Campus WiFi service is ubiquitous and robust. On average 1,800 wireless clients are active on the campus network (typical range is 1,600-2,000 devices). During the spring 2013 semester, 70% of all campus network traffic originated with a wireless device. We plan to re-survey all major buildings this summer to review coverage.

2014: Campus WiFi service continues to carry three quarters of campus network traffic. More than 10,000 devices are authenticated to the network, with 2,000+ active at any time. The nature and volume of wifi traffic already far exceeds the design criteria. While our wifi resources are still robust, they will eventually require re-investment to continue to meet the expectations of incoming classes.

1.7 Economic Engagement with the Lehigh Valley

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

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

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1 Implemented only if possible through LVAIC Consortium
2012: The Muhlenberg/Allentown Committee, consisting of College and City representatives, is researching card programs that would work for both the College and local merchants.

2013: A new program, ’Berg Bucks, has replaced Flex Dollars. This program is a partnership with Off Campus Solutions by Sodexo and provides the ability for students, faculty and staff to use funds placed on their Campus ID card at on-campus dining venues, Muhlenberg Dining catering orders, the ’Berg Bookshop, campus laundry equipment and participating off campus merchants.

2014: **Due to support issues encountered by Off Campus Solutions, the ’Berg Bucks program is no longer available for use with off campus merchants as of June 30, 2014. All other parts of the program continue.**

1.8 **Muhlenberg-Allentown Committee**

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

2011: Though the committee has not yet met, we have already made great strides in this area. The committee will meet in fall 2011. We have the framework between the Board of Associates, the community service office, the college chaplains and the public relations office. Vice President Mike Bruckner is on the Allentown 250th committee, as well as the Friends of the Allentown Parks and the West End Alliance. A “Muhlenberg and Its Neighbors” brochure has been produced every three to four years, and this publication is scheduled for fall 2012. We have better relations with the City than ever before. In the past few months, Campus Safety and the Allentown Police Department have collaborated to make the West End safer. Six cameras have been added in the neighborhood adjacent to the College. There is a difficult balance between the College wanting our students to have an urban and multicultural experience in Allentown and our commitment to the safety of our students.

2012: The College has approved availability of five $1,000 stipends per year for a five-year period to help offset closing costs for employees who purchase a house in the Allentown School District. KNBT, Team Capital Bank and Wells Fargo are also on board, offering lower closing costs, other incentives and dedicated individuals to Muhlenberg employees. A “merchant flex card” is still being considered and investigated. The committee also reviewed the “themes of engagement” and has five separate themes. We are matching those with the City of Allentown’s and the College’s Strategic Plans and finding areas of
overlap and areas where we can strengthen partnerships. Transportation, housing, the West End Alliance and the impact of the new arena have also been assessed.

2013: The group was part of the process to help Glenn Gerchman launch the Off Campus Solutions program, which allows faculty, staff and students to use flex cards at various local merchants. The group is also working with the Dean of Students to review and re-design the campus shuttle routes, including expanded downtown routes and routes that take advantage of the new Off Campus Solution partners. Only one person took advantage of the mortgage incentive program, but it will be promoted again in the summer and fall. The Civic Theatre partnership was signed, a summer planning meeting took place, and offices across campus are involved in scheduling various events with the Theatre. Pre-Orientations continue to have two strong programs involved with the city of Allentown. The College continues to have a strong presence with the West End Alliance.

2014: Civic Theatre: We had several student activities films, Muhlenberg Film Society films and the Harry Potter series at the Civic this year. President Helm also screened the movie Troy for his class and the Cardinal Keys had a movie night there as well.

Shuttle Update: The Gray shuttle to Target/Weis has fared quite well. The Cardinal/downtown shuttle has not fared as well. We hope to continue to promote this. President Helm and Dean Green received our request to fund the Cardinal Shuttle for two years. They responded by saying that the shuttle will continue. They did not commit to two years, but said we need to continue to monitor ridership.

Berg Bucks Update: Off Campus Solutions has discontinued its program to have flex dollars available to use with local merchants. The committee is looking at securing a contract with 40-50 restaurants and vendors to offer a 10 or 15% discount to everyone with a Muhlenberg ID. The group discussed a “food festival” on campus, inviting downtown restaurants to campus for a sampling. This is difficult because many of the small restaurants are solo and can’t leave their business. There is also an issue of bringing all the equipment. As an alternative, Glenn Gerchman is going to work with Evan from Sodexo and look into a “Guest Chef” program for some of these restaurateurs.

West End Alliance: Bill McGlinn is the College’s representative on this committee. The College was a founding member of this group. The major project this summer is beautiful new fencing around the Fairgrounds, which will greatly enhance the neighborhood.

New Business:

a) Mules at the Market continues to be a success with the Fairgrounds. There was also a Saturday shuttle to Billy’s Downtown Diner. This was also well attended. We are hoping to do one next year with Los Amigos and/or El Azteca.

b) Erika Sutherland had a downtown “House Hop,” which was very successful and she is organizing another one for this summer.

c) Mike Bruckner noted that he sent out another notice about the College’s mortgage incentive program. This just finished its second year of a five-year commitment.
d) Beth Halpern and Eveily Freeman are getting some “shuttle events” on the calendar for September and October.

e) Beth Halpern agreed to ask Sue Clemens if her class might be willing to take on a digital storytelling project about downtown.

f) Erika Sutherland volunteered to take on a summer project, looking at web links for neighborhood associations and events in Allentown. Mike Bruckner agreed to add the Allentown calendar of events link to Berg Bulletin on a regular basis.

1.9 Reinforce/Expand/Deepen Community Engagement

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

2011:  Expand (transportation possibilities and bi-directional engagement opportunities)

- Reviewed transportation policy with Assistant Treasurer and began work on car policy
- Met with Campus Safety to discuss car placement and policy implementation
- Beginning to review options for vehicle with hopes for Fall implementation
- Hosted many students on campus this spring for visits, including children from South Mountain Middle School, Roosevelt Elementary School and all of the after-school programs with which we work
- Created new database for Community Engagement with overlap with athletics and Greek Life; will explore options for including others as well
- Connected with the Allentown Farmer's Market to host Mules @ the Market

Reinforce (institutionalize academic service-learning and enhance office visibility)

- Finished service-learning learning community and reported back to service-learning faculty regarding progress
- Planned next steps including a manual for faculty new to service-learning regarding pedagogy, enhance the website, etc
- Worked with the Registrar to have fall service-learning courses listed as such in the "notes" section of the online course description
- Produced two newsletters distributed to faculty/staff/community/students
- Purchased items featuring the Office logo to "brand" the office and increase visibility including: staff t-shirts, "We're glad you're here in Allentown" t-shirts, stickers that say I <3 Allentown and bumper stickers
- Established and utilized an enhanced Facebook presence for the Office
• Created a student PR team in charge of Office communications
• Increased subscription of CorkBoard to include more students in addition to faculty, staff and community partners
• Began website redevelopment
• Hosted work-study staff retreat in January to connect students more with Office activities and enhance visibility

Deepen (outcomes-based assessment to measure learning {publicize results}, collaborate with colleagues to create developmental model for community engagement, collaborate with the Multicultural Center to engage campus with issues related to diversity)
• Conducted SP 2010 and AU 2011 written service-learning assessments
• Conducted SP 2011 focus group with students who participated in multiple service-learning courses
• Continued assessing community partner experiences through regular conversations and written assessments
• Conducted assessment with Civic Fellows classes
• Created draft forms of community engagement models for all students and student staff and solicited feedback from students
• Began collaboration on a four-year developmental plan with colleagues from across campus
• Planned and executed the Social Justice Collaborative Leadership retreat and planned for another upcoming retreat for AU 2011

2012: Expand (transportation possibilities; bi-directional engagement opportunities; database capacity)
• Purchased vehicle (August 2011) for Community Engagement Office and sign for assigned parking spot
• Created and approved process for vehicle maintenance, use policy, and driver approval process
• Approved student drivers and increased vehicle usage from fall to spring with car utilized every day of the week
• Hosted more than 350 students on campus through new College Connect program in addition to campus visits from Jefferson Elementary (500 children), all after-school programs at Big for a Day (100 children) and targeted after-school program visits (50).
• Hosted a variety of events geared toward community attendance (e.g., Allentown 250th Birthday Bash, Junior Achievement Young Women’s Symposium, Arcadia Hospice Ceremony, YEA performance, Casa Guadalupe Pa’lante program showcase)
• Created and implemented monthly “Lunch & Such” series (held on campus as a requested change to the “Coffee & Conversation” series from community partners) intended to connect community partners with one another and with faculty; increased attendance to 15-20 people at each event.
• Began database utilization and expanded usage; worked through inevitable bugs in the process throughout the year
• Collaborated with Registrar and Career Services and can now track academic internships with local organizations
Reinforce (institutionalize academic-service-learning/establish standard elements of practice)

- Completed service-learning guide for faculty/staff and community partners [Spring 2012])
- Enhance office visibility
- Maintained “Community Times” bi-annual newsletter, increased subscription to CorkBoard bi-weekly bulletin, enhanced facebook presence with RAVE awards (volunteer of the week) and photos.
- Participated in and presented at orientation, tour guide training, staff managers meeting, Parent’s Council, and Board of Trustees meeting.

Deepen (assessment; developmental models/collaborations)

- Tracking through new database utilization and increased access for students
- End of year reflection of weekly programs conducted through the Office (SP 2012)
- Continued assessment of programs, projects, classes and partnerships through multiple methods
- Continued collaboration on a four-year developmental plan with colleagues from across campus
- Executed fall Social Justice Collaborative Leadership retreat in the autumn of 2011 in collaboration with Multicultural Life. Planned and recruited student participants for a new “Peer 2 Peer” program with similar goals to take place during the 2012-2013 school year in collaboration with Multicultural Life and Residential Services.
- Established a liaison to the Multicultural Council from Community Engagement and professional staff serve on the Multicultural Center Advisory Board

2013: Expand (transportation possibilities; bi-directional engagement opportunities; database capacity)

- worked to implement a Fall 2013 downtown shuttle map/schedule
- continued to host more than 1,000 local public school students through various programs
- hosted a variety of events geared toward community attendance (e.g., Allentown 250th Birthday Bash, Arcadia Hospice Ceremony, Sixth Street Shelter Baby Shower, Regular Conversation Group through The Literacy Center, Casa Guadalupe Pa’lante program showcase)
- continued implementing monthly “Lunch & Such” series intended to connect community partners with one another and with faculty including a mixer in Spring 2013 for faculty, community partners and students
- encouraged and facilitated community partner visits to particular classes (e.g., Arcadia Hospice visited Sociology Class)

Reinforce (institutionalize academic-service-learning/establish standard elements of practice)

- completed and shared service-learning guide for faculty/staff and community partners (Summer 2012)
• new Air Products Community Internship program increases our exposure within local communities and businesses

Deepen (assessment; developmental models/collaborations)
• created an assessment plan for the Office of Community Engagement
• worked with Polling Center to gather data from local residents
• established working student liaisons with the Multicultural Center, Interfaith Council and the Athletic Department.

