Wabash.

Strategic Priorities at Wabash College

January 2014-Present
Updated 2019

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
2019

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 Blaich 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. President Hess made a presentation in liberal arts education for men at Chautauqua (summer 2015)

        xi. Developed and made a presentation to Trustees, Faculty, and Staff data on economic mobility published in the *New York Times* (2017)

        xii. President Hess and Wabash were featured in *Indiana Minority Business* magazine (summer 2017)

        xiii. President Hess and other small private college presidents authored and published a letter on the value of small colleges that are not ranked by *The Wall Street Journal* because of their size (2017)

xiv. President Hess visited with education reporters at *The Wall Street Journal* and *The New York Times* to discuss the liberal arts and the economic mobility schools like Wabash provide young people (March 2018)

xv. President Hess gave a panel presentation at the Economic Club of Indiana luncheon (December 2018)

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.
x. The College applied for and received from the Mellon Foundation a renewal grant to continue a revised version of the WLAIP in 2019
xi. President Hess gave a panel presentation at the Economic Club of Indiana luncheon (December 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. Expanded geographic diversity of immersion trips, e.g. to Kenya, South Africa, and Asia (2017-2018)
x. Applied for and received a $19,500 grant from the Max Kade Foundation to fund the German Immersion Trip (used in 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; achieved a 98% "settled rate" for the Class of 2017 within six months of graduation (November 2017)
xiii.	Applied for and received a $19,500 grant from the Max Kade Foundation to fund the German Immersion Trip (used in Spring 2018)
xiv.	Secured Giant Steps Campaign gift to endow Immersion Learning opportunities for 250-300 students per year (Fall 2018)
xv.	Partnered with the City of Crawfordsville to develop the innovative co-working space, Fusion54 (August 2018)
xvi.	Achieved an 86% "settled rate" for the Class of 2018 at Commencement and 99% rate within six months of graduation (November 2018)

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 College's Entrepreneur Summit in Spring 2016 and 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

x.   Secured Giant Steps Campaign gift to endow Immersion Learning opportunities for 250-300 students per year (Fall 2018)

xi.   Reimagined "Coffee and Careers" program to utilize alumni to network with students over coffee in Lilly Library (Fall 2018)

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 Fusion54, a new co-working space in the heart of downtown, which will include an entire floor dedicated for use by Wabash — CIBE, WDPD, and a creative space known as the Performance Collaborative (2016, 2017)

vii. Dedicated and began using Fusion54 for a variety of events tied to Schroeder Center programming and Liberal Arts Plus initiatives (2018-2019)

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 (2018)

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)

xx. Created a "Performance Collaborative" space in Fusion54 to be used by the Digital Arts and Human Values initiative (2018)

xxi. Rebranded the initiatives "WabashX" – Experiential Learning (2018)

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 (2014 and 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

 xvi. Wabash staff participated in the development of the City's Comprehensive Plan (2018)

 xvii. Wabash staff participated in the planning and execution of the development of Stellar Communities projects, including Trailhead Park, Pike Place Park, Fusion54, and the Downtown Trail; students, including WDPD and CIBE members, provided feedback and research that helped inform these projects (2017, 2018)

 xviii. Wabash staff are engaged in a comprehensive review and overhaul of the City's zoning ordinances (2018, 2019)

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 (2017-2018)

xxi. Partnering with Admissions, the WDPD has developed a targeted Direct Admit program to increase applications and provide direct entry into the WDPD for the 2018-2019 recruiting cycle (2018)

xxii. Created a Supplemental Instruction program for peer-to-peer learning in typically difficult 111 courses (2019)

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 for using the WIN Report

    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 Fulbright in 2015 (up from eight in 2014)

    viii.   In 2015, students applied for a wide range of fellowship programs, including Fulbright, Mitchell, Marshall, Schwarzman, and Gilman; currently working with two students to apply for the Truman Fellowship in the spring

    ix.   Moved the Quantitative Skills Center to Lilly Library with the Writing Center, which is under the direction of Dr. Zachery Koppelmann (2017)

    x.   Completely rebuilt the College's onboarding process for new students, beginning with improved communications, development of an online "Road Map," summer advising and registration, and new orientation program. This resulted in lower melt, additional advising time with new students, and the strongest mid-semester grades among first-year students in years (Spring-Fall 2018)

