

# Diversity, Equity, Inclusion and Belonging Report 2021-2022

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

## To the Muhlenberg Community,

Muhlenberg is deeply committed to combatting the racism, bias, prejudice and exclusion that face our communities, our nation and our world and to creating opportunities where all can thrive. We know that to do so effectively and honestly, we must begin at home, on our campus.

In a space that is often crowded with well-intentioned words, the College’s annual Diversity, Equity, Inclusion and Belonging (DEIB) report is an accounting of action. On these pages, you will read how our faculty, students, staff, alumni, trustees and parents and families have worked together over the past year to deepen diversity, equity, inclusion and belonging and to advance anti-racism efforts. Individually, each of these actions is important, but collectively, their power is multiplied. This report provides a tool and a resource to reflect on our progress and as a community to recommit ourselves to the work that lies ahead.

I am grateful to Dr. Brooke Vick for her leadership as the college’s inaugural chief diversity officer and associate provost for equity and inclusion, and for her service as chair of the President’s Diversity Advisory Council and author of this report. I am also grateful to all PDAC members for their commitment and service to the College and our DEIB and anti-racism work.

The growth and development required to continually evolve our campus, our curriculum, and our culture is difficult. It is challenging. It is, if effective, not always comfortable. Progress never is. This work impacts each of us and requires the constant commitment and engagement of all of us. Just as we approach research and teaching, we know there will always be new questions to ask and new wicked problems to be solved. Together, we are working to create a stronger and more diverse, equitable and inclusive Muhlenberg College where all feel they belong.

Sincerely,



Dr. Kathleen Harring  
President





### To the Muhlenberg Community,

On behalf of the President’s Diversity Advisory Council, it is my privilege to share with you our annual Diversity, Equity, Inclusion and Belonging (DEIB) report for the 2021-2022 academic year. In sharing this report, our goals are to make DEIB efforts that are happening across departments, units and constituencies visible; celebrate the progress we are making; identify areas of opportunity and improvement; and practice accountability by sharing actions that align with our institutional mission and goals. The Annual Report provides us the opportunity to be transparent, take stock of the progress we have made and intentionally plan a path forward as our work to build a diverse community that practices inclusion, promotes equity and facilitates a sense of belonging for everyone continues.

The work of DEIB was as important as ever throughout the 2021-2022 academic year as, following the COVID-19 campus lockdown, students, staff and faculty were more regularly coming together on campus and relearning how to effectively and empathically engage across areas of difference within our diverse community. At the same time, we were recommitting ourselves to partnerships within the Allentown community and beyond, deepening our connections on and off-campus to advance equity and justice, promote access and foster belonging.

Though this report could not capture all of the work done in the past year to advance our DEIB goals, in these pages you will find highlights of campus programs, policies and initiatives that represent the diverse efforts happening across campus to move us forward. These include curricular and co-curricular opportunities for developing cultural literacy and understanding, programs designed to recruit a racially and socioeconomically diverse student body, events that center marginalized

and underrepresented experiences and perspectives, staff policies that promote work-life balance and retention, fundraising efforts to provide equitable access to paid internships and experiential learning opportunities, community-engaged partnerships and more. And, in true Muhlenberg fashion, the majority of these initiatives are the result of collaborations between students, faculty and staff across many different departments and administrative offices. When we engage in the work of DEIB, we do this work together.

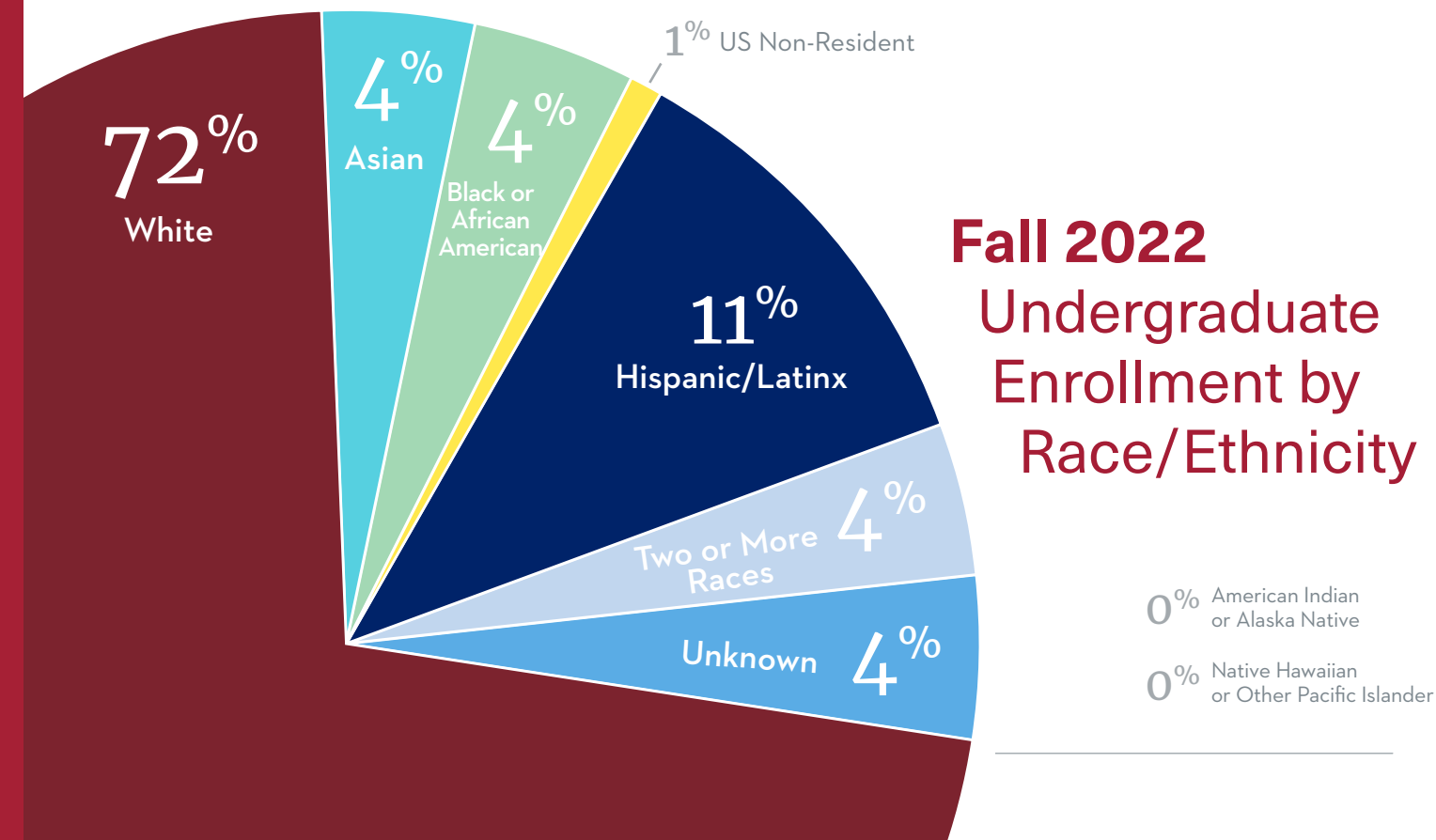
We hope that you will dive into the report to learn something new about what your peers are doing to make the Muhlenberg community a more diverse and inclusive place for everyone. We also hope that these stories of progress will be a catalyst for you to get involved, identify an area where you can make a difference and bring your ideas forward. DEIB work is truly a community effort, and I am grateful to all of the dedicated students, faculty, staff, community partners, alumni and trustees who do this work with us and make our efforts possible.