2014: Expand (transportation possibilities; bi-directional engagement opportunities; database capacity)
• Continued to expand community engagement car usage every day of the week.
• Engaged a taxi service to take students to ESL class this spring when students did not have driver’s licenses.
• Collaborated on Cardinal Shuttle implementation this fall and continue to work on encouraging student use. Created video of route, route maps, and brochures in collaboration with Public Relations, purchased sign standards with chalk board to denote shuttle route and location, instituted two “Mules at the Market” events to both showcase the Farmer’s Market and encourage shuttle usage, planned Billy’s Downtown Diner Brunch to encourage shuttle usage. Sent students on Cardinal Shuttle to volunteer with community partner.
• Continued to host elementary, middle and high school students on campus through a plethora of programming (College Connect, Jefferson Visits, Big for a Day, etc)
• Hosted a variety of events geared toward community attendance (e.g., Habitat for Humanity Volunteer Appreciation Breakfast, Turning Point Vigil, Arcadia Hospice Ceremony, Regular Conversation Group through The Literacy Center, Casa Guadalupe Pa’lante program showcase)
• Continued hosting Lunch & Such series according to community partner feedback, this year with a focus on social identities (race, ethnicity, class etc) and featuring a lecture by Dr. Janine Chi. Series continues to be well-attended with approximately 15 community partners each time.
• Encouraged and facilitated community partner visits to classes

Reinforce (institutionalize academic-service-learning/establish standard elements of practice, enhance Office visibility)
• Maintained “Community Times” bi-annual newsletter, increased subscription to CorkBoard bi-weekly bulletin, continued RAVE weekly awards and increased facebook presence, enhanced Twitter presence through dedicated staff member
• Collaborated with Student Activities to have community engagement programs participate in the “regular” student activities fair this fall (great exposure for student-led engagement opportunities). Hosted a spring engagement fair solely for community engagement activities that was well-attended.
• Increased donations through the Board of Associates and exposure with local community members through participation in the Board. Presentation at
Chamber of Commerce event hosted by Air Products further enhanced Office visibility.

**Deepen (assessment; developmental models/collaborations)**

- Implemented “question of the week” with weekly programs in order to engage students in reflection on a regular basis. Several projects came from these simple assessments.
- Implemented a partner assessment of two programs at Jefferson Elementary School (Shape it Up & Jefferson Arts) to understand better the impact on kids.
- Continued assessment of programs, projects, classes and partnerships through multiple methods
- Currently researching implementation of a survey for all students engaged with local communities
- Deepened involvement with several partners, adding weekly programs and/or projects (e.g., Roosevelt/Jefferson Elementary Schools, Habitat for Humanity of the Lehigh Valley)
- Collaborating with Multicultural Life on Social Justice & Collaborative Leadership Retreat (planned Fall 2014)
- Director taught new cluster course in collaboration with Education Department, “Frameworks of Learning through Community Engagement”

**1.10 Explore Language Teaching Consortium with LVAIC**

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

2011: Arabic I video-conferencing team will test technology in August.

2012: Student evaluations on our Arabic 101 course teleconferenced to five DeSales students were strong – comparable to ratings for all DeSales courses. Proof of concept was established through implementation of technology, pedagogy and student satisfaction. How to attract and stabilize teleconferenced enrollments for less commonly taught languages is not well understood. Though we will not offer a teleconferenced Arabic course this year, we have purchased a new teleconferencing platform, Radvision, that will allow us to teach students in remote locations.

2013: Under LVAIC Director Diane Dimitroff’s leadership, the language initiative has evolved into a broader set of consortial collaborations: cross-registration, learning, teaching and technology summit, and discussions with the Innovation Transfer Network.

2014: Muhlenberg hosted the first LVAIC Digital Tools Workshop on June 4, 2014. Deans Harring and Taub and Dr. Amy Hark worked closely with LVAIC Director Diane Dimitroff and our own OIT staff to make this a very successful professional development day. Dimitroff ended the workshop by announcing the Teagle Foundation Planning Grant that LVAIC received to continue this work. On May 31, 2014 Dr. Judy Parker launched Muhlenberg’s first significantly blended on-line course, Astronomy with an enrollment of 23 students and a net revenue of $15,550.
Forecast: Dr. Lora Taub has received a small grant from LVAIC to develop a Documentary Studies minor. This has the potential to be the first shared LVAIC curriculum open to all LVAIC students as a digital curriculum.

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

2.1 Support Conversion to New General Education Curriculum (when approved)
Once the faculty has approved a new general education curriculum, the Provost will invest in faculty development opportunities to revise existing courses and align them with the newly adopted goals and outcomes. Summer and winter break workshops will provide faculty with the opportunities to research new materials, revise syllabi, and develop assignments that express the new vision of general education within the curriculum.

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

2012: Faculty development work is underway with summer stipends to support development of the Culminating Undergraduate Experience, which was funded in Summer 2012. APC was supported, as well, to develop a plan for cluster development and implementation of the entire plan for the graduating Class of 2017. Now that the new curriculum has been approved, APC is developing an implementation plan which will include: operational definitions for the new elements, faculty development for new courses, and scheduling and registration protocols for the Class of 2017.

2013: Sixty faculty completed a three-day cluster workshop, organized by the Faculty Center for Teaching and supported a $100,000 grant from the Mellon Foundation. Faculty gave high marks to the workshop. The first clusters will be offered to the Class of 2017 during the Spring of 2014. There are still some implementation logistics to be worked out. The first information piece about the clusters has been developed by the Registrar and approved by Chris Hooker-Haring for the Class of 2017. This handout will be included in June advising packets for members of the incoming class.

2014: Seven cluster courses were taught by fourteen faculty members in the spring of 2014. All returning members of the class of 2017 are now registered for clusters for the 2014-15 academic year. Registrar Deborah Tamte-Horan successfully worked through implementation challenges. Muhlenberg received notice from the Mellon
Foundation on June 5 that it would receive a new general education curriculum three-year grant of $427,000.

We continued support of the new curriculum through the January 2014 wiki/blog workshop and the May e-portfolio workshop, where more than 60 faculty participated.

Forecast: The new three-year Mellon Foundation grant in the amount of $428,000, “Achieving Muhlenberg’s Civic and Global Mission” will provide the professional development funds for the Human Diversity and Global Engagement requirement of the new curriculum. It will also provide funds for the development of new MILA courses and opportunities for professional development of Humanities faculty.

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

2011: Orientation for new department chairs has been planned and will take place on August 19, 2011.

2012: As part of ongoing leadership development for department chairs, College Counsel attended a department chair meeting to highlight procedural issues related to faculty evaluations. The Provost’s Office will also be sending a team of new and current chairs (Drs. Michele Deegan, Jane Flood, Chris Kovats-Bernat, and Elizabeth McCain) to the IDEA Department Chair seminar in June 2012. Topics include evaluating teaching, managing conflict, and leadership and team-building. The team will share what they learn at a fall department chair meeting.

2013: Attorney Nancy Conrad provided a workshop for department chairs in October 2012 to once again review institutional values and procedural and risk factors in the evaluation of faculty. Ms. Conrad is scheduled to repeat that workshop at the October 2013 meeting of department chairs. The Provost's Orientation for New Department chairs took place on August 15th, was well-attended and covered a variety of issues: leadership, communication, department culture, conflict resolution, evaluation of faculty, budgets and reimbursable expenses.

2014: The College Attorney again provided a workshop for department chairs at an October meeting to review best practices for faculty evaluation and review. The new department chair orientation in August 2013 focused on a variety of issues: department communication, faculty evaluation, budgets, and professional expenses.

2.3 Faculty Scholarship (50% of request)
Increase summer support for faculty scholarship to allow faculty to bring an invigorated spirit to the classroom as they begin a new academic year. Create a pool of funds to offset research
expenses to be awarded by the Faculty Development and Scholarship Committee (FDSC) on a competitive basis.

2011: Faculty scholarship dollars were stretched further this year, supplementing the FDSC monies for research projects and travel and curricular initiatives.

2012: Faculty research allocations rose again this year by 2.3 percent to $93,000. Proposals continue to be strong, and are vetted by FDSC. For summer 2012, we are supporting 40 faculty with research funds, up from 36 in 2011.

2013: This year we were able to support the research and course development of 38 faculty from 16 different departments during the summer of 2013. Total support is $109,389. We were also able to pay cluster course development stipends to approximately 60 faculty through the Mellon grant.

2014: This year we were able to support the research and course development of 35 faculty from 15 different departments during the summer of 2014. Total support is $117,125.

2.4 Theory to Practice Project

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

2011: In May 2011, 25 faculty participated in a two-day course design workshop facilitated by Barbara Tewksbury from Hamilton College. The session emphasized the importance of aligning assignments with course goals. A key component of the workshop was opportunities for participants to receive feedback from colleagues on their course revisions.

2012: Faculty who participated in the summer 2010 learning community and the 2011 course development workshop shared their course revisions with colleagues at a FCT program in spring 2012. Eleven faculty from across the curriculum (Art, Biology, Religious Studies, Business, Psychology, Political Science, Physics and History) will participate in the second brain-based pedagogy learning community in summer 2012. They will develop new course assignments that are informed by current cognitive and neuroscience research and create a common assessment tool to evaluate student learning.

2013: We submitted a new Theory to Practice Project grant to AAC&U. Our idea was an ambitious project titled “Using Digital Storytelling to Promote Civic Engagement and Community Partnering.” We did not receive funding, but did learn valuable information about which faculty and staff could help conceptualize and anchor future programming and grant-seeking in this area.

2014: While we did not offer a Theory to Practice summer learning community this year, ideas from the two earlier faculty programs that focused on applying the cognitive
and neuroscience research to course development were integrated into the workshops developed to support the implementation of cluster courses in the new General Education curriculum.

2.5 Strengthening Student Research (50% of request)
Expand the current pool of funds for student travel to present, perform or exhibit; fund one additional summer research position (for a total of eight), including stipend, housing and one unit of course credit; provide course relief for a faculty coordinator to provide leadership, including data collection and tracking, and secretarial support for the faculty member.

2011: During the summer of 2011, 51 students were awarded research grants totaling approximately $124,800.

2012: A faculty member who is experienced and respected in student research and is a member of the Council on Undergraduate Research (CUR) was appointed Coordinator of Student Research Information and Dissemination. Reporting to the Dean of the College for Academic Life, this position, funded as an overload, will work closely with on- and off-campus resources to identify and track current and potential research opportunities, as well as enhance visibility of student research. Assessment is a key component of this position. Modest increases to research travel funds were granted. In its second year, the Library Scholars Award accepted 12 faculty nominations for 14 students who had used library resources for research. Three recipients were selected.

2013: This summer the College is supporting 38 summer research students. These students are working with 19 different faculty members from the following programs, biology, biochemistry, chemistry, computer science, English, history, neuroscience and physics and psychology.

The popular and successful Library Scholars Award Program continued, with the selection of two seniors and one junior as recipients. More than $14,000 was granted to 56 students to attend and present at national and local conferences. Seven students were fully funded for summer research, which included costs of credit, housing, and stipends.

2014: The popular and successful Library Scholars Award Program continued, with the selection of two seniors (one in Humanities, one in the Natural Sciences) as recipients. Sixty-nine students were funded to attend and present at national and local conferences. More than $19,800 was spent supporting these students, an increase of almost $6000 (more than 40%) from the previous year. Seven students were fully funded for summer research, which included costs of credit, housing, and stipends. In addition, plans are underway for four more summer grants, as we work with Development.

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

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

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

2012: With the hiring of AJ Barnold ’09, the first part of this initiative is complete. The next update will include details about his data collections, supervisory, and grant renewal work.

