



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 Faculty and Staff May and Alumni May
- 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 successth 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
- iv. President Feller participated in the American Talent Initiative's seminar Focusing Boards on the Right Student Success and Equity Related Challenges April
- v. President Feller participated in a panel presentation at the Economic Club of Indiana December
- 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
- 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
- viii. President Hess participated in a panel presentation on higher education in Indiana at the Economic Club of Indiana luncheon December
- 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
- 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
- xi. President Hess and Wabash were featured in *Indiana Minority Business* magazine summer
- xii. Developed and made a presentation to Trustees Faculty and Staff data on economic mobility published in the *New York Times*
- xiii. President Hess made a presentation in liberal arts education for men at Chautauqua summer
- xiv. Meeting of state legislative budget committee on campus and presentation by President Hess summer

- 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
- xvii. Hosted with Steve Ferguson 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 and video news 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
- xxii. Wabash and Center of Inquiry hosted national conference Celebrating the Value of Liberal Arts Education Fall

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 December January May June
- ii Wabash received a series of grants totaling 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
- 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
- iv The College applied for and received from the Mellon Foundation a renewal grant to continue a revised version of the WLAIP in
- 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 and
- vi Hosted Michael Kimmel for sessions with students staff and faculty Spring
- vii Hosted Wabash Preview Days for entering freshmen and parents Summer and which have been rebranded Wabash and ongoing
- viii Hosted and presented to the State Budget Committee Summer
- ix President Hess made a presentation at the Chautauqua Institute Summer
- x Hosted Gentlemen s Classic and NCAA President Mark Emmert Fall
- 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 [redacted] for medical school and [redacted] for law school.
- ii Wabash had [redacted] students participating in student-faculty collaborative research in summer [redacted] more than [redacted] more working in other college-sponsored internships, and another [redacted] working with staff in the Business Immersion and CIBE programs, summer [redacted].
- iii Despite the continuing challenges of COVID-19, [redacted] of the student body participated in semester-long off-campus study, immersion learning, or international internships, research experiences in [redacted]. This featured [redacted] distinct students and [redacted] student experiences.
- iv Professors Erika Sorensen Kamakian and Wally Novak received a [redacted] 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 [redacted].
- 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.
- vi Wabash was able to work through appropriate public health channels to send students on Study Abroad programs in [redacted] and [redacted] in the midst of the COVID-19 pandemic.
- vii Achieved a remarkable [redacted] First Destination Rate for the Class of [redacted] within six months of graduation for a class that spent its entire senior year in a pandemic, November [redacted].
- 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 [redacted].
- ix Approximately [redacted] students participated in summer student-faculty collaborative research.
- x Received [redacted] 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 [redacted] students that was funded by the program.
- xi Laura Wysocki and Sara Drury were awarded a nearly [redacted] grant from the National Science Foundation (NSF) to study the impact of deliberation on undergraduate STEM education.
- xii Achieved a [redacted] First Destination Rate for the Class of [redacted] within six months of graduation, in spite of the pandemic, November [redacted].
- xiii Achieved a [redacted] First Destination Rate for the Class of [redacted] within six months of graduation, November [redacted].
- xiv Achieved an [redacted] First Destination Rate for the Class of [redacted] at Commencement and [redacted] rate within six months of graduation, November [redacted].



- xv Partnered with the City of Crawfordsville to develop the innovative co working space Fusion August
- xvi Secured Giant Steps Campaign gift to endow Immersion Learning opportunities for students per year Fall
- xvii Applied for and received a grant from the Max Kade Foundation to fund the German Immersion Trip Spring and
- xviii Achieved a First Destination Rate for the Class of at the time of graduation achieved a First Destination for the Class of within six months of graduation November
- 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
- 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 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
- xxvii Created a physical space for the International Center
- xxviii Integrated the Dill Scholarship with the off campus studies program Summer

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 HEDS created a set of open sourced surveys for non profits to examine their approaches to COVID By December more than students staff and 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
- iii Participated in three HEDS COVID 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 and better understand student and faculty experiences with virtual learning Spring