Yours in community,

Dr. S. Brooke Vick  
Chief Diversity Officer  
Associate Provost for Equity and Inclusion

# Recruiting and Retaining a Diverse Community

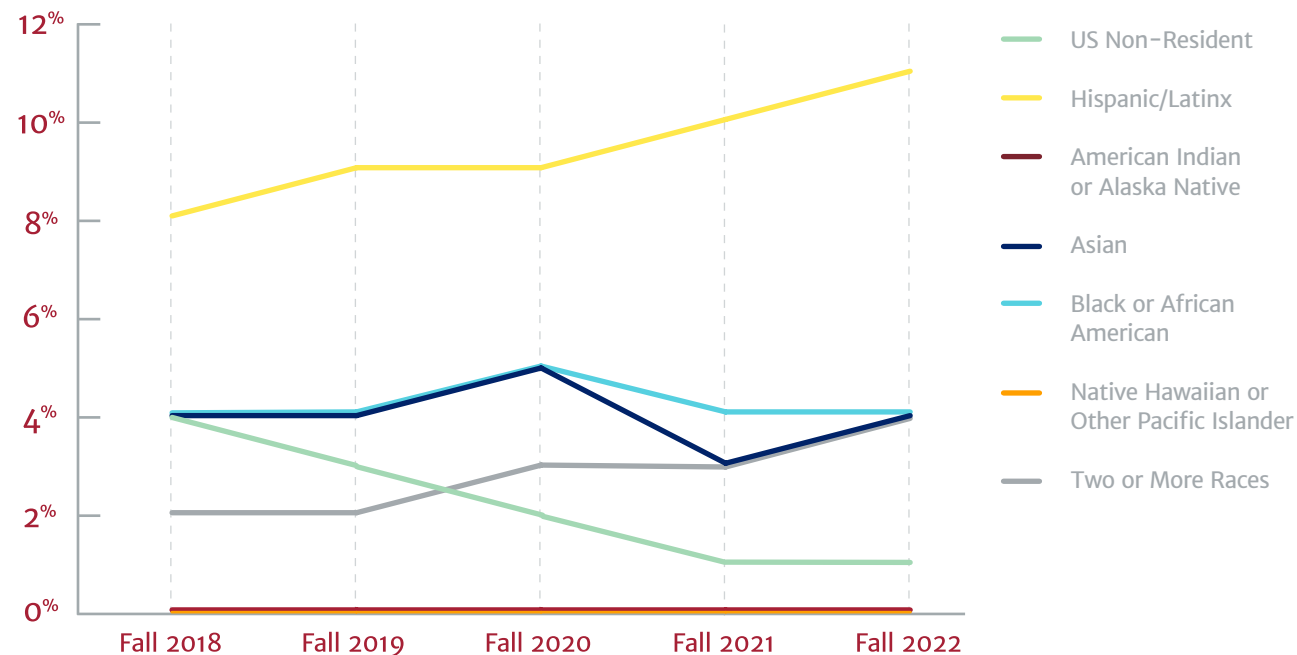
As we recognize and celebrate the diversity of the Muhlenberg community as a strength that is foundational to our mission, we understand that building and retaining an increasingly diverse body of faculty, staff, students and trustees requires consistent, intentional effort and thoughtful engagement throughout our campus community and beyond. We remain committed to this goal and continued our work to hire and admit a diverse community, as well as nurture an environment that promotes belonging and retention, throughout the last academic year.



- » The Office of Admissions & Financial Aid team recruited the most racially diverse incoming class in Muhlenberg history, with 29.6% of first-year students identifying as domestic students of color. The enrollment of this historically diverse incoming class was the result of intentional efforts by the admissions staff that included expanding partnerships with diverse charter schools and community-based college-preparatory programs in key geographic areas (e.g., Texas and Florida); hosting an overnight visit for college counselors from nationally recognized community-based organizations who serve students from low-income backgrounds and students of color; launching two new virtual recruitment programs highlighting diverse voices and experiences at Muhlenberg; and developing admissions presentations in Spanish to more effectively communicate with Spanish bilingual families.
- » The Office of Admissions and Financial Aid hosted the Behind the Red Doors program for admitted students from underrepresented backgrounds and their families in the spring of 2022. The in-person program allowed participants to learn about various resources offered by the Office of Multicultural Life and the lived experiences of diverse students on Muhlenberg's campus. Admitted students and their families were able to connect with students, faculty, senior leadership and staff; see parts of Allentown; and hear from Muhlenberg Trustee Shannon Gary '97.
- » The group of faculty who earned tenure and promotion to associate professor in 2022 included the largest cohort of faculty of color in College history. Five new associate professors of color were enthusiastically celebrated across the Arts, Humanities, Social Sciences and Science divisions.

- » The Provost's Office converted three temporary faculty positions into continuing positions (two tenure-track, one lecturer), allowing the College to retain several faculty scholars who contribute to the diversity of experiences and perspectives represented in our curriculum.
- » A new cohort of staff and faculty completed the equity advocate workshop series led by Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives. With the new cohort of 45 faculty and staff, 120 total faculty and staff are trained to serve on search committees, ensuring inclusive and equitable practices are followed that maximize our ability to hire faculty and staff who contribute to our diversity goals. Equity advocates, positions that are required for all faculty and staff search committees, engage best practices to recruit diverse applicant pools, reduce the influence of implicit biases while evaluating candidates and retain new colleagues, particularly those with underrepresented identities.
- » The Office of Housing and Residence Life (HRL) adopted several intentional strategies to hire a more representative resident advisor (RA) and professional staff to serve our diverse residential student body and promote a culture of belonging within the residential life program. Specifically, HRL did a campus "road show" that included targeted marketing with student affinity groups to encourage them to serve as RAs. Similarly, when professional staff openings became available, HRL staff worked with Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives, to complete equity advocate training and develop a targeted recruitment plan to build a diverse applicant pool of talented HRL professionals.
- » Counseling Services has intentionally built a diverse staff, including four counselors who identify with communities of color and three who identify with LGBTQ+ communities, to serve the needs of our diverse student body. In addition to hiring counselors with specialties in multicultural counseling, racial trauma, sexuality and gender identity, Counseling Services has supported professional development in multicultural competency for the entire staff.
- » During the spring 2022 semester, the College administered the first campus climate survey exclusively to staff members. Full-time Muhlenberg staff members were invited to complete the National Assessment of Collegiate Campus Climate, developed by the USC Center for Racial Equity, to assess their experiences related to racial equity and campus climate. Data from the survey was received in fall 2022, and the final report analyzing the findings will be available in early spring 2023.
- » With support from President Haring and senior leadership, Human Resources developed two new flexible work policies to support work-life balance and staff retention. The Flextime policy allows full-time staff to alter the start and end time of their work day in collaboration with their departmental colleagues. The Telework policy allows staff to work at an off-campus location up to two days a week or as agreed upon by staff supervisors, a development that also supports the College's sustainability goals by reducing commutes to campus. Both policies allow the College to better accommodate diverse staff needs and promote a climate in which staff are affirmed and valued.