2013: AJ Barnold, who started in 2009, accepted a position as assistant soccer coach at another institution. The ARC is searching for a replacement. We are considering the creation of a new position, Director of Students in Transition, which would direct programs aimed at first-year students and seniors. Ms. Jenna Azar, Manager of the Senior Year Experience, is a prime candidate, as she had 99 seniors participate in the Reality MC Program, twice the number from the previous year. She currently has 20 hours per week set aside for SYE manager, and we feel we could ask her to become a full-time employee managing this new position. This had implications of moving from 20 hrs/week to full-time, such as medical and other benefits.

2014: Ms. Jenna Azar, Manager of the Senior Year Experience, was named as the Learning Assistant Program Coordinator in the Academic Resource Center. This made her a full-time employee at the College. Jenna attended two conferences and coordinated student presentations at one of them. The LA program is as strong as ever.

3.2 Conversation about Vocation
Spark a conversation about vocation – an understanding that each person has a call to use his/her particular gifts/skills in service of his/her life and of those around them. Challenge students and employees to ask the "WHY?" questions in various areas of their lives, make the "WHY?"

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2 Initiatives 3.2, 3.3, 3.4, 3.8, 3.10 and the e-portfolio segment of 1.4 will require careful coordination. We envision the first step in the implementation of these steps as the engagement of a student development consultant and the organization of a “learning community” bringing key staff into dialogue about the best way to articulate student development goals and to coordinate relevant programs.
question and to consider vocation a regular part of our campus conversation, and equip students and employees to think in such a way throughout life in order to enhance their decisions and successes.

2011: The initiative is taking shape as part of the four-year developmental program planning, and stand-alone work through small cohorts. Three groups have been approached: Women's Volleyball, the Multicultural Center, and Head Residents/RCs. These groups will work with the Vocation Advisor to identify key issues and concepts, then have two one-hour follow-up sessions, and wrap-up with conversation and assessment aimed at identifying growth and items for future consideration.

2012: Due to Chaplain Bredlau’s departure in October 2011, the vocation initiatives will be picked up and envisioned by Chaplain Isabelle, in collaboration with many individuals and several offices, during the 2012-13 academic year. Chaplain Isabelle will take part in four-year development program planning, with an eye to sparking vocational reflection as appropriate throughout the four years. Programs are also being planned especially for faculty and staff, to begin in Fall 2012. Chaplain Isabelle attended the Vocation of a Lutheran College conference in summer 2012.

The College launched a “Senior Reflections” pilot project providing approximately 60 seniors (who had studied together in six freshman seminars four years earlier) with opportunities to meet with their freshman seminar professors and community partners to reflect upon and discuss the impact of four years of liberal education on their values, personalities, self-awareness, and learning styles. Once the project’s formal evaluation is complete, we will decide about possible continuation or expansion of the pilot program.

2013: Sponsored by the Chaplain’s Office and the Senior Year Experience, the “Living on Purpose” series, a monthly conversation about life’s big questions, featured a faculty or staff member speaking candidly about their vocational path with audiences of students, faculty and staff. Thirty seniors participated in the Senior Reflections program in the spring.

2014: The “Living on Purpose” series featuring faculty and staff speakers continued monthly during the academic year. In addition, one “Living on Purpose: Student Edition” event was held in April, featuring four graduating seniors reflecting on their experiences. Sixty-six seniors and seven faculty members participated in the Senior Reflections program.

3.3 Developmental Model of Career Education
Create a new Muhlenberg model for career education by integrating early and ongoing discussions with students about their career goals through existing relationships with academic advising, pre-health advising, pre-law advising, athletics, academic departments, the Academic Resource Center, and other offices. Increase the hours of the Director of the Senior Year Experience (SYE) from 800 to 1250 per year to enable the Director to fully support the reflection, integration and transition components of the initiative.
2011: Conversations are in progress with Career Center Director Cailin Pachter, Alumni Director Jenny McLarin, and Senior Year Experience Director Julie Ambrose.

2012: The Career Center Director has participated in discussions through the Four-Year Developmental Planning Group. The search for a professional to fill the Senior Year Experience directorship was unsuccessful, and activities such as Reality MC were absorbed into the Career Center. With the retirement of the Pre-Health Advising Director and the Board of Observers Report on the Career Center, proposals for reorganization are underway. The Career Liaison Program with academic departments is in its early stages of implementation, and activities have taken place with the athletics program.

2013: The Career Center was restructured and reorganized in July. A Pre-Professional Advising Office was created, separate from the Career Center, in which the Pre-Professional Advisor (Ms. Cailin Pachter) now manages both pre-health and pre-law students. The Senior Year Experience is now part of the Career Center. We had a successful search for the Manager of the Senior Year Experience, Ms. Jenna Azar, as well as successful searches for the Director (Ms. Alana Albus) and Assistant Director (Ms. Karen Kuczynski) of the Career Center. As a result, the Career Center was voted by its peers to be the Office of the Year, and both Ms. Azar and Ms. Kuczynski were voted Rookies of the Year among staff personnel. Ms. Laura Garland has been promoted to Associate Director of the Career Center. The SYE under Ms. Azar had 99 seniors participate in Reality MC, twice as many students as last year. The reorganization has proven to be effective in its first year.

2014: The Career Center was restructured and reorganized in 2012/13. A Pre-Professional Advising Office was created, separate from the Career Center. The Senior Year Experience continues as part of the Career Center. The SYE under Ms. Jenna Azar had over 100 seniors participate in Reality MC, setting a new record. The Career Center obtained funds to pay stipends in five internships. Staff members from the Career Center have developed modules to assist with the forthcoming Summer Business Institute. The Pre-Professional Office continues to track pre-health and pre-law students and alumni, and a record number of acceptances to medical and law schools was attained.

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

2011: A multi-constituent team was formed and met during the Spring 2011 semester. The group consisted of Julie Ambrose, Laura Edelman, Karen Green, Beth Halpern, Chris Jachimowicz, Trevor Knox, Lee Kolbe, Jenny McLarin, Cailin Pachter, Robin Riley-Casey, Jan Schumacher, and Carol Wilson. Discussion took place around each member’s interest and involvement in the proposed initiative. The group brainstormed what would
occur in five years to demonstrate success. Strategic Initiatives connected to the four-year strategy were reviewed.

Assessment and its uses were briefly discussed. The group agreed to review existing Muhlenberg data with Kathy Harring, and looked briefly at two potential tools: the Student Development Task and Lifestyle Assessment (SDTLA); and the University Learning Outcomes Assessment (UniLOA)

Concerns were raised regarding faculty involvement: Should there be representation from APC? Would that impact the faculty’s view on the work done by the group? Does faculty perceive Student Affairs as having a role in student learning?

Information was shared about St. Olaf’s Main Street Initiative. The group found some interesting similarities to what we are suggesting. Our Senior Year Experience (SYE) was raised as a model in regards to how to get campus wide involvement. Group came back to co-curricular transcripts.

A draft mission was proposed in the group’s final meeting and discussion revolved around creating a framework for others to get behind: to engage students in an intentional, four-year strategy that integrates our students’ collegiate experiences and enhances the College’s commitment to the development of the whole student. A visual concept was drafted by Chris and sent out to the group.

Future efforts include finalizing a Blackboard site to house the group’s resources and host discussions, to work with Dr. Harring in the fall on assessment, and to review pilot programs in the fall.

2012: The Committee worked with SGA to have student representation on the committee. A draft of the white paper on student development was discussed with the senior staff during the Fall 2011 semester. The group spent the Spring 2012 semester reviewing various versions of core competencies/skill maps to determine what would work best at Muhlenberg. The draft has been included for review. The committee worked with Dr. Kathy Harring to include institution-specific questions with the College Senior Survey given to all seniors. The white paper will be finalized once the core competencies/skill map has been finalized.

2013: During the fall semester the Committee facilitated focus groups with students to review the core competencies developed. Additionally, committee members met with colleagues to discuss how they saw their programs and opportunities for students connecting to the core competencies.
During the spring semester the Committee refined the core competencies, developed a format for students, and discussed how to proceed with sharing this work with students, faculty, staff, and prospective students. A final report will be provided to the senior staff during the summer.

2014: During the summer and fall, the final report was refined by members of the committee. It was presented to President Helm and Dean Green in April for review and comment.
3.5 Professional Development for Work/Study Students

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

2011: A working group has met twice and been involved in several emails. We are in the process of putting together a manual for students and a separate manual for supervisors. This manual will be complete by January 2012. We have identified a number of possible "skills" workshops for work study students. We expect these workshops to begin in spring 2012.

2012: Two workshops – Different Ways to Market Events, and Marketing Your Work Study Experiences – were offered during the 2011-12 academic year and five workshops are planned for the 2012-13 academic year. The group also produced manuals for work study students and work study supervisors.

2013: The College offered four different workshops during the 2012-13 academic year, including etiquette and professionalism for first-time work study students (30 attendees); customer service (3 attendees); technology and marketing (915 attendees); and marketing work study experience (20 attendees).

A fifth workshop, dealing with telephone role-playing and dealing with difficult phone calls, was postponed and eventually cancelled due to weather, then scheduling issues. We expect to run similar workshops for the 2013-14 academic year. Updated work study supervisor and work study student brochures have been developed.

2014: The College offered four different workshops during the 2013-14 academic year, including etiquette and professionalism for first-time work study students (23 attendees); customer service (5 attendees); technology and marketing (15 attendees); and marketing work study experience (10 attendees). We expect to run similar workshops for the 2014-15 academic year.

3.6 Software for Academic Resource Center Data Collection

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

2011: Accudemia software has been arranged to help manage the tutoring program more efficiently, allowing tutors to log on from off-site to enter tutor notes in real-time.

2012: Accudemia proved ineffective in working with a non-center-based program. ARC continues to work with IT to consider other software options.
2013: ARC decided not to pursue Accudemia for a number of reasons. Instead, they continue to use conventional methods (no unique or specialized software) to track students, tutors, and attendees for functions.

2014: No new developments. Dean Huber is pushing for an automated tracking system for tutors.

3.7 Strengthen Services for Disabled Students
Expand staffing of the Office of Disability Services to expand its operations to 12 months.

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

2012: Initiative completed. An additional half-time position in Disability Services was approved to enhance the Office’s effectiveness.

2013: Ms. Traci Gensits started as Disabilities Services Specialist, with 800 hours. With the 4% increase in total accommodation appointments from 2012 (1577 to 1643) and a 10% increase in the number of incoming students who are disclosing disabilities, we have requested an increase in Ms. Gensits’ summer hours for 2013-14.

2014: Ms. Traci Gensits continued as Disabilities Services Specialist, with 800 hours. We requested emergency hours for Ms. Gensits’ hours for 2013-14, receiving funds for 75 hours in the fall and 50 hours in the spring. This will more than likely be needed again, as there has been a 260% increase in accommodated student requests in the last five years. Development attained a restricted fund worth $10,000 for ODS, to be used at the Director’s discretion. Initially, we see using funds for increased hours for the Disabilities Services Specialist and the Office Manager.

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

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

SSES data was collected from the Resident Advisors who received StrengthsQuest training in 2009-2010. Respondents indicated a strong ability to see how strengths could be used at work, but struggled with ways to use strengths everyday or to build upon existing strengths.
There has been a loose coalition of strengths practitioners on campus since the introduction of the concept in 2009. A more formal steering committee needs to be put into place. This will be a goal for the 2012 cycle.

