



## Strategic Priorities at Wabash College

January 2014-Present  
Updated Fall 2022

### Our Mission:

Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely.

### Our Core Values:

#### A rigorous liberal arts education that fosters

- An appreciation for the intellectual and physical aspects of a good life
- An understanding of and appreciation for other cultures

#### A personal context to teaching and learning that encourages

- Candid, respectful, face-to-face conversations
- Freedom of thought
- A local scholarly community that creates lifelong relationships

#### Individual responsibility and trust that are

- Based on moral and ethical awareness
- Expressed in the Gentleman's Rule
- Required for leadership and teamwork

#### A socially, economically, and ethnically diverse student body characterized by

- A dedication to the serious pursuit of learning
- A culture of competition without malice
- A few years of residence, a lifetime of loyalty

#### A tradition and philosophy of independence that

- Keeps the College from external control
- Allows the Wabash community to shape significantly its own destiny
- Promotes independence and self-reliance in its students and graduates



## Strategic Priorities to Achieve the Vision

### 1. Demonstrate and articulate the value of a Wabash Liberal Arts education

- a. Lead the conversation on the value of the liberal arts at Wabash College
- b. Lead the dialogue on the challenges and opportunities of educating young men
- c. Articulate the value and importance of immersion learning, student-faculty research, scholarship, and creative work, and the strength of career preparation at Wabash
- d. Use the Center of Inquiry in the Liberal Arts and Higher Education Data Sharing Consortium to connect assessment data with pedagogical best practices and with student outcomes

### 2. Extend the academic and geographic footprint of the College

- a. Develop interdisciplinary institutes (e.g., democracy, entrepreneurship, creativity), and create interdisciplinary programs in business, PPE, and digital arts
- b. Expand opportunities for students to have immersive learning experiences
- c. Extend the recruiting pipeline
- d. Develop a data-driven student retention and success program at Wabash
- e. Explore dual degree programs and similar collaborations with other institutions, and seek ways to certify this work to maximize the impact

### 3. Emphasize leadership development in each Wabash Man

- a. Engage alumni to provide internships and mentoring opportunities
- b. Develop affiliations and partnerships to provide students with additional opportunities to work on projects, research, and internships
- c. Redevelop the College's student work program (previously ESH, now WISE) to provide additional support for student engagement
- d. Provide a more intentional faculty and staff mentoring and counseling process

- e. Build leadership development into student engagement, in and out of the classroom
- f. Create additional opportunities for students to engage with Montgomery County
- g. Establish career development as an integral part of the student's four-year experience at the College

#### 4. Enhance the culture of philanthropy

- a. Capitalize on Wabash's historic philanthropic strength and extend unrestricted giving opportunities to a wider range of alumni and friends
- b. Develop a long-term resource development model that will guide Wabash to its bicentennial in 2032
- c. Build partnerships with foundations and endowments to support Wabash's mission

#### 5. Increase the sense of belonging and expand our commitment to inclusive excellence

- a. Expand the diversity of our community (faculty, staff, and student body) and articulate the varied and valuable contributions that enrich the Wabash mission
- b. Continuously examine and improve campus structures and practices that create barriers to inclusion and belonging for some members of our community
- c. Strengthen the culture of inclusivity in which all students, faculty, and staff are supported to succeed in all of their pursuits
- d. Expand community-engaged learning and share cultural and artistic resources to support our local community and expand student belonging

#### 6. Embrace a culture of continuous improvement

- a. Increase net tuition revenue more in line with comparable GLCA schools
- b. Develop a business model that can support the institution over the long term, including an appropriate endowment draw
- c. Develop a campus master plan that improves student housing, eliminates reliance on old, College-owned houses, provides for an effective campus center, retains our intimate setting, and allows for future growth needs

- d. Provide enhanced access to technology and on-line resources to ensure students are appropriately prepared to succeed and that allows faculty to focus more on applying and integrating knowledge

## 1. Demonstrate and articulate the value of a Wabash Liberal Arts education

### a. Lead the conversation on the value of the liberal arts at Wabash College

- i. President Feller presented his vision for Wabash to thrive in the midst of the “Enrollment Cliff” to the Board of Trustees (January 2022), Faculty and Staff (May 2022), and Alumni (May 2022)
- ii. President Feller was interviewed by Michael Nietzel, frequent contributor to *Forbes.com*, for an article he published on the Degree Choices website about Wabash’s success (9<sup>th</sup>) in a national ranking of colleges for pay back and long-term return on investment
- iii. President Feller delivered keynote address on student demographics at a Wabash-organized small college conference on how to best recruit and support new majority students. President Feller also participated in a president’s panel with the leaders of two other liberal arts colleges (April 2022)
- iv. President Feller participated in the American Talent Initiative’s seminar, “Focusing Boards on the Right Student Success and Equity-Related Challenges” (April 2022)
- v. President Feller participated in a panel presentation at the Economic Club of Indiana (December 2021)
- vi. In his Inaugural Address, President Feller laid out his vision for Wabash to thrive as a financially sustainable liberal arts college where all students feel a strong sense of belonging (October 2021)
- vii. President Feller discussed his vision for Wabash in interviews with the *Lafayette Journal and Courier* and on the weekly television show, *Inside Indiana Business* (July 2020)
- viii. President Hess participated in a panel presentation on higher education in Indiana at the Economic Club of Indiana luncheon (December 2018)
- ix. President Hess visited with education reporters at *The Wall Street Journal* and *The New York Times* to discuss the liberal arts and the economic mobility schools like Wabash provide young people (March 2018)
- x. President Hess and other small private college presidents authored and published a letter on the value of small colleges that are not ranked by *The Wall Street Journal* because of their size (2017)
- xi. President Hess and Wabash were featured in *Indiana Minority Business* magazine (summer 2017)
- xii. Developed and made a presentation to Trustees, Faculty, and Staff data on economic mobility published in the *New York Times* (2017)
- xiii. President Hess made a presentation in liberal arts education for men at Chautauqua (summer 2015)
- xiv. Meeting of state legislative budget committee on campus and presentation by President Hess (summer 2015)

- xv. A commitment to a more aggressive media relations strategy led to more than a dozen stories that earned media attention across the country
- xvi. President Hess met with the Indiana delegation in Washington, D.C. (2015)
- xvii. Hosted (with Steve Ferguson '63) a dinner conversation with state leaders in Indianapolis to talk about Wabash's role in leading Indiana
- xviii. President Hess appearances at "target" high schools
- xix. President Hess appearances at admissions' counselor breakfasts
- xx. Print (2) and video news (2) releases about the conference and the results of the Wabash National Study appeared in hundreds of online media outlets
- xxi. President Hess co-authored op-ed with CILA director Charlie Blaich that received significant media exposure (Fall 2014)
- xxii. Wabash and Center of Inquiry hosted national conference Celebrating the Value of Liberal Arts Education (Fall 2014)

**b. Lead the dialogue on the challenges and opportunities of educating young men**

- i. President Feller discussed the demographic challenges facing liberal arts colleges in the Midwest and Northeast, and, using data, articulated a vision for enrolling "new majority" students who will contribute to and benefit from a Wabash education (October 2021, December 2021, January 2022, May 2022, June 2022)
- ii. Wabash received a series of grants totaling \$5.5 million from Lilly Endowment Inc. for "Restoring Hope, Restoring Trust" – an effort to recruit, retain, and graduate low-income, first-generation, and students of color (March 2021)
- iii. President Hess discussed Wabash's strategies for recruiting and retaining young men at a panel presentation at the Economic Club of Indiana luncheon (December 2018)
- iv. The College applied for and received from the Mellon Foundation a renewal grant to continue a revised version of the WLAIP in 2019
- v. Mellon Foundation grant for Wabash Liberal Arts Immersion Program focuses on the challenges and opportunities of education young men, and successful programs have been held in the summers of 2016, 2017, and 2018
- vi. Hosted Michael Kimmel for sessions with students, staff, and faculty (Spring 2015)
- vii. Hosted Wabash Preview Days for entering freshmen and parents (Summer 2015, 2016, and 2017), which have been rebranded "Wabash 101." (2016 and ongoing)
- viii. Hosted and presented to the State Budget Committee (Summer 2015)
- ix. President Hess made a presentation at the Chautauqua Institute (Summer 2015)
- x. Hosted Gentlemen's Classic and NCAA President Mark Emmert (Fall 2014)
- xi. Co-Authored op-ed with HSC President Chris Howard
- xii. Participated in Hampden-Sydney College's What Works Conference
- xiii. Created President's Advisory Committee on Men's Education

**c. Articulate the value and importance of immersion learning, student-faculty research, scholarship, and creative work, and the strength of career preparation at Wabash**

- i. Wabash continues to have excellent results in acceptance rates to medical and law schools. The College's five-year average is 96% for medical school and 87% for law school.
- ii. Wabash had 26 students participating in student-faculty collaborative research in summer 2022, more than 25 more working in other college sponsored internships, and another 25 working with staff in the Business Immersion and CIBE programs (summer 2022)
- iii. Despite the continuing challenges of COVID, 17% of the student body participated in semester-long off-campus study, immersion learning, or international internships/research experiences in 2021-2022. This featured 142 distinct students and 151 student experiences.
- iv. Professors Erika Sorensen-Kamakian and Wally Novak received a \$470,000 grant from the National Science Foundation (NSF) to work with Wabash students on interdisciplinary research on the impact of protein level control on human development and disease (February 2022)
- v. Resumed international immersion learning trips for Wabash students during the COVID-19 pandemic with two classes touring Italy, another class traveling to Kenya, an immersion in German language and culture, and still others on domestic immersion trips (2021-2022)
- vi. Wabash was able to work through appropriate public health channels to send students on Study Abroad programs in 2020-21 and 2021-22 in the midst of the COVID-19 pandemic
- vii. Achieved a remarkable 100% First Destination Rate for the Class of 2021 within six months of graduation for a class that spent its entire senior year in a pandemic (November 2021)
- viii. Wabash established the Stephenson Institute for Classical Liberalism, which will provide enormous opportunities for students to collaborate with faculty on research and engage in a wide range of off-campus internships (October 2021)
- ix. Approximately 40 students participated in summer student-faculty collaborative research (2021)
- x. Received \$150,600 CARES Act supported grant from the National Endowment for the Humanities to support humanities faculty and enhance faculty diversity. Wabash was the only institution under 1,000 students that was funded by the program (2020-2021).
- xi. Laura Wysocki and Sara Drury were awarded a nearly \$600,000 grant from the National Science Foundation (NSF) to study the impact of deliberation on undergraduate STEM education (2020)
- xii. Achieved a 99% First Destination Rate for the Class of 2020 within six months of graduation – in spite of the pandemic (November 2020)
- xiii. Achieved a 100% First Destination Rate for the Class of 2019 within six months of graduation (November 2019)
- xiv. Achieved an 86% First Destination Rate for the Class of 2018 at Commencement and 99% rate within six months of graduation (November 2018)

