



Diversity, Equity and Inclusion Report

2020-2021



Muhlenberg College has long espoused the value of our diversity as a fundamental strength of the institution and a key aspect of our institutional mission to provide “an intellectually rigorous education within the context of an inclusive and diverse campus.” We also recognize that a diverse and inclusive community is not something that happens by default, rather it must be built and continually cultivated through the thoughtful and intentional efforts of all members of the Muhlenberg community. Here we share an overview of those efforts—key events, activities, and initiatives—to highlight the work being done across the College that is advancing our progress in equity, diversity, and inclusion. While this report is not a comprehensive accounting of all activities related to our DEI progress, we share this selection to recognize and celebrate the work we have done and inspire all of us to continue with the work that lies ahead.



To the Muhlenberg Community,

At Muhlenberg, we affirm our responsibility for taking action in making our campus community more inclusive, diverse and equitable. The responsibility to create true transformation is carried by all of us and by each of us. Through our collective effort, we create change.

Muhlenberg is committed to being open and transparent about what we have accomplished and the important work that still lies ahead. The past year has presented many challenges. It has also put a spotlight on the inequities in our society and our communities.

This progress report is an important representation of the College's DEI and anti-racism work. It is an expression of our values and serves as a touchpoint to engage in community conversation about the work we do every day at Muhlenberg. Open and ongoing dialogue is critical in moving the community toward action.

Understanding the initiatives, the actions and the community progress that align with our values is essential. Our actions demonstrate to our campus community and to those beyond our college who we are and what we stand for.

I want to give special thanks to Dr. Brooke Vick for her leadership in chairing the President's Diversity Advisory Council and for authoring the 2020-2021 Diversity, Equity and Inclusion Report. I am grateful to the members of PDAC for their work and their commitment to advancing the College's DEI and antiracism initiatives. I encourage you to read through this report and use the information to help in your efforts to make Muhlenberg a more inclusive community, one that gives space for every voice and where everyone can feel welcomed and valued.

Sincerely,

Dr. Kathleen Harring
President

To the Muhlenberg Community,

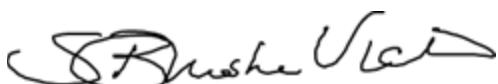
On behalf of the President's Diversity Advisory Council, it is my pleasure to present to you Muhlenberg's first annual DEI report. This report highlights the breadth and depth of work we are advancing to promote a more diverse community, one in which everyone experiences a true sense of inclusion and belonging, and enjoys equitable access to all of the opportunities for learning and growth offered at the College. Though we could not possibly capture every event, class, workshop or activity related to DEI and antiracist work over the past year at Muhlenberg, you will find a lengthy list of projects, initiatives and activities that align closely with our institutional values and move us more significantly toward the community to which we aspire.

The efforts cataloged in this report include those to improve recruitment and retention of underrepresented students, faculty and staff; increase financial aid and scholarship opportunities; create more welcoming and accessible student residences; develop and maintain more inclusive classroom experiences; and grow our cultural awareness as a community. Importantly, you will find significant contributions from offices and units across the college—from the Office of Housing & Residence Life and the Office of Multicultural Life in student affairs, to faculty committees and academic departments in academic affairs, to the admissions team, Career Center and advancement teams and all of our senior leadership—many of which are the result of community collaborations.

Like so much of what we do at Muhlenberg, our work to advance diversity, equity and inclusion is done for our community by our community. While this report serves to make these efforts more visible throughout the College, my hope is that it also serves as an inspirational reminder of how much we can accomplish together. So if you see an initiative that is in progress to which you would like to contribute, reach out and join in. If you have an idea for other work we could or should be doing, please, share your idea.

We are the Muhlenberg community and so, ultimately, Muhlenberg will be welcoming, equitable and inclusive if we make it so. The work of diversity, equity and inclusion is never done and there is much more work ahead. Thank you for all that you have done and continue to do toward helping us live our community values. I hope you will find something to inspire you in these pages and that you will join me in this important work.