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 fellowshop 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. Created a Mental Health Committee to study campus climate and create opportunities for students, faculty, and staff to engage in conversations about mental health and well-being; augmented mental health services and programming (2016)

xv. Hosted nationally known leader Brenda Allen as part of extended Brigance Forum programming to interact with faculty and staff (2017)

xvi. Developed more inclusive language for all faculty job postings, and experimented with advertising in a broader array of locations for faculty job postings

xvii. Developed inclusivity inventory that was reviewed by Academic Affairs Committee of the Board of Trustees

xviii. Working with the Board of Trustees, the College is developing a pipeline of potential Trustees, including women, parents, and persons of color (2017 and ongoing)

xix. Conducted an inventory of mental health and well-being resources available to Wabash students, faculty, and staff; increased counseling services available to students; enhanced programs and speakers for students; secured training for faculty and staff (2018 and ongoing)

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); Tom Kearns serves as advisor as of 2018-19.

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, 1 Cultural Ambassador
   c. 2016-17: 50 applications; 4 Fulbright, 2 Gilman, 1 Bunche, 1 Goldwater (HM), 1 USTA (declined)
   d. 2017-18: 47 applications; 6 Fulbright + 1 Alternate, 3 Gilman, 3 USTA (all double-winners with Fulbright), 1 Goldwater HM, 1 American Political Science Assoc. Minority Fellow, 1 CLS Alternate, 1 Boren Alternate

e. 2018-19: 59 applications; 5 Fulbright + 1 Alternate, 3 Gilman, 1 JET, 2 TAPIF, 1 USTA + 2 Alternates, 1 Cultural Ambassador, 2 Ambassador Year in China, 4 Creigh-Weyer finalists (1 winner, declined)

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 and ongoing)

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 (Ongoing from 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 (Ongoing from 2015)

iii. Extended career counseling hours five evenings per week and extended locations to the Lilly Library and Campus Mall (Ended 2017)

iv. Established the Career Test Drives program (2015), re-branded Career Externships (Ended 2017)

v. Integrated StrengthsQuest Assessment tool into Freshmen introduction and check-list, with sessions held with Freshmen Tutorials and Enduring Questions classes during Freshmen year. (Ended 2018)

vi. Developed the Wabash Callings program, which brings alumni to campus to discuss their career paths with students (Ended 2017)

vii. With the NAWM, established the Wabash Career Alliances program — alumni categorized by careers for presentations and advising to individual students (Ongoing from 2014)

viii. Provide transportation to off-campus events – fairs, graduate programs, networking (Ongoing from 2015)

ix. Re-established membership in the College Career Center Consortium of Indiana, which allows Wabash students to participate in five-sector career fairs each year for internships and full-time employment (Ongoing from 2017)

x. Signed a four-year contract to use the Symplicity CRM platform to allow students to access national postings of internships and full-time positions (Ongoing from 2016, Ends 2019)

xi. Joined the National Association of Colleges and Employers (NACE), an industry group that provides resources to career services offices with a sub-focus on liberal arts colleges, resources and benchmarking data (Ongoing from 2017)

xii. Increased cooperation between faculty members and the Dean for Professional Development to identify seniors who are not yet confirmed in their post-graduation plans so that they can be more aggressively counseled on the need to engage in career planning (Ongoing from 2016)

xiii. Required all freshmen to have approved resumes and LinkedIn profiles before seeking work; a new supervisor evaluation program is also in place (Ongoing from 2017)

xiv. Developed a Sales Immersion Program to meet the increased demand from students seeking full-time and internship opportunities in sales. The program puts 20 students through an intensive four-day Sandler Sales Method training session led by alumnus Herm Haffner, '77. Students gain practical experience by completing a 25-hour practicum with the Advancement Office (Ongoing from 2017)

