

Muhlenberg

Magazine

FALL 2021

A Leading Role

Student Body President Zaire Carter '22 wants to bring all students into campus decision-making



Better Together

Community-engaged scholarship benefits students and partners

Hacker Hunter

Priscilla Moriuchi '03 is an expert on Asia and Pacific cyberthreats

President's Report

As the College evolves, the power of a residential education endures

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FEATURES



Hacker Hunter 32

Cybersecurity expert Priscilla Moriuchi '03 spent 13 years with the National Security Agency before entering the private sector. Today, in addition to her product security role with Apple, she studies and speaks about the cyberthreats posed by nations like North Korea, China and Russia.



Representation Matters 40

Muhlenberg's first Black student body president, Zaire Carter '22, wants to approach every situation with the will of the students—*all* of the students—driving his decision-making.



Better Together 46

Community-engaged scholarship happens where learning goals and community goals converge. Collaborating on projects and programs benefits both the Muhlenberg students and the local partners involved.

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From the Editor



When I met Zaire Carter '22 in Parents Plaza to speak with him for our cover story, it was the first in-person interview I'd conducted in almost 18 months. We sat outside on that windy but warm early September day and talked for an hour and a half.

Not far from our table, folks from the Career Center were enticing students to learn more about their office with free pretzel bites from the Mobile Mule food truck. A steady flow of students, faculty, staff and neighbors passed us by. At one point, a barking match between two dogs out for walks along Academic Row grew loud enough that we stopped our conversation to watch what was going on.

They were just saying hi, as if they, too, had been interacting primarily on Zoom for more than a year and were desperate for connection with their peers. That reflects the mood on campus, where people are back to not-quite-but-getting-closer-to normal for the fall semester. (For more on what campus looks like right now, see page 4.)

It was my second interview with Carter—the first, in April 2020, was over the phone, for a story about students grieving the loss of their spring semester to the pandemic. He described himself as “a huge extrovert” struggling with the absence of the in-person Muhlenberg community. This time, when we spoke, he was just beginning his tenure as student body president. He was focused on getting to know as many students as possible so they'd feel comfortable coming to him—an ideal outlet for pent-up social energy. While Carter is the first Black student body president at Muhlenberg, he hopes that his ability to involve more students than ever in decision-making is what defines his tenure. “Representation Matters,” on page 40, details Carter's background and vision.

Another feature-length profile, “Hacker Hunter” (page 32), tells the story of cybersecurity expert Priscilla Moriuchi '03. Moriuchi, who now does product security for Apple, spent 13 years at the National Security Agency (NSA), eventually becoming chief analyst for Asia and Pacific cyberthreats. She cites studying abroad in China as a Muhlenberg student as the first step on her career path, which put her at the NSA when the field of cybersecurity was just beginning to take shape.

Rounding out this issue is “Better Together” (page 46), which highlights just a handful of the College's community-engaged scholarship opportunities. Whether students are working in the classroom, the archives or out in the world, their efforts target goals that faculty and community partners develop in collaboration for mutual benefit.

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Best Wishes to Retired “Giants”

Muhlenberg has a history of having excellent professors. Some, however, rise to the level of giants. In my era, it was people like [Professor of Biology] Doc Shankweiler and [Professor of History] Ed Baldrige. Your Summer 2021 issue featured two more who recently retired, Charles Richter and Curtis Dretsch (“And ... Scene”). They came to Muhlenberg to build a theatre program from essentially nothing to a powerhouse that is one of the best in the country. Their productions were always top quality. I frequently marveled that I was watching college students instead of seasoned professionals. Charles and Curtis mentored so many students, quite a few of whom have become theatre professionals themselves. They have left a permanent mark on the program and the College.



David Nowack '67

Share your thoughts about stories in the magazine.
Email your letters to magazine@muhlenberg.edu.

Then and Now

I have just spent an hour or so reading through the Summer 2021 issue of *Muhlenberg Magazine* ... The article about the retirement of David Rosenwasser and Jill Stephen (“Reminiscing Analytically”) was a reminder that, while Muhlenberg has been gifted with many excellent teachers, today’s faculty is comprised of individuals whose groundbreaking efforts have done much to lead the way to my alma mater’s prestigious position in today’s academic world ... When I was an undergraduate there was, I believe, only one student of color; Giovanni Merrifield’s very personal reflection on his experience at Muhlenberg (“Personally Speaking...”) touched me deeply. I am so proud and grateful that my alma mater has expanded its vision in this area ... My wife and I were married in the Egner Memorial Chapel in June of 1962. At the time, who would have believed that there would ever be a photo like that which appears on page 31 [of the first same-sex wedding of two alumni, Mike Doyle '94 and Bret Kobler '94, at the chapel]? What a wonderful story (“Speaking Up”)—on so many levels!

