

WABASH

COLLEGE

Strategic Priorities at Wabash College

The Liberal Arts College for Men

January 2014-Present

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 at Wabash College

Update on Progress Since January 2014
October 17, 2017

Strategic Objectives [Milestone Goals to Achieve the Vision]

1. Demonstrate and articulate the value of a Wabash Liberal Arts education
2. Extend the academic and geographic footprint of the College
3. Emphasize leadership development in each Wabash Man
4. Enhance the culture of philanthropy
5. Embrace a Culture of Continuous Improvement

Strategic Priorities

1. Examine the outcomes and data to develop the Wabash story and build the brand

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

- i. Wabash and Center of Inquiry hosted national conference Celebrating the Value of Liberal Arts Education (Fall 2014)
- ii. President Hess co-authored op-ed with CILA director Charlie Blauch that received significant media exposure (Fall 2014)
- iii. 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
- iv. President Hess appearances at admissions' counselor breakfasts
- v. President Hess appearances at "target" high schools
- vi. Hosted (with Steve Ferguson '63) a dinner conversation with state leaders in Indianapolis to talk about Wabash's role in leading Indiana
- vii. President Hess met with the Indiana delegation in Washington, D.C. (2015)
- viii. A commitment to a more aggressive media relations strategy led to more than a dozen stories that earned media attention across the country
- ix. Meeting of state legislative budget committee on campus and presentation by President Hess (summer 2015)
- x. Developed and made a presentation to Trustees, Faculty, and Staff data on economic mobility published in the *New York Times* (2017)

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

- i. Created President's Advisory Committee on Men's Education
- ii. Participated in Hampden-Sydney College's What Works Conference
- iii. Co-Authored op-ed with HSC President Chris Howard
- iv. Hosted Gentlemen's Classic and NCAA President Mark Emmert (Fall 2014)
- v. President Hess made a presentation at the Chautauqua Institute (Summer 2015)
- vi. Hosted and presented to the State Budget Committee (Summer 2015)

- vii. Hosted Wabash Preview Days for entering freshmen and parents (Summer 2015, 2016, & 2017), which have been rebranded “Wabash 101.” Events in 2016 and 2017 were at capacity
 - viii. Hosted Michael Kimmel for sessions with students, staff, and faculty (Spring 2015)
 - ix. 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
- 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. Integrated the Dill Scholarship with the off-campus studies program (Summer 2014)
 - ii. Created a physical space for the International Center
 - iii. Created the position of Dean for Professional Development (Summer 2015)
 - iv. Restructured reporting lines in the Schroeder Center, CIBE, and WISE programs
 - v. Created web-based videos for the Liberal Arts Plus initiatives
 - vi. Featured Liberal Arts Plus initiatives in Spring 2015 issue of *Wabash Magazine*
 - vii. Increased participation in off-campus studies through greater management of program selection and using endowed funds
 - viii. Promoting Gilman scholars program to increase off-campus studies participation by Pell grant recipients
 - ix. Expand geographic diversity of immersion trips, e.g. to Kenya, South Africa, and Asia
 - x. Applied for and received a \$19,500 grant from the Max Kade Foundation to fund the German Immersion Trip (Fall 2016; to be used Spring 2017)
 - xi. 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
 - xii. Achieved a 70% first destination “settled rate” for the Class of 2017 at the time of graduation
- d. Use the Center of Inquiry in the Liberal Arts to connect assessment data with pedagogical best practices and with student outcomes
- i. Held a national conference, Celebrating the Value of Liberal Arts Education, with more than 120 participants from across the country
 - ii. A “What Works” paper is being used by the Teaching and Learning Committee, and lessons from it will be shared across academic affairs
 - iii. Established an institutional research office
 - iv. Built an institutional research web page to consolidate data collection and dissemination
 - v. Consult with COI staff to develop assessment plans for Liberal Arts Plus initiatives (2016-17 academic year)
 - vi. Hired the College’s first full-time Institutional Researcher, e.g., Director of Institutional Effectiveness (Fall 2016)
 - vii. Partnered with HEDS to utilize data from two Campus Climate surveys, as well as a First Destination survey