- xv. Partnered with the City of Crawfordsville to develop the innovative co-working space, Fusion54 (August 2018)
- xvi. Secured Giant Steps Campaign gift to endow Immersion Learning opportunities for 250-300 students per year (Fall 2018)
- xvii. Applied for and received a \$19,500 grant from the Max Kade Foundation to fund the German Immersion Trip (Spring 2017, 2018, 2019 and 2022)
- xviii. Achieved a 70% First Destination Rate for the Class of 2017 at the time of graduation; achieved a 98% First Destination for the Class of 2017 within six months of graduation (November 2017)
- xix. Restructured the staffing in the Schroeder Center for Career Development and the Center for Innovation, Business, and Entrepreneurship under the leadership of Dean Steven Jones
- xx. Expanded geographic diversity of immersion trips, e.g., to Kenya, South Africa, and Asia (2017-2018)
- xxi. Promoting Gilman Scholars program to increase off-campus studies participation by Pell Grant recipients
- xxii. Increased participation in off-campus studies through greater management of program selection and using endowed funds
- xxiii. Featured Liberal Arts Plus initiatives in Spring 2015 issue of *Wabash Magazine*
- xxiv. Created web-based videos for the Liberal Arts Plus initiatives
- xxv. Restructured reporting lines in the Schroeder Center, CIBE, and WISE programs
- xxvi. Created the position of Dean for Professional Development (Summer 2015)
- xxvii. Created a physical space for the International Center
- xxviii. Integrated the Dill Scholarship with the off-campus studies program (Summer 2014)

d. *Use the Center of Inquiry in the Liberal Arts and Higher Education Data Sharing Consortium to connect assessment data with pedagogical best practices and with student outcomes*

- i. In 2020-2021, HEDS created a set of “open sourced” surveys for non-profits to examine their approaches to COVID. By December 2020 more than 40,000 students, 11,000 staff, and 7,500 faculty at dozens of institutions had participated
- ii. HEDS assisted Wabash faculty in learning about best practices in developing and using student learning outcomes, interviewed students as part of the College’s participation in an American Talent Initiative project, and was included in two NSF proposals to provide support and assessment (2020-2021).
- iii. Participated in three HEDS COVID-19 surveys for students, faculty, and staff as a means to check-in on well-being of campus constituencies, gain feedback on the College’s response to COVID-19, and better understand student and faculty experiences with virtual learning (Spring 2020)



- iv. Charlie Blauch and Kathy Wise conducted focus groups with Wabash underrepresented minority students to better understand their decision to persist or not persist in STEM disciplines (2019)
- v. Partnered with HEDS to utilize data from two Campus Climate surveys, as well as a First Destination survey
- vi. Consult with COI staff to develop assessment plans for Liberal Arts Plus initiatives (2016-17 academic year)
- vii. A “What Works” paper is being used by the Teaching and Learning Committee, and lessons from it will be shared across academic affairs
- viii. Held a national conference, Celebrating the Value of Liberal Arts Education, with more than 120 participants from across the country

## 2. Extend the academic and geographic footprint of the College

### a. Develop interdisciplinary institutes (e.g., democracy, entrepreneurship, creativity), and create interdisciplinary programs in business, PPE, and digital arts

- i. Convened ad hoc committee to review College’s approach to development, adoption, and administration of interdisciplinary programs (2022)
- ii. Created new minor in Environmental Studies (2022)
- iii. Fifteen members of the Class of 2022 graduated with majors in Philosophy, Politics, and Economics (PPE)
- iv. Fifteen students used funding from the Stephenson Institute for summer internships on three continents (summer 2022)
- v. Wabash launched the Stephenson Institute for Classical Liberalism, a multi-disciplinary, student-centered forum that asks important questions about personal responsibility, individual rights, freedom of speech, and the indispensability of freedom (October 2021)
- vi. Twenty-two students served as WDPD Democracy Fellows in Fall 2021; 15 students in Fall 2020; 13 in 2015-2016; 8 in 2014-2015
- vii. Created a WDPD Direct Admit Program offering new students public leadership seminars led by business, government, and non-profit leaders. 11 students participated in 2019; 17 participated in 2020; and 14 participated in 2021
- viii. Democracy Fellows research, design, and facilitate deliberative events and conversations that have a broad impact on and off campus:
  - a. More than 1,300 people participated in dialogues and deliberations at six off campus and 31 on-campus events in 2021-2022
  - b. Convened 1,026 people across 30 events (19 on campus and 11 community events) in 2020-2021
  - c. Researched, designed and facilitated events that reached 882 attendees (2019-2020)
  - d. In 2015-2016, programming organized by the Democracy Fellows reached more than 200 Wabash students, including a Freshman Tutorial dialogue

- about men’s mental health, a Chemistry-111 role-playing deliberation about nuclear energy, and a Biology-101 deliberation about genetic engineering
- ix. A Giant Steps campaign gift from Anne and Tom Walsh established a multi-disciplinary major, Philosophy, Politics, and Economics (PPE), and an endowed professorship was established (2019)
  - x. A Giant Steps campaign gift from Anne and David Shane established a liberal arts-focused Computer Science major and an endowed professorship was established (2019)
  - xi. Created a CIBE Direct Admit program for new students enrolling at the College (2019)
  - xii. Rebranded the initiatives “WabashX” – Experiential Learning (2018)
  - xiii. Created a “Performance Collaborative” space in Fusion54 to be used by the Digital Arts and Human Values initiative (2018)
  - xiv. Created an Entrepreneur-In-Residence Program that brings alumni entrepreneurs to campus to present a talk to students and then hold office-hours for students to discuss entrepreneurial ideas (2017)
  - xv. The CIBE partners program expanded from 32 students in the 2014-15 academic year to 46 students in 2015-16, 62 students in 2016-17, to 79 students in 2017-18
  - xvi. Signed an articulation agreement with DePaul University in Economic Data Assessment that reserves a spot for Wabash graduates each year and allows for two Wabash economics courses to be counted towards the master’s program at DePaul (2017)
  - xvii. Developed a partnership with the Indiana University – Fairbanks School of Public Health to co-teach a course in Epidemiology at Wabash. This course is a cornerstone in the newly approved minor in Global Health (2016)
  - xviii. Created a Global Health Speaker Series (2016)
  - xix. Developed a standing Mental Health Concerns Committee comprising students, faculty, and staff to address issues of mental health and normalize them (2016)
  - xx. Completed work on and off campus by WDPD, which has held campus deliberations, worked with the State Attorney General’s Office, and has led deliberations on race and campus climate at the University of Delaware (2016-17)
  - xxi. Faculty and trustees approved new interdisciplinary minors in Global Health, Black Studies, Film and Digital Media, Neuroscience, and Electronic Music
  - xxii. Created an Electronic Music Ensemble (2016)
  - xxiii. Wabash (through the CIBE) signed an articulation agreement with two programs at Notre Dame in entrepreneurship and science, and patent law. This agreement reserves two spots for Wabash graduates each year (2015)
  - xxiv. A Mellon Foundation New President’s Grant allowed for the development of the Digital Arts and Human Values initiative, which over three years (2015, 2016, and 2017) allowed the departments of theater, art, and music to experiment with

- non-tradition offerings, including the development of a “maker space” and an “artist in residence” program
- xxv. The GHI is moving forward by pursuing relationships with other institutions to expand opportunities for Wabash students, expanding the curricular offerings in global health at Wabash, and has developed a plan for a Global Health Fellows Program
  - xxvi. GHI participant Bilal Jawed '17 interned in Uganda on a research project with alumnus David Boulware
  - xxvii. Created an annual Leadership Summit that brings together the Advisory Committees of the Liberal Arts Plus initiatives (along with the NAWM Board, Class Agents, and Parents Advisory Committee) during Homecoming Weekend (2015, 2016, 2017)
  - xxviii. Established Digital Arts and Human Values initiative; received Andrew W. Mellon Foundation grant to start program (\$100,000); hired the first Presidential Fellow in Digital Arts and Human Values (Brett Douville); offered spring semester course team-taught by Michael Abbott and Mr. Douville that took a liberal arts approach to video game design; students developed interactive video games and presented Game Night to the campus; the Art Department is utilizing the funding on the initiative in 2015-16 for a digital film-making course
  - xxix. Formalized Global Health Initiative (GHI); established advisory committee; hosted first Global Health Summit (November 2014); co-hosted an international global health conference in Lima (summer 2015); working on partnership with the Fairbanks School of Public Health at Indiana University
  - xxx. Established the Wabash Democracy and Public Discourse initiative; established and hosted the advisory committee; secured three-year start-up gift (\$100,000); recruited first cohort of Democracy Fellows; hosted first Public Discourse Summit (October 2014); expanded advisory committee; working on a long-term business plan; WDPD students were involved in more than a dozen facilitated discussions, on and off-campus, during the 2014-15 school year
  - xxxi. Created Center for Innovation, Business, and Entrepreneurship; hired director; established and hosted meetings of the advisory committee; hired director (Roland Morin); worked with city to house the Hays Center; recruited first class of student management training fellows; expanded advisory committee; building sustainability plan; partnered with the Fullbridge Program for intensive business education

**b. Expand opportunities for students to have immersive learning experiences**

- i. Secured Giant Steps Campaign gift to endow Immersion Learning opportunities (Fall 2018)
- ii. The Global Health Initiative led development of the CARE team, a group of nearly 50 student leaders who supported campus health during COVID. GHI also collaborated with the CDC on a mask usage study.