Yours in community,



Dr. S. Brooke Vick
Associate Provost for Faculty and Diversity Initiatives
Chair, President's Diversity Advisory Council



Recruitment and Retention

As stated in the College Strategic Plan, *Muhlenberg Opens Doors*, we recognize our diversity as a strength, one that promotes intellectual vitality, strengthens community and broadens perspectives. To continue to build and maintain a diverse community representing myriad lived experiences, identities and perspectives, it is imperative that we actively recruit, support and retain a diverse faculty, staff, governing board and student body. Examples of efforts to enhance the diversity of our campus community are described below.



- » A new cohort of faculty and staff completed a series of four workshops on inclusive and equitable hiring practices, led by the associate provost for faculty and diversity initiatives, to become trained Equity Advocates. Equity advocates are required members of all faculty and staff search committees to ensure the application of equitable process, reduce the influence of bias in the search process and improve the College's ability to recruit and retain underrepresented faculty and staff.
- » All faculty search committees received training with the associate provost for faculty and diversity initiatives in inclusive and equitable practices for evaluating candidates at the start of the search process. During this training, search committee members discuss biases relevant to the hiring process and are provided tools to minimize their impact.
- » In order to more proactively recruit a diverse applicant pool, the recruitment strategy for many faculty searches was expanded to include posting positions in advertising outlets that specifically serve underrepresented scholars of color (e.g., the Black Doctoral Network, Latinos in Higher Ed).
- » The Campus Ambassador program provided finalists for faculty positions with the opportunity to connect confidentially with a current volunteer faculty or staff member who shares some aspect of the candidate's identity or background (e.g., connecting with an LGBTQIA+ faculty member or a faculty member of color). The program facilitates information sharing about underrepresented communities at Muhlenberg and in the Lehigh Valley as well as information about shared interests and life stages (e.g., being a parent on the tenure track).
- » The College applied for and was awarded a \$220,000 Faculty Funding grant from the Mellon–funded Creating Connections Consortium (C3) to support recruitment and retention of faculty of color.

- » This year's faculty search season resulted in 27 new full-time faculty members, 48% of which identify as faculty members of color. Among this 48% of new faculty are five Consortium for Faculty Diversity Fellows, the largest cohort of Fellows Muhlenberg has ever hosted.
- » Muhlenberg became an institutional member of the National Center for Faculty Development and Diversity (NCFDD) in May 2021. The NCFDD offers workshops and resources supporting faculty development and success for all faculty and specifically addresses experiences and needs of underrepresented faculty. As an institutional member, all Muhlenberg faculty can create individual memberships at no additional cost. This expansion of faculty development support will serve as a valuable recruitment and retention resource in the years to come.
- » The Office of Admissions staff expanded their recruitment efforts targeting underrepresented student populations on multiple fronts. They hosted a two-part virtual series, the inaugural *Behind the Red Doors: A Closer Look at Diversity and Multicultural Life at Muhlenberg*, providing an exclusive opportunity to underrepresented students of color and first-generation students to learn more about diversity at Muhlenberg. Invited prospective students were given the opportunity to experience a sample first-year seminar, learn more about financial aid and connect with current students, a diverse group of faculty and staff and President Harring.
- » The Office of Admissions expanded their efforts to connect with Community-Based Organizations that primarily serve students who are in under-resourced schools or communities. Staff hosted virtual visits to campus, gave financial aid presentations and attended virtual visits to high schools to deepen these relationships.
- » The Office of Admissions hosted the inaugural Muhlenberg Undergraduate Leadership Experience (or MULE) program for accepted students in the incoming class. By participating in MULE, students were able to begin forging important relationships with other student leaders, future classmates, faculty and staff mentors and alumni.
- » College preparatory experiences for local middle and high school students can create stronger community connections between the College and the local student population, increasing students' awareness of the opportunities available at Muhlenberg. Examples include the College Access Mentoring Program (or CAMP), a community-engaged course led by Dr. Michele Deegan in collaboration with staff at William Allen High School; and El Sistema, a college access project in which Muhlenberg students connect with local high school students to discuss the college application process and post-high school experiences (facilitated by the Office of Community Engagement).
- » The incoming class of 2025 is among the most racially and economically diverse in Muhlenberg history, with 23% of first-year students identifying as students of color, 21.6% who are Pell grant-eligible (from lower income backgrounds) and 16.6% who are first-generation students. Additionally, 6% of the incoming class identifies as Black or African American, 11% identify as Latinx or Hispanic, 2% identify as Asian, Asian American or Pacific Islander, 4% as two or more races and 2% are international students.
- » Since 2017, racially diverse representation on the Muhlenberg Board of Trustees has grown from a mere 3% of the Board identifying as Black or African American to now roughly 18% of the Board as a result of intentional strategies to recruit a more diverse group of Trustees.
- » Finding and building community is a critical aspect of faculty and staff retention and is particularly important for those who are minoritized within the institution. Regular opportunities to build community and provide support among faculty and staff communities of color are hosted by the associate provost for faculty and diversity initiatives throughout the year; the LGBTQ+ Faculty and Staff Collective hosts similar opportunities for the LGBTQ+ community on campus.