The director has been a part of the on-going discussions regarding online portfolios and has expressed an interest in seeing the product selected be used as an integral component of this initiative. The emphasis of the portfolio initiative continues to be more academically focused, so there is some concern that the product selected will only marginally meet the needs of the StrengthsQuest initiative.

ORS and Leadership collaborated on a research project at the start of the fall semester. Students in Walz were selected for the study. Half were to receive strengths education – including taking the StrengthsQuest assessment – while the other half were to serve as the control. Differences in affect and adjustment to college were measured; unfortunately, the effort to ensure participation by students was greatly underestimated, resulting in little useful data or experiences. ORS and Leadership will be rethinking their approach to this project for 2012.

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

In January 2011 Mr. Tom Matson, Director of Programming and Leadership Development for the Gallup Organization, conducted a two-day workshop for Muhlenberg staff. The workshop addressed mentoring and advising individuals around their top five themes of talent. Staff in attendance included Jenny McLarin, Alana Albus, Peter Bredlau, Evely Freeman, Rodwin Lowe, Katy Mangold, Laura Garland, Beth Halpern, Lori Provost, Katie Shelley, Cailin Pachter, Megan Godorov, Robin Riley-Casey, Lara Kuhns, and Jan Schumacher. In June 2011, three staff members will attend the Strengths in Education Conference hosted by Gallup University in Omaha Nebraska. This will include the director, Lori Provost (director, Health Professions), and Penny Lochner (Head of Collection Resource Management, Trexler Library).

An opportunity to learn about StrengthsQuest was held on Staff Development Day, May 25. Staff could choose from three different workshops based upon their previous knowledge of StrengthsQuest. An additional workshop might be held over fall break.

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

2012: Office of Residential Services and Leadership again collaborated on a research project related to first-year students and strengths at the start of the fall semester. Despite changes to the method of delivery and support, the project again failed to attract the necessary participation to yield valid data. One conclusion is that first-year students are just too busy at the start of the semester to be expected to participate voluntarily in such a program even when the perceived benefits of participation are clearly identified.
A Strengths workshop was conducted for interested faculty and staff during fall break 2011. Approximately 20 professionals attended the program. Additional workshops were held for student organizations including most of the fraternities and sororities, student advisors, peer health mentors and community service work study students. Strengths was also discussed in the classroom as a part of Dr. Michael London’s business leadership class in the spring.

Plans have been made to provide the StrengthsFinder assessment to students in the incoming class of 2016. There will be an introductory strengths education session as a part of the Orientation Weekend schedule.

2013: The StrengthsFinder assessment was successfully implemented as a part of the Class of 2016 Orientation Weekend. 99% of the class completed the assessment and participated in a 75-minute introductory workshop during the weekend. The Class of 2017 will also be given the opportunity to take the assessment in the summer of 2013. Student Advisors and Resident Advisors will receive training to be able to facilitate discussions in small groups during Orientation Weekend 2013.

An additional workshop on strengths and relationships was offered in the fall semester. Workshops were also offered on an ‘as requested’ basis with the Theatre Department’s stage management class and the Costume Shop staff, Dr. London’s spring business leadership class, the Emerging Leaders program, Reality MC, Phi Sigma Sigma women’s fraternity, and the Muhlenberg Music Association.

One-to-one strengths coaching was offered to several students who were referred to the Director of Student Leadership Programs through other offices and departments. Strengths continue to be a part of Student Advisor selection and training. The Career Center has added fields to its data collection process so that students can identify their talents as they prepare for their job searches.

2014: The Office of Student Leadership Programs continued to provide support for this initiative in 2013-2014. Strengths continue to be a core component of Resident Advisor and Student Advisor training. Programs have also continued in business leadership classes, stage management classes, and as a part of the Reality MC program for graduating seniors. Several administrative departments also routinely request strengths codes for new employees. In January, employees from various departments across campus began meeting to discuss ways in which strengths can be better utilized and promoted among employees. As a result, three presentations on strengths were added to this 2014 Staff Development Day. Additional activities are being planned for the fall.

As a result of our work since 2008, the College received an official designation as a “Strengths-Based Campus” from the Gallup Organization in April of 2014. The goal of this initiative, as originally described, has therefore been met.
Create additional opportunities for Muhlenberg students as they prepare for lives of leadership and service. The articulation agreement with JTS will permit our students to take courses for our Jewish Studies minor and to pursue the study of the Hebrew language at a more advanced level than we currently offer. The agreement with LTSP will be a post-baccalaureate program allowing the College to offer a provisional “dual acceptance” to Muhlenberg and LTSP.

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

2012: Faculty approved a Jewish Studies major beginning in the 2013-14 academic year, further strengthening curriculum emphasis in this area.

2013: The first Muhlenberg student took advantage of the articulation agreement with JTS. The College entered a partnership agreement with Larry Singer Studios for an accredited summer acting experience in New York City. This summer all students in the program are Muhlenberg students, but the college will also serve as the “college of record” for other colleges whose students enroll in this program.

2014: We have no students involved in the Jewish Theological Seminary or in the Lutheran Theological Seminary of Philadelphia program.

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

2011: The Dean of the College for the Academic Life and the Director of the Career Center attended a week-long Institution of the National Association of Academic Advisors (NACADA) in anticipation of integrating materials and approaches into the Muhlenberg advising system.

2012: The Dean of the College for Academic Life has taken part in discussions through the Four-Year Developmental Planning Group. The Faculty Center for Teaching has agreed to participate in projects relating to academic advising. Materials and processes are currently under review to identify ways in which academic advising can be strengthened once students declare a major.

2013: The Dean of Academic Life feels that the faculty does a tremendous job at June Advising, but he believes that we can do a better job at advising our majors and minors. Dean Huber attended a one-day Advising/Financial Aid conference at The Johns Hopkins University in May 2013 and he will attend a one-week NACADA conference in June 2013, in preparation of an advising program he will develop with the Faculty Center for Teaching,
to prepare our faculty to advise students. Topics for 2013-14 will include using the Office of Disability Services, the Academic Resource Center, the Counseling and Health Centers, Pre-Professional Advising Office, the Career Center, the Global Studies Office, Greek Life, and other co-curricular activities, as well as monitoring the Culminating Undergraduate Experience (CUE).

2014: The Dean of Academic Life conducted individual advising training with eight faculty members during the year, faculty who would become major and minor advisors in their respective departments. A formal program is in place to train new advisors. In addition, we trained eight new advisors for June Advising. The Faculty Center for Teaching invited both Dean Huber and Dean Green, as well as directors from certain offices, to meet with new faculty and discuss those directorates on campus which can help students who need advice: Pre-professional Advising, Career Counseling, Academic resource Center, Office of Disability Services, Health Center, and Counseling Center. This occurred in September 2013 and is scheduled again for September 2, 2014.

The Dean of Academic Life instituted a Behavioral Intervention Team in the fall of 2011 in an effort to better coordinate information concerning at-risk students. The BIT is comprised of the Dean of Students, Dean of Academic Life, the Associate Dean of Students/Judicial Officer, directors of Campus Safety, Counseling and Health Centers and Office of Residential Services. The team meets weekly during the academic year and provides the leadership and coordination of resources and services for students who may be at-risk academically, physically and emotionally.

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

2011: By August 2011, Nicole Hammel will have completed a study of Muhlenberg students who completed degrees in fewer than four years.

2012: A study of students who graduated in less than 4 years revealed following facts for classes 2003-07: 1) A total of 54 students, or 2% of all graduates; 2) 72% completed course work in 7 semesters; 3) 30% double majored; 4) 46% graduated with Latin Honors and 13% were nominated to Phi Beta Kappa; 5) 56% earned degrees in the social sciences; 6) the most common paths to early graduation included multiple transfer courses and multiple five-course semesters. In a larger context, the Class of 2011 averaged 36 courses at moment of graduation. Our students continue to gather large numbers of courses through a variety of means. As we move forward and transcript more e-learning courses, we will likely have a small increase in our small number of “seven semester” eligible candidates.
2013: A three-year degree option has been launched. Mr. Chris Hooker-Haring developed a “How It Works” brochure that is distributed with other Admissions materials. The brochure also contains information about credits for AP and IB, and “additional accelerated options (such as Penn Dental, PT and OT at Jefferson). Dr. Mike Huber is chief information officer on this initiative. After 2013 June Advising, we’ll have a better idea of an initial level of interest in this option.

2014: Dean Huber is the point person for all students intending to graduate in three years. He has personally met/is meeting with each student during June Advising who indicated a desire to complete degree requirements in three years. Meetings include exchanging the Dean of Admissions’ brochure, discussing course loads, and impacts of summer registration. Once the fall semester begins, we will ask first-year advisors to verify names with those we have on file and we will track their progress. In the future, we will be able to speak to measures of success (graduation rates), but that is at least two years away.

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

4.1 Consortium for Faculty Diversity
Strengthen our efforts to enrich the diversity of Muhlenberg faculty by joining this Consortium.

2011: No CFD fellows have been hired for 2011-2012, but an African-American dance instructor and choreographer has been hired to replace Charles Anderson on a one-year contract.

2012: Two CFD Fellows have been hired for 2012-2013: Neda Maghbouleh, Sociology, and Justin Rose, Political Science and African American Studies. Dr. Kim Gallon, Dr. Krista Bywater, and Dr. John Ramsay attended the National Consortium for Faculty Diversity Conference at Gettysburg College in September 2011.

2013: The College’s first two CFD fellows had successful years in the classroom. Six faculty members (including the Fellows and the provost) attended the national CFD conference at Oberlin. The College’s third Fellow has been hired for the 2013-14 academic year. He will teach in political science and Latin American and Caribbean Studies. The provost has been elected to a one-year term on the CFD Advisory Board.

2014: Muhlenberg has its largest incoming class of CFD Fellows. They are in the following departments: English and Africana Studies, Media and Communication, Religion Studies, and Psychology. These are all departments that have never hosted a CFD Fellow before. In addition, there are five other recent Ph.Ds of color who will begin teaching at Muhlenberg on one- or two-year contracts in the following departments: History, Sociology and Anthropology, Mathematics, and Theatre and Dance.

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

2011: Dr. Kristie Ford, Skidmore College sociologist, had a multi-day visit to campus and met with multiple constituencies. Her final report elicited mixed reactions. Our “InterGroup Dialogue Leadership Team” will reconvene in August.

2012: Dr. Kim Gallon and Ms. Robin Riley-Casey will be attending the University of Michigan in June 2012 for Intergroup Dialogue training.

2013: Dr. Connie Wolfe will attend the Intergroup Dialogue training at the University of Michigan in June 2013.

2014: Muhlenberg is sending its largest cohort of faculty and staff to the Intergroup Dialogue raining at the University of Michigan in June 2014. That group includes Jenna Azar, Krista Bywater, Jan Schumacher, Elizabeth Nathanson, and Beth Halpern. Several members of the faculty and Provost Ramsay spent a day with colleagues at Villanova learning more about the implementation of intergroup dialogue at Villanova.

Forecast: This team will be reconvened by the Provost in September to create a plan for the next step in intergroup dialogue implementation.

4.3 Jump Start Program

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

2011: Based on previous assessment and recommendations by the consultant, the name of the program was changed to Emerging Leaders. A brochure has been developed. Sixteen first-year students will be part of the program in the fall 2011 semester.

2012: Significant advances have taken place this year, including an academic mini-course in the pre-orientation program; a commitment to the term Emerging Leaders (much appreciated and respected by students); limiting students to two closely monitored first-year seminars;
cohort study opportunities in the Multicultural Center; and close monitoring of students by their seminar instructors/advisors. Clearly articulated goals guide invitation to the program and ongoing assessment.