Richard G. Miller '56

Editor’s Note: The Summer 2021 issue of Muhlenberg Magazine featured a profile of Mike Doyle '94 (“Speaking Up”) that caused some to question a detail in the story. A number of readers correctly noted that Stephen Hart '76 and his husband, Richard Edgcomb, were the first same-sex couple married in the chapel in 2015, while the story said that the 2016 wedding of Doyle and his husband, Bret Kobler '94, was “the first same-sex marriage of two alumni held at the chapel.” We appreciate those who questioned the information so that we could clear up any confusion.

ONLINE STORIES NOT TO MISS

Check out these features on the Muhlenberg website.

Student-Founded Nonprofit Saves Lives, Virtually

In January 2020, the nonprofit End Overdose Together received a \$100,000 grant to train students to host workshops on how to administer Narcan, a nasal spray that can revive a person who has overdosed on opioids. Sixty Muhlenberg students underwent the training, but the pandemic hit before they could share their knowledge with the local community. Visit muhlenberg.edu/EOT to discover how the group adapted and still managed to train more than 1,000 Pennsylvanians.

Welcoming Women From Post-Conflict Countries to Muhlenberg

A small but critical part of Muhlenberg’s international recruitment effort began in 2014. That’s when the College signed on as a partner with the SHE-CAN coalition, which supports extraordinary women from post-conflict countries as they pursue a college education in the United States. Visit muhlenberg.edu/SHECAN to learn more about this valuable partnership.

Math Professor Helps Students Find a Home in Her Field

The question of how to make STEM disciplines more inviting for a broader group of people has been at the forefront of discussions among STEM academics. Those conversations inspired Truman L. Koehler '24 Professor in Mathematics Linda McGuire to create an assignment to help students reflect upon their mentors and personal experiences with mathematics. Find more details about McGuire’s work at muhlenberg.edu/mathroots.

Students, Faculty and Staff Return to Campus for Fall Semester

The College required vaccinations and returned to indoor masking to keep the community safe during the delta wave.



Above, Aya Kanan '23 and Ayden Levine '23 help with move-in. Opposite, Orientation activities included Playfair (left) and separate Candle-Lighting Ceremonies for the Classes of 2024 (pictured) and 2025.

While the start of a new school year is always exciting, this August marked the first time Muhlenberg's entire student body was on campus in almost 18 months. (A little more than half of students opted to return in person in the spring.) The Fall 2021 semester began with teary reunions and joyful reconnections made possible by mandatory COVID-19 vaccinations.

Most colleges and universities across the United States—including Muhlenberg—proceeded with in-person classes despite the rise of

the highly contagious delta variant. The world knows a lot more about COVID-19 compared to the pandemic's early days, and the three vaccines currently being distributed provide good protection against the virus, says Allison Williams, vice president of college life and dean of students.

"We've always acted with health and safety at the forefront," she says. "And we will continue to be led by facts, data and science."

Last fall, before vaccines were authorized, facts, data and science led the College to allow only first-year students and a small number of upperclassmen on campus. "It didn't feel like college," says Abby Schechter '24. "It was very lonely, especially in the beginning."

In the spring, any student who wanted to return could, but they were subject to weekly

testing, mandatory masking and limits on social gatherings. However, as the weather warmed and the vaccine became more available, the Muhlenberg community began inching back towards normalcy.

Around this time, conversations about what Fall 2021 might look like began. To Williams and the rest of senior staff, a COVID-19 vaccine requirement for students was a no-brainer: "There's no question," she says. "We know that the vaccine is doing its job. It creates a communal sense of protection that is essential to living and working in a residential community."

In late April, President Kathleen Harring announced that all students would be required to be inoculated for the 2021-2022 academic year or to request an exemption. Originally, the requirement did not include faculty and staff, but as the delta variant surged in the summer, the Office of Human Resources alerted College employees that they, too, would be subject to the mandate.

By the time the semester began, 96 percent of students and 93 percent of employees had been fully vaccinated. (Another 5 percent of employees had received both doses by press time.) Because of the risk of breakthrough infections, the College also required pre-arrival testing for all students—other Lehigh Valley institutions tested only the unvaccinated—and instituted an indoor masking policy.