- iii. 18 students worked in GHI internships locally, regionally, and internationally in summer 2022
  - iv. Three Global Health Initiative students participated in a paid, off-campus internship program, Shaping Our Appalachian Region (SOAR), a nonprofit organization that champions local projects, programs, and advocacy for counties in Eastern Kentucky (Summer 2021 and again in 2022)
  - v. The WDPD undertook a year-long project with the Montgomery County Health Department to host focus groups and community meetings on the recent county health needs assessment (2019-2020)
  - vi. 13 students worked in GHI internships locally, regionally, and internationally, including with GHI-Peru to organize Growing Together and Building Pathways programs that focused on public health topics for children and women (2019)
  - vii. In 2019, 18 GHI students worked in the community including at the Mary Ludwig Free Clinic, Paramedicine Program, Half Way Home, Crawfordsville After School Program, Recovery Rec Center, and Montgomery County Health Department.
  - viii. Continuing work with local non-profits to place Wabash men in work study opportunities, including the Mary Ludwig Free Clinic, Mayor's Office, Franciscan Hospital EMT Department, and Montgomery County Health Department, among others
- c. Extend the recruiting pipeline
- i. Bouncing back from the pandemic, the Enrollment Office re-imagined all of its visit and scholarship programs, resulting in the second largest entering class (Fall 2022) in more than a decade (Summer 2022)
  - ii. Set a record for the most entering students coming from the state of Texas (2022)
  - iii. Completed articulation agreement with Ivy Tech community college establishing pathways for Ivy Tech Accelerated Associated degree recipients to seamlessly complete a four-year degree at Wabash (2022)
  - iv. Hired a veteran recruiter to focus on recruiting new majority students in Indianapolis, Fort Wayne, and Northeast Ohio (2021 and ongoing)
  - v. Positioned a regional recruiter in Phoenix, Arizona (2021 and ongoing)
  - vi. Used Zoom technology to host virtual college fairs, including some programs done entirely in Spanish (2020 through 2022)
  - vii. Created a half-credit virtual summer course called "COVID-19 and the Liberal Arts" for entering new students (2020). In a strategy to reduce "summer melt," approximately 100 students, over 40% of the incoming class, enrolled
  - viii. Established an intercollegiate volleyball program (2020)
  - ix. Positioned a regional recruiter in Dallas, Texas (2020 and ongoing)
  - x. Conducted a comprehensive rebranding of the College's enrollment marketing materials (2019)

- xi. Established the Snodell Scholars program in greater Chicagoland, including staffing a regional recruiter in the area and scholarships for deserving students (2018 and ongoing)
- xii. Improved relationships with college counselors at select feeder schools (2018)
- xiii. Recruited a first-year class of 282 students in Fall 2018 against a goal of 275 (Fall 2018)
- xiv. Enhanced and expanded “Wabash 101” summer visit days, which allowed students to meet with academic advisors and begin registration for fall classes, which aided in a lower-than-usual summer “melt” (Summer 2018)
- xv. Created the Wabash Promise to provide students and families opportunities to pursue a Wabash education regardless of financial need; a new tiered scholarship grid also provided transparency into Wabash’s scholarship and financial aid policies (2017-2018 cycle)
- xvi. Established Senior Staff-driven Enrollment Working Group to devise and implement strategic recruitment initiatives (Summer 2017 and ongoing)
- xvii. Continued to make progress on retention across all classes (2017 and ongoing)
- xviii. Increased international student and transfer student enrollment significantly (2017)
- xix. Hired the College’s first dedicated international recruitment coordinator (2016)
- xx. Implemented the College’s first Customer Response Management system (Slate) to track students throughout the recruitment process (2016)
- xxi. Conducted an external audit and assessment of the admissions and financial aid offices
- xxii. Enrollment in fall 2014 was an all-time high (over 920)
- xxiii. Grew freshman class 6% in fall 2014 when the majority of GLCA colleges missed their admissions goals

*d. Develop a data-driven student retention and success program at Wabash*

- i. Working on new programming to support new majority students based on analyses that have found significant increases in graduation rates of student participating in the Wabash Liberal Arts Immersion Program (70%) versus stagnant graduation rates of eligible non-participating students (60%) (2022)
- ii. Using data to support retention efforts, the College created a low-cost online summer credit-recovery course program for students in danger of falling behind. Four courses were offered in Summer 2021 and three in Summer 2022 with 40+ students participating each summer (2021 and ongoing)
- iii. Partnered with the Council of Independent Colleges to create an Online Course Sharing Consortium that allows students to take summer courses in a virtual format using Wabash’s financial aid (2021 and ongoing)
- iv. Developed new “term report” to track College’s most important retention, student success, and academic data (2021)
- v. Created free, half-credit virtual courses for new enrolling students to take in the early summer during the pandemic. The 2020 course, “COVID-19 and the Liberal

- Arts,” enrolled 99 students and limited summer melt. In 2021, 35 students completed “Justice, Community and the Liberal Arts: 12 Lessons in Acting Responsibly and Living Humanely”
- vi. Utilizing ongoing analyses of student success, refined Academic Improvement Plan use and assignment. Increased the number of students assigned to the program from 15/semester to approximately 25/semester during the pandemic (2020-2021).
  - vii. Developed new modeling to better predict student success; found that high school GPA is four times as great a predictor of first year Wabash retention as SAT score (2020)
  - viii. Created a Supplemental Instruction program for peer-to-peer learning in typically challenging courses. Initial analyses found that more frequent student attendance at SI sessions was related to higher final course grades (2019 and ongoing)
  - ix. Faculty team attended AAC&U’s Transforming STEM higher education conference as part of College’s emphasis on improving student success in introductory STEM courses with a focus on decreasing the DFW rate for Pell and historically underrepresented groups in particular (2019).
  - x. Partnering with Admissions, the WDPD has developed a targeted Direct Admit program to increase applications and provide direct entry into the WDPD (2018 and ongoing)
  - xi. Working with Admissions, the CIBE developed a targeted Direct Admit program to increase applications and provide direct entry into the CIBE. The program takes 20 highly qualified students per freshman class and guides them through a pathway that provides additional training and resources in business and entrepreneurship, along with certifications in specific recognized business practices such as LEAN and Project Management (2017-2018)
  - xii. Obtained a grant from Indiana University Health (the first it has given) to expand the WLAIIP program from 30 to 35 students, and to provide job shadowing experiences and LEAN training for Wabash students (2016 and 2017) and faculty and staff (2017)
  - xiii. Hired the College’s first full-time Institutional Researcher, e.g., Director of Institutional Effectiveness (Fall 2016). Position continues as Director of Institutional Research and College is hiring a part-time Institutional Research Analyst (Fall 2022)
  - xiv. Built an institutional research web page to consolidate data collection and dissemination
  - xv. Established an institutional research office
  - xvi. Set an all-time freshman-to-sophomore retention benchmark (91.5%) in Fall 2016
  - xvii. Developed a new Academic Improvement Plan for students (2016)
  - xviii. Enacted conversion to credit policy (Fall 2016); refined and revised policy for more effective operation (Spring 2022)

- xix. We have developed a process to maintain data on fraternity membership, residence leadership, and on-campus summer internships in the campus database, information that will be used to refine the predictive retention model and that can be used to populate a co-curricular transcript that is under development
- xx. We have dramatically improved our processes for identifying students who have not registered for the next semester so that they can be encouraged to continue at the College
- xxi. Along with other GLCA colleges, participated in the three-year Sherman Fairchild grant-funded VALUE rubric project with AAC&U. Collected samples of student writing for evaluation against a variety of rubrics and recruited faculty to take part in these evaluations (2014-2017)
- xxii. Improved data sharing with various constituencies with the launch of an Institutional Research website with readily available institutional data; also sharing data query tools with department chairs so that they can easily access information on current and past majors, as well as their historical course offerings and enrollments
- xxiii. Enacted a registration confirmation designed to ensure that students who pre-register for classes are actually intending to return to the College. Students who did not confirm registration (i.e., pay their bills, or make arrangements with the Business Office) by established deadlines were de-registered from their courses until such time as satisfactory arrangements were in place. Through administration of this policy, the College dramatically improved timely payment of student accounts and enhanced its ability to match student course seating needs with the available resources to meet them
- xxiv. Wabash is closely monitoring work study participation for incoming freshmen, and engaging faculty to counsel students on how to find WISE employment
- xxv. Implemented a co-curricular transcript, which students can request that documents their participation in verifiable, consistent activities at the College outside the regular academic curriculum
- xxvi. As a part of the College Transition Collaborative (GLCA schools and Stanford researchers), Wabash students participate in “interventions” that have reduced significantly (though not completely) the academic gap (as measured by differences in GPA and retention/persistence) between minority and majority students
- xxvii. Improved statistical modeling of risk (results presented at the joint meeting of Academic Affairs and College Life in January 2016), calculated probability of four-year graduation for all incoming students, identified most at-risk students for freshman advisors
- xxviii. Used a “heat map” developed with 15 years of admissions and graduation data to inform admissions and financial aid decisions for the Class of 2019
- xxix. Secured a grant from the Indiana Commission for Higher Education to develop a summer visit program designed to improve the transition to college



- xxx. Developed, applied, and secured an \$800,000 Mellon Foundation grant for the Wabash Summer Liberal Arts Immersion Program, a month-long, pre-college program for 30 entering freshmen categorized as “at-risk”
  - xxxi. Restructured Dean of Students’ Office
  - xxxii. Created institutional Dashboards for all areas of the College (2013-14)
  - xxxiii. Reconfigured the College’s retention committee, which now uses data to track students throughout their time at Wabash
- e. Explore dual degree programs and similar collaborations with other institutions, and seek ways to certify this work to maximize the impact*
- i. Completed articulation agreement with Ivy Tech community college establishing pathways for graduates of Ivy Tech’s Accelerated Associate Program to seamlessly complete a four-year degree at Wabash (2022)
  - ii. Partnered with the U.S. Army and Purdue University to re-establish an ROTC program at Wabash (2020)
  - iii. Established MOU with Butler University Lacey School of Business for preferred admission to Master of Science in Business Management
  - iv. Established pipeline programs with Indiana University with the Kelley School of Business (accounting), O’Neill School of Public Policy (SPEA), and Luddy School of Infomatics
  - v. Established a pipeline program with DePaul University Chicago in Economic Policy Analysis and Data Analytics (2017)
  - vi. Established a pipeline program with the University of Notre Dame in both the Engineering, Science, and Technology Entrepreneurship Excellence Master's (ESTEEM) and Master of Science in Patent Law (MSPL) (2015)
  - vii. Established a dual degree program in engineering with Purdue University (2015-16)
  - viii. Began conversations with the Fairbanks School of Public Health at Indiana University about possible partnerships with the Global Health Initiative
  - ix. Developed a scholarship program with the Indiana University-Purdue University McKinney School of Law (2014-15)
  - x. Secured a scholarship program with the Indiana University Maurer School of Law — half-tuition and mentoring program for pre-law (2014-15)