xv. Established a robust Internship Week held during January to provide students opportunities to learn about internship opportunities and to apply for summer experiences (Ongoing from 2017)

xvi. Established a formal partnership with Ascend Indiana, which matches student skills and interests with employers in Indiana that have openings. The matches do not take into account major or GPA. An Ascend staff member is embedded with Career Services one day per week meeting with students about possible matches (Ongoing from 2017)

xvii. Established a formal partnership with TechPoint to assist the CIBE and Career Services in preparing students to enter various roles at tech-enabled companies in Indiana via focused programming. The partnership also provides Wabash students with direct interaction and integration to four highly-competitive summer programs in Technology and Sales (Ongoing from 2017)

xviii. Reworked Senior Survey and integrated with Alumni Survey, questions are now in compliance with HEDS Outcomes Survey, and NACE Outcomes Survey reporting standards (Ongoing from 2017)

xix. Integrated Career Services check-list into the Freshmen Road Map for incoming students. This now includes check-in points for creating student profile in internal database system, resume creation, and the review process (Ongoing from 2018)

xx. Conducted one-hour training sessions as part of Freshmen Orientation on resume creation with each freshman in Class of 2022, will be continued going forward (Ongoing from 2018)

xxi. Conducted one-hour training sessions as part of Freshmen Orientation on WISE job searches and interviews with each freshman in Class of 2022 will be continued going forward (Ongoing from 2018)

xxii. Established and integrated WISE student performance evaluations into WISE worker plans. The reviews require campus supervisors to rate students on multiple criteria and then have a performance review conversation with the student to discuss progress and results. Score results directly impact a student's WISE pay for the following year (Ongoing from 2017)

xxiii. Established and integrated summer internship training and evaluations for all Wabash-funded internship. Standardized timelines across campus for internship applications, postings, interviews and hiring processes (Ongoing from 2017)

xxiv. Created on/off-campus Job Fair for all students with a focus on WISE positions in difficult to staff areas. Included eight community partners that offer student employment opportunities during the academic year (Ongoing from 2018)

xxv. Established Professional Development Series that provides students additional training in soft-skill development for internships and full-time employment (Ongoing from 2017)

xxvi. Collaborated with Wabash Democracy & Public Discourse to run Unlocking Emotional Intelligence Program (ULEQ), an intensive one-week training in understanding and developing personal and emotional intelligence for students (Ongoing from 2017)

xxvii. Rolled out Interstride app, in partnership with International Office, to all international students. It provides international students insights on American business culture, internship and full-time employment listing for international students with H1B visa; provides guides on interviewing tips along with real-time updates on ruling concerning OPT/CPT and F1 visa listings. The app is also an aggregator of government listings of companies that are seeking to hire international students for with CPT. (Ongoing from 2018)

xxviii. Rolled out Big Interview platform to all students. Big Interview is an interface that allows students to practice, record and share video interviews. It provides over 5,000 pre-recorded questions in multiple industries and allows students to record their answers and review them with a member of Career Services or others to help improve interview success rate (Ongoing from 2018)

xxix. Re-design of Coffee & Careers program that now allows employers/non-profits/graduate programs to be featured guests at Coffee & Careers each week. This change has resulted in an increase of students attending the program each week. (Ongoing from 2018)

xxx. Re-designed Mock Interview program. It is now industry focused and happens each month on a different industry focus. This has increased the total number of students being able to participate and allows alumni to participate on more than one very specific day each semester. (Ongoing from 2018)

xxxi. 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

xxxii. Revised WLAIP Second Summer Internship experience. Includes integration of small focused groups with Career Services professionals acting as career coach and holding regular team meetings with WLAIP students to track and refine not only internship searches, but also professional development and interviewing

skills to assist students to be able to tell the best possible story of their experiences. (Ongoing from 2018)

xxxiii. Taken advantage of Independent Colleges of Indiana direct incentive grant funding to execute a contract to return to the Handshake CSM platform starting July 2019. Additionally, undertook individual negotiations of pricing with the founders of Handshake to secure significant cost savings over current system with added functionality. Handshake has emerged as the leading CSM platform with a significant number of employers moving to using the service exclusively (To start 2019)

xxxiv. Assumed responsibility for management and administration of Dill Fund Internship experiences for students (Ongoing from 2018)