2. Expand support for immersive learning on and off campus

- a. Engage alumni to provide internships, mentoring opportunities, and participation in immersive experiences
 - i. Expanded the Indiana Business Internship Program (from 25 students to 40 students) in funded eight-week internships
 - ii. Enhanced and expanded four co-curricular immersion experiences, including the Financial Immersion Program, Healthcare Administration Immersion Program, Marketing Immersion Program, and Sales Immersion Program
 - iii. Alumni-Student Mentor Network, enhanced with the use of the Handshake software
 - iv. Expanded the Liberal Arts Bridges to Business (LABB) program from 15 to 18 students (seven-week summer business immersion)
 - v. Expanded the Professional Immersion Experiences (PIE) trips to include San Francisco, Denver, Los Angeles, Washington, DC, and Chicago (in addition to New York)
 - vi. Implemented the Fullbridge@Wabash program
 - vii. Re-established and hosted the 5th Entrepreneur Summit in Spring 2016, and held another event in Spring 2017
 - viii. Received a financial pledge to sustain the Entrepreneur Summit for the next five years (Spring 2016)
 - ix. 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

- b. Develop affiliations and partnerships to provide students with additional opportunities to work on projects, research, and internships
 - i. 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
 - ii. 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
 - iii. 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
 - iv. 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)
 - v. Earned grant funding from the Ball Brothers Foundation to establish a 3-D Fabrication Center involving the CIBE, Chemistry Department, and Art Department

- vi. Partnering with the City of Crawfordsville in the development of Fusion 54, 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)
- c. Redevelop the ESH program (now WISE) to provide additional support for student engagement
- i. 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
 - ii. Implemented the online Handshake system (job descriptions, posting, application software)
 - iii. Created WISE “fellowships” (Democracy Fellows, CIBE Partners, etc.)
 - iv. Continue to expand community WISE positions (Ongoing)
 - v. Capped WISE hours for freshman students (2014)
 - vi. Reduced overall student employment hours and dollars spent (Ongoing)
 - vii. Received funding for limited, but helpful Federal Work Study (2014)
 - viii. Restructured reporting lines for the WISE program (now aligned with the Schroeder Center and CIBE under Professional Development)
 - ix. 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)
 - x. Consolidated WISE Budget management to Assistant Director of Professional Development to manage WISE, FWS and DSE allocations across campus (2017)
 - xi. Introduced variable pay for student workers based on level of experience (2017)
 - xii. Introduced variable pay system for all students based on class year (2017)
 - xiii. Developed policies for students that required approved resumes and LinkedIn profiles prior to seeking employment (2017)
 - xiv. Developed supervisor training program that will prepare supervisors of student workers, at all levels, to perform evaluations of their workers
- d. Develop interdisciplinary institutes (e.g., democracy, entrepreneurship, creativity), and create interdisciplinary programs in business, PPE, and digital arts
- i. 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
 - ii. 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;
 - iii. 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
- iv. 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
 - v. 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)
 - vi. WDPD expanded from eight Democracy Fellows in 2014-2015 to 13 Democracy Fellows in 2015-2016; in September and October, 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
 - vii. GHI participant Bilal Jawed '17 interned in Uganda on a research project with alumnus David Boulware
 - viii. 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
 - ix. 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
 - x. 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)
 - xi. Faculty and trustees approved new interdisciplinary minors in Global Health, Black Studies, Film and Digital Media, Neuroscience, and Electronic Music
 - xii. Created an Electronic Music Ensemble (2016)
 - xiii. 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)
 - xiv. 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)
 - xv. Created a Global Health Speaker Series (2016)
 - xvi. Developed a standing Mental Health Concerns Committee comprising students, faculty, and staff to address issues of mental health and normalize them (2016)
 - xvii. 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)
 - xviii. 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, and is at 79 students in 2017-18
 - xix. 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)
- e. Create additional opportunities for students to engage with Montgomery County
- i. Built on the Community ESH program to use up to 25 WISE students-per-year in local agencies over five years
 - ii. Offered mini-grants to faculty and staff that will encourage community engagement and learning opportunities outside the classroom
 - iii. Expanded the Lilly Grant Internship program, which places students in non-profits and government agencies in Montgomery County
 - iv. Partnered with the City and County to share space in the Chase Bank Building, where the Bill and Ginny Hays Center will house students, staff, and alumni in close proximity to the Chamber of Commerce and Montgomery County Economic Development
 - v. Created streetscape and frontage design standards, working with Remenschneider and Associates (now working with Browning Day)
 - vi. Partnered with Mayor Todd Barton in thinking about Crawfordsville's Stellar Communities Grant proposal (2014-15)
 - vii. Used WDPD students to facilitate community conversations in 2014-15 that were used in Crawfordsville's successful Stellar Communities proposal
 - viii. More than 100 Wabash students participate in annual WABASH Day activities in Montgomery County (ongoing)
 - ix. Brought on Pre-Health Advisor Jill Rogers in a full-time capacity to facilitate local partnerships with the Global Health Initiative (2015)
 - x. Added a walking tour of downtown Crawfordsville to New Student Orientation
 - xi. 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 (ongoing)
 - xii. Developed a grant writing course for which students work with local non-profits on grant writing assignments (2016)
 - xiii. 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
 - xiv. CIBE and WDPD partner on community engagement activities each year that reach 250-300 community members
 - xv. 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