Thanks to these safety measures, Muhlenberg traditions came roaring back. First-year move-in began in the early morning hours of August 26. As families of the Class of 2025 pulled into the Prosser, Walz and Brown Hall parking lots, they were met with screaming, cheering Orientation Leaders. Despite the nearly 100-degree temperatures, they carried boxes and greeted families with smiles.

First-year students experienced all that Welcome Weekend typically offers: icebreaker games, Orientation group meetings and excur-

sions to visit Dorney Park and to see the Lehigh Valley IronPigs. Every event, planned and coordinated by Assistant Dean of Students and Director of Student Transitions Steve Dutton and student affairs staff, was another way to welcome students into the Muhlenberg community.

Dutton also orchestrated SOAR, which stands for Sophomore Orientation and Reconnection. He designed the program for members of the Class of 2024, who experienced Orientation virtually from the residence halls or from home last year. The programming offered traditions that could not be held during the early pandemic, including opportunities to participate in the Candle-Lighting Ceremony and to sign the matriculation ledger.

Schechter, who recalls lighting a glow stick in her room last fall as a nod to the lost Candle-Lighting Ceremony, got to experience the tradition in person: “As a sophomore, I had never been in the same room as my whole class before. I looked around, and there were hundreds of people,” she says. “That was my favorite event. It will always have a special place in my heart.”

In many ways, Fall 2021 looks much like a pre-pandemic semester—students attend class in person, performers delight live audiences and athletes compete in front of crowds of fans. Alumni returned to campus for Alumni Weekend in mid-September (all alumni and guests

were required to pre-register and upload proof of vaccination before traveling to campus) and the Class of 2020 gathered for a belated graduate recognition celebration in October. Still, the College expects to have to continue to monitor the COVID-19 situation and adapt to changing conditions for the foreseeable future.

“[According to our infectious disease experts], we are going to be stuck with this for another three or four years,” Williams says. “So we all have to adjust our mindsets a little bit.”

Senior staff is in communication with health officials from St. Luke’s University Health Network and Lehigh Valley Health Network who provide updates on COVID-19 in the Lehigh Valley and help with contingency planning in the event that the virus worsens.

“We’ve taken all the steps we can take,” Williams says. “We’ve vaccinated our students and staff. We are masking indoors. But we definitely have a set of additional interventions we can consider if we need them.” —Grace Oddo ’22

“As a sophomore, I had never been in the same room as my whole class before. I looked around, and there were hundreds of people. That was my favorite event. It will always have a special place in my heart.”

—ABBY SCHECHTER '24



PHOTOS BY ASHLI TRUCHON

Muhlenberg Names the Rev. Janelle Neubauer as College Chaplain



Neubauer began her role as leader of the College's religious life team and as a member of the student life leadership team on July 15. She is responsible for cultivating religious well-being and spiritual

growth for the campus community. The Chaplain both affirms the faith and traditions of the Evangelical Lutheran Church in America, with which Muhlenberg is affiliated, and serves a broadly diverse religious and non-religious community. Neubauer previously served with Young Adults in Global Mission as country coordinator for Rwanda and as missionary pastor for The Lutheran Church of Rwanda. She earned her bachelor's degree in religious studies and kinesiology from the College of William & Mary and a Master of Divinity from the Lutheran School of Theology at Chicago.

New Scholarship Opportunity Launches for Continuing Studies Students

The College has partnered with the Charlotte W. Newcombe Foundation to create a source of funding for adult students enrolled in their first bachelor's degree program. This academic year, the Newcombe Foundation is supporting six Newcombe Scholars in Muhlenberg's School of Continuing Studies with \$5,000 scholarships. "The Newcombe Scholarship greatly helps further our mission to serve the needs of adult learners," says AJ Lemheney, vice president and executive director of graduate & continuing education. "For more than 100 years, Muhlenberg has had a strong commitment to adult learners completing their baccalaureate degree through our personalized advising and highly engaged faculty. I am grateful to the Charlotte W. Newcombe Foundation for establishing a scholarship program dedicated to adult students in our Division of Continuing Studies."

Five Tenure-Track Faculty Join Muhlenberg

Another 21 lecturers, visiting professors and Consortium for Faculty Diversity fellows also started at the College this semester.



Assistant Professor of English and Writing Program Director Joshua Barszczewski earned his Ph.D. and M.A. in English from the University of Massachusetts Amherst and B.A. in English literature from the University of Pittsburgh. His research interests include queer academic literacies and composition pedagogy.