48 %

of 2020-2021 new faculty are five Consortium for Faculty Diversity Fellows, the largest cohort of Fellows Muhlenberg has ever hosted.

Cultural Awareness

Building an inclusive and equitable campus environment for everyone requires that we continue to educate ourselves about the diversity of lived experiences within our community. Developing expanded cultural awareness equips every member of our community with the understanding, knowledge and skills to be more culturally responsive, sensitive and engaged with one another whether in the classroom, in the residence halls, in meeting spaces, in rehearsal halls or on the practice field.

Over the past year, students, staff and faculty have led, organized and participated in many opportunities to learn more about themselves and others in our shared efforts to become more culturally aware educators, colleagues, students and community members. The following represents some of the learning and skill-building opportunities at Muhlenberg over the past year.





Faculty & Staff Education and Engagement

Muhlenberg faculty and staff continued to build their capacity to develop and maintain inclusive environments for teaching and learning, enact equitable admissions and hiring procedures and connect with fellow members of the Muhlenberg community across differences throughout the 2020-2021 academic year. Below is a listing of some of the ways in which faculty and staff worked to develop their knowledge and apply their skills in diversity, equity, inclusion and antiracism.

- » Several workshops on inclusive and antiracist pedagogical practice, led by the associate provost for faculty and diversity initiatives, were offered during New Faculty Orientation and were available to faculty and staff in partnership with the Muhlenberg Center for Teaching and Learning.
- » Presentations and panels on antiracist curriculum development, facilitated by the associate provost for faculty and diversity initiatives and in partnership with the Muhlenberg Center for Teaching and Learning, introduced the antiracist curricular review initiative to department chairs and highlighted examples of faculty progress and innovation across academic divisions.
- » Staff in the Office of Admissions completed training in implicit bias with Dr. Connie Wolfe, associate professor of psychology. Their work focused on reducing the influence of implicit biases on reviewing applications and in the prospective student interview process.
- » The plenary talk for the annual Staff Development Day, presented by the associate provost for faculty and diversity initiatives, described concrete actions that all staff can take to help build an inclusive and antiracist campus community and highlighted the ways in which those actions align with the Muhlenberg College mission.
- » Several academic, administrative and alumni groups participated in reading groups and led discussions on texts meant to grow understanding of the role of racism in our institutions and practices. For example, the President and Senior Staff as well as the Office of Advancement read and discussed Ibram Kendi's book, *How to Be An Antiracist*. The Office of Alumni Affairs also hosted an alumni book club who read and discussed Kendi's work. The Department of Music invited all faculty and staff to participate in an antiracist reading group for which they read three books exploring antiracism, white fragility and how to talk about race and then engaged discipline-specific articles on racism and representation in the field.
- » A group of white-identified faculty and staff formed a caucus group exploring racism and white privilege through the *Being Mindful of Race* curriculum, which included readings on historical, structural and institutional racism. Regularly scheduled meetings offered opportunities for conversation and reflection in order to better understand and deconstruct the workings of racism, increase accountability in the work and develop an understanding of how whiteness informs their experiences and identities.
- » The Department of Theatre & Dance completed a six-hour training in intergroup dialogue techniques, led by Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives and Dr. Connie Wolfe, associate professor of psychology, to grow their capacity to communicate effectively and empathetically across areas of difference.
- » The annual May workshop, sponsored by the Muhlenberg Center for Teaching and Learning and the provost's office, brought Dr. KerryAnn O'Meara and Dr. Betsy Beise from the University of Maryland to discuss their work on issues of workload equity and inequity. Faculty and staff learned about the practices that contribute to workload inequity and invisible labor, inclusive of dynamics related to race and gender and offered mechanisms to reduce workload inequity across our departments.
- » A small group of faculty and staff were selected to complete the “Inside/Out Prison Exchange” training program, preparing them to teach and contribute to the program that connects Muhlenberg students with incarcerated students within the Lehigh Community Corrections Center and the Lehigh County Prison. The training addresses issues of mass incarceration and inequality.
- » The Office of Prevention Education, led by Jules Purnell, in collaboration with Lin-Chi Wang, the director of equity and Title IX, secured a grant from “It’s On Us,” an organization working to end campus sexual assault. The grant supported intensive training for faculty and staff in restorative justice practices for Title IX/sexual violence cases with the San Diego Center for Restorative Justice.