## Percentage Change of International and Non-White Domestic Students

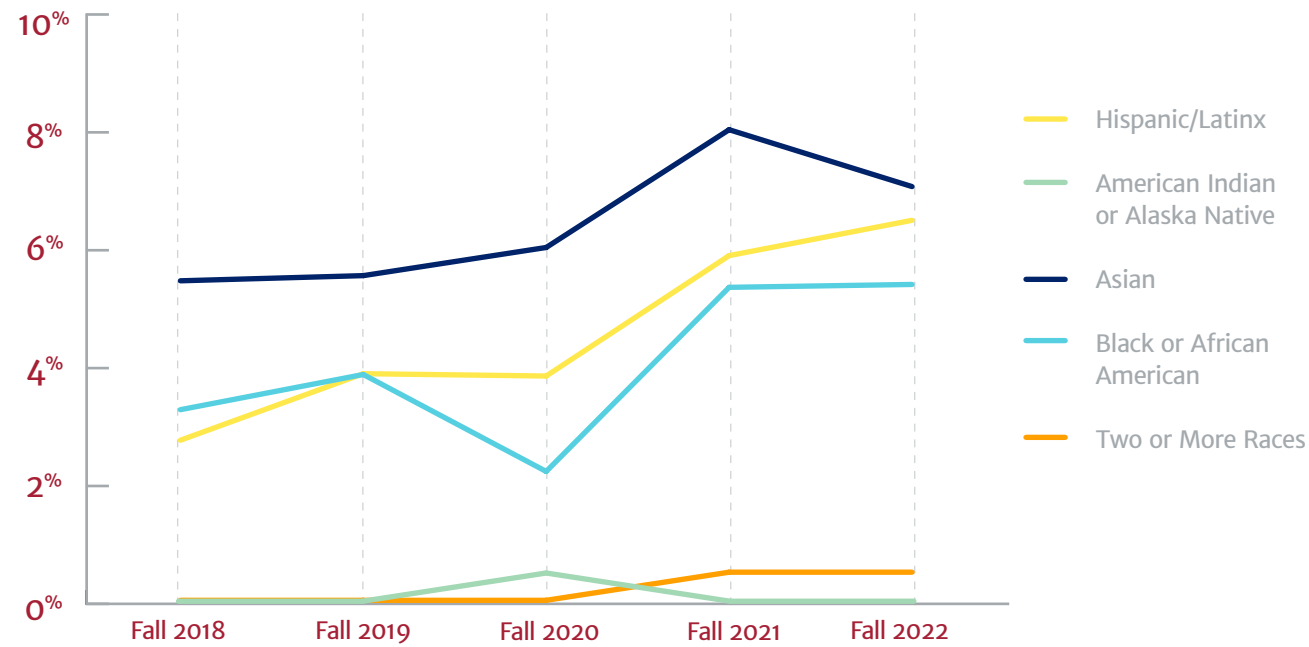


61%  
Female

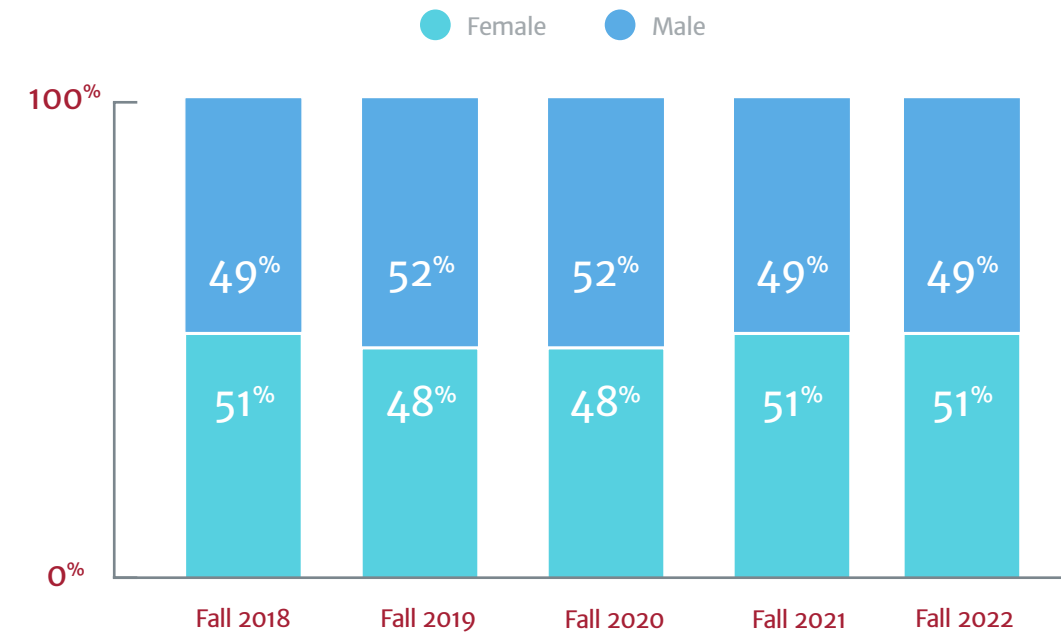
39%  
Male

# Full-time Faculty

### Percentage of Faculty of Color

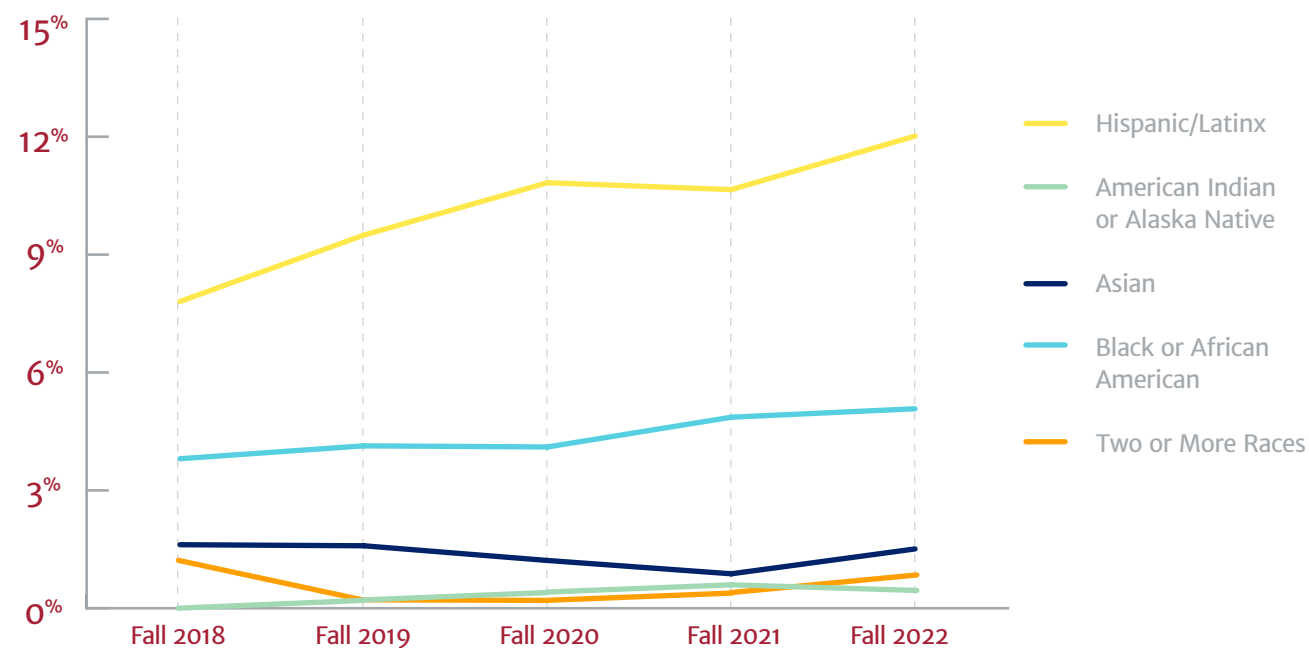


### Faculty by Sex

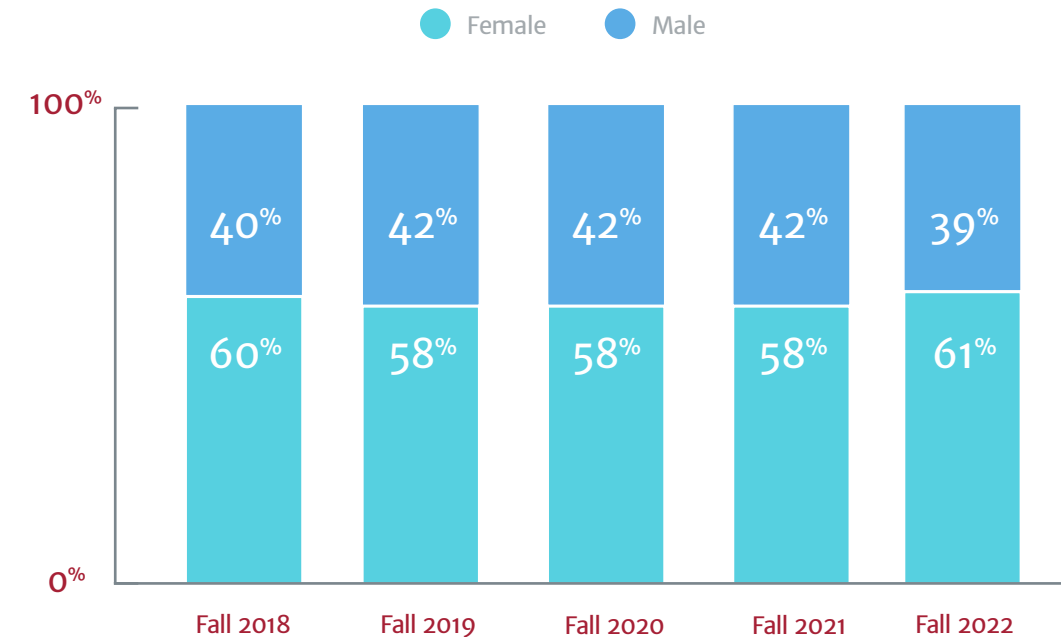


# Staff

### Percentage of Staff of Color



### Staff by Sex



# 45

faculty and staff comprised the newest cohort to complete the equity advocate workshop series.

# Building Relationships Across Diverse Identities



Diverse communities are healthiest when members have the skills and opportunities to connect meaningfully with one another across differences and perspectives, learn about one another, practice accountability and empathetically repair harm when it occurs. Below are some of the programs and initiatives from the last year that sought to bring diverse communities together in times of peace and conflict.

- » Writer, activist and restorative justice practitioner Adrienne Maree Brown joined Associate Director of Prevention Education Jules Purnell for an event titled “We Will Not Cancel Us: Alternative Strategies for Addressing Harm.” The dialogue touched on different forms of harm, restorative justice practices and how these practices can be used to address harm while maintaining relationships and community. Following the event, the Offices of Prevention Education and Religious & Spiritual Life partnered to facilitate a faculty and staff working group, taking a deeper dive into Brown’s text and discussing ways to make change within their communities.
- » The Office of Prevention Education, in collaboration with the Offices of Equity & Title IX and Dean of Students, partnered with the San Diego Center for Restorative Justice to offer an eight-part intensive training on the concepts and practices of restorative justice for faculty and staff. The training focused specifically on the use of restorative justice practices in response to incidents of sexual and/or intimate partner violence.