3. Create and implement a student support, learning, development and success program that develops the “whole” graduate

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

- i. Reconfigured the College’s retention committee, which now uses data to track students throughout their time at Wabash
- ii. Created institutional Dashboards for all areas of the College (2013-14)
- iii. Restructured Dean of Students’ Office
- iv. 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”
- v. Secured a grant from the Indiana Commission for Higher Education to develop a summer visit program designed to improve the transition to college
- vi. 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
- vii. 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
- viii. 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
- ix. Wabash is closely monitoring work study participation for incoming freshmen, and engaging faculty to counsel students on how to find WISE employment
- x. 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
- xi. 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
- xii. 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
- xiii. Beginning the next phase (Year 2 of 3) of the Sherman Fairchild grant-funded VALUE rubric project with AAC&U, in which we have been participating for the past year along with other GLCA colleges. Collecting samples of student writing for evaluation against a variety of rubrics and recruiting faculty to take part in these evaluations

- xiv. Enacted conversion to credit policy (Fall 2016)
 - xv. 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
 - xvi. 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
 - xvii. Obtained a grant from Indiana University Health (the first it has given) to expand the WLAIP 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)
 - xviii. Set an all-time freshman-to-sophomore retention benchmark (91.5%) in Fall 2016
 - xix. Developed a new Academic Improvement Plan for students (2016)
 - xx. 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
- b. Provide a more intentional faculty and staff mentoring and counseling process
- i. Reconfigured the Early Alert System to a Wabash Interaction Network (WIN Report) system of support for at-risk and struggling students
 - ii. Senior Associate Dean Todd McDorman has met with the entire Academic Affairs staff and the supervisors to formalize the process
 - iii. Through the Mellon-funded WSLAIP, 30 students spent a month on campus taking a course and forming relationships with faculty, advisors, and student support staff
 - iv. Expanded the Writing Center both physically and programmatically
 - v. Added responsibilities for a graduate fellowship advisor to an existing employee's job description
 - vi. 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
 - vii. Continuing to increase student application to competitive fellowship programs, and submitted 14 applications to Fullbright in 2015 (up from eight in 2014)
 - viii. In 2015, students applied for a wide range of fellowship programs, including Fullbright, Mitchell, Marshall, Schwarzman, and Gilman; currently working with two students to apply for the Truman Fellowship in the spring
 - ix. Moved the Quantitative Skills Center to Lilly Library with the Writing Center, which is under the direction of Dr. Zachery Koppelman
- c. Honor diversity and create a culture of inclusivity in which all students, faculty, and staff are supported to succeed in all of their pursuits