2013: The Pre-Orientation Program will continue. We have designated a professor as the FYS instructor for Emerging Leaders Program students. The directorship of this program will move from the Dean of Academic Life to the Director of the Multicultural Center, where the students spend much of their out-of-class time. The Dean will still support academic experiences, such as assistance from the Academic Resource Center (Ms. Mary Beth Kallen), but he does not need to lead the program. The director of the Multicultural Center (Ms. Riley-Casey) and members of the Admissions Office (Ms. Falk and Ms. Amaya-Santiago) will continue to lead and monitor the program. A second student from Afghanistan will join the Emerging Leaders Program with the Class of 2017. Regarding the Jump Start Class of 2013, eight of ten students who began the program in 2009 graduated in four years in 2013 (one was dismissed in 2011 and the other was withdrawn in 2012).

2014: The Emerging Leaders Program (formerly the Jump Start Program) had its beginning under the leadership of Carol Shiner Wilson with on-the-ground assistance from Robin Riley-Casey, Cindy Amaya Santiago and Melissa Falk. When Dean Wilson retired, leadership of the program moved to Dean Michael Huber. However, Dean Huber eventually came to believe that he was not the right person to lead the program, and he asked Dean Karen Green and Robin Riley-Casey if the program could move to Robin as director. Riley-Casey agreed, and she took over as primary director of the program this past year.

The scope of the program has grown exponentially over time to include planning and executing a Pre-Orientation Program, assigning and supervising mentors for the sub-cohorts, engaging the ELP students in ongoing programming designed to develop leadership, facilitate academic success, and promote retention. To manage this evolving program successfully requires time, effort, coordination, people and mentoring skills, and managerial agility.

Due to the success of the program, it is being proposed that going forward Robin Riley-Casey and Cynthia Amaya-Santiago serve as Co-Directors of the program.

Forecast: The Emerging Leaders Program will continue to grow as the Admission Office increases the number of accepted students from under-represented populations. The proposed leadership model of Co-Directors will be better able to facilitate and coordinate the many levels of service needed for these students. The International student numbers are expected to increase as well and there will need to be an on-going effort to encourage these two populations to support each other. The creation of intentional opportunities to include coordinated programming during the Pre-Orientation programs for both populations is critical during the first few weeks of transition to Muhlenberg College. Eventually, there will be a budgetary impact with growth.
4.4 Explore Targeted Recruitment Initiatives Abroad and in the United States
Expand the boundaries of our traditional feeder areas while exploring new recruitment territories outside the traditional areas (including California, Texas, Colorado, Chicago and Florida in the U.S., and India abroad).

2011: In the U.S., we have now expanded recruitment travel to California, Florida, Chicago and Seattle. Texas and Colorado will be added in Fall 2011. The first-year class entering in Fall 2011 is the most geographically diverse in Muhlenberg history, with 33 states plus Puerto Rico represented in the class. International recruitment is still more reactive than proactive, but plans are being made to expand international efforts in the year ahead.

2012: Domestic geographic outreach travel continues to California, Florida, Texas, Chicago area, and Atlanta. In the year ahead, Colorado will be added. The incoming first year class will include 21 students from California, 5 from Texas, 5 from the Chicago area, and domestic geographic diversity comparable to last year's first year class. International recruitment efforts this year included an ELCA-sponsored consortium of colleges engaged in Pacific Rim recruitment, a relationship with the Afghan Women's Foundation, as well as the beginning of a relationship with Learn Hub, an international recruitment agency based in India. The incoming class will include international students from Afghanistan, Nigeria, Thailand, and the U.S. Virgin Islands.

2013: Domestic geographic outreach travel continues to California, Florida, Texas, Chicago area, and Atlanta. In the year ahead, Colorado, Milwaukee, and Minneapolis-St. Paul will be added. For a second consecutive year, the incoming class will include 21 students from California. International recruitment efforts included a second year of the ELCA-sponsored Pacific Rim travel, a trip by President Helm to The King’s Academy in Amman, Jordan, and a continued relationship with the Afghan Women’s Foundation. The incoming class will include international students from Afghanistan, Belarus, El Salvador, Guatemala, Jordan, South Korea, and United Kingdom, as well as 21 students with dual citizenship, and 5 who are international students (Denmark, Greece, Switzerland, Syria, United Kingdom) with permanent resident status in the U.S.

2014: Outreach travel continues to the areas identified in last year's report. Special progress was made in Chicago this year, with the application of 21 Schuler Scholars. Students in the incoming first-year class hail from 24 states, the District of Columbia, and 6 foreign countries. International numbers are up, with 15 international students enrolling, including 10 from China, and 1 each from Afghanistan, Canada, Israel, Jordan and Rwanda. The College established relationships with The Open A Door Foundation in Rwanda, as well as with the International Education Consortium (IEC) and New Oriental, both of which recruit in China.

Forecast: The goal for the coming year is to increase the number of international students, both through our established relationships with recruiting organizations, and through a recruitment trip to China. Domestic geographic outreach will continue as well with an emphasis on California, the greater Chicago area, greater Atlanta, Texas, Milwaukee, Minneapolis-St. Paul, and the Pacific Northwest.
5. Maintain and further develop the campus to reduce resource costs and improve sustainability.

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

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

2012: A total of 79 filtered water fountains have been installed or retrofitted under this initiative, 47 of which are new bottle filling stations.

We have installed 47 of the new Elkay bottle filler water fountains and 11 of the new Elkay filtered water coolers, mostly in residence halls but also at least one bottle filler has been installed in each of the major academic buildings. Additionally, 21 existing water coolers or kitchenettes have been retrofitted with carbon filters and drinking water faucets leaving only approximately 40 locations across campus to be either replaced or retrofit/filtered.

The ‘Just Tap-it’ project has resulted in a 92% reduction in Sodexo bottled water sales, 2010. The data for 2011 is tracking along the same levels of a 90+% reduction. This translates to approximately 478,184 bottles not sent to landfill, as of 10-3-2011. The counters on the bottle fillers do not actually count bottles but approximate based upon flow time at about 10 ounces per calculated ‘bottle’ saved. At best, it is an indication not an absolute.

2013: In excess of 1,367,440 bottles have been saved from landfills as of February 12, 2013.

2014: We have diverted a total of 2,467,003 water bottle equivalents from the trash as of May 27, 2014. Plans are underway for three to five new water stations.

5.2 Creation of the Office of Campus Sustainability
Formally recognize and promote campus greening/sustainability efforts by creating an Office of Campus Sustainability, staffed by the Sustainability Coordinator and the Director of Sustainability Studies, thereby formally linking academic, student life, and plant operations aspects of campus sustainability. The Office will also have a large web presence to further promote campus greening

3 Fund filtered water stations through special projects budget
The Office of Campus Sustainability will bring together students, faculty and staff with a diversity of perspectives and areas of expertise to seek creative solutions for campus sustainability.

2011: Planning for the Office of Campus Sustainability began in the spring of 2011 and implantation took place over the summer in time for the 2011-12 academic year. The implementation will include: (1) appropriate signage for the office and in the Science Building Directories; (2) a web presence; (3) a print presence in campus directories and publications; (4) the creation of a resource center for students, faculty and staff interested in sustainability initiatives; (5) the creation of a repository for sustainability related data collected by students, faculty and staff; and (6) the initiation of grant writing efforts to support the work of the office.

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

2012: The Office of Campus Sustainability (OCS) has been formally recognized and staffed. Coordination between academics and sustainability office started off with a “Greening the Curriculum Workshop” conducted in the winter of 2012. A 1,188 square-foot green roof system has been installed on the roof of Seegers Union outside the Woods Dining Commons mezzanine. Students helped install the roof and are also helping with its ongoing maintenance.

2013: A solar hot water system is being installed at the Sustainability House as a test-program for other M.I.L.E. houses. An OCS website was created and stands as a departmental-level website. OCS, through the Greening Committee, critiqued a sustainable solutions class’ Sustainability House solar energy project. OCS supported a Treehouse perma-culture native plant garden. A Sustainability Tracking, Assessment and Rating System (STARS) Report for 2012 was completed.

2014: A solar hot water system was installed at the Sustainability House (“Tree House”) as a test-program for other M.I.L.E. houses. Office of Campus Sustainability (OCS) and the Community Garden received a $1,500 grant from the Lehigh Valley Gap Nature Center to broaden the innovative Tree House perma-culture native plant garden.

The OCS worked with a Sustainable Solutions class to conduct energy reviews of all of the major dorm buildings. Additionally, OCS interns conducted energy audits of MILE houses, developed and ordered the instrumentation for the Seegers Green Roof, developed a project for a hydroponic herb garden to be used by Dining Services, and created a rainwater harvesting and irrigation project.

OCS co-organized the Lehigh Valley Association of Independent Colleges (LVAIC) Campus Sustainability Conference, where 12 Muhlenberg staff and faculty and over
50 Muhlenberg students presented their campus sustainability projects or posters or took part in the conference and workshops.

A carbon inventory was completed. Overall carbon emissions decreased by approximately 3,400 metric tons of equivalent CO2 from 2006.

OCS collaborated with the Office of Community Service and Civic Engagement, Dining Services and the Habitat for Humanity RE Store to divert two trucks of salvageable furniture from the dumpster to reuse in homes.

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

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

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

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

2012: OIT worked with vendors to fully integrate PaperCut (print-accounting) with Ricoh print/copy/fax devices and Blackboard Transact flex accounts.) A ‘passive-track only’ implementation is planned for fall 2012.

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

More than 95% of desktop hardware purchased during 2011-2012 was EPeat gold-rated. IT projects 2012-2013 purchases to continue in the >95% range.

2013: The ‘passive-track only’ implementation of PaperCut continues and results will be monitored. IT EPeat gold-rated purchases in 2012-2013 remained greater than 95%.

2014: IT EPeat gold-rated purchases in 2013-2014 remained greater than 95%.

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

2011: Beginning fall 2011, the College is changing provisioning of student telephone service in residences from automatic to on-request. Land-lines are not being eliminated in student rooms; provisioning of those student telephone services is just being changed. If students desire a land line in their College residence for fall 2011, they must visit the Office of Information Technology page and select Request for Residential Telephone Service under Quicklinks.

The large public computer lab in the lower level of Ettinger will be modified during 2011-12 to provide at least one collaborative space for a group of students, as well as a pilot of ‘hitching posts’ for students to secure their personal laptops.

2012: Automatic provisioning of telephone service to residence halls was eliminated beginning in fall 2011. Fewer than a dozen students (other than Resident Assistants) requested service, which was provided without cost. Cost savings of this initiative for PBX maintenance is about $16K annually.

Collaborative work spaces accommodating 4-6 students and up to four laptops has been designed and two such spaces will be implemented during summer 2012.

36 campus spaces housing more than 350 College-owned computers were monitored for usage throughout spring 2012. Over all spaces, maximum usage was determined to average about 60%. Plans will now be developed to reduce equipment per space as well as possible consolidation of spaces.

‘Hitching posts’ for students to secure their personal laptops were installed in Trexler Library before spring 2012. This effort will continue in other campus spaces.

2013: Cost savings for the PBX initiative continues at about $16K annually.

Collaborative work spaces accommodating 4-6 students and up to four laptops have been implemented in Walson Hall and Ettinger Hall. Additional collaborative work spaces are planned for Trexler Library and East Hall.