- 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
- 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 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 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
- ii Created new minor in Environmental Studies
- iii Fifteen members of the Class of 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
- 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
- vi Twenty two students served as WDPD Democracy Fellows in Fall students in Fall in in
- vii Created a WDPD Direct Admit Program offering new students public leadership seminars led by business government and non profit leaders students participated in participated in and participated in
- viii Democracy Fellows research design and facilitate deliberative events and conversations that have a broad impact on and off campus
 - a More than people participated in dialogues and deliberations at six off campus and on campus events in
 - b Convened people across events on campus and community events in
 - c Researched designed and facilitated events that reached attendees
 - d In programming organized by the Democracy Fellows reached more than Wabash students including a Freshman Tutorial dialogue

- about men's mental health a Chemistry role playing deliberation about nuclear energy and a Biology 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
- 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
- xi Created a CIBE Direct Admit program for new students enrolling at the College
- xii Rebranded the initiatives WabashX Experiential Learning
- xiii Created a Performance Collaborative space in Fusion to be used by the Digital Arts and Human Values initiative
- 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
- xv The CIBE partners program expanded from students in the academic year to students in students in to students in
- 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
- 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
- xviii Created a Global Health Speaker Series
- xix Developed a standing Mental Health Concerns Committee comprising students faculty and staff to address issues of mental health and normalize them
- 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
- 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
- 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
- xxiv A Mellon Foundation New President's Grant allowed for the development of the Digital Arts and Human Values initiative which over three years and 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 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
 - xxviii Established Digital Arts and Human Values initiative received Andrew W Mellon Foundation grant to start program 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 for a digital film making course
 - xxix Formalized Global Health Initiative GHI established advisory committee hosted first Global Health Summit November co hosted an international global health conference in Lima summer 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 recruited first cohort of Democracy Fellows hosted first Public Discourse Summit October 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 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
- ii The Global Health Initiative led development of the CARE team a group of nearly student leaders who supported campus health during COVID GHI also collaborated with the CDC on a mask usage study

- iii students worked in GHI internships locally regionally and internationally in summer
- 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 and again in
- 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
- vi 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
- vii In 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 in more than a decade Summer
- ii Set a record for the most entering students coming from the state of Texas
- iii Completed articulation agreement with Ivy Tech community college establishing pathways fo

- xi Established the Snodell Scholars program in greater Chicagoland including staffing a regional recruiter in the area and scholarships for deserving students and ongoing
- xii Improved relationships with college counselors at select feeder schools
- xiii Recruited a first year class of students in Fall against a goal of Fall
- xiv Enhanced and expanded Wabash 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
- 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 cycle
- xvi Established Senior Staff driven Enrollment Working Group to devise and implement strategic recruitment initiatives Summer and ongoing
- xvii Continued to make progress on retention across all classes and ongoing
- xviii Increased international student and transfer student enrollment significantly
- xix Hired the College's first dedicated international recruitment coordinator
- xx Implemented the College's first Customer Response Management system Slate to track students throughout the recruitment process
- xxi Conducted an external audit and assessment of the admissions and financial aid offices
- xxii Enrollment in fall was an all time high over
- xxiii Grew freshman class in fall 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 versus stagnant graduation rates of eligible non participating students
- 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 and three in Summer with students participating each summer 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 and ongoing
- iv Developed new term report to track College's most important retention student success and academic data
- v Created free half credit virtual courses for new enrolling students to take in the early summer during the pandemic The course COVID and the Liberal

- Arts enrolled students and limited summer melt In students completed Justice Community and the Liberal Arts 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 semester to approximately semester during the pandemic
- 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
- 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 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
- x Partnering with Admissions the WDPD has developed a targeted Direct Admit program to increase applications and provide direct entry into the WDPD 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 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
- xii Obtained a grant from Indiana University Health the first it has given to expand the WLAIP program from to students and to provide job shadowing experiences and LEAN training for Wabash students and and faculty and staff
- xiii Hired the College s first full time Institutional Researcher e g Director of Institutional Effectiveness Fall Position continues as Director of Institutional Research and College is hiring a part time Institutional Research Analyst Fall
- 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 in Fall
- xvii Developed a new Academic Improvement Plan for students
- xviii Enacted conversion to credit policy Fall refined and revised policy for more effective operation Spring