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. (2017)
viii. Migrated most of the College's functions for onboarding new students to the online "New Student Road Map" (2018)
ix.   Migrated almost all of the College's primary servers to Cloud-based platforms for improved security and easier access (2018)

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 and ongoing)
   viii. Established Senior Staff-driven Enrollment Working Group to devise and implement strategic recruitment initiatives (Summer 2017 and ongoing)
   ix. Created the Wabash Promise to provide students and families opportunities to pursue a Wabash education regardless of financial need; a new tiered scholarship grid also provided transparency into Wabash's scholarship and financial aid policies (2017-2018 cycle)
   x. Enhanced and expanded "Wabash 101" summer visit days, which allowed students to meet with academic advisors and begin registration for fall classes, which aided in a lower-than-usual summer "melt" (Summer 2018)
   xi. Recruited a first-year class of 282 students in Fall 2018 against a goal of 275 (Fall 2018)
   xii. Improved relationships with college counselors at select feeder schools (2018)

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)
   v. Increased net tuition revenue and academic strength if entering class of new students who will begin classes in August 2019

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)

 xi. Established a four-year residency requirement for students to decrease empty beds in living units (2018)

 xii. Began a comprehensive rebranding process to develop new marketing strategies to better emphasize the value of a Wabash education (2018 and ongoing)

 xiii. Adjusted room and board costs for fraternities to better reflect actual costs and to build capital improvement reserves (2018-2019)

 xiv. Secured sponsorship for Wabash athletics: LiveStream broadcasts of football and basketball games, as well as the first-ever corporate partner for the 125th Monon Bell Classic (2018)

 xv. Created a long-term contract with Adidas to provide uniforms and equipment for athletics teams at reduced costs; apparel available to the public will generate revenue streams for the College (2018)

 xvi. Created an ad hoc committee to study cost reductions and revenue generation to begin the process of reducing the endowment draw rate to 5.5% — "Getting to 5.5" (Fall 2018)

 xvii. Drafted a fiscal year 2020 budget with a 5.5% draw rate (2018-19)

 xviii. Developed five-year budget model (2018-19)

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 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 at Grant and Wabash avenues (2017-2018)

viii. Acquired the Burkhart Funeral Home and Nazarene Church as part of the College's property acquisition strategy (2018)

ix. Razed most College-owned houses formerly occupied by students (2018)

x. Implemented a four-year residency requirement for all students (2018)

xi. Partnered with Sasaki on a Campus Master Planning Process that will guide the College through its 200th anniversary (2018-19)

xii. Approved Campus Master Plan (2019)

xiii. Established Library Planning Committee to guide the renovation of Lilly Library (2019)

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 and ongoing)

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)

xxxiii. Elected a parent to the Board of Trustees, Phil Kenney (2017-2018)

xxxiv.   Set a record by surpassing $1 million on the College's #OneWabash Day of Giving (2018)

xxxv.   The College had the highest number of alumni donors in a single year, 5,184, for a 44.24% giving rate (2018)

xxxvi.   Partnered with McAllister and Quinn to enhance Wabash's grant-writing expertise and to pursue grants from sources previously unavailable to the College (2018)

xxxvii. Launched the President's Distinguished Speaker Series, which is funded by alumni donors (2017-18)

xxxviii. Completed the Leadership Phase of the Giant Steps Campaign and launched Giant Steps; Announced that $150 million had been raised in the Leadership Phase (Fall 2018)

xxxix.   Secured the largest single gift in the College's history, $40 million, from Paul '75 and Betty Woolls (2018)

xl.   Launched Public Phase of Giant Steps with 25 events in 20 cities (2018-19)

xli.   Celebrated yet another record-breaking Day of Giving by raising over $1.1 million (2019)