36 campus public spaces housing more than 350 College-owned computers have been monitored for usage throughout three semesters. Analysis has led to a reduction of 5% in College-owned computers thru Spring 2013, with another 5%+ reduction planned for 2013-2014.

Efforts to facilitate the transition from provisioning College-owned technologies to the facilitation of user-owned and public technologies – BYOD (Bring Your Own Device) – by transitioning all things web, from traditional web page maintenance to digital content management; from serving up fixed information to self-service and
contextual responses; from static information to e-forms and support for improved workflow – all accessible from traditional as well as mobile (BYOD) platforms, include:

- Streamline workflow processes and ensure that only accurate, current information is published.
- Maintain consistency of design, content, accessibility, course information and message, no matter where the content has originated.
- Provide effective service to the expansive mobile realm.
- Simplify maintenance of all of our web and intranet sites by stakeholders of all skill levels.
- Automate interaction between student, administration and faculty to capture key information through online forms and integrate with core student management systems; to reuse content and avoid duplication of effort.
- Integrate social media messaging across platforms

Muhlenberg released a suite of free multi-platform mobile Apps in September of 2012 (iMuhlenberg) for Apple and Android, to provide mobile access to course information, maps, campus calendar, campus directory, access to Trexler Library catalog, and more. Next enhancement will publish News from the revamped News Website. The Apps were well received, with over 1,350 downloads to date.

2014: Cost savings for the PBX initiative continues at about $16K annually. No further reductions in College-owned computers were accomplished in this period. Transition to a full database environment for web resources (Terminal 4) will support responsive design to migrate from static information to e-forms and support for improved workflow – all accessible from traditional as well as mobile (BYOD) platforms. iMuhlenberg was enhanced to include Athletics and News.

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

2011: The Baker Center for the Arts heating system was replaced in summer 2011.

2012: Usage of electricity and gas to be checked summer 2012 to measure energy efficiency improvements of this investment.

2013: Central steam plant has experienced significant improvement in operation due to the reduction in operating steam pressure, allowed by removing Baker Center for the Arts from the plant. Electrical data needs to be collected summer of 2013 to confirm reduction in energy usage within Baker.

2014: Project is complete.
5.4.2: Conduct detailed energy audits for all major buildings on campus in accordance with the detailed American Society of Heating Refrigerating and Air-Conditioning Engineers (ASHRAE) Level II Audit program. This type of audit details all energy used in a facility and has been proven to identify significant savings opportunities, many of which can be implemented at little or no material cost by using existing staff.

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

2012: ASHRAE Level II audit completed for Ettinger. Lighting recommendations from the audit are being implemented summer 2012. The Trexler Library audit provided long-term suggestions, but no additional short-term fixes were determined to be economically feasible. Benchmarking has been initiated for the next two buildings under consideration for audit, Trexler Pavilion and Baker Center for the Arts.

Towards the end of 2008, we engaged ETAC, an energy consultant closely affiliated with the Northampton Community College, to provide us with a list of (11) Energy Management Opportunities (EMO). The list ETAC provided represented potential savings of approximately 15% of our total energy costs. The EMO list and status of recommendation:

1. High efficiency lighting:
   Completed for Memorial Hall and Trexler Library, payback calculated
2. Occupancy Sensors:
   Installed in academic row building’s bathrooms, Moyer Hall classrooms, Taylor Hall classrooms and their installation is scheduled for Ettinger Hall offices and classrooms. All recent building renovations, Seegers Union, Rehearsal House and the HSA building had sensors installed.
3. Replace central boiler system:
   Replacement has been considered and should be kept in the special projects planning documents. The recommended repairs have been made; water and balancing chemical consumption have been significantly reduced, the deaeration system has been made operational and basic maintenance has been continued. The system is now functioning at near its design efficiency, but it is significantly beyond its design-life.
4. Replace steam distribution system:
   Lines to Martin Luther and East Hall have been repaired and the line to Baker Center for the Arts has been abandoned in place. Other repairs will be undertaken as they are determined to be necessary. The installation of the

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4 Ettinger, Seegers, Trumbower, Shankweiler, New Science, Walz, Brown, Martin Luther, East, LSC, Haas, Prosser, CA, Trexler Pavilion, Benfer, South, and Robertson.
steam meters this year will provide critical data to help determine which lines require repair.

5. Pool boiler, clean tubes and integrate a maintenance program:
The boiler for the pool water and Memorial Hall domestic water was replaced with modern high efficiency boilers. 2011-2012 special projects include interconnection of the Life Sports Center mechanical room with the Memorial Hall boilers to provide the highest efficiency for hot water generation as well as installed backup.

6. Pool cover and dehumidification system:
Dehumidification will be considered as a future special project. Additional engineering is necessary in order to find the optimal balance for hot water consumption and solar generation.
The pool cover is typically an important component of the dehumidification system. The benefits of the cover are complicated by the solar hot water system as the pool is currently used as heat dump during the times more heat is generated during the day than is consumed. At night when no solar heat is being generated, the pool is allowed to ‘cool’ to the design set point. The cover could reduce the heat loss from the pool at night to the point that the excess heat from the solar system cannot be sent to the pool. This will need to be addressed during the engineering design of the system.

7. Repair or replace pool solar hot water system:
Alumni Pool solar hot water system was replaced. It has been interconnected with Memorial Hall domestic water and will be connected to Life Sports domestic water to take full advantage of the solar energy.

8. Install demand controlled ventilation:
CO2 monitors in large public spaces such as Woods Dining Commons, Seegers Union Event Space and the Moyer Forum have been installed to regulate the amount of fresh air introduced to the space based upon occupancy levels. Classroom vacancy sensors have been successfully installed in Moyer Hall and will be duplicated across the campus. As the rooms are vacated the air dampers for the room are closed, reducing fresh air as well as conditioned air in the unoccupied space.
The HSA building, Seegers Union and Rehearsal House were built utilizing vacancy sensors for the offices as well as the larger spaces, currently only the Sociology Anthropology offices have the HVAC interconnected with the vacancy sensors. All new buildings will be designed with lighting and the HVAC interconnected with vacancy sensors.

9. Install chiller plant optimization controls:
New controls for the central chiller plant were installed and interconnected to the campus-wide automation control systems. The Seegers Union project included chilled water distribution equipment and controls. These building-side tertiary-loop controls provide for further optimization of the chilled water distribution system.
The tertiary loop controls need to be considered for most buildings utilizing the central plant chilled water.

10. Install thermal storage system:
This EMO was not pursued; the economics did not make sense.

11. Participate in demand response programs:
The college is participating in PMJ demand response programs. As we continue to connect buildings to the central controls, our participation in this program can be expanded.
In addition to the ETAC study, we engaged Larry McCabe mechanical specialist at A. H. Butz, Inc. to assist us in preparing an overall Campus Energy Management Program and a Measurement and Verification Plan.

The recommendations of this Report include a recommendation for the preparation of a detailed Energy Program for Muhlenberg including basic steps as follows:

1. Energy Audits and Reports:
   Benchmarking of the buildings is underway.

2. Measurement and Verification Plans:
   ASHRAE Level II audits are underway.

3. Building Tune-Ups:
   This has been completed at Trexler Library, is nearly completed at Moyer and is being partially undertaken at Baker Center for the Arts, Ettinger and Haas.

   Trexler Library and Moyer Hall have been completed; many other buildings are in various stages of under-taking. The steam meter installation will include several new building automation ‘head-ends’ providing a starting point for additional automation projects.

2013: ASHRAE level II audits have been completed for Baker Center for the Arts and Trumbower. Identified projects are being reviewed for future implementation.

2014: High efficiency lighting completed for Brown Hall, Martin Luther, Ettinger Hall (less classrooms), Baker Center for the Arts Martin Art Gallery and theater lighting.

Occupancy sensors have been installed in Moyer Hall, Haas College Center, Ettinger Hall, Seegers, Rehearsal House, some studios in Baker Center for the Arts, and all bathrooms in academic buildings.

Study for the replacement of the central boiler is nearly complete.
Replacement of the steam underground system will depend upon central boiler study recommendations.

Other projects from the past year:
- Pool boiler system was upgraded and interconnected with the Life Sports boiler for savings and redundancy.
- Pool dehumidification system was rejected as impractical.
- Life Sports Center solar array is installed and operational. Additional instrumentation is to be added to manage dehumidification of air conditioned spaces.
Demand controlled ventilation has been installed in Seegers, Moyer Forum, Ettinger Hall and Haas College Center. Portions of Baker Center for the Arts have been outfitted with demand-controlled ventilation as well.

Meters to manage central chiller to be installed this summer, required for the optimization of the chilled water loop.

Thermal storage was determined to be non-economical.

Demand response participation has been successfully implemented and additional controls are being configured to improve response and savings.

**Forecast:** A retro-commissioning project is being undertaken on phase 1 of East Hall to confirm mechanical, electrical and plumbing design and implementation. Upon satisfactory completion, the small study will be evaluated for implementation in Trumbower Hall and the New Science Building.

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

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

2012: Moyer Hall energy consumption is being monitored to determine effectiveness of initiatives implemented. Additional minor corrections are still underway.

2013: All the ASHRAE audit recommendations have been implemented. Data is being collected for review.

**2014:** ASHRAE audits completed for designated buildings.

**Forecast:** Additional auditing methods, such as Energy Star, are being studied for review of both academic buildings and residence halls.

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

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

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

2012: Vacancy sensors were installed in classrooms in Moyer Hall. They are integrated with the HVAC system; after a pre-determined time, lights turn off and heating cooling system turns down to minimum airflow. This is the new standard for all classrooms.

Moyer Forum outfitted with CO$_2$ sensor providing automatic control over energy consumed to provide comfort to room occupants.

Lighting revisions in Ettinger Hall will include vacancy sensors for the offices as well as the classrooms.

We have replaced the existing HID lighting in the field house, alumni swimming pool, solar corridor and Memorial Hall with new T-5 lights and electronic ballasts. We have calculated a 4.59 year return on our investment. We were also successful in increasing lighting levels in Memorial Hall to those now required for televised games.

As noted previously, the pool boiler has been upgraded and interconnected with the new solar hot water system. Portions of Memorial Hall still utilize legacy controls, controls are being updated throughout the building on an ongoing basis as projects are undertaken within the building.

2013: Occupancy sensors were installed in all offices in Ettinger Hall. Classrooms will be upgraded after a campus-wide design standard is adopted.

2014: Occupancy sensors have been installed in Moyer Hall, Haas College Center, Ettinger Hall, Seegers Union, Rehearsal House, some studios in Baker Center for the Arts, and all bathrooms in academic buildings.

Forecast: Occupancy sensors will be installed in classrooms and public spaces next.

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

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

2012: Twelve steam meters have been purchased for installation by June 30, 2012, into all central plant steam heated buildings and an interface to Campus Building Automation System is to be installed as well.

The data collected will be used, in part, to help determine the proper sizing for the planned replacement of the central steam plant and repair/replacement of steam
distribution lines, as well as measuring the effectiveness of building energy improvements.

2013: This was the first winter season with steam meters operating and collecting data. Data collected will be used to finalize replacement design for the central heating plant.

2014: Data is being collected and reviewed. Technical problems were encountered with 4 of the 13 meters installed. These problems have been corrected.

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

2011: This is an ongoing effort.

2012: A 2.89 year simple payback and a 16% internal rate of return are projected for the lighting retrofit installed in the Trexler Library.