- » The Africana Studies Program welcomed Amber Hikes, the ACLU’s First Chief Equity and Inclusion Officer, to campus for an event titled “Discussing Intersectional Advocacy and Activism.” The workshop and discussion helped participants understand how to put intersectionality into action as a framework for activism and advocacy.
- » The Hebrew Arabic Buddie Interfaith Berg Initiative (HABIBI), a student-led multifaith and multicultural cohort of students, met weekly to explore Arabic and Hebrew, Islam and Judaism and various other ideas and issues surrounding faith, culture, cuisine, health and wellness.
- » The Office of International Student Support and Housing & Residence Life continued to develop the Global Corner program, a first-year living-learning program where first-year international students and selected US students foster cultural partnership, cross-cultural understanding and a sense of belonging at Muhlenberg. The expanded Global Corner program provides wrap-around support for students’ first-year experience, including a co-residential living space that provides opportunities for the cohort to live together and a designated section of the Personal & Professional Development first-year foundations course that builds on international students’ pre-orientation experience.

# Identifying and Meeting Diverse Needs



Learning, working and living in a diverse community that supports the full and inclusive participation of everyone requires that we identify the different needs of individuals and meet them in an effective, equitable, accessible and timely manner. Here we share some of the work we are doing across campus to increase access and reduce barriers for students to participate in the many and varied curricular, co-curricular and professional experiences offered here at Muhlenberg.