Assistant Professor of Scenic Design You-Shin Chen has her M.F.A. from the Tisch School of the Arts at New York University and a B.A. from National Taiwan University. Chen has been a guest artist and lecturer at Princeton University and done professional scenic design in educational settings at Princeton, Columbia and Yale Universities; New York Film Academy; and others.



Assistant Professor of Photography Kim Hoeckele holds an M.F.A. in studio art from Hunter College of the City University of New York and an B.F.A. in photography from Georgia State University. Her teaching specializations span photographic and lens-based practices, and her research focuses on gender and representation across genres of photography.



Assistant Professor of Statistics Michael Karcher earned his Ph.D. in statistics at the University of Washington. From his undergraduate studies at Swarthmore College to his postdoc at Fred Hutch Cancer Research Center, his research interests have primarily been in epidemiological statistics, viral phylogenetics and cosmological simulation.



PHOTOS BY TOM AMICO

Assistant Professor of Computer Science Hamed Yaghoobian comes to Muhlenberg from the University of Georgia, where he earned his Ph.D. in computer science. His B.S. in electrical engineering is from Iran's Azad University, Mashhad Branch. His current research interests are at the intersection of Natural Language Processing, Human-Computer Interaction and Explainable AI, primarily focusing on computer-mediated practices in everyday life.

Faculty Receive Grant to Develop New Entrepreneurship and Sustainability Program



Marie Grace Imanariyo '20 was one of three students who participated in a pilot version of The Seedbox program in the summer of 2019.

Rich Niesenbaum, professor of biology and director of sustainability studies, and Rita Chesterton, director of innovation & entrepreneurship, are recipients of a three-year, \$30,000 VentureWell grant that will support student development of novel inventions and technologies to create innovative food-system solutions. The grant will strengthen Muhlenberg's existing collaborative programs in sustainability studies and innovation & entrepreneurship, focusing on sustainable food systems that

foster innovation and design and contribute to improving food security in areas of poverty and in extreme environments.

"The grant provides an outstanding opportunity to make connections between sustainability and entrepreneurship in the context of food systems," Chesterton says. "Students will have an opportunity, through coursework and two years of continued formalized mentoring, to bring ventures to market that provide real solutions to the problems found in the current food production, distribution and disposal systems."

Beginning in Spring 2022, a new interdisciplinary course, The Future of Food, will be team-taught every other spring semester for first- and second-year students by one innovation & entrepreneurship and one sustainability studies faculty member. Students will focus on a particular problem related to community, regional or global food systems and begin to explore possible solutions to these problems within the context of design thinking.

A subset of students will be encouraged to apply for The Seedbox, a six-week program that will run every other summer. Students in The Seedbox program will identify a specific problem

in the sustainable food systems space as well as a proposed initial solution. Students selected for the program will be mentored in product development, customer discovery and validation, the lean startup, developing a business model and

"Students will have an opportunity, through coursework and two years of continued formalized mentoring, to bring ventures to market that provide real solutions to the problems found in the current food production, distribution and disposal systems."

—RITA CHESTERTON (INNOVATION & ENTREPRENEURSHIP)

funding and grant development. Ultimately, students will have the opportunity to develop and test a prototype and business model that will allow them to submit a proposal for VentureWell E-Team grants and potential National Science Foundation funding.

The 2021 VentureWell Faculty Grants provide up to \$30,000 to help fund and support faculty with innovative ideas to create new or transform existing courses and programs to help students develop novel, STEM-based inventions and gain the necessary entrepreneurial skills needed to bring these ideas to market. This spring, with support from the Lemelson Foundation, VentureWell awarded more than \$325,000 to faculty members from 12 institutions through a competitive national review process.

—Kristine Yahna Todaro '84

19 Muhlenberg Faculty Celebrate Retirements

The end of the 2020-2021 academic year marked the end of these educators' long journeys of service with the College. Combined, these faculty taught at Muhlenberg for more than 640 years.



Professor of English Tom Cartelli (far left) and Professor of Chemistry Marsha Baar (left) retired at the end of last year.

Professor of Chemistry Marsha Baar

Baar spent 40 years at Muhlenberg teaching courses in organic chemistry. She was the first woman to earn tenure in the natural sciences at Muhlenberg, paving the way for other tenure-track women chemists—the department is now about 50 percent women—and other women scientists at Muhlenberg. She pioneered the use of microwave technology, employing microwave heating to enhance organic chemistry reactions, and has published extensively on the subject.