2013: The project was completed; no further updates are required.

5.5 Analyze Other Cost Reduction/Revenue Enhancing Suggestions

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

2011: Review is ongoing.

2012: All suggestions were reviewed, a determination was made of viability, and implementation of viable suggestions was undertaken. Ideas continue to be generated, such as a 1.25 M BTU solar thermal system that has been completed for the Life Sports Center. It has been purchased based upon a ten-year lease to own contract. The solar system supplies supplemental heat to Alumni Pool & domestic water.

2013: 1.25 MBTU solar hot water system was installed for Alumni Pool. The Pool boiler room and the Life Sports Center boiler room now interconnected as an installed back-up spare and to allow the solar heat to be used for air conditioning reheat coils instead of fossil fuel.

2014: Solar panels were installed on the sustainability MILE house. An Office of Campus Sustainability student-run study of 10 MILE properties is being reviewed to find other energy saving ideas for implementation.

As noted previously, the interconnection of the energy sources in the Life Sports Center offers us an opportunity to utilize solar energy to provide re-heat for the air conditioning of the Life Sports spaces.
Chilled water meters are being installed which will provide us with the data needed to optimize the supply of chilled water to the various buildings on the loop.

Campus water consumption is being studied. A leak detection firm reviewed the campus looking for large underground leaks, chemical treatment for the central boiler has been changed to bio-degradable tannin which has the added benefit of reduced steam blow-down and hence water consumption. Building by building water consumption data has been collected for all our MILE properties

Scheduling of our academic buildings is underway, utilizing controls to reduce our energy consumption during unoccupied times.

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

6.1 Expansion of Summer Conference Program

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

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

2012: JoEllen Rooney has been hired as the Conference Services Manager. We are on target for a summer conference program and on track to meet the year one goals outlined in the business plan. Additional business is geared toward attracting corporate retreats and conferences in the Hoffman House throughout the year and additional business on campus during non-academic sessions. Focus continues to be on development of policy and protocols as this program evolves.

2013: Year one net revenues exceeded Year One goals by 140%. Year Two is coming to a close in the next month and, given the way the FY splits our peak summer conference season, we anticipate exceeding Year Two net goals by a more modest margin. As a result of this split, however, and some scheduling changes, a few of our largest conferences this summer will fall later in the summer which allows the program to start strong toward exceeding Year Three goals. Recently, the program attracted and secured a new large conference group that is projected to generate approximately $61,500 in net revenue early in FY 2013-14, year three.

Focusing on corporate business during non-academic session and in pockets of slow periods during academic sessions, there was a 173% increase in corporate meeting activities over prior year (up 82+ events over last year).
The Conference Services program will reach unique crossroads in terms of direction and opportunity for years four-six. Conference Services has had several conversations with two organizations interested in an 8-10 week residence at Muhlenberg and would be interested in a multi-year commitment. This is in addition to the size and scope of our current conference program schedule. The caveat is that, currently, the College could not lodge these groups in comparable accommodations from year to year and maintain the integrity of the experience without renovation to a few of our existing residence halls. Renovation to select halls would expand our inventory and enable rotation of housing for necessary annual maintenance. Clearly, these renovations would also improve living experiences for incoming and returning students. Our proposal recommends that the net revenue for this program be applied to some improvements to specific halls to improve marketability and flexibility for the program and our traditional student residents. Projected net revenues would increase by nearly double over year three goals. If we choose not to pursue this proposal, the program will likely level off at year three goals. A small committee has been convened to assess feasibility of moving in this direction.

Policy and protocols have been drafted and should be ready for review and approval at the end of summer 2013.

2014: Current projections indicate year three net revenue goals will be approximately $52,500.00 over year two, exceeding Year Three Net Revenue Goals by approximately $8,500.00.

Focus has been on building a network within the corporate community by providing summer intern housing. We increased our summer housing activity by approximately 34 corporate interns and welcomed interns from new partners Volvo Mack Trucks and BMX Touring.

External meeting revenue is estimated at $12,000 over last year and has served to expose more than a thousand guests to the Muhlenberg Campus and experience this year. A few of the larger external meetings hosted include: Lehigh Valley Health Network Volunteer Luncheon; Guardian Insurance quarterly Town Hall Meetings; ARC Yearly Gala and the Sprout Film Festival.

Conference and Event Services is assessing the feasibility of securing one or two longer term teen conference programs for 2015. Factors including impact on the summer labor pool in support services, rotation of housing for maintenance and the impact on other summer programs and access to athletic facilities and resources. The benefit is the prospect of nearly doubling net revenue goals managing costs for a much-needed summer meal plan, and contributing to the admission process.

Important to note that the Student Diplomacy Group (SDG) has expressed interest in bringing in 40 high school aged students from China for a three week period in 2015. In a few weeks we will be hosting the Student Diplomacy Group Leadership Training. This is a great opportunity for us to showcase Muhlenberg College and win SDG over for next year.
Without the prospect of upgrading existing residence halls with air conditioning, we are rapidly approaching our maximum capacity in corporate housing and additional conference groups during the summer. Conference and Event Services is proposing a 4% increase in net revenue for 2015. In the event Muhlenberg agrees to contract with a longer term conference in 2015, net revenue would increase by 66% from Year Two Net Revenue Goals.

6.2 Renovation of Generals Quarters

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

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

2012: The change in student use of campus dining options since the opening of the Wood Dining Commons continues to be studied to develop the best plan for the Generals Quarters renovation. A plan and a proposal for campus retail are being developed under the direction of Sodexo’s Sr. VP of Education, Ernie Minor, for College consideration. The plan will encompass analysis of data from the Synovate Surveys, focus groups and current program to determine financials, new retail program and platform development. This will also aid in increasing efficiency and agility to maximize program to meet the diverse needs of the campus community and aid in increasing revenue. The Information Desk and Office Suite continues to be undersized and should be addressed once the retail plan is developed. This is the last phase of the Seegers Union project.

2013: After an assessment over the past three years of the new meal plans and dining program, focused on the Wood Dining Commons, there is a clear picture of the niche the General’s Quarters needs to realize. Sandellas served its purpose and was closed in fall of 2012. Java Joe underwent a physical replacement and a program revision yielding increased revenues for 2012-13.

A detailed vision statement has been developed for the General’s Quarters and a fairly comprehensive estimate for the renovation has come in at $1.9 million dollars. This includes a complete renovation to the servery and kitchen support areas, cosmetic improvements to the seating area creating a lounge and social environment, in addition to seating for dining. The project scope also includes a renovation to the Seegers Union Office suite and the Information Desk, supporting the expanded conference services program and an opportunity to create a beautiful first impression for guests to the College. This renovation would wrap up the final phase of the Seegers Union Renovation project, and ensure continued high satisfaction for our students and other visitors to the campus. However, this cost exceeded expectations and will be reviewed for ways to reduce the cost without losing key functionality
2014: The Vision Statement that was developed has been shared with key stakeholders including Senior Staff, Seegers Union Student Advisory Board and members of SGA. The document has been refined to include input from students and the culinary team based on discussions about the culinary experience; similar to the level of experience encountered in the Wood Dining Commons. A draft floor plan with equipment layout was created and provided for project estimates. The project is currently under consideration as part of Capital Projects for summer of 2015.

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

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

2102: This year, the major information technology players (including OIT, the Provost’s office, the Library, and CCIT) worked together effectively. Our instructional designer has produced regular newsletters informing the College community of current events and opportunities and CCIT is in the process of developing a website to keep everyone informed of current activities. The most recent CCIT report to the faculty details a few of the areas in which work across offices proceeded smoothly:

Learning Management Systems: our instructional designer and CCIT have deployed surveys on our learning management systems. One survey targeted the entire faculty while the other focused on the individuals involved in the Moodle pilot program. The committee will be going over the results in the coming months.

Audience Response Systems: our instructional designer, OIT, and CCIT have been exploring newer implementations of audience response systems (electronic ‘clickers’ are one example). A conversation with interested faculty was advertised and occurred on February 28, 2012. Having made contact with some interested faculty, we have interviewed several vendors of ‘clicker’ technologies including iclicker and Turning technologies. We will experiment with some of the newer technology this month, and make decisions about purchases of clickers to support interested faculty next year.

e-Portfolios: Dr. Kathy Harring and Ms. Alexandra Herb have initiated a pilot program in e-portfolios with faculty from the sciences. Summer research students in the coming summer will be creating and developing e-portfolios and we look forward to reflecting on the experience next year.

2013: CCIT brought forth a proposal on social justice collaboration regarding green technology, and reviewed a policy on mobile device security.
2014: In 2013-2014, CCIT focused on examining the recommendations of the Online Task Force, which suggested the creation of a Digital Learning Committee. CCIT has been studying the best design for the DLC, either as a standalone committee or as a substantial modification of CCIT. A proposed design will be finalized during a mini-retreat of CCIT this summer and will be brought to the faculty for approval in the fall. President Helm attended a meeting in December 2013 in order to respond to an early draft. CCIT temporarily took up the charges of the DLC, and in that role:

- CCIT approved a preliminary process for evaluating blended and online courses
- Using this preliminary process, the three CCIT faculty approved a blended-online astronomy course that will be taught this summer
- CCIT will use the experience of this first course to develop a final proposal for the approval process for online and blended courses

Forecast: CCIT had its retreat on July 25, 2014 and accomplished the following goals: (1) decided on the membership, charge and key functions of the proposed Digital Learning Committee; (2) established some of the core assumptions about the working relationship between Dean Taub’s digital learning team and the Digital Learning Committee; (3) set goals for the Digital Learning Committee for 2014-15.

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

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

As a result of this team meeting over the past year, a number of initiatives have been undertaken/accomplished including: (1) ImageNow Document Imaging Software has been reviewed/purchased and implemented in the Registrar's and HR Office (with Wescoe, Controller's, Campus Safety, and Alumni/Dev soon to follow); (2) Integration Efforts are reviewed and prioritized (recent efforts include: Athletic Data to Capstone; Mailroom process improvements); and (3) 'Self Service' Web functions reviewed (recent efforts include: Housing Preferences; Online Vehicle Registration).

The OIT Systems Manager will be joining CCIT to increase information flow.
2012: The Administrative Systems Committee and CCIT continued to meet to exchange information and discuss issues. CCIT sponsored surveys to gauge faculty opinions on course management software options.

2013: CCIT provided a forum for discussion on a range of topics proffered by faculty, staff and students, including:
- Campus Learning Management System
- Blackboard Collaborate for blended instruction
- Terminal Four, the new web content management system
- Email issues, including quotas and privacy/security
- WiFi capabilities
- Degree Audit
- iMuhlenberg, the College’s app for mobile devices
- Trexler Library’s new website
- Presentation by students from the Social Justice Collaborative
- Reviewed draft of Mobile Device Security Policy

2014: The campus Administrative Systems committee reviewed the following initiatives: (1) three Capstone Releases; (2) Terminal 4 – migration tool; (3) several different system upgrades; and (4) modification to the Common Application required major re-programming.

CCIT provided a forum for discussion on a range of topics proffered by faculty, staff and students, including:
- Instructional Design Consultant position and hiring
- Possible changes to CCIT role as contemplated by Online Learning Task Force
- Improving capture of faculty technology needs
- The full report of the Task Force on Online Learning

6.5 Refinance Debt for More Favorable Terms/Less Risk

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

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

2012: Market conditions still have not improved enough for it to make economic sense to refinance the College’s existing debt. A financial advisor was engaged in 2012 to provide advice to the College on ways to reduce risk in the debt portfolio.