- i. Hired an interim director of the Malcolm X Institute of Black Studies (2013)
 - ii. Established the MXIBS task force (Fall 2014)
 - iii. Created the Wabash Leadership and Success Program
 - iv. Partnered with Athletics for Thanksgiving Tailgate and Super Bowl fellowship events
 - v. Held a facilitated series of campus conversations called “I, Too, Am Wabash” led by WDPD’s Democracy Fellows (2014-15)
 - vi. 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
 - vii. Hired Clyde Morgan to be part-time Assistant Director of the MXIBS
 - viii. Hosted a reunion of alumni who participated in the Minority Pre-Med Program in the 1970s (2016)
 - ix. Rebuilt the MXIBS Website
 - x. Discussions of implicit bias and strategies for broadening applicant pools required for all faculty searches
 - xi. Updated the College’s statement on inclusion (Spring 2016)
 - xii. 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)
 - xiii. Redeveloped the MXIBS Speakers Series, and created annual events for MLK Day and Black History Month (2016-ongoing)
 - xiv. Hosted nationally known leader Brenda Allen as part of extended Brigrance Forum programming to interact with faculty and staff (2017)
 - xv. Developed more inclusive language for all faculty job postings, and experimented with advertising in a broader array of locations for faculty job postings
 - xvi. Developed inclusivity inventory that was reviewed by Academic Affairs Committee of the Board of Trustees
- d. Build leadership development into student engagement, in and out of the classroom
- i. Integrated rosters for all athletics teams and MXI members into the College-wide database to track participation and leadership roles
 - ii. Provided leadership and direction to the Sphinx Club with the addition of Rich Woods, Director of Safety and Security, as an advisor (2015-16)
 - iii. 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, 3 Cultural Ambassadors
 - c. 2016-17: 50 applications; 4 Fulbright, 2 Gilman, 1 Bunche, 1 Goldwater (HM), 3 Cultural Ambassadors
 - iv. Jacob Burnett became Wabash’s ninth Rhodes Scholar in 2015
 - v. 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)
 - vi. 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)
 - vii. Developed a Professional Development Series for students that concentrates on building leadership skills via a speaker series through Career Services (2017)
 - viii. Collaborate with Wabash Fraternity Advisors to enhance off-campus opportunities with national fraternity leadership development programs
 - ix. Continue to improve utilization and programming of HELP Program, Dean's Presidents Council, Resident Assistants and Fraternity Officer meetings, and other student-centered activities
- e. Establish career development as an integral part of the student's four-year experience at the College
- i. Presentations to Freshman Tutorials, plus a special session in November for all freshmen, as well as to fraternities, teams, and other campus clubs (2014)
 - ii. 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 (2015)
 - iii. Extended career counseling hours five evenings per week and extended locations to the Lilly Library and Campus Mall (Ongoing)
 - iv. Established the Career Test Drives program (2015)
 - v. Expanded the Entrepreneur Summit and added IdeaSpark and Hackathon
 - vi. Created the Live@Wabash remote recruiting/networking opportunities
 - vii. Developed the Wabash Callings program, which brings alumni to campus to discuss their career paths with students (2014)
 - viii. With the NAWM, established the Wabash Career Alliances program — alumni categorized by careers for presentations and advising to individual students
 - ix. Provide transportation to off-campus events – fairs, graduate programs, networking (ongoing)
 - x. 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 (2017)
 - xi. Signed a four-year contract to use the Symplicity CRM platform to allow students to access national postings of internships and full-time positions
 - xii. Joined the National Association of Colleges and Employers, an industry group that provides resources to career services offices with a sub-focus on liberal arts colleges (2017)
 - xiii. Increased cooperation between faculty members and the Dean for Professional Development to identify seniors who are not yet settled in their post-graduation plans so that they can be more aggressively counseled on the need to engage in career planning
 - xiv. Required all freshmen to have approved resumes and LinkedIn profiles before seeking work; a new supervisor evaluation program is also in place (2017)
 - xv. 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 either the Admissions Office or Advancement Office (2016-17)

- xvi. Established a robust Internship Week held during January to provide students opportunities to learn about internship opportunities and to apply for summer experiences (2017)
- xvii. 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 (2017)
- xviii. 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 (2017)

f. Explore dual degree programs and similar collaborations with other institutions, and seek ways to certify this work to maximize the impact

- i. Secured a scholarship program with the Indiana University Maurer School of Law — half-tuition and mentoring program for pre-law (2014-15)
- ii. Developed a scholarship program with the Indiana University-Purdue University McKinney School of Law (2014-15)
- iii. Began conversations with the Fairbanks School of Public Health at Indiana University about possible partnerships with the Global Health Initiative
- iv. 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)
- v. Established a pipeline program with DePaul University Chicago in Economic Policy Analysis and Data Analytics (2017)

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

- i. Experimented with “flipped classrooms”
- ii. Integrated Handshake software program for student employment (WISE) and alumni and employer networking
- iii. Established the College’s first 3D Printing Lab to be used across all departments for experiential learning in design/development of 3D print projects
- iv. Developed online registration process for students
- v. Moved the College’s long-printed Academic Bulletin online, which is updated in real time and more user friendly (2016)
- vi. Established the Educational Technology Center in Lilly Library, and hired an Educational Technologist with a background in course management systems
- vii. Expanded use of Cloud Computing resources such as Box, Office365, etc.