### **3. Emphasize leadership development in each Wabash Man**

*a. Engage alumni to provide internships and mentoring opportunities*

- i. Cassie Hagan was hired as Director of Professional Development (February 2022)



- ii. Wabash created and placed students in 15 paid internships opportunities in Summer 2021 and nine in Summer 2022 through the Stephenson Institute for Classical Liberalism (ongoing)
  - iii. Career Services developed a wide range of virtual industry-specific networking events with alumni leaders (2020-2021)
  - iv. Career Services staff quickly pivoted at the outset of the pandemic to develop a robust suite of Zoom networking events with alumni, virtual internships, and online career fairs (Spring-Summer 2020)
  - v. Received a financial pledge to sustain the Entrepreneur Summit for the next five years (Spring 2016)
  - vi. Re-established and hosted the College's Entrepreneur Summit in Spring 2016, 2017, 2018, and 2019
  - vii. Implemented the Fullbridge@Wabash program
  - viii. Expanded the Professional Immersion Experiences (PIE) trips to include San Francisco, Denver, Los Angeles, Washington, DC, and Chicago (in addition to New York)
  - ix. Expanded the Liberal Arts Bridges to Business (LABB) program from 15 to 18 students (seven-week summer business immersion)
  - x. Alumni-Student Mentor Network, enhanced with the use of the Handshake software
  - xi. Enhanced and expanded four co-curricular immersion experiences, including the Financial Immersion Program, Healthcare Administration Immersion Program, Marketing Immersion Program, and Sales Immersion Program
  - xii. Expanded the Indiana Business Internship Program (from 25 students to 40 students) in funded eight-week internships
- b. *Develop affiliations and partnerships to provide students with additional opportunities to work on projects, research, and internships***
- i. Wabash supported the submission of faculty grant proposals to national organizations to fund collaborative research with students (2021-2022)
  - ii. Established the Wabash Public Policy Project to create internship opportunities in areas of public policy and government, as well as visiting speakers (2021)
  - iii. Created the COVID Action Response Team (CARE) comprising nearly 50 CARE Team Leaders and Care Team Managers – in partnership with the Student Health Center, Montgomery County Health Department, and Global Health Initiative (2020-2021)
  - iv. Dedicated and began using Fusion54 for a variety of events tied to Schroeder Center programming and Liberal Arts Plus initiatives (2018-2019)
  - v. Partnering with the City of Crawfordsville in the development of Fusion54, a new co-working space in the heart of downtown, which will include an entire floor dedicated for use by Wabash — CIBE, WDPD, and a creative space known as the Performance Collaborative (2016, 2017)

- vi. Earned grant funding from the Ball Brothers Foundation to establish a 3-D Fabrication Center involving the CIBE, Chemistry Department, and Art Department
  - vii. Created the Hays Center for Leadership Development in downtown Crawfordsville with co-working space alongside the Chamber of Commerce, Main Street, and Indiana West Advantage (formerly MCED)
  - viii. CIBE Partners have undertaken consulting projects to address real-world problems for the Mayor's Office, City of Crawfordsville Controller, Crawfordsville EMT Department, Crawfordsville Parks & Recreation Department, Crawfordsville School Corporation, and Franciscan Hospital
  - ix. Created the CIBE Partners Program for students who have completed LABB, which allows the students to partner with local businesses and non-profits to work on real world problems and projects
  - x. Established the Management Trainee Program (MTP) through the CIBE (see below), a 15-week fall semester experience that covers the principles of the summer LABB program
- c. Redevelop the College's student work program (previously ESH, now WISE) to provide additional support for student engagement
- i. Revised WISE eligibility so that all Wabash students may work on campus in order to develop professional experience and skills (2021)
  - ii. Developed supervisor training program that will prepare supervisors of student workers, at all levels, to perform evaluations of their workers (2018)
  - iii. Developed policies for students that required approved resumes and LinkedIn profiles prior to seeking employment (2017)
  - iv. Consolidated WISE Budget management to Assistant Director of Professional Development to manage WISE, FWS and DSE allocations across campus (2017)
  - v. Introduced variable pay for student workers based on level of experience (2017)
  - vi. Introduced variable pay system for all students based on class year (2017)
  - vii. Expanded Departmental Student Wage budget to allow students without WISE to gain valuable experiences through practicums in offices such as Enrollment, Advancement, and Marketing (2016)
  - viii. Re-branded the program WISE — Wabash Internships and Student Employment and placed former associate dean of students Will Oprisko as the director of the program
  - ix. Restructured reporting lines for the WISE program (now aligned with the Schroeder Center and CIBE under Professional Development)
  - x. Received funding for limited, but helpful Federal Work Study (2014 and ongoing)
  - xi. Reduced overall student employment hours and dollars spent (Ongoing)
  - xii. Capped WISE hours for freshman students (2014)
  - xiii. Continue to expand community WISE positions (Ongoing)
  - xiv. Created WISE "fellowships" (Democracy Fellows, CIBE Partners, etc.)

- xv. Implemented the online Handshake system (job descriptions, posting, application software)
- d. Provide a more intentional faculty and staff mentoring and counseling process
- i. Clyde Morgan named Assistant Athletics Director for Scholar Athlete Development. Will identify programming, speakers, and activities for Wabash students and work with coaches, staff, and students on various program initiatives (2022)
  - ii. Piloted “Wabash First-Year Dialogues” for new majority freshman and sophomore students as way to nurture belonging, encourage self-growth, and promote utilization of campus support systems including career services and internships (2022)
  - iii. Summer faculty Advising Workshops on working more effectively with new majority and historically underserved students (2021, 2022)
  - iv. Conducted virtual Wabash 101 programs for new students over the summer (2020 and 2021)
  - v. A record 34 students participated in the annual LSAT bootcamp to better prepare students for law school admissions success (2020)
  - vi. A working group of faculty and administrative staff used Mellon support to enrich academic advising, building a more robust program of advisor training and a web page with advisory resources (2019)
  - vii. Conducted an inventory of mental health and well-being resources available to Wabash students, faculty, and staff; increased counseling services available to students; enhanced programs and speakers for students; secured training for faculty and staff (2018 and ongoing)
  - viii. Completely rebuilt the College’s onboarding process for new students, beginning with improved communications, development of an online “Road Map,” summer advising and registration, and new orientation program. This resulted in lower melt, additional advising time with new students, and the strongest mid-semester grades among first-year students in years (Spring-Fall 2018)
  - ix. Moved the Quantitative Skills Center to Lilly Library with the Writing Center, which is under the direction of Dr. Zachery Koppelman (2017)
  - x. In 2015, students applied for a wide range of fellowship programs, including Fulbright, Mitchell, Marshall, Schwarzman, and Gilman; currently working with two students to apply for the Truman Fellowship in the spring
  - xi. Continuing to increase student application to competitive fellowship programs, and submitted 14 applications to Fulbright in 2015 (up from eight in 2014)
  - xii. A grant from the Indiana Higher Education Commission supported a three-day summer workshop designed to help faculty and staff work more effectively with incoming students, and to gain more understanding of the requirements faced by Indiana grant recipients in particular
  - xiii. Expanded the Writing Center both physically and programmatically

- xiv. Added responsibilities for a graduate fellowship advisor to an existing employee's job description
  - xv. Through the Mellon-funded WLAIP, 30 students spent a month on campus taking a course and forming relationships with faculty, advisors, and student support staff
  - xvi. Senior Associate Dean Todd McDorman met with the entire Academic Affairs staff and the supervisors to formalize the process for using the WIN Report (2015)
  - xvii. Reconfigured the Early Alert System to a Wabash Interaction Network (WIN Report) system of support for at-risk and struggling students
- e. Build leadership development into student engagement, in and out of the classroom
- i. Chase Breaux named an inaugural Obama Voyager scholarship recipient (September 2022)
  - ii. Kenny Coleman and Jeremiah Eaton were named Arthur Ashe Jr. Sports Scholars for leadership, character, and academic performance (May 2022)
  - iii. Cooper Smith became the first Wabash student to win a Truman Fellowship since 2005. The award identifies aspiring leaders and recognizes and rewards their commitment to careers in public service (Spring 2022)
  - iv. Jack Davidson won the Josten's Trophy as the Most Outstanding Men's Basketball Player based on his basketball ability, academic prowess, and service to the surrounding community (March 2022)
  - v. Created the Leadership Education and Development (LEAD) program to educate and develop student leaders in fraternities (2021 and ongoing)
  - vi. Hired additional staff in the Student Life Office to work with students in residential life, student activities, and supplemental instruction (2021)
  - vii. Created the CARE Team to develop living unit leaders for COVID education, planning, and response; over 40 Wabash students received continuous public health training and helped the College have a fully residential student experience at the peak of the pandemic (2020-21)
  - viii. Re-established an ROTC program on the Wabash campus in partnership with the US Army and Purdue University (2020 and ongoing). As of Fall 2022, seven students had contracted with Army ROTC or earned three-year scholarships
  - ix. Implemented the Presence app to track all student activities and participation in them (2019 and ongoing)
  - x. Integrated rosters for all athletics teams and MXI members into the College-wide database to track participation and leadership roles
  - xi. Provided leadership and direction to the Sphinx Club with the addition of Rich Woods, Director of Safety and Security, as an advisor (2015-16); Tom Kearns 2018-21; Nick Gray (2021-present)