- 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
- 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 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 years of admissions and graduation data to inform admissions and financial aid decisions for the Class of
- xxix Secured a grant from the Indiana Commission for Higher Education to develop a summer visit program designed to improve the transition to college

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- ii. Wabash created and placed students in paid internships opportunities in Summer and nine in Summer through the Stephenson Institute for Classical Liberalism ongoing
 - iii. Career Services developed a wide range of virtual industry specific networking events with alumni leaders
 - 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
 - v. Received a financial pledge to sustain the Entrepreneur Summit for the next five years Spring
 - vi. Re established and hosted the College s Entrepreneur Summit in Spring and
 - 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 to 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 students to 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
 - ii. Established the Wabash Public Policy Project to create internship opportunities in areas of public policy and government as well as visiting speakers
 - iii. Created the COVID Action Response Team CARE comprising nearly CARE Team Leaders and Care Team Managers in partnership with the Student Health Center Montgomery County Health Department and Global Health Initiative
 - iv. Dedicated and began using Fusion for a variety of events tied to Schroeder Center programming and Liberal Arts Plus initiatives
 - v. Partnering with the City of Crawfordsville in the development of Fusion 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

- vi Earned grant funding from the Ball Brothers Foundation to establish a 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 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
- ii Developed supervisor training program that will prepare supervisors of student workers at all levels to perform evaluations of their workers
- iii Developed policies for students that required approved resumes and LinkedIn profiles prior to seeking employment
- iv Consolidated WISE Budget management to Assistant Director of Professional Development to manage WISE FWS and DSE allocations across campus
- v Introduced variable pay for student workers based on level of experience
- vi Introduced variable pay system for all students based on class year
- 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
- 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 and ongoing
- xi Reduced overall student employment hours and dollars spent Ongoing
- xii Capped WISE hours for freshman students
- 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
 - 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
 - iii Summer faculty Advising Workshops on working more effectively with new majority and historically underserved students
 - iv Conducted virtual Wabash programs for new students over the summer and
 - v A record students participated in the annual LSAT bootcamp to better prepare students for law school admissions success
 - 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
 - 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 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
 - ix Moved the Quantitative Skills Center to Lilly Library with the Writing Center which is under the direction of Dr Zachery Koppelman
 - x In 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 applications to Fulbright in up from eight in
 - 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 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
 - 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
 - ii Kenny Coleman and Jeremiah Eaton were named Arthur Ashe Jr Sports Scholars for leadership character and academic performance May
 - iii Cooper Smith became the first Wabash student to win a Truman Fellowship since The award identifies aspiring leaders and recognizes and rewards their commitment to careers in public service Spring
 - 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
 - v Created the Leadership Education and Development LEAD program to educate and develop student leaders in fraternities and ongoing
 - vi Hired additional staff in the Student Life Office to work with students in residential life student activities and supplemental instruction
 - vii Created the CARE Team to develop living unit leaders for COVID education planning and response over Wabash students received continuous public health training and helped the College have a fully residential student experience at the peak of the pandemic
 - viii Re-established an ROTC program on the Wabash campus in partnership with the US Army and Purdue University and ongoing As of Fall 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 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 Tom Kearns
Nick Gray 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 The immersion Unlocking Leadership with Emotional Intelligence focuses on developing leadership skills by emphasizing soft skills and EQ measures and ongoing
- xv Developed a Professional Development Series for students that concentrates on building leadership skills via a speaker series through Career Services
- 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
- xvii Jacob Burnett became Wabash s ninth Rhodes Scholar in
- 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 applications Rhodes Fulbright Gilman USTA TAPIF
 - b applications Gilman Fulbright Cultural Ambassador
 - c applications Fulbright Gilman Bunche Goldwater HM
USTA declined
 - d applications Fulbright Alternate Gilman USTA all double winners with Fulbright Goldwater HM American Political Science Assoc Minority Fellow CLS Alternate Boren Alternate
 - e applications Fulbright Alternate Gilman JET TAPIF USTA Alternates Cultural Ambassador Ambassador Year in China Creigh Weyer finalists winner declined
 - f Fulbright alternate USTA winners and alternates Gilman NCAA Postgraduate Scholarship Woodrow Wilson Teaching Fellowship USTA recipient and Cultural Ambassador selections
 - g Held webinars seven information sessions and individual meetings with more than students in summer fall while students completed more than applications during a COVID impacted fall and more explored opportunities in the spring The backlog in placements and disruptions of COVID complicated efforts to earn awards and secure placements
 - h applications completed and meetings with over students Selections included a Truman Scholar TAPIF program participants and 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