4. Balance the cost and value of a Wabash education by growing revenue and enhancing the culture of philanthropy

- a. Grow the College's enrollment to 1,000 students
- i. Grew freshman class 6% in fall 2014 when the majority of GLCA colleges missed their admissions goals
 - ii. Enrollment in fall 2014 was an all-time high (over 920)
 - iii. Conducted an external audit and assessment of the admissions and financial aid offices
 - iv. Implemented the College's first Customer Response Management system (Slate) to track students throughout the recruitment process (2016)
 - v. Hired the College's first dedicated international recruitment coordinator (2016)
 - vi. Increased international student and transfer student enrollment significantly (2017)
 - vii. Continued to make progress on retention across all classes (2017)
 - viii. Established Senior Staff-driven Enrollment Working Group to devise and implement strategic recruitment initiatives (Summer 2017)
- b. Increase net tuition revenue more in line with comparable GLCA schools
- i. Increased tuition by 6%, year over year, in 2013-14, 2014-15, and 2015-16 which is a higher percentage than GLCA peer institutions
 - ii. Generated a modest increase in net tuition revenue in fall 2014
 - iii. Established relationship with Enrollment Research Associates to optimize financial aid packaging (2017)
 - iv. Working with historic data and consultants, established the Wabash Promise and transparency as a priority in financial aid strategy (2017)
- c. Develop a business model that can support the institution over the long term, including an appropriate endowment draw
- i. Eliminated Wabash loans for all incoming domestic freshman students (2014)
 - ii. Created gapping policy in financial aid awards (2014-15)
 - iii. Reduced departmental operating budgets by 2% in fiscal 2015 and 3% in fiscal 2016
 - iv. 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)
 - v. 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)
 - vi. 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)
 - vii. 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)
 - viii. Launched CFO Search process (Fall 2016); hired Kendra Cooks as Treasurer and CFO (Spring 2017)

- ix. Began comprehensive review of all vendor contracts and business processes (2017)
 - x. Continued reductions in the endowment draw (2018 budget)
- d. 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. Hired Shepley Bulfinch to partner in developing Campus Master Plan, which was approved by the Board of Trustees at its meeting in January 2015
 - ii. Completed all planning for the development of a new 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
 - iii. 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
 - iv. 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
 - v. 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
 - vi. Dedicated the Ott Residential Life District on the west side of campus (Fall 2017)
 - vii. Worked with Browning Day architects on a new design for the northwest corner of campus (Grant and Wabash avenues)
- e. Capitalize on Wabash's historic philanthropic strength and extend investment opportunities to a wider range of alumni and friends
- i. 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)
 - ii. Set a record for the most alumni donors in the College's history (2014)
 - iii. Brought in the second highest Annual Fund in school history (2014)
 - iv. 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
 - v. Hired Michelle Janssen as Dean for College Advancement
 - vi. Received an \$800,000 grant from the Andrew W. Mellon Foundation
 - vii. 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
 - viii. Reached over 40% alumni giving for the second straight year (2015)
 - ix. Established an Ad Hoc Committee for Long Range Fund Raising (2015) to plan for the College's future fund-raising needs
 - x. Developed a new online tool for improved tracking and stewarding of donors

- xi. 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).
- xii. Received Lilly Endowment funding for summer, campus-based Youth Theology Institute (2016; beginning 2017)
- xiii. Received a \$41,000 ASIANetwork-Luce Foundation grant that supports a half-time teacher in Asian History during the 2016-17 school year
- xiv. IU Health support expanded WLAIP for summer 2016
- xv. With support from a National Science Foundation CyberInfrastructure 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.
- xvi. 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
- xvii. Received the largest estate bequest (approximately \$7.25 million) in the College's history from an anonymous donor (2015-16)
- xviii. Alumni Giving percentage climbed to 42.4 percent (2016)
- xix. Ad Hoc Committee for Long Range Fund Raising completed its work (2016) and its recommendations were accepted by the Board of Trustees (Oct. 2016)
- xx. Established a series of "salon-style" events hosted by Trustees to identify and cultivate alumni and non-alumni donors at the highest level (2016)
- xxi. The Board elected its first woman Trustee, Jennifer Evans, in an ongoing effort to become more inclusive (2016)
- xxii. 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)
- xxiii. Formed Campaign Executive Committee (2016) and Campaign Committee with Component Teams (2017)
- xxiv. Hired Mindpower to assist with campaign communications strategy
- xxv. Held a Day of Giving on April 19 that set all-new records for most gifts (4,250) and dollars raised (\$850,000) (2017)
- xxvi. 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)
- xxvii. 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)
- xxviii. 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)
- xxix. 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)
- xxx. 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)
 - xxxi. 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)
 - xxxii. 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)