Student Education and Engagement

In the midst of a global pandemic and an uprising for racial justice, Muhlenberg students remained committed to learning, with many focusing particularly on ways they can contribute to making Muhlenberg, their local communities and the nation a more inclusive and just place for everyone. Below is a listing of some of the ways in which students worked to develop their knowledge and apply their skills in diversity, equity, inclusion and antiracism.

All

first-year students in the Class of 2025 attended a performance of the *Sedehi Diversity Project*, a student-led and developed theatre production highlighting experiences with respect to diversity within the Muhlenberg community.

- » A group of students in the Dana Scholars program organized a workshop on “Antiracism in Academia: Becoming a Better Citizen-Scholar” facilitated by Dr. Emanuela Kucik, assistant professor of English and Africana studies, Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives, and Robin Riley-Casey, associate dean for student diversity initiatives. The forum explored ways of actively practicing antiracism and building the foundation for future research for the group.
- » Resident advisor in-service training and one-on-one conversations throughout the year focused on diversity and inclusion with respect to identity and building community in partnership with the associate dean for student diversity initiatives, Robin Riley-Casey and Kiyaana Cox-Jones, assistant director of the Office of Multicultural Life.
- » Students chosen as orientation leaders and resident advisors completed two intensive DEI training sessions exploring identity, intersectionality, advocacy and engagement with issues of inclusion and equity prior to first-year orientation. The sessions were led by Robin Riley-Casey, associate dean for student diversity initiatives, and Keywaun Caulk, director of the Center for Social Justice Education at Rutgers University.
- » All first-year students attended a performance of the *Sedehi Diversity Project*, a student-led and developed theatre production highlighting experiences with respect to diversity within the Muhlenberg community. Following the performances, student facilitators, having completed hours of facilitation training on issues of diversity, engaged the student audience members in discussion about the issues raised in the play.
- » Students taking the first-year Foundations of Student Success course completed a module on identity, equity and inclusion as part of the course curriculum. Within this module, students explored their own backgrounds and identities, learned about key definitions in better understanding the identities of others, were reintroduced to DEI resources on campus and participated in facilitated discussions about issues raised in the *Sedehi Diversity Project* that they saw during their orientation experience.
- » Student Advocates for Inclusion and Diversity were trained in facilitating peer dialogues on issues of identity and difference in partnership with the Office of Multicultural Life. These students then worked to facilitate dialogue within other student groups on campus who wanted to address these issues within their groups and organizations.
- » The Offices of Community Engagement, Multicultural Life and Prevention Education partnered to facilitate the month-long Alliances for Justice Active Leadership Retreat series to engage students weekly in conversations about movements for change and justice.
- » The Office of Community Engagement created modules for its student staff to engage work within communities at the intersections of diversity, equity and inclusion. Student staff members completed modules weekly on an individual basis and then engaged with their peers around the content. A small group of student staff also created the content for the modules.