- xii. Continue to improve utilization and programming of HELP Program, Dean's Presidents Council, Resident Assistants and Fraternity Officer meetings, and other student-centered activities
  - xiii. Collaborate with Wabash Fraternity Advisors to enhance off-campus opportunities with national fraternity leadership development programs
  - xiv. The CIBE and WDPD developed and funded a week-long immersion experience led by Jason Bridges '98. The immersion, Unlocking Leadership with Emotional Intelligence, focuses on developing leadership skills by emphasizing soft-skills and EQ measures (2017 and ongoing)
  - xv. Developed a Professional Development Series for students that concentrates on building leadership skills via a speaker series through Career Services (2017)
  - xvi. Dean's Presidents Council and the Graduate Fellowship Committee met with General Michelle Johnson, a Rhodes Scholar and member of the Rhodes Selection Committee (Fall 2017)
  - xvii. Jacob Burnett became Wabash's ninth Rhodes Scholar in 2015
  - xviii. Established a part-time position to advise students in the area of academic fellowships, and have increased the number of students interested, applications, and winners, year-over-year
    - a. 2014-15: 20 applications; 1 Rhodes, 3 Fulbright, 1 Gilman, 1 USTA, 1 TAPIF
    - b. 2015-16: 45 applications; 4 Gilman, 1 Fulbright, 1 Cultural Ambassador
    - c. 2016-17: 50 applications; 4 Fulbright, 2 Gilman, 1 Bunche, 1 Goldwater (HM), 1 USTA (declined)
    - d. 2017-18: 47 applications; 6 Fulbright + 1 Alternate, 3 Gilman, 3 USTA (all double-winners with Fulbright), 1 Goldwater HM, 1 American Political Science Assoc. Minority Fellow, 1 CLS Alternate, 1 Boren Alternate
    - e. 2018-19: 59 applications; 5 Fulbright + 1 Alternate, 3 Gilman, 1 JET, 2 TAPIF, 1 USTA + 2 Alternates, 1 Cultural Ambassador, 2 Ambassador Year in China, 4 Creigh-Weyer finalists (1 winner, declined)
    - f. 2019-20: 2 Fulbright + 1 alternate; 2 USTA winners and 2 alternates; 3 Gilman, 1 NCAA Postgraduate Scholarship; 1 Woodrow Wilson Teaching Fellowship; 1 USTA recipient, and 2 Cultural Ambassador selections.
    - g. Held 15 webinars, seven information sessions, and individual meetings with more than 60 students in summer/fall 2020 while students completed more than 20 applications during a COVID-impacted fall and 30 more explored opportunities in the spring 2021. The backlog in placements and disruptions of COVID-19 complicated efforts to earn awards and secure placements
    - h. 2021-22: 48 applications completed and meetings with over 100 students. Selections included a Truman Scholar, 2 TAPIF program participants, and 3 Gilman Scholarships.
- f. Create additional opportunities for students to engage with Montgomery County*
- i. WDPD led Visioning Sessions on Workforce Development for the Wabash Heartland Innovation Network (2020-2021)

- ii. Led by Tyler Watson '22, Wabash students partnered with the Crawfordsville Mayor's Office to conduct community service projects across the city when many social activities had been shut down due to COVID (2020-2021)
- iii. Wabash participated in the City's way-finding planning and signage development (2020)
- iv. Wabash donated land to the City and worked collaboratively with City leadership to build a downtown walking trail linking Wabash to downtown's Fusion 54 (2019)
- v. Wabash staff engaged in a comprehensive review and overhaul of the City's zoning ordinances (2018, 2019)
- vi. Wabash staff participated in the planning and execution of the development of Stellar Communities projects, including Trailhead Park, Pike Place Park, Fusion54, and the Downtown Trail; students, including WDPD and CIBE members, provided feedback and research that helped inform these projects (2017, 2018)
- vii. CIBE and WDPD partner on community engagement activities each year that reach 250-300 community members
- viii. CIBE Videoconference Room is used by local businesses and non-profits to conduct training and meetings; the City of Crawfordsville also uses the system for state training programs
- ix. Wabash staff participated in the development of the City's Comprehensive Plan (2018)
- x. CIBE grant funding enabled the development of:
  - a. Voices of Crawfordsville website and initiative with a digital media and creative writing course
  - b. After-school science clubs at elementary and junior high schools in math and science
  - c. Support and mentoring of the Crawfordsville Robotics Club
- xi. Developed a grant writing course for which students work with local non-profits on grant writing assignments (2016)
- xii. Host a range of community fund-raisers, including Dancing with the Stars to benefit the Youth Service Bureau and Dining with the Chefs to benefit the Dr. Mary Ludwig Free Clinic (2014 and ongoing)
- xiii. Added a walking tour of downtown Crawfordsville to New Student Orientation
- xiv. Brought on Pre-Health Advisor Jill Rogers in a full-time capacity to facilitate local partnerships with the Global Health Initiative (2015)
- xv. More than 100 Wabash students participate in annual WABASH Day activities in Montgomery County (ongoing)
- xvi. Used WDPD students to facilitate community conversations in 2014-15 that were used in Crawfordsville's successful Stellar Communities proposal
- xvii. Partnered with Mayor Todd Barton in thinking about Crawfordsville's Stellar Communities Grant proposal (2014-15)
- xviii. Created streetscape and frontage design standards, working with Remenschneider and Associates (now working with Browning Day)



- xix. Partnered with the City and County to share space in the Chase Bank Building, where students, staff, and alumni will work in close proximity to the Chamber of Commerce and Montgomery County Economic Development
  - xx. Expanded the Lilly Grant Internship program, which places students in non-profits and government agencies in Montgomery County
  - xxi. Offered mini-grants to faculty and staff that will encourage community engagement and learning opportunities outside the classroom
  - xxii. Built on the Community ESH program to use up to 25 WISE students-per-year in local agencies over five years
- g. Establish career development as an integral part of the student's four-year experience at the College*
- i. Assumed responsibility for management and administration of Dill Fund Internship experiences for students (Ongoing from 2018)
  - ii. Taken advantage of Independent Colleges of Indiana direct incentive grant funding to execute a contract to return to the Handshake CSM platform starting July 2019. Additionally, undertook individual negotiations of pricing with the founders of Handshake to secure significant cost savings over current system with added functionality. Handshake has emerged as the leading CSM platform with a significant number of employers moving to using the service exclusively (2019 and ongoing)
  - iii. Re-design of Coffee & Careers program that now allows employers/non-profits/graduate programs to be featured guests at Coffee & Careers each week. This change has resulted in an increase of students attending the program each week. (Ongoing from 2018)
  - iv. Re-designed Mock Interview program. It is now industry focused and happens each month on a different industry focus. This has increased the total number of students being able to participate and allows alumni to participate on more than one very specific day each semester. (Ongoing from 2018)
  - v. Re-designed On-Campus Career Fairs to be aligned as Networking Events where the focus is now on making a connection, having a meaningful conversation with employers/recruiters in a relaxed and less stressful environment
  - vi. Revised WLAIP Second Summer Internship experience. Includes integration of small focused groups with Career Services professionals acting as career coach and holding regular team meetings with WLAIP students to track and refine not only internship searches, but also professional development and interviewing skills to assist students to be able to tell the best possible story of their experiences. (Ongoing from 2018)
  - vii. Rolled out Interstride app, in partnership with International Office, to all international students. It provides international students insights on American business culture, internship and full-time employment listing for international students with H1B visa; provides guides on interviewing tips along with real-time updates on ruling concerning OPT/CPT and F1 visa listings. The app is also an

- aggregator of government listings of companies that are seeking to hire international students for with CPT. (Ongoing from 2018)
- viii. Rolled out Big Interview platform to all students. Big Interview is an interface that allows students to practice, record and share video interviews. It provides over 5,000 pre-recorded questions in multiple industries and allows students to record their answers and review them with a member of Career Services or others to help improve interview success rate (Ongoing from 2018)
  - ix. Integrated Career Services check-list into the Freshmen Road Map for incoming students. This now includes check-in points for creating student profile in internal database system, resume creation, and the review process (Ongoing from 2018)
  - x. Conducted one-hour training sessions as part of Freshmen Orientation on resume creation with each freshman in Class of 2022, will be continued going forward (Ongoing from 2018)
  - xi. Conducted one-hour training sessions as part of Freshmen Orientation on WISE job searches and interviews with each freshman in Class of 2022 will be continued going forward (Ongoing from 2018)
  - xii. Established and integrated WISE student performance evaluations into WISE worker plans. The reviews require campus supervisors to rate students on multiple criteria and then have a performance review conversation with the student to discuss progress and results. Score results directly impact a student's WISE pay for the following year (Ongoing from 2017)
  - xiii. Established and integrated summer internship training and evaluations for all Wabash-funded internship. Standardized timelines across campus for internship applications, postings, interviews and hiring processes (Ongoing from 2017)
  - xiv. Created on/off-campus Job Fair for all students with a focus on WISE positions in difficult to staff areas. Included eight community partners that offer student employment opportunities during the academic year (Ongoing from 2018)
  - xv. Established Professional Development Series that provides students additional training in soft-skill development for internships and full-time employment (Ongoing from 2017)
  - xvi. Collaborated with Wabash Democracy & Public Discourse to run Unlocking Emotional Intelligence Program (ULEQ), an intensive one-week training in understanding and developing personal and emotional intelligence for students (Ongoing from 2017)
  - xvii. Required all freshmen to have approved resumes and LinkedIn profiles before seeking work; a new supervisor evaluation program is also in place (Ongoing from 2017)
  - xviii. Developed a Sales Immersion Program to meet the increased demand from students seeking full-time and internship opportunities in sales. The program puts 20 students through an intensive four-day Sandler Sales Method training session led by alumnus Herm Haffner, '77. Students gain practical experience by completing a 25-hour practicum with the Advancement Office (Ongoing from 2017)



- xix. Established a robust Internship Week held during January to provide students opportunities to learn about internship opportunities and to apply for summer experiences (Ongoing from 2017)
- xx. Established a formal partnership with Ascend Indiana, which matches student skills and interests with employers in Indiana that have openings. The matches do not take into account major or GPA. An Ascend staff member is embedded with Career Services one day per week meeting with students about possible matches (Ongoing from 2017)
- xxi. Established a formal partnership with TechPoint to assist the CIBE and Career Services in preparing students to enter various roles at tech-enabled companies in Indiana via focused programming. The partnership also provides Wabash students with direct interaction and integration to four highly-competitive summer programs in Technology and Sales (Ongoing from 2017)
- xxii. Reworked Senior Survey and integrated with Alumni Survey, questions are now in compliance with HEDS Outcomes Survey, and NACE Outcomes Survey reporting standards (Ongoing from 2017)
- xxiii. Re-established membership in the College Career Center Consortium of Indiana, which allows Wabash students to participate in five-sector career fairs each year for internships and full-time employment (Ongoing from 2017)
- xxiv. Joined the National Association of Colleges and Employers (NACE), an industry group that provides resources to career services offices with a sub-focus on liberal arts colleges, resources and benchmarking data (Ongoing from 2017)
- xxv. Signed a four-year contract to use the Symplicity CRM platform to allow students to access national postings of internships and full-time positions (Ongoing from 2016, Ends 2019)
- xxvi. Increased cooperation between faculty members and the Dean for Professional Development to identify seniors who are not yet confirmed in their post-graduation plans so that they can be more aggressively counseled on the need to engage in career planning (Ongoing from 2016)
- xxvii. Provide transportation to off-campus events – fairs, graduate programs, networking (Ongoing from 2015)
- xxviii. With the NAWM, established the Wabash Career Alliances program — alumni categorized by careers for presentations and advising to individual students (Ongoing from 2014)
- xxix. Developed the Wabash Callings program, which brings alumni to campus to discuss their career paths with students (2014 – 2017)
- xxx. Integrated StrengthsQuest Assessment tool into Freshmen introduction and check-list, with sessions held with Freshmen Tutorials and Enduring Questions classes during Freshmen year. (Ended 2018)
- xxxi. Established the Career Test Drives program (2015), re-branded Career Externships (Ended 2017)
- xxxii. Extended career counseling hours five evenings per week and extended locations to the Lilly Library and Campus Mall (Ended 2017)