Professor of Computer Science George Benjamin

Benjamin spent 37 years on the Muhlenberg faculty and was instrumental in starting the College's Computer Science Program. For many years, he edited a prominent, nationally distributed computer science journal. He was active in the local chapter of his national organization, including hosting regional meetings at Muhlenberg, most recently in 2017. He chaired the Department of Mathematics & Computer Science for eight years and served on numerous committees.

Professor of German Studies and Film Studies Franz Birgel

Birgel's 28 years at Muhlenberg began with two feet in German literature, but later, his passion for film entered his scholarly pursuits. He became one of the first professors with a joint appointment in two programs: German studies and film studies. His interest in the Western and Quentin Tarantino films that challenge standards of political correctness led to a series of always fully enrolled First-Year Seminars and courses.

Professor of Education Michael Carbone

Carbone's 37 years at Muhlenberg included roles as the Issac Miles Write Professor and chair of the College's Department of Education. He was instrumental in helping to fund and create the department's professional development school project, a notable achievement for a small education department in a liberal arts college. His intellectual interests include the politics of education, policy studies, historical studies, critical multicultural studies and schools as places of work.

Professor of English Tom Cartelli

In his 41 years at Muhlenberg, Cartelli served for 14 years as chair of the Department of English, for 19 years as coordinator of National Endowment for the Humanities programs and as a founding member of the Film Studies Program. He is active in the field of postcolonial studies and initiated courses in Caribbean writing, African literature and literature of the Indian subcontinent, among others. He is internationally known as a prolific Shakespearean.

Senior Lecturer of Business Gail Eisenberg

Eisenberg was a lecturer in the Business Program for 38 years. Her marketing research courses were known for using interviewing techniques and statistical analysis in community-engaged learning projects. For many years, Eisenberg coordinated the internship activity of students in the Department of Accounting, Business, Economics and Finance during the summer and academic year.

Professor of Political Science Chris Herrick

Herrick joined the Department of Political Science 38 years ago. At Muhlenberg, he founded and served as the director of the International Studies Program, served as advisor for prestigious undergraduate awards, chaired a number of faculty committees and published several books. He also served as president of the Board of Directors of ASIA Network, a consortium of more than 170 colleges that aims to strengthen the role of Asian studies within the liberal arts. His research interests include comparative politics, international relations, environmental policy and foreign and national security policies.

Professor of Russian Studies Luba Iskold

In her 26 years at Muhlenberg, Iskold published dozens of articles on the role of technology in second language acquisition and was central to the development of the LC Commons, a meeting place for many constituencies across campus who gather to use digital teaching and communication resources. The Department of Languages, Literatures & Cultures made the transition to online teaching during the pandemic as effectively as it did in large part because of Iskold's vision of language teaching enhanced by the latest technology.

Professor of Spanish Joan Marx '77

Marx, who taught at the College for 37 years, is a Muhlenberg alum who has been a fierce advocate of languages at the College. She helped set the design of its language programs today. As a scholar, Marx has explored the work of Latin American women writers. She held leadership roles in the Middle Atlantic Council of Latin American Studies and Phi Sigma Iota, the national language honors society.

Associate Professor of Biology Paul Meier

In his 28 years at Muhlenberg, Meier led the 1999 revision of the biology curriculum to be more welcoming to majors and non-majors and spearheaded the planning of the New Science Building. He mentored students on wide-ranging research projects on amphibians, birds and mammals and was awarded more than \$1.4 million in National Science Foundation grants. He served as chair of several College committees, chair of the Department of Biology and advisor to the Penn Dental Program.

Lecturer of Theatre & Dance Shelley Oliver

Oliver led Muhlenberg's tap program for more than 25 years. As an educator, Shelley presented demonstrations at Lincoln Center, New York City public schools and universities nationwide. She founded the Muhlenberg Jazztap Ensemble, providing community outreach throughout the area; pioneered a math/tap program for elementary and special needs classes; and produced an educational CD series that has become a standard pedagogical tool in the tap world. She also contributed choreography for numerous Muhlenberg dance and musical theatre productions.

Associate Professor of Media & Communication Kate Ranieri

Ranieri was a contributor to the Department of Media & Communication, most notably advancing the work of students interested in documentary practices, for 16 years. Her coursework enriched students studying and making documentary work while keeping an eye towards the ethical work of storytelling. She collaborated with colleagues across LVAIC to host the Social Research and Social Justice Conference and worked with colleagues at Muhlenberg to develop historical practices in documentary research.