2013: The risk profile of the debt portfolio was reduced by moving the outstanding variable rate bonds to a direct loan with US Bank.

2014: Market conditions have not improved enough for it to make economic sense to refinance the College’s existing debt.
6.6 Document Imaging Solution
Select and implement a document imaging solution that will improve business processes, reduce paper usage, and adequately house documents for archiving/retrieval.

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

2012: Two additional departments have been installed during the past year – Human Resources and Development. Development has its document imaging system integrated with the Millennium application.

2013: Wescoe School and the Education Department were added to the list of users. A project to integrate the Registrar’s archive of microfiche files is under review. To date, over 45,000 documents have been scanned and indexed.

2014: During the past review period, the Education Department (first academic department) and the Library have begun using ImageNow. To date, over 130,000 documents have been scanned and indexed. Next up are the Controller’s Office and the Purchasing Department.

6.7 Reinvent and Reinvigorate Fund Raising for Muhlenberg
Develop and implement strategies that increase alumni engagement and participation as volunteers and donors, while laying the groundwork for the College’s next capital campaign.

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

2012: A new Vice President for Development and Alumni Relations, Rebekkah L. Brown ’99, was hired in July 2011 to oversee fundraising and alumni engagement efforts for the College. For fiscal year 2012, the College received $7,856,131 in philanthropic cash gifts. This represents a 14% increase over the previous year. Additionally, government grants in the amount of $422,306 were secured, for total cash commitments of $8,278,437. Alumni
donor participation dropped slightly while the overall number of donors to the College increased slightly. Fundraising efforts were emphasized with the Board of Trustees, Parents, Council, Board of Observers and the Alumni Board. A more intensive travel and regional event calendar was implemented this year, along with a more strategic and streamlined process for acknowledgments and gift reminders. Reunion planning efforts were also emphasized with stronger coordination among the Development and Alumni Relations office in conjunction with the Class Fund Chairs, Reunion Chairs and the Reunion Committee. Initial conversations regarding future campaigns or mini-campaigns were held, with more intensive planning anticipated in the coming year.

2013: The Development and Alumni Relations team enhanced and launched several initiatives this year in a continuing effort to engage alumni in the life of the College. The Leadership Summit for Volunteers was reinstated, with strong attendance and informative programming. The Alumni Board completed its by-laws and working resolutions, which will provide a strong foundation for their operations and activities.

A Young Alumni Council was created as a spin-off from the Alumni Board, to focus specifically on engaging alumni who graduated within the last ten years. MuhlNet was launched to promote connections between alumni and current students for career advice and networking. Over 700 alumni have signed up to be MuhlNet volunteers. In an effort to keep connected with our alumni, a new website and online community, MuhlenbergConnect, was launched, with over 2,000 alumni registering in the first three months.

The Muhlenberg Fund launched two campaigns with great success. Mule Madness pitted alumni from various athletic teams against one another during the month of March to increase donor participation. Football alumni showed the strongest support, followed by cross country/track and basketball alumni. Duel of the Decades was a challenge to graduates from the 1990s and 2000s, which capitalized on a generous challenge gift provided by a member of the Board of Trustees to generate increased donor participation from younger alumni. Student engagement also increased, with 57.6% of graduating seniors making a gift to Muhlenberg. Fundraising plans for the East Hall renovation and the chapel organ have been developed, and a new fundraising initiative to increase support for financial aid will be launched in the coming year.

In total, the College raised $6,882,305 in fiscal year 2013. The decline from the previous year is primarily due to fewer planned gifts being realized and a drop in foundation giving, due to a very large gift made the previous fiscal year. The Muhlenberg Fund raised $2,086,061, which represents a 8% increase over last year’s fundraising total and is an all-time record for the College in terms of total dollars raised for The Muhlenberg Fund. A total of 7,023 donors made a gift to the College, with a 6% increase in the number of alumni donors.

2014: The Development and Alumni Relations team has had another successful year in terms of alumni engagement, the launch of new initiatives and fundraising efforts. On the alumni relations front, the 'Berg Events Bulletin and the Connections e-newsletter were created with the intent of keeping alumni informed and involved in College
activities. A new annual alumni tradition - THAW (Toast Heard Around the World) - was instituted and experienced great success, with over 500 alumni attending 33 alumni-hosted events held in various locations around the world all on the same day.

The 2013 Reunion/Homecoming attendance reached a record high of over 1,350 attendees, which is a 30% increase over the previous year. Highly regarded Henry Melchior Muhlenberg Society events were held in New York City and Philadelphia and The Circle of 1848 hosted well-attended events around Candlelight Carols and Muhlenberg Summer Music Theatre. Regional clubs in the Lehigh Valley, Los Angeles, New York City, New England, Philadelphia and Washington, D.C. planned and hosted over 36 alumni events. MuhlNet, the College's alumni/student career initiative, continues to grow with 871 members and 521 alumni and student connections facilitated. MuhlenbergConnect, our alumni website and online community, now has 3,808 registered users, which is 16.99% of the invited population. The second annual Leadership Summit for Volunteers was successfully held with the purpose of encouraging volunteer participation.

In September 2013, the College launched the Muhlenberg Match Challenge and committed $10 million as a matching incentive for donors to establish endowed scholarships and $1 million as a matching incentive for donors to establish endowed funds in support of educational enrichment initiatives. To date, over $4.8 million has been raised in gifts and pledges as part of the Match with over $3.3 million of the matching funds committed.

The Muhlenberg Fund launched and enhanced several campaigns this year. Muhlenberg held its first Day of Giving, MuleMentum, on November 12, 2013. With an initial goal of 910 donors on 11/12/13, the campaign ultimately brought in 1,430 gifts totaling $212,616.98 in a single day. The second successful Mule Madness competition was held with significant results. Thirteen of the sixteen varsity teams reached 100% participation from seniors and their coach. Student engagement continues to increase, with a record 60% of graduating seniors making a gift to the Senior Class Connections Campaign. A record 67% of faculty and staff made a gift to the College this year as well.

In total, the College brought in $6,848,791 in cash receipts in fiscal year 2014. This number is nearly even with the amount raised in fiscal year 2013. While realized estate gifts declined by 68%, total philanthropic dollars raised rose by 19% over the previous fiscal year. The Muhlenberg Fund raised $2,127,739, which represents a 2% increase over last year’s fundraising total. A total of 7,862 donors made a gift to the College, with the number of alumni donors remaining flat over the previous year.

**Forecast:** In the coming year, the Office of Development and Alumni Relations has plans to continue much of the work that has been started during the course of the strategic plan. Areas of priority in the coming year include increasing the number of alumni and parent donors, hosting another successful Day of Giving, making significant progress on dollars raised for the Muhlenberg Match program, welcoming
alumni back for an incredible Reunion and Homecoming weekend, increasing the number of locations and attendance at THAW events, creating opportunities for multi-cultural alumni to interact with current students, launching a Loyalty Society for donors with many years of consecutive giving, planning a farewell tour for President Helm and setting another record for giving to The Muhlenberg Fund.

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

2012: An IT Disaster Recovery Plan has been drafted. This plan describes approaches for disaster prevention and response to campus disasters, and delineates team structures and methods. It includes critical documentation of applications, equipment, and associated infrastructure. Also included are critical contact information for Response Team members and vendors. While each event is unique in scope and complexity, our response would follow a common approach. This plan includes a general strategy from assessment to recovery to address disasters that impact campus technologies.

During spring break IT held a department-wide, day-long desktop disaster-drill exercise. IT staff and other College staff (Campus Safety, Public Relations, and Seegers Union) that were involved found it “intense” and quite useful. The DR Recovery Plan was key in the exercise. Workpapers and feedback are being used to enhance the plan.

The College is implementing its second generation of virtualization infrastructure using storage systems by HP, and virtualization services by VMWare. 80% of our servers will be virtual by year’s end. This new facility exploits the physical diversity afforded by our secondary data center in Prosser Hall to provide full redundancy and high availability for servers hosted in this environment. The virtual server data is stored on a fully redundant Storage Area Network (SAN) which synchronously mirrors the data between Ettinger and Prosser. The net result is a "private cloud" facility that reduces the recovery window for these systems to a couple hours under worst-case scenarios. For more likely hardware failure situations, the systems are automatically migrated to the other data center in a couple minutes. While this does not protect all college systems, which require more storage or processing power than afforded by this infrastructure, it does allow many services to be restored within hours.

2013: During spring break IT held a department-wide, day-long desktop disaster-drill exercise. IT staff and other College staff (Campus Safety, Public Relations, and Seegers Union) that were involved found it “intense” and quite useful. The Disaster Recovery Plan was key in the exercise. Workpapers and feedback were used to enhance the plan.

The College implemented its second generation of virtualization infrastructure using storage systems by HP, and virtualization services by VMWare. 80% of our servers are now virtual. This new capability exploits the physical diversity afforded by our secondary data center in Prosser Hall to provide full redundancy and high availability for servers hosted in this environment. The virtual server data is stored on a fully redundant Storage
Area Network (SAN) that synchronously mirrors the data between Ettinger and Prosser. The net result is a "private cloud" facility that reduces the recovery window for these systems to a couple hours under worst-case scenarios. For most hardware failure situations, the systems are automatically migrated to the other data center in a couple minutes. While this does not protect all College systems, which require more storage or processing power than afforded by this infrastructure, it does allow many services to be restored within hours.

2014: A state-of-the-art archiving/de-duplication system was implemented across the dual campus server farms – to replace an aging archival backup infrastructure. This significantly enhances DR responses and improves redundancy.

All (50+) of our virtual machines, and the bulk of the rest of our application and storage servers are now protected via the new backup system. The CommVault system is split between both data centers, with Ettinger resources backed up over the campus network to disk at Prosser, and vice versa. Thus, part of the system would survive physical destruction of one data center, and contain the backups of the other (destroyed) data center. This means backups are on-site and ready for restore almost immediately. The off-site tapes, stored at Iron Mountain’s facility, provide security against a campus wide disaster. The elimination of tape as the primary storage allows us to restore almost any given file/folder in about 3 minutes.

In the event of a plausible disaster, encompassing the destruction of one data center, systems on our private cloud would most likely not need to be restored, and in most cases would automatically migrate to the healthy data center. The data is already synchronously duplicated between both data centers. The worst case would be manual intervention to force the cluster to heal. But this significantly reduces the time and effort required in the recovery process for these 50+ virtual servers, about 70% of the College's systems.

The remaining systems, which include E-Mail, departmental and personal shares, Blackboard LMS and Transact systems, and other systems could potentially require a full restore. Acquiring replacement hardware, staging it at the surviving data center, and the time to recover the most critical systems could be from 24 to 72 hours. Expansion of SAN resources would provide for the capacity to restore most of these critical systems to virtual hardware, thereby eliminating the delay in acquiring replacement systems. This would limit the number of systems that will require a minimum of 24-72 hours to fully restore to service. Therefore, virtualizing these systems is a priority, as it minimizes time required for a recovery process.

Endowment Growth
2014: The endowment fund has grown from $188.7 million as of June 30, 2013 to $244.85 million on June 30, 2014. In addition to positive investment performance and gifts the College has transferred a portion of the College’s non-endowment investments into the endowment fund.

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5 This is an estimate; the actual endowment number will not be finalized until mid-September 2014.