Campus Programming

Despite the distance that separated much of the Muhlenberg community throughout the 2020-2021 academic year, campus programming that brought students, staff and faculty together to listen, learn and support one another proliferated during this pandemic year. These opportunities to engage across diverse identities and experiences provided a sense of community for many at a time when it was needed perhaps more than ever before. Here is a sample of the many speakers, discussions and events that students, staff and faculty co-developed and hosted for the campus community.

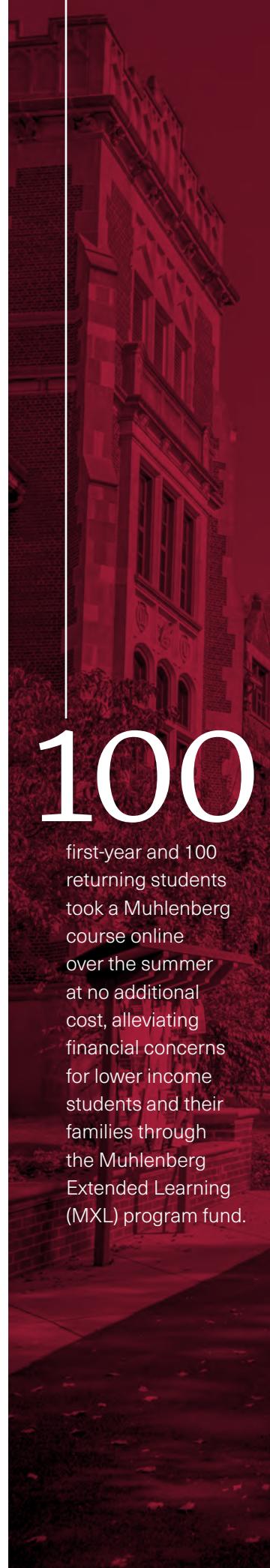
- » The Africana Studies Book Club, organized and facilitated by Dr. Emanuela Kucik, co-director of the Africana Studies program, invited students, staff, faculty, alumni, administrators and even students' family members to participate in book club discussions focused on works of global Black literature spanning a diversity of literary genres.
- » In response to national incidents of hate and violence against communities of color, student affinity groups organized gatherings, holding space for members of their communities to express themselves and welcoming members of the broader community to join them in solidarity. Student members of the Asian Student Association, Top Naach and the Black Student Association also honored the victims of violence within the Asian, Asian American, Pacific Islander and Black communities by telling their stories and educating participants on how they could be more effective allies.
- » A broad collaboration across faculty, staff and students representing the Black Student Association, the Asian Student Association, Comunidad Latinx and Top Naach student affinity groups, the Africana Studies program and the Office of Multicultural Life, the series "*From The Ashes of Relentless Racial Crises Amid COVID-19*" series hosted four events educating the Muhlenberg community about the experiences of Black, AAPI, Latinx and indigenous communities throughout the pandemic. These events highlighted the effects of intersectional biases on these communities as well as mechanisms of community resilience.
- » Two events, co-hosted by the Office of Prevention Education, the Africana Studies Program, the Black Students Association and the Muhlenberg Trans Advocacy Coalition (MTAC) centered Black trans experiences. The first hosted Asanni Armon to speak on their experiences running an organization serving Black trans people with housing and medical needs and the work they do to celebrate the Black trans community. The second was a film showing and discussion of *Free CeCe*, a documentary about a Black trans woman incarcerated for killing her attacker, hosted by Jules Purnell, associate director of prevention education, and the student leaders of MTAC.
- » The event *Poet Unity: Women Arise Poetically* brought students from Multicultural Life and Hillel together to share and reflect on their experiences and sources of resilience.
- » The Asian Students Association and Associate Director of Prevention Education Jules Purnell presented a program on the problem of Asian representation in popular media and how this representation leads to violence, including sexual harms and hate crimes.
- » A two-part series on *Blackness and Disability in Our Current Moment* highlighted the unique, intersectional experiences of Black people living with disabilities. The first event, a collaboration between Africana Studies, Prevention Education and the Black Student Association hosted Michael Aygin, a Black deaf speaker and activist to discuss his experiences and share ways in which audience members can be more effective allies for Black disabled communities. The second event focused on the experiences of being Black with an invisible disability, hosted by Dr. Crystal Adams, assistant professor of sociology, Dr. Emanuela Kucik, assistant professor of English and Africana Studies, and Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives and Associate Professor of Psychology.
- » Hillel student leaders hosted a series of conversations about the strengths and challenges of LGBTQIA+ identities in Israel and also amplified the diversity of Jewish identities across racial identities.
- » The Office of Prevention Education and the student group Voices of Strength hosted multiple events centering issues of gender and sexuality including asexuality awareness and support for LGBTQIA+ assault and intimate partner violence survivors.