- xxxiii. Reworked Sophomore Interviews to include a question on engagement with the Schroeder Center; if answer is “no” or “little,” the student is mandated to make an appointment by Spring Break (Ongoing from 2015)
- xxxiv. Presentations to Freshman Tutorials, plus a special session in November for all freshmen, as well as to fraternities, teams, and other campus clubs (Ongoing from 2014)

#### 4. Enhance the culture of philanthropy

- a. Capitalize on Wabash’s historic philanthropic strength and extend unrestricted giving opportunities to a wider range of alumni and friends
  - i. Set a record by raising \$1.4 million from over 5,300 gifts on the ninth Day of Giving on April 19 (2022)
  - ii. Launched Wabash Vets affinity group to recognize and support Wabash veterans and establish mentorship program with current students (2022)
  - iii. Created the Wabash Women’s Collective, including an inaugural leadership council, to bring together women leaders to build a space for high-impact, women-driven philanthropic leadership (2022)
  - iv. Conducted the College’s eighth Day of Giving in April 2021, raising \$1.38 million from 5,833 gifts and 3,194 unique donors (2021)
  - v. Hosted a fully virtual 2020 Day of Giving at the outset of the pandemic and raised \$1.2 million from 6,012 gifts and 3,594 unique donors (2020)
  - vi. Celebrated yet another record-breaking Day of Giving by raising over \$1.1 million (2019)
  - vii. Set a record by surpassing \$1 million on the College’s #OneWabash Day of Giving (2018)
  - viii. The College had the highest number of alumni donors in a single year, 5,184, for a 44.24% giving rate (2018)
  - ix. The Third Leadership Summit brought together members of three advisory committees, the new Parent Advisory Committee, the NAWM and the class agents for a day of focused discussions and information sharing in conjunction with Homecoming weekend (2017)
  - x. Held the 125th anniversary of the Wabash College Glee Club and welcomed 120 alumni to campus for a weekend of focused engagement and reconnection (2017)
  - xi. Launched the first in a series “salon-style” events hosted by the spouse of a Trustee and featuring our first woman trustee aimed at engaging the women of Wabash (2017)
  - xii. Elected a parent to the Board of Trustees, Phil Kenney (2017-2018)
  - xiii. Held a Day of Giving on April 19 that set all-new records for most gifts (4,250) and dollars raised (\$850,000) (2017)

- xiv. Alumni Giving percentage climbed to 43.9%—an increase that puts Wabash in or near the Top 10 of all nationally-ranked liberal arts colleges (2017)
  - xv. Began to include spouses and partners of Trustees for plenary sessions conducted by administrators during Board weekends as a way of engaging more people in conversations about philanthropy (2016-17)
  - xvi. The Board elected its first woman Trustee, Jennifer Evans, in an ongoing effort to become more inclusive (2016)
  - xvii. Established a series of “salon-style” events hosted by Trustees to identify and cultivate alumni and non-alumni donors at the highest level (2016 and ongoing)
  - xviii. Alumni Giving percentage climbed to 42.4% (2016)
  - xix. Conducted record-breaking Day of Giving on 4.27, which generated more than 3,529 gifts and \$551,584, and included 69 different affinity challenges (2016)
  - xx. Developed a new online tool for improved tracking and stewarding of donors
  - xxi. Reached over 40% alumni giving for the second straight year (2015)
  - xxii. Conducted a second one-day giving challenge, Go for 2 on 4.22, which resulted in more than 2,800 total gifts totaling more than \$500,000
  - xxiii. Hired Michelle Janssen as Dean for College Advancement
  - xxiv. Brought in the second highest Annual Fund in school history (2014)
  - xxv. Set a record for the most alumni donors in the College’s history (2014)
  - xxvi. Conducted a one-day giving challenge, 430 on 4/30, which resulted in over 2,200 gifts to Wabash in a single day (Spring 2014)
- b. *Develop a long-term resource development model that will guide Wabash to its bicentennial in 2032*
- i. As of September 2022, the Giant Steps Campaign has established 91 new endowed funds (56 scholarships, 26 department/program/internship funds, and six professorships)
  - ii. Giant Steps Campaign reached its initial goal of \$225 million with 15 months remaining (Spring 2022)
  - iii. Dedicated the Class of 1966 Lodge in the Ott Residential Life District from the 55<sup>th</sup> reunion gift (Fall 2021)
  - iv. Raised \$13 million to construct Little Giant Stadium, Frank Navarro Field, and the Huntsman Family Track, and dedicated the facilities in September 2021 (2020-2021)
  - v. Secured a \$10 million grant from Richard J Stephenson to establish the Stephenson Institute of Classical Liberalism (2021)
  - vi. Completed the Leadership Phase of the Giant Steps Campaign and launched Giant Steps; Announced that \$150 million had been raised in the Leadership Phase (Fall 2018)
  - vii. Secured the largest single gift in the College’s history, \$40 million, from Paul ’75 and Betty Woolls (2018)
  - viii. Launched Public Phase of Giant Steps with 25 events in 20 cities (2018-19)

- ix. Launched the President’s Distinguished Speaker Series, which is funded by alumni donors (2017-18)
  - x. Hired three new Advancement positions (major gifts, engagement—parents, women and friends, and gift planning) to meaningfully engage new prospects and donors while supporting key planks in campaign plan (2017)
  - xi. Executed a naming ceremony for the John N. “Fuzzy” Ott Residential Life District to recognize and steward the \$7.25 million estate gift—the largest in the College’s history (2017)
  - xii. Began the Leadership Phase of the comprehensive campaign on July 1, 2017 with a working goal of \$200 million and a focus on securing gifts of \$1 million and above (2017)
  - xiii. Formed Campaign Executive Committee (2016) and Campaign Committee with Component Teams (2017)
  - xiv. Hired Mindpower to assist with campaign communications strategy
  - xv. Ad Hoc Committee for Long Range Fund Raising completed its work (2016) and its recommendations were accepted by the Board of Trustees (Oct. 2016)
  - xvi. Received the largest estate bequest (approximately \$7.25 million) in the College’s history from an anonymous donor (2015-16)
  - xvii. Established an Ad Hoc Committee for Long Range Fund Raising (2015) to plan for the College’s future fund-raising needs
- c. *Build partnerships with foundations and endowments to support Wabash’s mission*
- i. Received a \$696,590 implementation grant from Lilly Endowment Inc. to build a summer camp program on campus. Wabash will contribute nearly \$175,000 in matching funds for the three-year program (2022)
  - ii. Received a \$4.5 million grant from Lilly Endowment Inc. for “Restoring Hope, Restoring Trust,” which includes an array of programs, partnerships, and strategies to expand the national reputation of Wabash as a place where young men from new majority backgrounds find a college dedicated not just to their enrollment, but to their success and belonging (2021)
  - iii. Received a \$1 million grant from Lilly Endowment Inc. to support Wabash’s WLAIP program and other student support initiatives for new majority students through Phase Two of the Charting the Future initiative (2020)
  - iv. Received a \$100,000 grant from Lilly Endowment Inc. as part of the Endowment’s Charting the Future for Indiana’s Colleges and Universities (2019)
  - v. Received a \$8.5 million grant from Lilly Endowment Inc. to support programming for the Wabash Center for Teaching and Learning in Theology and Religion through 2025 (2021)
  - vi. Professors Erika Sorensen-Kamakian and Wally Novak received a \$470,000 grant from the National Science Foundation (NSF) to work with Wabash students on interdisciplinary research on the impact of protein level control on human development and disease (February 2022)

- vii. Received \$150,600 CARES Act supported grant from the National Endowment for the Humanities to support humanities faculty and enhance faculty diversity. Wabash was the only institution under 1,000 students that was funded by the program (2020-2021).
- viii. Laura Wysocki and Sara Drury were awarded a nearly \$600,000 grant from the National Science Foundation (NSF) to study the impact of deliberation on undergraduate STEM education (2020)
- ix. Partnered with McAllister and Quinn to enhance Wabash’s grant-writing expertise and to pursue grants from sources previously unavailable to the College (2018)
- x. With support from a National Science Foundation Cyber Infrastructure grant, IT Services has completed an upgrade of our campus Internet connection to 10Gbps, a 10x increase in bandwidth over our previous connection. Work is also underway to provide a redundant Internet connection, which will ensure uninterrupted Internet access for the campus even in the event of a fiber cut or catastrophic equipment failure.
- xi. IU Health support expanded WLAIP for summer 2016
- xii. Received a \$41,000 ASIANetwork-Luce Foundation grant that supports a half-time teacher in Asian History during the 2016-17 school year
- xiii. Received Lilly Endowment funding for summer, campus-based Youth Theology Institute “Scroll” (2016; beginning 2017)
- xiv. Continued support from the Lilly Endowment of the Wabash Center for Teaching and Learning in Religion and Theology (\$7.75 million), and the Pastoral Leadership Program (\$1.73 million).
- xv. Received an \$800,000 grant from the Andrew W. Mellon Foundation
- xvi. Secured more than \$12 million in additional grant funding for the Wabash Center for Teaching and Learning in Theology and Religion and the Wabash Pastoral Leadership Program

## 5. Increase the sense of belonging and expand our commitment to inclusive excellence

- a. Expand the diversity of our community (faculty, staff, and student body) and articulate the varied and valuable contributions that enrich the Wabash mission.
  - i. Created the “Pathway to Your Future” program for high school-aged students to participate in a week-long pre-college program on the Wabash campus, specifically designed for new majority students (2022 and ongoing)
  - ii. The Wabash College Class of 2026 has the largest enrollment of Latino students in the history of the College, a direct result of our increased recruiting efforts in Texas, Indiana, and in the Phoenix and the Chicago metropolitan areas (2022)
  - iii. Created a Scholar-in-Residence position to host researchers on campus whose work addresses one or more of the pressing issues facing residential higher