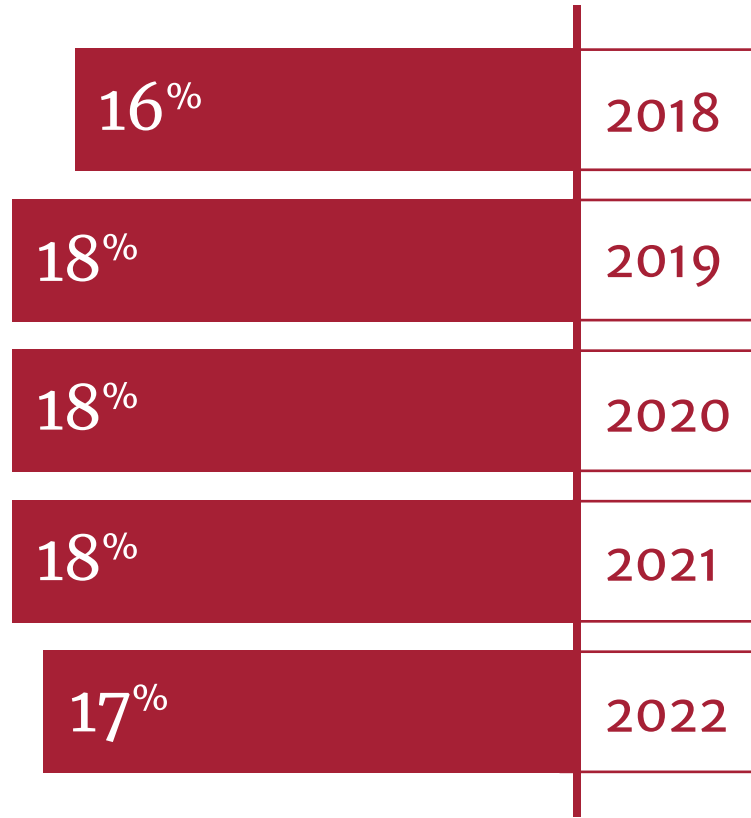
- » President Harring deepened the College's commitment to make a Muhlenberg education accessible to all students, particularly for those from low to moderate-income backgrounds, when she accepted the invitation to serve on the national steering committee for the American Talent Initiative. The American Talent Initiative (ATI) is a collective of public and private institutions of higher education with high graduation rates who commit to increase the number of low and moderate-income students graduating from the nation's top colleges and universities. As an ATI institution, Muhlenberg is committed to recruiting and retaining at least 20% Pell-eligible students (students from low-income backgrounds). The incoming class in fall 2021 reflected this goal, as 22% of the class of 2025 received Pell grants to support their enrollment at Muhlenberg.
- » Costs associated with textbooks and course materials are a frequent concern for a growing number of students. Investments in the development and use of Open Educational Resources (OER; textbook and course materials provided at low or no cost to students) grew significantly over the last year as Dr. Lora Taub, dean of digital learning, and Tina Hertel, director of Trexler Library, led a team of faculty, staff and students through the Association of American Colleges and University's summer institute on OERs. Since their participation in the institute, the team has applied for and received grants from the Pennsylvania Consortium of Liberal Arts Colleges and PA Affordable Learning Initiatives to support OER development and use; promoted broader awareness and understanding of OERs by hosting several faculty workshops and learning communities; and invited the Muhlenberg community into the national conversation on OERs by hosting a talk by Dr. Rajiv Jhangiani, vice Provost for teaching and learning at Brock University, titled "From Access to Justice: Realizing the Transformative Potential of Open Educational Practices."
- » The Office of Advancement secured a \$500,000 gift commitment from Barry Weshnak '66 and Carol Anne Cawley Weshnak to support and expand the Emerging Leaders program, currently a two-year cohort scholars program for underrepresented students with leadership experience and potential. The gift will support access for additional students who are the first in their families to attend a four-year college to participate in the coming years.

22%

of the class of 2025 received Pell grants to support their enrollment at Muhlenberg.

# Identifying and Meeting Diverse Needs

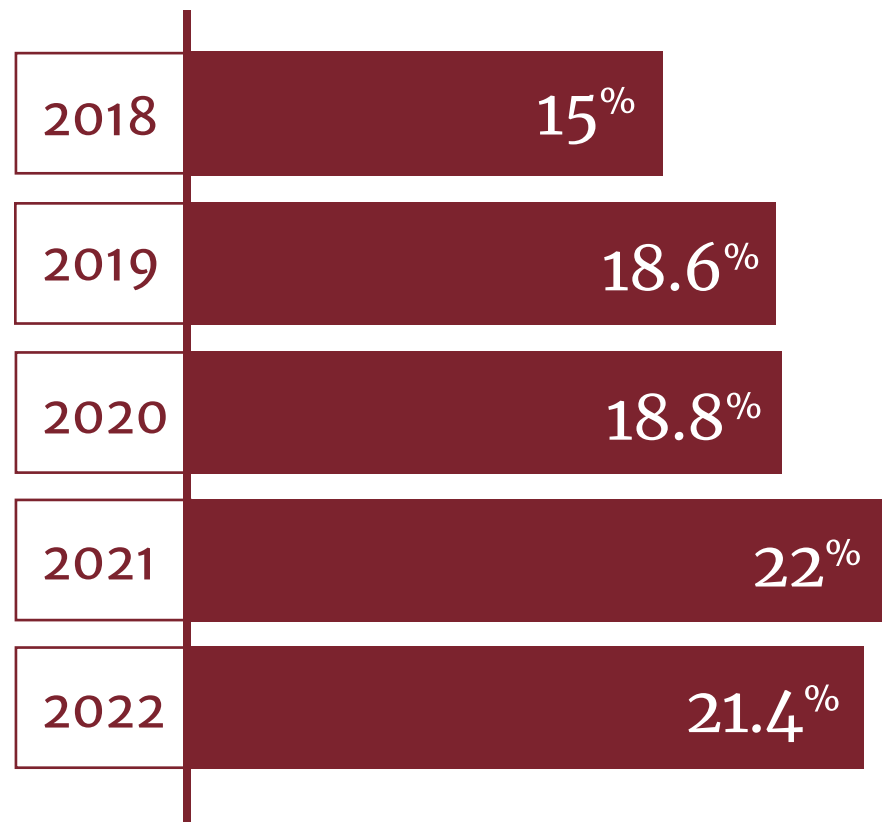
## Percent of First-Generation Students



- » Dr. Joan F. Marx '77, professor emerita of Spanish, and Dr. Ludwig F. Schlecht, professor emeritus of philosophy, established the Joan F. Marx '77 Endowed Scholarship to support a Muhlenberg education for a first-generation college student from an underrepresented population residing in Lehigh or Northampton county.
- » The critical work of fundraising, grant writing and providing resources to support DEI capacity building is ongoing. This year, the advancement team supported the authoring of seven grant proposals for DEIB initiatives totaling over \$3.7M dollars.
- » The Office of Community Engagement (OCE), with support from Office of Advancement, received a grant from the Trexler Foundation to expand their community internships program, allowing more students to participate and receive compensation for their work. OCE is now able to fund up to 10 student interns in both the spring and the summer months to work with a community partner organization in Allentown.
- » The Career Center increased internship funding to help defray the cost of an unpaid or underpaid summer internship, thereby increasing access to internship opportunities for a more socioeconomically diverse group of students. Applicants who receive awards can be funded up to \$2,500.
- » The Department of Athletics developed the Muhlenberg College Transgender Student-Athlete Inclusion Policy to facilitate participation in collegiate sports for transgender athletes. Guided by the College's non-discrimination policy, and informed by policies endorsed by the Centennial Conference and the NCAA, Muhlenberg Athletics developed the policy to clearly state that the College will not discriminate against any student-athlete or prospective student-athlete because of their identity.