- ii Led by Tyler Watson 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
- iii Wabash participated in the City s way finding planning and signage development
- 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
- v Wabash staff engaged in a comprehensive review and overhaul of the City s zoning ordinances
- vi Wabash staff participated in the planning and execution of the development of Stellar Communities projects including Trailhead Park Pike Place Park Fusion and the Downtown Trail students including WDPD and CIBE members provided feedback and research that helped inform these projects
- vii CIBE and WDPD partner on community engagement activities each year that reach 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
- 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
- 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 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
- xv More than Wabash students participate in annual WABASH Day activities in Montgomery County ongoing
- xvi Used WDPD students to facilitate community conversations in 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
- 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 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
 - 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 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 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
 - 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
 - v Re designed On Campus Career Fairs to be aligned as Networking Events where the focus on 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
 - 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 H B visa provides guides on interviewing tips along with real time updates on ruling concerning OPT CPT and F visa listings The app is also an

- viii aggregator of government listings of companies that are seeking to hire international students for with CPT Ongoing from
 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 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
- 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
- x Conducted one hour training sessions as part of Freshmen Orientation on resume creation with each freshman in Class of will be continued going forward Ongoing from
- xi Conducted one hour training sessions as part of Freshmen Orientation on WISE job searches and interviews with each freshman in Class of will be continued going forward Ongoing from
- 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
- 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
- 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
- xv Established Professional Development Series that provides students additional training in soft skill development for internships and full time employment Ongoing from
- 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
- 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
- xviii Developed a Sales Immersion Program to meet the increased demand from students seeking full time and internship opportunities in sales The program puts students through an intensive four day Sandler Sales Method training session led by alumnus Herm Haffner Students gain practical experience by completing a hour practicum with the Advancement Office Ongoing from



- 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
- 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
- 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
- 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
- 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
- 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
- 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
Ends
- 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
- xxvii Provide transportation to off campus events fairs graduate programs networking Ongoing from
- xxviii With the NAWM established the Wabash Career Alliances program alumni categorized by careers for presentations and advising to individual students Ongoing from
- xxix Developed the Wabash Callings program which brings alumni to campus to discuss their career paths with students
- 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
- xxxi Established the Career Test Drives program re branded Career Externships Ended
- xxxii Extended career counseling hours five evenings per week and extended locations to the Lilly Library and Campus Mall Ended

- xiv Alumni Giving percentage climbed to an increase that puts Wabash in or near the Top of all nationally ranked liberal arts colleges
- 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
- xvi The Board elected its first woman Trustee Jennifer Evans in an ongoing effort to become more inclusive
- xvii Established a series of salon style events hosted by Trustees to identify and cultivate alumni and non alumni donors at the highest level and ongoing
- xviii Alumni Giving percentage climbed to
- xix Conducted record breaking Day of Giving on which generated more than gifts and and included different affinity challenges
- xx Developed a new online tool for improved tracking and stewarding of donors
- xxi Reached over alumni giving for the second straight year
- xxii Conducted a second one day giving challenge Go for on which resulted in more than total gifts totaling more than
- xxiii Hired Michelle Janssen as Dean for College Advancement
- xxiv Brought in the second highest Annual Fund in school history
- xxv Set a record for the most alumni donors in the College s history
- xxvi Conducted a one day giving challenge on which resulted in over gifts to Wabash in a single day Spring

b. Develop a long-term resource development model that will guide Wabash to its bicentennial in 2032