- education and the success of new majority students, particularly men (2022-2026)
- iv. Created new website pages that foreground and celebrate Diversity, Equity, and Inclusion and the Malcolm X Institute of Black Studies (MXIBS) with an eye toward attracting new employees, students, and their families (2021-22)
  - v. The MXIBS 50th Anniversary Celebration brought together MXIBS alumni, trustees, students, faculty, and staff to commemorate the 1970 founding of the MXIBS and reaffirm Wabash's commitment to supporting student success (April 2022)
  - vi. Established a campus meeting space for 'shOUT, Wabash's gay-straight alliance (2021)
  - vii. In partnership with Steward Speakers in Indianapolis, launched a new speaker series to bring high-profile thought leaders to campus to further conversations on diversity, equity, and inclusion (2021 and ongoing)
  - viii. Created a five-year position in the Ramsay Archives to digitize and expand our archival holdings on the Black experience in Crawfordsville and at Wabash, as well as support another project on Black cultural sites across Indiana (2021-26)
  - ix. *Wabash Magazine* (alumni publication) focused an issue on race and featured stories of Black alumni, including "I Am Human" (2020)
  - x. Dr. Sabrina Thomas became the first Black woman to receive tenure at Wabash (2020).
  - xi. Examined faculty hiring guidelines and practices, including developing guidance and materials on implicit bias, established campus ambassadors' program, expanded candidate outreach, provided better attention to campus diversity in position descriptions, and other improvements (2019 and ongoing)
  - xii. Joined the Consortium for Faculty Diversity (CFD) and used it to create post-doctoral positions for recent graduates of PhD programs and to expand the applications in our visiting assistant professor and tenure-track job searches. This resulted in multiple CFD placements, identification of candidates who subsequently became visiting professors, and at least one tenure-track hire (2017 and ongoing)
  - xiii. Working with the Board of Trustees, the College developed a pipeline of potential Trustees, including women, parents, and persons of color (2017 and ongoing)
  - xiv. Redeveloped the MXIBS Speakers Series, and created annual events for MLK Day and Black History Month (2016-ongoing)
  - xv. Hired Steven Jones '87, former Senior VP of Human Resources at IU Health, to become the second Dean for Professional Development and Director of the Malcolm X Institute of Black Studies (2016)
  - xvi. Updated the College's statement on inclusion and held discussions of implicit bias and strategies for broadening applicant pools required for all faculty searches (2016)
  - xvii. Hosted a reunion of alumni who participated in the Minority Pre-Med Program in the 1970s (2016)



- xviii. Developed more inclusive language for all faculty job postings, and experimented with advertising in a broader array of locations for faculty job postings (2015 and ongoing)
- xix. Held a facilitated series of campus conversations called “I, Too, Am Wabash” led by WDPD’s Democracy Fellows (2014-15)
- xx. Hired Clyde Morgan to be part-time Assistant Director of the MXIBS (2015)
- xxi. Hired Alan Hill as the Dean for Professional Development to oversee the Malcolm X Institute of Black Studies, the Schroeder Center for Career Development, and the Center for Innovation, Business, and Entrepreneurship (2015)
- xxii. Created the Wabash Leadership and Success Program
- xxiii. Established the MXIBS task force (Fall 2014)
- xxiv. Hired an interim director of the Malcolm X Institute of Black Studies (2013)
- xxv. Developed inclusivity inventory that was reviewed by Academic Affairs Committee of the Board of Trustees

*b. Continuously examine and improve campus structures and practices that create barriers to inclusion and belonging for some members of our community.*

- i. The Dean of the College and Special Assistant to the President, along with faculty members on two tenure-track search committees, were trained as Search Advocates through Oregon State University (2022)
- ii. Started to explore programming and support for new majority students who are invited to the WLAIP Summer Institute but do not attend. This work will extend the support and belonging that WLAIP students find to additional students (2022 and ongoing)
- iii. To address food insecurity on campus, especially during short breaks in the academic year, Wabash began offering weekly shuttle service to local grocery stores and created a small pantry of non-perishable food items that is free to students (2022)
- iv. Using the “Restoring Hope, Restoring Trust” grant, Wabash increased its student support and recruiting staff by hiring Kim King as Assistant Director of the MXIBS and Lauren Jay as Senior Assistant Director of Admissions (2021 and ongoing)
- v. Created the cabinet level position for Special Assistant to the President for Diversity, Equity, and Inclusion (2021)
- vi. Restructured the Multicultural Concerns Committee to be the Campus Climate and Culture Committee to reflect the desire to continuously examine cultural barriers to success and belonging (2021)
- vii. Received \$4.5 million Lilly Endowment grant to fund "Restoring Hope, Restoring Trust," a comprehensive set of programs to increase diversity, equity, inclusion, and sense of belonging for all members of the Wabash community and throughout Montgomery County (2021)

- viii. Wrote three grant proposals as part of Lilly Endowment's Charting the Future initiative; Wabash received grant funding totaling more than \$5.5 million over the three phases of the grant process (2020-2021)
  - ix. Began a Supplemental Instruction program to provide peer-to-peer instructional support for “high-risk” STEM courses—courses that traditionally assign high numbers of D, F, and W grades (2019 and ongoing)
  - x. Created an online application for student emergency funds, jointly administered by the Dean of Students, the Director of the Malcolm X Institute of Black Studies, and the Director of Financial Aid. These funds are not new to the College, but their existence and the process for requesting them was made much more transparent and equitable (2019).
  - xi. Hosted nationally known leader Brenda Allen as part of extended Brigrance Forum programming to interact with faculty and staff (2017)
  - xii. Created a Mental Health Committee to study campus climate and create opportunities for students, faculty, and staff to engage in conversations about mental health and well-being; augmented mental health services and programming (2016)
  - xiii. Created the Wabash Liberal Arts Immersion Program to better support the retention and graduation of new majority students through funding from the Mellon Foundation, Lilly Endowment, and private gifts (2015 and ongoing)
- c. Strengthen the culture of inclusivity in which all students, faculty, and staff are supported to succeed in all of their pursuits.
- i. Supported 30 Wabash faculty as Equity and Inclusion Pedagogy Fellows during 2021-22 and 2022-23 to develop new courses and expand course content around the themes of diversity, equity, inclusion, and social justice (2021 and ongoing)
  - ii. Became an inaugural member of the Liberal Arts Colleges Race and Equity Leadership Alliance (LACRELA) through the USC Race and Equity Center, providing faculty and staff with monthly training on issues important to advancing diversity, equity, and inclusion at Wabash (2021 and ongoing)
  - iii. Faculty launched a Global Citizenship, Justice, and Diversity in the Curriculum Committee (2021)
  - iv. Redesigned the Coordinator of Student Success position so that this Student Life Specialist’s job description focuses on clubs that serve and support minority groups on campus (2021)
  - v. Wabash Democracy and Public Discourse (WDPD) partnered with the Malcolm X Institute of Black Studies to lead the Wabash community in a conversation about the history of Diversity, Equity, and Inclusion Throughout Wabash History. The WDPD and MXIBS joint presentation included artifacts from the Wabash Archives documenting campus debates about the establishment of the MXIBS, the Hispanic Society (now La Alianza), and 'shOUT (the Wabash Gay-Straight Alliance) (2021)



- vi. To support student success and persistence, Wabash arranged for approximately 30 students in fall 2020 and 20 students in spring 2021 to take courses virtually during the pandemic. At the same time, our in-residence rate of 96% in fall 2020 exceeded all comparison schools
  - vii. To support student success and protect student safety, the College provided approximately 35 students the opportunity to stay on campus in spring 2020 after classes went virtual. This included about 15 international students and 20 domestic students
  - viii. A new Advising Working Group, led by the Associate Dean of the College and Registrar, created an advising checklist and website for faculty advisors and devised and facilitated May training workshops on inclusive advising practices, all in an effort to provide better training and more equitable resources for all students and faculty (2019 and ongoing)
  - ix. Wabash joined the American Talent Initiative, a group of select colleges and universities committed to expanding the number of Pell Grant recipients graduating from colleges by 2025. At the “Summer Institute on Equity in the Academic Experience,” a Wabash team examined performance gaps between Pell and non-Pell recipients in STEM introductory courses (2019 and ongoing)
  - x. Dr. Nancy Lynne Westfield was named Director of the Wabash Center for the Teaching and Learning in Theology and Religion. (2019 and ongoing). Dr. Westfield shifted programming to respond to COVID-19, while establishing new programs that address social injustice, crisis pedagogy, online teaching, and antiracism (2019)
- d. Expand community-engaged learning and share cultural and artistic resources to support our local community and expand student belonging.
- i. A visiting artist-in-residence position will invite an artist whose work is particularly focused on community engagement to campus each year for four years. The artist-in-residence will teach art classes and engage with local community members (2023-26)
  - ii. A grant from Lilly Endowment Inc. allowed Wabash to hire a community partnerships coordinator as part of “Restoring Hope, Restoring Trust” (summer 2022)
  - iii. Established community-based summer internships, funded through the “Restoring Hope, Restoring Trust” grant, for Wabash students who spent their summer supporting community partners (2022)
  - iv. Samuel Proctor and Ryan Sowers earned Gilman International Scholarships to study abroad in under-represented areas of the world (February 2022)
  - v. La Alianza partnered with the Latinx community on a range of social, service, and educational events, including a fall 2021 program on the history of El Dia de los Muertos (2021-2022)
  - vi. Wabash Democracy and Public Discourse (WDPD) initiative led a Community Conversation on Diversity & Inclusion in Crawfordsville that was supported by

- the Lilly Scholars Network, and in partnership with the City of Crawfordsville and Humans United for Equality (2020-2021)
- vii. Wabash Basketball partnered with two local kindergarten teachers to create “Books Basketball and Beyond,” a program in which Wabash student-athletes visit kindergarten and first-grade classrooms once a month to read book and work on literacy development with local students (2018 and ongoing)
  - viii. Wabash faculty and staff collaborated with Humans United for Equality (HUE) in the creation of the annual Celebration of Unity, an annual event that showcases the richness of diversity in the community (2017, 2018, 2019, 2022 - canceled in 2020 and 2021)