Student Outcomes



Achieving equitable outcomes for all students requires us to understand the diverse needs of our student body and act to meet those needs, providing strategic supports and opportunities where they are needed to promote persistence, belonging and success. Here are several examples of new programs and opportunities that promote equity in student outcomes developed over the last year.



100

first-year and 100 returning students took a Muhlenberg course online over the summer at no additional cost, alleviating financial concerns for lower income students and their families through the Muhlenberg Extended Learning (MXL) program fund.

- » The Muhlenberg Extended Learning (MXL) program fund, a donor-funded initiative developed in collaboration with academic affairs, admissions, advancement and continuing studies provided grant funding for 100 first-year and 100 returning students to take a Muhlenberg course online over the summer at no additional cost, alleviating financial concerns for lower income students and their families and creating opportunity for first-year students to gain a head start earning course credit at Muhlenberg and returning students the opportunity to catch up if their studies have been interrupted.
- » The Timothy A. Birch student summer research grant was established to encourage underrepresented students to participate in student-faculty research projects. The grant provides the student awardee a stipend compensating them for eight weeks of research as well as free housing on campus and one course credit for completing an independent study.
- » The Professor Roberta A. Meek Africana Studies Award was established in collaboration with the Africana Studies Program, the Office of Multicultural Life and the Office of Advancement to honor retiring Africana Studies faculty member, Professor Roberta Meek, and to provide recognition and a cash award annually to a student who displays a dedication to Africana Studies, a passion for scholarship, activism and a commitment to the pursuit of social and racial justice.
- » The Graduate School Preparatory Program (GSPP) for students from underrepresented groups, created by Dr. Emanuela Kucik, assistant professor of English and Africana studies, and Dr. Giancarlo Cuadra, assistant professor of biology, and further developed in collaboration with the Career Center, Office of Multicultural Life and a team of faculty and staff advisors, accepted applications for the first cohort of students interested in pursuing graduate study across a variety of disciplines. The GSPP provides each student accepted into the program with a team of faculty and staff advisors and mentors to help guide them through the graduate school research and application process. Students also attend sessions throughout the year intended to demystify the graduate school application process and prepare students for the rigors of graduate training.
- » Several new scholarships were established and funded that specifically support students with high financial need who might otherwise not have access to a Muhlenberg education. The Allentown Public School scholarship and The Penn and Sheila Chabrow scholarship will both be awarded to students demonstrating significant financial need, with the former specifically serving students graduating from a local public Allentown high school.
- » The Pre-Medical Student Financial Aid fund was established with donor funding to support pre-med students who have financial need and will contribute to Muhlenberg's goal of promoting a diverse student body. Racially or ethnically underrepresented students who want to pursue study in medicine can receive financial support from this fund.
- » A new pre-health society for underrepresented students was developed by Dr. Crystal Adams, assistant professor of sociology, and Dr. Jacqueline Antonovich, assistant professor of history, to support underrepresented students interested in pursuing careers in the health professions.