Associate Professor of Education Pearl Rosenberg

Rosenberg served the College for 23 years. Her writings on how pre-service teachers in primarily white teacher education programs deal with issues of race and racism have been featured in books and journals on progressive pedagogy and multicultural education. She has been a teaching artist in the Boston, Philadelphia and Allentown School Districts. Her research explores how children's voices emerge through graphic, narrative and embodied play, particularly through open-ended activities like drawing, painting and sculpting.

Professor of Philosophy Ted Schick

In his 41 years at Muhlenberg, Schick played an important role in creating the First-Year Seminar Program. He also proposed, developed and oversaw the Muhlenberg Scholars Program, the first honors program unique to the College. Schick is the author of a number of influential and widely used textbooks in philosophy including *How to Think About Weird Things*, currently in its eighth edition. Schick has done much to popularize philosophy and has written about philosophical themes in *Star Trek*, *The Matrix* and *Lord of the Rings*.

Professor of Psychology Alan Tjeltveit

Prior to Tjeltveit's 32 years at Muhlenberg, he worked as a psychotherapist on psychiatric units, engaged in private practice and taught part-time at the college and university levels. At the College, he taught courses about psychotherapy and counseling, abnormal psychology, philosophical psychology and the psychology of good and evil. His research interests include the ethical dimensions of psychology, the connections among psychology and philosophy, the intersections among psychology and spirituality/religion and the psychology of love of God and love of neighbor.

Professors of Theatre Curtis Dretsch and Charles Richter and Professors of English David Rosenwasser and Jill Stephen also retired at the end of the 2020-2021 academic year and were covered at length in the Summer 2021 issue of *Muhlenberg Magazine*. If you missed those stories, they can be found online at muhlenberg.edu/theatreretirements and muhlenberg.edu/englishretirements.

Daniel J. Wilson: Historian and Disabilities Studies Expert

Emeritus Professor of History Daniel J. Wilson of Bethlehem, Pennsylvania, died June 11. He was remembered in a celebration of life on October 10 in Muhlenberg's Gideon F. Egnor Chapel.

Wilson earned his bachelor's from The University of Wisconsin-Whitewater and his master's and Ph.D. from Johns Hopkins University. He joined Muhlenberg in 1978 and made countless contributions to the College community during his decades of service. He retired in 2018.

As a child, Wilson contracted polio, months before the Salk vaccine was available for children his age. While teaching at Muhlenberg in the 1980s, his own health complications and his history with health stigma coincided with the fear and uncertainty present at the onset of the HIV/AIDS epidemic in the United States. Research and writing about polio from a survivor's perspective shaped his interest in the history of medicine, which resulted in valuable additions to public health, the emerging field of disability studies

Emeritus Professor of History Daniel J. Wilson teaching in 2006



and Muhlenberg's curriculum. Wilson introduced new courses in African American history (now Africana studies), women's history, environmental history and the history of medicine. He served on the faculty committee that successfully proposed the addition of a women's & gender studies minor and was one of the faculty who championed the creation of the Public Health Program.

His contributions to scholarship include the publication of eight books, including three on the polio epidemic and its survivors. He was a prolific author and editor, writing or contributing to dozens of articles and other works in his decades of study. Throughout his career and into retirement, he continued to serve as an expert on disability studies and on polio and related outbreaks in newspapers and on radio; his final interviews

drew comparisons between the COVID-19 and polio responses, including the need for the development and distribution of vaccines.

Wilson participated in a National Endowment for the Humanities (NEH) Summer Institute on Disability Studies in 2000 and was the recipient of several prestigious fellowships and grants from institutions including the NEH, The Franklin and Eleanor Roosevelt Institute and the American Council of Learned Societies.

Colleagues remember Wilson as a mentor in pedagogy and scholarship and as someone who could navigate difficult situations with an appropriate degree of good humor. Wilson influenced generations of alumni, many of whom credit their career paths and research interests to his influence. He has been lauded as an outstanding citizen of the College, with service on a majority of faculty committees and a passion for ensuring the College was following its mission to serve students, faculty and staff.

Dan and his wife of 38 years, Carol, created an endowed fund, The Daniel J. and Carol Shiner Wilson Grant for the Completion of Scholarly Projects, to assist faculty with the completion of a significant work of scholarship or comparable professional work. The Wilsons have been recognized as members of the Anna Maria Weiser Muhlenberg Circle of the College's Lifetime Giving Society, of the Circle of 1848 Society and of the Henry Melchior Muhlenberg Society.