## 6. Embrace a culture of continuous improvement

### a. Increase net tuition revenue more in line with comparable GLCA schools

- i. The COVID-19 pandemic led to the cancellation of visit programs, which had a dramatic, negative impact on the size of entering classes in Fall 2021 and Fall 2022; net tuition revenue did not increase
- ii. Increased net tuition revenue and academic strength of 2019 entering class of new students
- iii. Working with historical data and consultants, established the Wabash Promise and transparency as a priority in financial aid strategy (2017)
- iv. Established relationship with Enrollment Research Associates to optimize financial aid packaging (2017-present)
- v. Generated a modest increase in net tuition revenue in fall 2014
- vi. Increased tuition by 6%, year over year, in 2013-14, 2014-15, and 2015-16 which is a higher percentage than GLCA peer institutions

### b. Develop a business model that can support the institution over the long term, including an appropriate endowment draw

- i. Set another record in the Day of Giving, raising \$1.4 million on April 19 (2022)
- ii. Received \$4.5 million grant, “Restoring Hope, Restoring Trust,” from Lilly Endowment to create a series of programs, including staffing, to focus on diversity, equity, inclusion, and sense of belonging (2021)
- iii. Utilized federal relief funding to provide emergency support for students affected by COVID-19 and the College’s healthcare costs (2020-2021)
- iv. Added 55 endowed scholarships through the Giant Steps Campaign (2018 through Spring 2022)
- v. Added six faculty chairs/professorships through the Giant Steps Campaign (2019 through Spring 2022)
- vi. Reduced the endowment draw to 5.5% with no cuts to the academic program, staffing, or student experiences (2019-20 and ongoing)

- vii. Created an ad hoc committee to study cost reductions and revenue generation to begin the process of reducing the endowment draw rate to 5.5% — “Getting to 5.5” (Fall 2018)
  - viii. Drafted a fiscal year 2020 budget with a 5.5% draw rate (2018-19)
  - ix. Developed five-year budget model (2018-19)
  - x. Secured sponsorship for Wabash athletics: Livestream broadcasts of football and basketball games, as well as the first-ever corporate partner for the 125<sup>th</sup> Monon Bell Classic (2018)
  - xi. Created a long-term contract with Adidas to provide uniforms and equipment for athletics teams at reduced costs; apparel available to the public will generate revenue streams for the College (2018)
  - xii. Adjusted room and board costs for fraternities to better reflect actual costs and to build capital improvement reserves (2018-2019)
  - xiii. Launched a comprehensive rebranding process to develop new marketing strategies to better emphasize the value of a Wabash education (2018 and ongoing)
  - xiv. Established a four-year residency requirement for students to decrease empty beds in living units (2018)
  - xv. Continued reductions in the endowment draw (2018 budget)
  - xvi. Began comprehensive review of all vendor contracts and business processes (2017)
  - xvii. Launched CFO Search process (Fall 2016); hired Kendra Cooks as Treasurer and CFO (Spring 2017)
  - xviii. With the pending retirement of the Treasurer and CFO, conducted a comprehensive review of the Business Office and its outsourced partners in food service, campus services, and investment strategy (Spring 2016)
  - xix. Made significant adjustments in the Library, IT Services, and made operational changes in retiree insurance, utility costs, WISE expenditures, and employee benefits to reduce spending (2016-17)
  - xx. Negotiated an overhead costs agreement with the federal government that will allow the college to receive 43% of direct costs (salaries/wages, fringe benefits, travel, equipment, supplies, etc.) in an approved budget with agencies such as the NSF and NIH (2016)
  - xxi. Working on a plan to reduce the endowment draw to a more sustainable level in the next 3-5 years; dropped draw to below 6% for the first time in 20 years (2016-17)
  - xxii. Reduced departmental operating budgets by 2% in fiscal 2015 and 3% in fiscal 2016
  - xxiii. Created gapping policy in financial aid awards (2014-15)
  - xxiv. Eliminated Wabash loans for all incoming domestic freshman students (2014)
- c. Develop a campus master plan that improves student housing, eliminates reliance on old, College-owned houses, provides for an effective campus center, retains our intimate setting, and allows for future growth needs

- i. Shared with the Board of Trustees schematic designs and fund-raising strategy for the construction of a new campus center (May 2022)
- ii. Began renovation of Lambda Chi Alpha (Summer 2022)
- iii. Completed renovation work on Phi Gamma Delta and Theta Delta Chi (2021-22)
- iv. Completed a significant study of the College's infrastructure (HVAC, MEP, Data), and have begun to upgrade electrical, chilled water and steam, and other systems (2021-2022 and ongoing)
- v. Hired Shepley Bulfinch to conduct a program review and provide architectural design assistance in the development of a new campus center (2020)
- vi. Created a Campus Center Planning Committee (2020)
- vii. Hired Shepley Bulfinch to assist with a comprehensive review of Lilly Library (2019)
- viii. Established Library Planning Committee to guide the renovation of Lilly Library (2019)
- ix. Created a proof-of-concept campus pub, Wally's, in the Sparks Center (2019-2020)
- x. Approved Campus Master Plan (2019)
- xi. Partnered with Sasaki on a Campus Master Planning Process that will guide the College through its 200<sup>th</sup> anniversary (2018-19)
- xii. Razed most College-owned houses formerly occupied by students (2018)
- xiii. Implemented a four-year residency requirement for all students (2018)
- xiv. Acquired the Burkhart Funeral Home and Nazarene Church as part of the College's property acquisition strategy (2018)
- xv. Worked with Browning Day architects on a new design for the northwest corner of campus at Grant and Wabash avenues (2017-2018)
- xvi. Dedicated the Ott Residential Life District on the west side of campus (Fall 2017)
- xvii. Formed an Ad Hoc Committee for Fraternity Maintenance and Renovation, chaired by Trustee Trey Holland and including members of the Fraternity Advisors Group (2016-2017); report to be made at Fall 2017 Board meeting
- xviii. Formed an Ad Hoc Committee for Campus Life, which is chaired by the Dean of Students, and will study all aspects of student life — where and how they live, study, eat, park, and gather (Fall 2016); work continues in 2017-18 focusing on dining, parking, spaces and facilities, and gateways and pathways
- xix. Began the process for redesign and renovation of Martindale Hall; final designs were completed in September 2015; students moved in in August 2016; dedicated October 2016
- xx. Completed all planning for the development of a new Ott Residential Life District on the west side of campus that includes three building types and five student living configurations; construction of Townhouses was completed in August 2015 with Halls and Lodges finished in 2016. Dedication was May 2016
- xxi. Hired Shepley Bulfinch to partner in developing Residence Life Master Plan, which was approved by the Board of Trustees at its meeting in January 2015

- d. Provide enhanced access to technology and on-line resources to ensure students are appropriately prepared to succeed and that allows faculty to focus more on applying and integrating knowledge
- i. Implemented PyraMed medical records software (2022)
  - ii. Supported by an Indiana State Library grant of almost \$26,000, developed a new dedicated podcast facility in Lilly Library and made technology upgrades to the popular Gaming Lab.
  - iii. Gained access to additional information security tools through a partnership between the I-Light (the campus's Internet service provider) and OmniSOC, a security operations center at Indiana University that will reduce cybersecurity threats through proactive threat hunting and consulting services (2022)
  - iv. Following internet and core network upgrades in 2019 and campus wireless improvements in 2020, a new upgrade to network connections between campus buildings improved bandwidth tenfold, boosted performance for local and internet traffic, and added a layer of redundancy to core academic and administrative buildings (Fall 2021)
  - v. Offered virtual course-recovery summer classes to at-risk students (2021 and ongoing)
  - vi. Further invested in Zoom and Owl technologies to reconfigure 41 classrooms to connect students learning on campus with those in isolation and quarantine with their professors during the entire 2020-21 school year
  - vii. Under direction of the Healthy Campus Task Force, IT developed a COVID-19 symptom monitoring app for daily use by faculty, staff, and students to help limit the spread of COVID-19 in the Wabash community. The app recorded more than 170,000 daily check-ins during the first year. IT also automated much of the return testing process, created a database to assist with isolation and quarantine monitoring, built and managed a COVID-19 web page, and developed a COVID-19 campus dashboard (2020-2021)
  - viii. The library has expanded e-book and textbook availability and promotion of open resource material to support students and save them money. In the 2021 calendar year, this resulted in books in use in more than 100 courses and saved students nearly \$60,000
  - ix. Pivoted (in one week) to virtual classrooms over spring break, using a broad range of technologies to connect students with their professors and each other (2020). IT offered more than 50 workshops and training sessions to faculty and staff on topics such as working from home, hybrid course design, and classroom technology
  - x. In the first year of the pandemic, the College conducted 37,589 Zoom meetings with 224,741 Zoom meeting participants for a total of 178,683 hours spent on Zoom by Wabash students, faculty, and staff. There was also a 50% increase in the number of courses collecting online assignments, 110% increase in courses

- using online quizzes, and a 42% increase in the number of courses using online discussions.
- xi. Lilly Library created a comprehensive remote access webpage to allow services as well as access to online books, journals, videos and music to be available to students (2020).
  - xii. Switched to online textbook acquisition (2020 and ongoing)
  - xiii. Invested in Information Technology security and infrastructure, including dual authentication across all platforms and redundant systems (2020 and ongoing)
  - xiv. Joined eduroam, a secure roaming service for wireless network access found at colleges and universities around the world (2019)
  - xv. Implemented Magnus medical records software (2019)
  - xvi. Implemented Presence App for student activities and events (2019)
  - xvii. Implemented of dual authentication processes for improved security and privacy (2018-2021)
  - xviii. Migrated almost all of the College's primary servers to Cloud-based platforms for improved security, easier, lower cost access, and better disaster recovery and business continuity (2018, 2019)
  - xix. Migrated most of the College's functions for onboarding new students to the online "New Student Road Map" (2018)
  - xx. Expanded use of Cloud Computing resources such as Box, Office365, etc. (2017)
  - xxi. Established the Educational Technology Center in Lilly Library, and hired an Educational Technologist with a background in course management systems
  - xxii. Moved the College's long-printed Academic Bulletin online, which is updated in real time and more user friendly (2016)
  - xxiii. Developed online registration process for students
  - xxiv. Established the College's first 3D Printing Lab to be used across all departments for experiential learning in design/development of 3D print projects
  - xxv. Integrated Handshake software program for student employment (WISE) and alumni and employer networking
  - xxvi. Experimented with "flipped classrooms"