- » The Student Government Association (SGA) piloted a program to decrease the financial burden associated with access to menstrual products. Contracting with a small, woman-owned business, SGA allocated initial start-up funds to purchase dispensers and 100% organic menstrual products, providing them on campus at no cost to users.
- » The Graduate School Preparatory Program (GSPP) for students from underrepresented groups officially launched with its first cohort of students in the fall of 2021. Directed by Dr. Emanuela Kucik, assistant professor of English and director of the Africana Studies Program, and Dr. Giancarlo Cuadra, assistant professor of biology, and supported by a committee of faculty and staff advisors, the program matched students with a disciplinary advisor, a mentor and a peer buddy to help them navigate their preparation and application process for graduate programs. Throughout the year, program students connected with recent alumni enrolled in graduate programs; learned from health and wellness guest speakers; attended workshops on graduate school funding, writing personal statements and pursuing research opportunities; and celebrated their progress as a cohort along the way.

## Percent of Undergraduates Receiving Pell Grants





# Centering Marginalized Voices



Pictured is a student performing spoken poetry during the Love Letters to Blackness Gala to commemorate Black History Month at Muhlenberg.

Our commitment to developing a culturally aware community, one that understands, uplifts and centers underrepresented and historically excluded experiences and perspectives, is significantly advanced by the programming we facilitate. In our first year fully back on campus following the pandemic lockdown, students, staff and faculty embraced the chance to come together in person once again to develop and offer numerous opportunities for the Muhlenberg community to expand our cultural awareness and understanding. Read on to learn more about the guest speakers and film series we hosted, the panels we participated in, the reading groups we facilitated and more.

- » The speaker series titled “40 Years of HIV/AIDS activism: Perspectives from Around the Globe,” brought several scholars to campus to discuss historical and ongoing efforts to address the AIDS crisis in marginalized global communities. A collaboration between Trexler Library, the Department of History, the Center for Ethics and the Shankweiler Scholars Medical Humanities Honors program, the series welcomed Dr. Justin Perez, assistant professor of Latin American and Latino studies at the University of California Santa Cruz, to discuss the afterlives of HIV prevention programs in Peru; Dr. Dan Royles, assistant professor of history at Florida International University, to discuss the experience of African Americans and racial disparities in the HIV/AIDS epidemic; and Dr. Mandisa Mbali, senior lecturer of historical studies from the University of Cape Town, to present the history of activism to secure antiretroviral treatment in South Africa. The series also hosted panels highlighting student research and HIV/AIDS advocacy in the Lehigh Valley as well as a display featuring local history of HIV/AIDS activism in the Trexler Library.
- » Commemorating Hispanic Heritage Month, the Latin American film festival, titled Pushing for Change: Perspectives on Social Justice in Latin America and co-sponsored by the Department of Languages, Literatures and Cultures and the Office of Multicultural Life, featured five films representing multiple countries and cultures throughout Latin America. The films from Mexico, Argentina, Chile, Panama and the Dominican Republic told compelling stories of experiences with immigration, disability, race, class, indigeneity and conservation.
- » A staged reading of *En el Tiempo de las Mariposas/In the Time of the Butterflies*, directed by Dr. Leticia Robles-Moreno, assistant professor of theatre, told the story of the Mirabal sisters who sacrificed their safety and ultimately their lives opposing the Dominican dictator Rafael Trujillo. The moving performance and accompanying materials educated our community on the history and power of women’s activism against misogynistic violence.

# 3

different books were discussed throughout the year by Queer Book Club, all centering on different themes and sexualities.

# Centering Marginalized Voices



Pictured are students participating in the International Day of Reflection on the 1994 Genocide against the Tutsi in Rwanda.

- » On the International Day of Reflection on the 1994 Genocide against the Tutsi in Rwanda, Chaplain Janelle Neubauer and Dr. Emanuela Kucik, assistant professor of English and director of the Africana Studies Program, hosted “Rwanda—Remember, Unite, Renew,” an event to commemorate the day and honor the experiences of all those affected by the Genocide. The event centered on a presentation by Hyppolite Ntigurirwa, an artist, author, activist and survivor of the Genocide, who shared his story and discussed the ways that he uses performance art to create a more peaceful, loving world. He was also joined by Ornella Urutesi Rwanziza '22 to discuss their experiences with the legacy of the Genocide as Rwandans from different generations and highlight the dynamic, vibrant traditions of Rwanda that are far too often left out of Western discourses about their home.
- » For this year’s John B. Rosenberg '63 and Stephanie Lambert Speaker Series lecture, the Department of Psychology hosted Dr. Ryan Lei, assistant professor of psychology at Haverford College, to present his research on “The Development of Black Female Invisibility.” In his presentation, Lei discussed the concept of intersectional invisibility, a different form of racial bias unique to those who have multiple marginalized identities and presented research investigating how Black female invisibility may develop in children.

- » Celebrating Hispanic Heritage Month, the Department of Mathematics and Computer Science developed a hallway display featuring profiles of Hispanic-Latinx mathematicians and scientists. The display sparked so much interest that the department has continued updating it with the biographies of underrepresented mathematicians, commemorating Black History Month by highlighting the stories of Black mathematicians and the 50th anniversary of the Association for Women in Mathematics with biographies of notable women mathematicians
- » Housing & Residence Life introduced Queer Book Club and facilitated discussion of three different books throughout the year, all centering different themes and sexualities.
- » Voices of Strength, a student-led peer education group working to promote safer, healthier relationships and prevent sexual violence, sponsored the “Breaking Down Barriers” series. The series facilitates opportunities for students to discuss complex social issues with their peers in an approachable format. One event in the series, “The Prison-Industrial Complex and Its Impacts on Marginalized Populations,” focused on the harms caused by the carceral system in Queer, Transgender, Black, Indigenous and other communities of color.
- » Amidst the nationwide rise in anti-Asian racism and violence, Dr. Irene Chien, assistant professor of media & communication; Dr. Purvi Parikh, assistant professor of religion studies; and the Asian Studies program hosted a talk and documentary screening of “Vincent Who? The Killing that Galvanized Asian American Activism” with the filmmaker, Curtis Chin. Chin’s visit was one of several programs organized by students, staff and faculty to bring awareness to the prevalence of anti-Asian racism in relation to other systems of racial hierarchy and injustice.
- » The Institute for Religious and Cultural Understanding’s WorldView series hosted speakers across diverse faith traditions to share their history, beliefs and traditions with the Muhlenberg community. Religions represented in the series included Sikhism, Humanism, Sunni Islam, Bahá’í, Hinduism and Antiochian Orthodox Christianity.
- » In the second year of the “From the Ashes of Relentless Racial Crises” series, Dr. Emanuela Kucik, assistant professor of English and director of the Africana Studies Program, and Dr. Purvi Parikh, assistant professor of religion studies, organized “A Conversation with Rebecca Walker” to discuss her latest book, “Black, White, and Jewish: Autobiography of a Shifting Self.” Rebecca Walker, a best-selling writer, producer and cultural critic who has contributed to the global conversation about race, gender, sexuality and power for over two decades, engaged with students, faculty and staff on issues of race, faith and intersecting identities.
- » As a member of the Scholars at Risk (SAR) network, a group of higher education institutions dedicated to protecting scholars and promoting academic freedom around the world, Muhlenberg hosted a number of programs and advocacy opportunities throughout the year. In the spring, the SAR program, led by Dr. Brian Mello, professor of political science, hosted a talk by Rezvan Moghadam, an Iranian human activist, scholar, Ph.D. candidate and founder of several Iranian women’s organizations empowering women on issues of peace, the environment, health and gender. Moghadam spoke on the impact of the women’s movement on the Green movement. In addition to hosting programming on campus, the SAR program also provided the opportunity for Muhlenberg students to participate in coordinated advocacy events, speaking with lawmakers at the Capitol in Washington, D.C. as part of US Student Advocacy Days.