- i As of September the Giant Steps Campaign has established new endowed funds scholarships department program internship funds and six professorships
- ii Giant Steps Campaign reached its initial goal of million with months remaining Spring
- iii Dedicated the Class of Lodge in the Ott Residential Life District from the th reunion gift Fall
- iv Raised million to construct Little Giant Stadium Frank Navarro Field and the Huntsman Family Track and dedicated the facilities in September
- v Secured a million grant from Richard J Stephenson to establish the Stephenson Institute of Classical Liberalism
- vi Completed the Leadership Phase of the Giant Steps Campaign and launched Giant Steps Announced that million had been raised in the Leadership Phase Fall
- vii

- ix Launched the President's Distinguished Speaker Series which is funded by alumni donors
- 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
- xi Executed a naming ceremony for the John N. Fuzzy Ott Residential Life District to recognize and steward the _____ million estate gift, the largest in the College's history
- xii Began the Leadership Phase of the comprehensive campaign on July _____ with a working goal of _____ million and a focus on securing gifts of _____ million and above
- xiii Formed Campaign Executive Committee _____ and Campaign Committee with Component Teams
- xiv Hired Mindpower to assist with campaign communications strategy
- xv Ad Hoc Committee for Long Range Fund Raising completed its work _____ and its recommendations were accepted by the Board of Trustees, Oct _____
- xvi Received the largest estate bequest, approximately _____ million, in the College's history from an anonymous donor
- xvii Established an Ad Hoc Committee for Long Range Fund Raising _____ 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 _____ implementation grant from Lilly Endowment Inc. to build a summer camp program on campus. Wabash will contribute nearly _____ in matching funds for the three-year program.
- ii Received a _____ 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.
- iii Received a _____ 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.
- iv Received a _____ grant from Lilly Endowment Inc. as part of the Endowment's Charting the Future for Indiana's Colleges and Universities.
- v Received a _____ million grant from Lilly Endowment Inc. to support programming for the Wabash Center for Teaching and Learning in Theology and Religion through _____.
- vi Professors Erika Sorensen Kamakian and Wally Novak received a _____ 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 _____.

- vii Received 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 students that was funded by the program
- viii Laura Wysocki and Sara Drury were awarded a nearly grant from the National Science Foundation NSF to study the impact of deliberation on undergraduate STEM education
- ix Partnered with McAllister and Quinn to enhance Wabash's grant writing expertise and to pursue grants from sources previously unavailable to the College
- x With support from a National Science Foundation Cyber Infrastructure grant IT Services has completed an upgrade of our campus Internet connection to Gbps a x 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
- xii Received a ASIANetwork Luce Foundation grant that supports a half time teacher in Asian History during the school year
- xiii Received Lilly Endowment funding for summer campus based Youth Theology Institute Scroll beginning
- xiv Continued support from the Lilly Endowment of the Wabash Center for Teaching and Learning in Religion and Theology million and the Pastoral Leadership Program million
- xv Received an grant from the Andrew W. Mellon Foundation
- xvi Secured more than 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 and ongoing
- ii The Wabash College Class of 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
- 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

- 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
- v The MXIBS 50th Anniversary Celebration brought together MXIBS alumni trustees students faculty and staff to commemorate the 50th founding of the MXIBS and reaffirm Wabash's commitment to supporting student success April
- vi Established a campus meeting space for shOUT Wabash's gay straight alliance
- 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 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
- ix *Wabash Magazine* alumni publication focused an issue on race and featured stories of Black alumni including I Am Human
- x Dr. Sabrina Thomas became the first Black woman to receive tenure at Wabash
- 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 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 and ongoing
- xiii Working with the Board of Trustees the College developed a pipeline of potential Trustees including women parents and persons of color and ongoing
- xiv Redeveloped the MXIBS Speakers Series and created annual events for MLK Day and Black History Month ongoing
- xv Hired Steven Jones 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
- 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
- xvii Hosted a reunion of alumni who participated in the Minority Pre Med Program in the 1980s