At Muhlenberg, he was awarded the Class of 1932 Research Professorship in both 1986 and in 2008 and was also a recipient of the Paul C. Empie Memorial Award (2005) and Outstanding Advisor to First-Year Students (1998). Beyond Muhlenberg, he helped establish the Disability History Association and served on the editorial board of the *Bulletin of the History of Medicine*, the premier journal in the field. He was a board member and president of the Board of Post-Polio Health International. He also served on the board of the Lehigh Valley Center for Independent Living and the board of the Good Shepherd Rehabilitation Hospital.

Wilson is survived by his wife, his brother, his brother-in-law, his sister-in-law and nieces and nephews. —Bill Keller

Science Journalist Sonia Shah Delivers First In-Person Center for Ethics Lecture Since Start of Pandemic



On September 22, dozens of masked students, faculty, staff and members of the local community gathered in Moyer Hall’s Miller Forum to hear the author Sonia Shah speak. Associate Professor and Director of Public Health Chrysan Cronin introduced Shah’s lecture as the first public event she’d attended at the College since March 10, 2020, when a faculty panel on COVID-19 took place in Miller Forum hours before students learned they had to leave campus.

“This is also my first in-person event since the start of the pandemic,” began Shah, a science journalist who has written five books, including 2016’s *Pandemic: Tracking Contagions from Cholera to Coronaviruses and Beyond*. “I’m here with a lot of gratitude and,” she paused, “a little bit of trepidation.”

Shah’s talk revolved around an appealing premise: While it’s important to think about how to prepare for the next pandemic, what if we also thought about how to prevent pandemics from happening at all? She visited campus as part of the 2021-2022 Center for Ethics series, which has the theme “Pandemic: Response, Resilience, Reflection.”

Other Center for Ethics speakers this fall included historian Dan Royles, economist Betsey Stevenson and social scientist Arthur Brooks (see right for more about his visit). The series will continue in the spring. For more details, visit muhlenberg.edu/cfe. —*Meghan Kita*



Social Scientist Arthur Brooks Visits Muhlenberg



On October 14, the Harvard professor and former president of the American Enterprise Institute came to campus as part of the Center for Ethics speaker series.

His public lecture, “Finding Happiness in Times of COVID,” addressed the forces behind political polarization in America—most simply, “both sides believe that they love but the other side hates.”

Polarization isn’t helping anyone, he said: “I bet if you have strong convictions, you would like to spread those convictions. Your eye-rolling is not getting it done. Your sarcasm is not getting it done. On the contrary, it’s locking in the bad blood that you have with somebody else.”

He offered a prescription for breaking out of the cycle, starting with advice he received from the Dalai Lama: When you feel like expressing hatred, instead, “express warm-heartedness.”

Students, faculty and staff had an additional opportunity to interact with Brooks during an afternoon panel discussion titled “Capitalism and Democracy in the 21st Century.” A lively Q&A followed. For the final question, Samuel Nulman ’24 asked what role corporations, nonprofit organizations and the government should each play in addressing socioeconomic problems. Brooks responded by saying that we often look for institutional solutions to problems that are actually cultural. He used social media companies as an example—they knew they were doing harm but did nothing to fix it because they were making billions of dollars.

“That’s pure selfishness,” he said. “That’s not capitalism’s fault or the government’s fault.”

Economic systems are just machines, he said, and how people use them can be beneficial or problematic. Addressing broad social problems begins with holding people to account for their actions: “A poor workman blames his tools,” he said. “A poor society blames its systems.” —*MK*

FALL SPEAKERS & EVENTS

HIV and AIDS Activism and Advocacy in the Lehigh Valley (40 Years)

This exhibit in Trexler Library's Rare Books Room utilizes the Lehigh Valley LGBT Community Archive, a partnership between Trexler Library and the Bradbury-Sullivan LGBT Community Center, to share the activism that took place locally as the HIV/AIDS crisis began and grew. The exhibit is part of the "40 Years of HIV/AIDS Activism: Perspectives from Around the Globe" event series taking place this semester.

Curtis Chin

Vincent Who? Documentary Screening and Talk

Writer, producer and activist Chin appeared on campus for a showing of his film, which details a 1982 hate crime and its aftermath, including a nationwide civil rights movement that united Asian Americans across ethnic and socioeconomic lines. *Vincent Who?* asks how far Asian Americans have come since then and how far they have yet to go.

Beth Macy

Dopesick: America's Epidemic

Macy is a journalist and author of three nonfiction books, including the 2018 bestseller *Dopesick: Dealers, Doctors and the Drug Company That Addicted America*. Her talk was co-sponsored by the Public Health Program and the student-founded nonprofit End Overdose Together.