# Supporting Affinity Groups



Pictured is Top Naach, Muhlenberg's South Asian students dance and affinity group, hosting the annual Diwali celebration observing India's Festival of Lights.

Sponsored and supported by the Office of Multicultural Life, Muhlenberg recognizes 11 affinity groups, which are groups of people joined by common identity, experience, ideology or values. As most affinity groups are defined by shared identification with one or more marginalized identities, these collectives provide critical sites of community and belonging as well as empowered spaces to do community and advocacy work. In addition to serving their members, Muhlenberg affinity groups often give back to the larger community, welcoming students, staff and faculty to educational and cultural events and celebrations. Below we uplift a sampling of the work led by Muhlenberg's affinity groups to engage, educate and celebrate our diverse community.

- » In A Love Letter to Blackness, the Office of Multicultural Life, the Africana Studies Program and the Black Students Association hosted a series of inspiring and empowering events to commemorate Black History Month at Muhlenberg. The programming included a “Proud To Be” wall featuring quotes from Black leaders at Muhlenberg and beyond; a performance by poet Lester Mayers titled “Love Letters” and a film screening and discussion of Judas and The Black Messiah. In another highlight of the series, an archival research project led by a team of students and librarians called Toward Diversity, part of The Muhlenberg Memories Project, was shared with the community. Toward Diversity shares the experiences of Black students, staff and faculty from 1926–2021 through archival materials and formal interviews. Notably, the event brought several Black alumni together to be in conversation with each other and current members of the Muhlenberg community to tell their stories and reflect on the changes they have observed at the College. The series ended with the Love Letters to Blackness Gala featuring student musical performances, poetry and spoken word and a keynote address by Allentown community leader Hasshan Batts.
- » Top Naach, Muhlenberg's South Asian students dance and affinity group, hosted the annual Diwali celebration observing India's Festival of Lights that celebrates the victory of good over evil and the human ability to overcome. Top Naach also invited the Muhlenberg community to celebrate Holi, also known as the Festival of Colors, and welcome the beginning of spring. Both festivals featured delicious Indian food, music and dance performances that invited all attendees to participate.
- » The Let's Talk Latinidad series, organized by Latinx faculty, staff and students and co-hosted by the Office of Multicultural Life, hosted panels and discussions exploring what it means to identify as Latinx within a predominantly white institution (PWI). The first discussion centered issues of visibility and diversity: Which Latinx experiences are visible and which are not known or seen? How can we acknowledge and celebrate the diversity within the Latinx community while still building unity and inclusion? The second event featured a panel discussion on allyship, cross-community collaboration and community building.
- » The Muhlenberg Disability Advocacy Group (MDAG) facilitated a number of discussions and events creating community for those in MDAG and helping to educate the broader Muhlenberg community on experiences and perspectives of disability. Highlights of their year included weekly discussions and guest professor dialogues on topics ranging from representation in media to accessibility on campus; a screening of Sundance-award-winning documentary “Unrest” telling the personal story of a woman living with chronic illness; and a virtual stand-up comedy performance from comedian, mental health and disability advocate Pamela Rae Schuller.
- » The Muslim Student Association, in collaboration with Religious & Spiritual Life, welcomed Rohina Malik to Muhlenberg to perform her one-woman show “Unveiled” wherein “five Muslim women serve tea and uncover what lies behind the veil.”
- » Students, staff and faculty representing multiple affinity groups collaborated with Dining Services to create menus featuring authentic foods representing their diverse traditions and cultural celebrations. Menus were created to commemorate Hispanic Heritage Month, Black History Month and Lunar New Year. Additionally, the Muslim Student Association partnered with Dining Services to develop an after-hours ordering system for students to get meals after fasting during Ramadan.

# 29%

of 2021-2022 first-year students identified as domestic students of color

# Working toward Common Goals



Pictured is Mayor Matt Turek reading to students from The James Lawson Freedom School when Muhlenberg students and staff hosted them on campus.

As residents of Allentown and members of the diverse Lehigh Valley community, we take seriously our commitment and responsibility to be thoughtful partners, working with fellow community members on common goals to build an inclusive Allentown and promote equitable outcomes and quality of life for our neighbors. Below are a few highlights of the work Muhlenberg students, faculty and staff have done with our local communities in the past year.

- » Responding to a request for more STEM (Science, Technology, Engineering, Math) programming, STEM outreach began in-person programs at South Mountain Middle School with a consistent biweekly presence within the school. The partnership culminated for the year with students visiting Muhlenberg's campus and sitting in on demonstrations with biology faculty members Drs. Kimberly Heiman, Melissa Dowd, Erika Iyengar, Marten Edwards and Giancarlo Cuadra. Jefferson Elementary school students also participated in STEM workshops during the school day at the request of the school.
- » Muhlenberg students and staff hosted The James Lawson Freedom School on campus over the summer of 2022. The Freedom School, established and led by the Resurrected Community Development Corporation (RCDC), provides local K-12 students with culturally relevant learning experiences in an environment that empowers them to believe in their ability to make positive change in their communities.
- » The Muhlenberg Community Dance Center, led by Dance Education faculty Natalie Gotter and Heidi Cruz-Austin, expanded their partnership with Muhlenberg Elementary school, integrating Community Dance into students' regular school day.
- » As Allentown public schools reopened post-COVID lockdown during the fall 2021 semester, arts programs at Hays Elementary, facilitated by students and staff in the Office of Community Engagement, were some of the few to begin in person at the school. Several programs, including Art Day, Theatre Arts and Movers and Shakers, were able to welcome students back to classes.
- » Hillel at the Leffell Center for Jewish Student Life partnered with the Jewish Federation of the Lehigh Valley to package feminine hygiene products for Jewish Family Service and SELF Women's Reentry.
- » Partnering with Jewish Family Service of the Lehigh Valley, Hillel student leaders convened monthly Shabbat gatherings with residents at Tikvah House, a local home for adults with intellectual disabilities.

# Building Understanding and Capacity

Building an inclusive community, one that supports a sense of belonging for everyone, requires consistent effort to develop our understanding of one another, skills to interact across differences with empathy and respect and the resources to support these opportunities. The work to develop our capacity to act inclusively and promote equity takes place both in and out of the classroom, across departments and administrative units. Read on to learn more about some of the opportunities for DEIB education that engaged students, staff and faculty during the last academic year.