Campus Climate & Student Support

The environment in which we live and work at Muhlenberg sets the tone and provides the foundation from which experiences of inclusion and belonging for everyone are possible. When members of a community feel included, as if they belong to a group that is larger than themselves, they are more likely to thrive and more likely to stay, maintaining their connection with the College now and long into the future. An inclusive campus climate depends on a variety of factors from event planning to data collection, budget allocations to policy revisions, physical spaces to support for health and wellbeing. Below is a selection of these factors and more that contributed to our goal of developing and sustaining an inclusive campus climate for all.

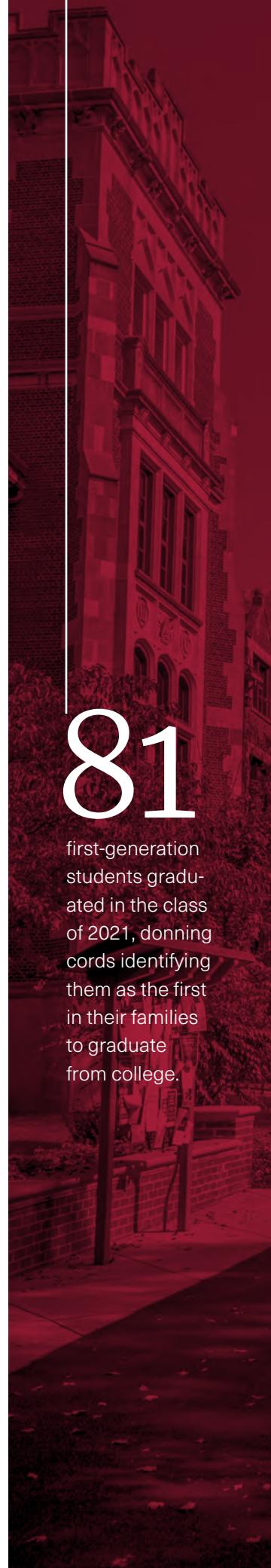


- » During the spring 2021 semester, the College administered the National Assessment of Collegiate Campus Climate, developed by the USC Center for Racial Equity, to the Muhlenberg student body. All Muhlenberg students were invited to complete the survey assessing their experiences related to racial equity and campus climate. Data from the survey will be received in fall 2021.
- » The President's Diversity Advisory Council hosted a series of Community Conversations in spring 2021 that brought students, faculty, staff and alumni together to share specific stories of inclusive experiences they have had within the Muhlenberg community. These dialogues across differences made visible those factors that tend to predict feelings of inclusion and belonging for everyone.
- » Several student organizations established clearer structures and support for diverse student perspectives and inclusion. Student Government Association (SGA) established off-the-top funding for affinity groups (e.g., Asian Student Association, Comunidad Latinx, Black Student Association), providing more flexibility and consistent year-to-year access to financial resources. All of Muhlenberg's Greek organizations, SGA, athletics, the Muhlenberg Theatre Association and Muhlenberg Dance Association established diversity chairs within their leadership structures to ensure that the groups are intentionally welcoming and inclusive spaces for all students.
- » Resources and capacity to support students' mental health care expanded in critical ways to meet the needs of students throughout the pandemic and beyond. Additional counseling services staff with expertise working with underrepresented populations joined the Counseling Center team. The College earned a grant from the JED Foundation providing resources focused on increasing multicultural competency within counseling services. The CARE team, a team of staff and administrators who provide additional support and resources to students experiencing personal struggles, expanded to include the associate dean of student diversity initiatives.

81

first-generation students graduated in the class of 2021, donning cords identifying them as the first in their families to graduate from college.