- xviii Developed more inclusive language for all faculty job postings and experimented with advertising in a broader array of locations for faculty job postings and ongoing
- xix Held a facilitated series of campus conversations called *I Too Am Wabash* led by WDPD's Democracy Fellows
- xx Hired Clyde Morgan to be part time Assistant Director of the MXIBS
- 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
- xxii Created the Wabash Leadership and Success Program
- xxiii Established the MXIBS task force Fall
- xxiv Hired an interim director of the Malcolm X Institute of Black Studies
- 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
- 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 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
- 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 and ongoing
- v Created the cabinet level position for Special Assistant to the President for Diversity Equity and Inclusion
- 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
- vii Received 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

- viii Wrote three grant proposals as part of Lilly Endowment's Charting the Future initiative. Wabash received grant funding totaling more than _____ million over the three phases of the grant process.
 - 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, _____ 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.
 - xi Hosted nationally known leader Brenda Allen as part of extended Brigrance Forum programming to interact with faculty and staff.
 - 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.
 - 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, _____ 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 _____ Wabash faculty as Equity and Inclusion Pedagogy Fellows during _____ and _____ to develop new courses and expand course content around the themes of diversity, equity, inclusion, and social justice, _____ 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, _____ and ongoing.
 - iii Faculty launched a Global Citizenship, Justice, and Diversity in the Curriculum Committee.
 - 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.
 - 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.

- vi To support student success and persistence Wabash arranged for approximately students in fall and students in spring to take courses virtually during the pandemic At the same time our in residence rate of in fall exceeded all comparison schools
- vii To support student success and protect student safety the College provided approximately students the opportunity to stay on campus in spring after classes went virtual This included about international students and 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 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 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 and ongoing
- x Dr Nancy Lynne Westfield was named Director of the Wabash Center for the Teaching and Learning in Theology and Religion and ongoing Dr Westfield shifted programming to respond to COVID while establishing new programs that address social injustice crisis pedagogy online teaching and antiracism

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
- ii A grant from Lilly Endowment Inc allowed Wabash to hire a community partnerships coordinator as part of Restoring Hope Restoring Trust summer
- iii Established community based summer internships funded through the Restoring Hope Restoring Trust grant for Wabash students who spent their summer supporting community partners
- iv Samuel Proctor and Ryan Sowers earned Gilman International Scholarships to study abroad in under represented areas of the world February
- v La Alianza partnered with the Latinx community on a range of social service and educational events including a fall program on the history of El Dia de los Muertos
- 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

- 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 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 canceled in and