- » Recognizing that building DEIB understanding and capacity begins with developing a shared understanding of our goals, President Haring charged the President's Diversity Advisory Council with facilitating a community-engaged process for revising Muhlenberg's institutional statement on diversity. Reviewing the data collected from the previous spring's community conversations on inclusion and belonging and the community forums that followed the release of the 2020-2021 DEI report, PDAC developed a draft revision of the new Diversity, Equity, Inclusion and Belonging statement and began engaging members of the community for feedback in summer 2022. PDAC expects to present the final statement to the Board of Trustees for approval in January 2023.
- » In order to increase institutional capacity in strategic DEIB leadership, Dr. S. Brooke Vick was appointed by President Haring as Muhlenberg's first Chief Diversity Officer (CDO). As CDO and Associate Provost for Equity and Inclusion, Dr. Vick will serve on the President's Senior Leadership Team, oversee and support institutional DEIB strategy and progress, and partner with others across campus to develop policies and practices that sustain an inclusive and equitable community. She officially began in her new role on September 1, 2022.



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## Building Capacity in the Classroom

» The Provost's Office and the Muhlenberg Center for Teaching & Learning partnered to offer antiracism course development grants over the summer of 2021. These grants provided funding for faculty interested in developing new courses or revising existing courses to address issues of race, power, inequality and justice in their respective fields. In total, the grants funded antiracist course development for 17 courses in departments across the Humanities, Social Sciences, Arts and Sciences. Several new courses were developed with support from the antiracism grants, including a course titled "Mathematics for Social Justice," developed by Dr. Linda McGuire, Truman Koehler Professor of Mathematics, and "Black Drama/Black Comedy," developed by Dr. Francesca Coppa, professor of English literatures and writing. Other faculty led curricular revisions to core courses in their major programs with support from the grants. For example, Drs. Stefanie Sinno, Alexandra Fraser and Kenneth Michniewicz revised the Introduction to Psychology curriculum and Dr. Elizabeth Nathanson revised the Media and Society curriculum to meet antiracist learning goals.

- » Many academic departments across the College participated in an antiracist curriculum review of their major programs in which program learning goals, course content and outcomes were examined for diverse representation, antiracist pedagogies and coverage of race, power, social inequality and justice within their fields. Throughout the process, several departments made significant changes to the structure and requirements of their major programs. The Department of Music completely overhauled the traditional opening sequence of the major that focused almost exclusively on Western European compositions and developed two new foundational courses that include non-Western and vernacular music from around the world. They have also added courses that examine power structures in the field and their effect on music and culture. The Department of English Literatures and Writing revised the structure of their major requirements to include three designated social justice courses, at least one of which must center authors who are Black, Indigenous or People of Color. Similarly, the Department of Theatre & Dance included a new major requirement that students take at least one course focused on a performance form from a historically underrepresented group.
- » The Muhlenberg Center for Teaching & Learning hosted a series on antiracist action plans where faculty panels from across the College discussed the work they are doing individually and within their departments to advance antiracist work in the classroom. The series included an initial discussion with faculty sharing ideas across academic divisions and followed with panels focused exclusively on one academic division at a time. Panelists and attendees shared current progress and ideas for next steps.
- » All of the new faculty starting at Muhlenberg in the fall of 2021 attended a session on Inclusive and Antiracist Pedagogical Practices led by Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives, during new faculty orientation. The workshop presented critical information on building and maintaining an inclusive classroom climate, developing an inclusive and antiracist curriculum, common classroom microaggressions and effectively responding to identity-based harm and conflict.
- » The Academic Policies Committee of the faculty continued their work developing a new General Academic Requirement on Race and Power with the goal of ensuring all Muhlenberg students graduate with a deeper understanding of the varied ways race and power affect civic, economic and social life in the United States. The proposal was approved by faculty in Fall 2022.
- » A committee of faculty and staff collaborated with colleagues in the Graduate and Continuing Education division and with Lehigh Valley community partners to develop a new one-year graduate certificate program in DEI. The iterative development process included extensive market research, focus groups with community leaders across public and private sectors, and multiple faculty forums seeking feedback as the proposed curriculum developed. The committee brought the proposal to the faculty for a first read and discussion in spring 2022 and an approval vote in fall 2022. The DEI graduate certificate program will launch in fall 2023.

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# Building Understanding and Capacity



## Professional Development for Faculty and Staff

- » Human Resources offered a number of new professional development opportunities for staff and faculty throughout the 2021-2022 academic year. These included sessions on “Diversity in the Workplace,” bias training on “Uncovering Unconscious Beliefs” and new online modules on “Preventing Harassment and Discrimination” and “Diversity and Inclusion” for new employees.
- » Advancement’s executive team completed a DEI training series with Academic Impressions. The series included practical skill building to engage in critical conversations, opportunities for self-reflection and recommended action steps to contribute to institutional DEI work.
- » Faculty and staff academic advisors participated in a workshop on Inclusive Advising led by Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives. Participants were encouraged to reflect on their own experiences as advisees; learn about the varied backgrounds, beliefs and experiences students may bring with them to college; and how to effectively meet the diverse needs of their advisees with empathy, empowerment and compassion.
- » A number of workshops on pronoun use and gender identity were offered to faculty and staff by Jules Purnell, associate director of prevention education. Faculty teaching in the Graduate and Continuing Education division participated in this training as part of their annual professional development series. Faculty advisors also participated in the workshop during a new series on Inclusive Advising.

## Capacity Building for Students

- » Housing & Residence Life, in collaboration with the Office of Student Transitions, engaged student residence and orientation leaders in DEIB training with Robin Riley-Casey, associate dean of students and director of student diversity initiatives, and Keywaun Caulk, director at the Center for Social Justice Education and LGBT Communities at Rutgers University. Caulk also presented to all first-year students as part of new student orientation, working with them on identity exploration and self care in advocacy and activism work.
- » The Alliance for Justice and Active Leadership (AJAL) retreat, a leadership experience for students focused on social justice grounded in dialogic practices, expanded and added workshops for more sustained engagement with the dialogue methods and community. The expansion, led by partners in the Offices of Community Engagement, Multicultural Life and Religious & Spiritual Life, facilitated increased focus on action and progress toward goals developed at the retreat.
- » The Collegiate Panhellenic Council, the governing body that oversees the four sororities at Muhlenberg, added required DEI training to their bylaws for each chapter’s DEI chair and the Panhellenic Council DEI chair to be eligible to serve in these roles. The Council will now require participation in the Alliances for Justice Active Leadership retreat as part of this commitment.
- » Student Government Association representatives participated in a two-day series of workshops on Intergroup Dialogue, facilitated by Dr. S. Brooke Vick, associate provost for faculty and diversity initiatives, to learn how to more effectively communicate with and serve the diverse student body at Muhlenberg. The workshops focused on learning and practicing foundational dialogue skills that promote respectful and empathetic communication across identity differences.
- » Counseling Services developed a new section on their website titled “Racism and Mental Health” that acknowledges the unique experiences students may have with racial trauma and the mental health impact of racist incidents on people of color. The site provides links to resources for those needing support.
- » Hillel, under the direction of Ira Blum ’10, was awarded a Springboard Hillel grant. The grant focused on DEI goals within the program and will fund a two-year position for a diverse early-career Jewish leader to join the Leffell Center. When the position is filled in Fall 2022, it will focus on building relationships across student communities and empowering student leadership.