- » Physical spaces on campus for gathering and working continued to evolve to create more welcoming and safe spaces for diverse student identities and experiences. A special interest collegiate house was established through the work of student leaders in the Black Student Association with support by the Office of Housing & Residence Life as a campus interest house for students of color. Work to convert campus restrooms to gender inclusive spaces continued, with bathrooms in Haas renovated and a new gender-inclusive restroom added on the third floor where the president, provost and dean of students' offices reside.
- » A group of campus safety staff, faculty and students met regularly to review campus safety policies through a lens of equity and inclusion. This group reviewed policies including the identification policy, room search policy, missing persons policy, protocol for emergency mental health support and the firearms/use of force policies. In addition, the group offered feedback on officer training, student education, website adjustments and on the consideration of body cameras for officers. A full report will be shared with the President in Fall 2021.
- » In May 2021, the student body elected Muhlenberg's first man of color to serve as student body president. Zaire Carter's inauguration and the Celebration of Marginalized Voices event featured spoken word and musical performances, as well as remarks from College leaders, including President Harring, to mark the occasion.
- » Students from the Muslim Student Association, in partnership with the Chaplain and Dean of Students office, secured meal plan support for students observing Ramadan through Dining Services. In addition, supplemental prayer space was secured for the students in Seegers Union.
- » Support for students who are the first in their families to attend college, led by Dr. Dawn Lonsinger, associate professor of English, and Gregg Scully, associate dean of graduate and continuing education, expanded to include welcome letters with resource information sent to all incoming first-generation students, numerous social and community building events and induction of 39 new students into Tri-Alpha, the national first-generation honor society. Eighty-one first-generation students graduated in the class of 2021, donning cords identifying them as the first in their families to graduate from college.
- » The Office of Multicultural Life, the office that supports diverse student affinity groups, the Emerging Leaders program and more, received increased staffing and budget support for their work building and supporting a diverse student community.
- » Support for students experiencing financial hardship was a critical source of stability for many students during the height of the COVID-19 pandemic. Access to emergency grants, the M.U.L.E. cabinet and other financial hardship resources continued to expand and were frequently utilized by the Muhlenberg student population.



Institutional Commitments & Activities



As a liberal arts institution that understands community diversity, inclusion and belonging, and equitable practices to be critical to achieving excellence, Muhlenberg College joins many institutions across the higher education landscape in pursuing this mission. Our institutional connections to national conversations and initiatives on diversity, equity and inclusion grow our resources, ensure that we are following best practices and strengthen our ability to meet our goals to build and maintain an inclusive and diverse community. Below are brief descriptions of the institutional commitments and activities in which the College participates.

- » The Consortium for Faculty Diversity (CFD) is a consortium of liberal arts colleges working to enhance the diversity of their faculty and of the professoriate within liberal arts institutions. Consortium institutions offer predoctoral and postdoctoral fellowships to rising underrepresented scholars of color, providing opportunities for rising scholars to gain professional experience within a liberal arts setting and institutions to expand the diversity of their faculties. As members of the consortium, Muhlenberg can advertise our positions and recruit candidates from the pool of CFD applicants each year.
- » Muhlenberg is a member of the American Talent Initiative (ATI), a collective of public and private institutions of higher education with high graduation rates who commit to increase the number of low and moderate-income students graduating from the nation's top colleges and universities. As members of ATI, Muhlenberg participates in the Academic Equity Community of Practice, attends institutes and conferences to share resources and build capacity and submits our progress to ATI each year as a measure of accountability to our commitment.
- » Liberal Arts Diversity Officers (LADO) is a consortium of over 30 selective liberal arts colleges who have diversity practitioners serving in leadership positions at the institutional level. Membership in the LADO consortium provides access to shared knowledge and resources on DEI best practices, recruitment sources through partnerships with graduate programs and universities, access to grant funding to recruit and retain underrepresented faculty and more. The associate provost for faculty and diversity initiatives, Dr. S. Brooke Vick, currently serves as co-president of LADO.
- » Muhlenberg recently joined roughly 70 other liberal arts institutions in becoming members of the newly developed USC Race and Equity Center's Liberal Arts Colleges Racial Equity Leadership Alliance, or LACRELA. Membership in LACRELA affords the college community a number of benefits and opportunities designed to help us increase our capacity to build an inclusive campus community, diversify our faculty and staff, expand a diverse curriculum and more. Through LACRELA, the College will conduct several campus climate surveys on racial equity to students, staff and faculty and collect a repository of resources to support our continuing efforts.

70

Number of liberal arts institutions that, along with Muhlenberg, initially joined together to form the Liberal Arts Colleges Racial Equity Leadership Alliance based out of the USC Race and Equity Center.