Embrace a culture of continuous improvement

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

- i The COVID pandemic led to the cancellation of visit programs which had a dramatic negative impact on the size of entering classes in Fall and Fall net tuition revenue did not increase
- ii Increased net tuition revenue and academic strength of 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
- iv Established relationship with Enrollment Research Associates to optimize financial aid packaging present
- v Generated a modest increase in net tuition revenue in fall
- vi Increased tuition by year over year in and 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 million on April
- ii Received 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
- iii Utilized federal relief funding to provide emergency support for students affected by COVID and the College's healthcare costs
- iv Added endowed scholarships through the Giant Steps Campaign through Spring
- v Added six faculty chairs professorships through the Giant Steps Campaign through Spring
- vi Reduced the endowment draw to with no cuts to the academic program staffing or student experiences 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 Getting to Fall
 - viii Drafted a fiscal year budget with a draw rate
 - ix Developed five year budget model
 - x Secured sponsorship for Wabash athletics Livestream broadcasts of football and basketball games as well as the first ever corporate partner for the th Monon Bell Classic
 - 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
 - xii Adjusted room and board costs for fraternities to better reflect actual costs and to build capital improvement reserves
 - xiii Launched a comprehensive rebranding process to develop new marketing strategies to better emphasize the value of a Wabash education and ongoing
 - xiv Established a four year residency requirement for students to decrease empty beds in living units
 - xv Continued reductions in the endowment draw budget
 - xvi Began comprehensive review of all vendor contracts and business processes
 - xvii Launched CFO Search process Fall hired Kendra Cooks as Treasurer and CFO Spring
 - 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
 - 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
 - xx Negotiated an overhead costs agreement with the federal government that will allow the college to receive of direct costs salaries wages fringe benefits travel equipment supplies etc in an approved budget with agencies such as the NSF and NIH
 - xxi Working on a plan to reduce the endowment draw to a more sustainable level in the next years dropped draw to below for the first time in years
 - xxii Reduced departmental operating budgets by in fiscal and in fiscal
 - xxiii Created gapping policy in financial aid awards
 - xxiv Eliminated Wabash loans for all incoming domestic freshman students
- 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
- ii Began renovation of Lambda Chi Alpha Summer
- iii Completed renovation work on Phi Gamma Delta and Theta Delta Chi
- 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 and ongoing
- v Hired Shepley Bulfinch to conduct a program review and provide architectural design assistance in the development of a new campus center
- vi Created a Campus Center Planning Committee
- vii Hired Shepley Bulfinch to assist with a comprehensive review of Lilly Library
- viii Established Library Planning Committee to guide the renovation of Lilly Library
- ix Created a proof of concept campus pub Wallys in the Sparks Center
- x Approved Campus Master Plan
- xi Partnered with Sasaki on a Campus Master Planning Process that will guide the College through its 75th anniversary
- xii Razed most College owned houses formerly occupied by students
- xiii Implemented a four year residency requirement for all students
- xiv Acquired the Burkhart Funeral Home and Nazarene Church as part of the College's property acquisition strategy
- xv Worked with Browning Day architects on a new design for the northwest corner of campus at Grant and Wabash avenues
- xvi Dedicated the Ott Residential Life District on the west side of campus Fall
- xvii Formed an Ad Hoc Committee for Fraternity Maintenance and Renovation chaired by Trustee Trey Holland and including members of the Fraternity Advisors Group report to be made at Fall 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 work continues in 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 students moved in in August dedicated October
- 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 with Halls and Lodges finished in Dedication was May
- 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



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
- ii Supported by an Indiana State Library grant of almost 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
- iv Following internet and core network upgrades in and campus wireless improvements in 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
- v Offered virtual course recovery summer classes to at risk students and ongoing
- vi Further invested in Zoom and Owl technologies to reconfigure classrooms to connect students learning on campus with those in isolation and quarantine with their professors during the entire school year
- vii Under direction of the Healthy Campus Task Force IT developed a COVID symptom monitoring app for daily use by faculty staff and students to help limit the spread of COVID in the Wabash community The app recorded more than 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 web page and developed a COVID campus dashboard
- 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 calendar year this resulted in books in use in more than courses and saved students nearly
- 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 IT offered more than 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 Zoom meetings with Zoom meeting participants for a total of hours spent on Zoom by Wabash students faculty and staff There was also a increase in the number of courses collecting online assignments increase in courses

- using online quizzes and a 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
- xii Switched to online textbook acquisition and ongoing
- xiii Invested in Information Technology security and infrastructure including dual authentication across all platforms and redundant systems and ongoing
- xiv Joined eduroam a secure roaming service for wireless network access found at colleges and universities around the world
- xv Implemented Magnus medical records software
- xvi Implemented Presence App for student activities and events
- xvii Implemented of dual authentication processes for improved security and privacy

- 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
- xix Migrated most of the College s functions for onboarding new students to the online New Student Road Map
- xx Expanded use of Cloud Computing resources such as Box Office etc
- 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
- 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