Mandisa Mbali (40 Years)

Ending COVID-19 Everywhere? Lessons from South African AIDS Activism

Mbali, a historian, teaches at the University of Cape Town. Her main research interest is in health policy and activism, considered historically, as interrelated phenomena, both transnationally and within South Africa. She is the author of *South African AIDS Activism and Global Health Politics*.

Justin Perez (40 Years)

When Projects End: The Afterlives of HIV Prevention in Peru

Perez is assistant professor of Latin American and Latino studies at the University of California, Santa Cruz. Drawing on ethnographic fieldwork conducted in Peru's Amazonian region, this talk explored the afterlives of HIV prevention programs to reassess theories of anti-politics and failure as they pertain to global health and human rights.

Travis Rieder

In Pain: A Bioethicist's Personal Struggle with Opioids

Rieder, director of the master's of bioethics program and assistant director of education initiatives at Johns Hopkins University, was the speaker for the first annual Shankweiler Scholars lecture. His presentation deals with his personal experiences with opioid dependence and withdrawal following major surgeries after a serious accident.



Dan Royles (Center for Ethics, 40 Years)

Don't We Die Too?: Race and Sexuality in the Early AIDS Crisis

Royles (above), an assistant professor of history at Florida International University, is the author of *To Make the Wounded Whole: The African American Struggle Against HIV/AIDS*. This talk traces early efforts to respond to AIDS in Philadelphia's Black community and the ways that work was complicated by struggles over race, sexuality and urban space in the city. For more on the 2021-2022 Center for Ethics series, see page 11.

Betsey Stevenson (CFE)

Stevenson is a professor of public policy and economics at the University of Michigan. She served as a member of the Council of Economic Advisers from 2013 to 2015, where she advised President Obama on social policy, labor market and trade issues. Her research explores women's labor market experiences, the economic forces shaping the modern family and how these labor market experiences and economic forces on the family influence each other.

Mary Ziegler

A Conversation about Roe v. Wade and the Constitution

Ziegler is a legal historian, a professor at the Florida State University College of Law and the author of *Abortion in America: A Legal History, Roe v. Wade to the Present*; *After Roe: The Lost History of the Abortion Debate*; and *Beyond Abortion: Roe v. Wade and the Fight for Privacy*.

Class of 2020 Graduates Enjoy Belated Celebration

Their Commencement happened virtually due to the pandemic.

In October, they came to campus for a recognition ceremony, gala and brunch.

Left to right, speaker Benjamin Miles III '13, triumphant graduates leave the recognition ceremony, alumni tour the Haas bell tower



PHOTOS BY MARCO CALDERON

On October 9, about 200 members of the Class of 2020 gathered in Memorial Hall to celebrate their graduation in person with friends and family. Most came in the caps and gowns they never got to wear, at least not in public. Everyone, graduates and guests, wore masks, and a vaccination requirement added another layer of protection. Provost Laura Furge, who had not yet joined the College when these alumni were students, read each alum's name as they walked across the stage and posed for a photo with College President Kathleen Harring. After Furge announced the final name, the audience stood to cheer the graduates, an ovation that lasted more than a minute.

"The applause filled Memorial Hall and each and every person there was on their feet," says Madison Kirchofer '20. "I turned around in my chair and the pride and unity I felt in that moment was unlike anything I've ever felt before. I will hold on to that moment forever."

The unofficial theme of this graduate recognition ceremony—which took place one year, four months and 22 days after the Class of 2020 was supposed to have its Commencement—was 'resilience through adversity.' Speaker Benjamin Miles III '13, a member of the Alumni Board and the first Weiss Fellow to the Board of Trustees, opened his remarks by acknowledging the momentousness of being physically present with the Class of 2020.

"To be a member of the Class of 2020 implies that you are resilient," he said later in his speech. "You relied on each other during the height of the pandemic and these same connections will serve you well over the long term."

Harring, who delivered the closing remarks, described the day's purpose as "to recognize the academic accomplishments of the Class of 2020 and to recapture something that was lost."

"I ask that you take a moment to reflect on what you have learned from both your Muhlenberg education and the experience of this past year—a global pandemic, a racial reckoning, a deep political divide and a nation and society pushing forward to begin to find healing and reconciliation. How has it shaped you? How has it changed your expectations?" she said. "Of course, you have begun to answer these questions. You have been able to adapt, to move into the unknown, with trepidation I'm sure, but also, ultimately, with confidence."

In the evening, the Class of 2020 was able to celebrate together at a gala in the Seegers Event Space, a nod to the Senior Ball the pandemic made impossible. The celebration weekend concluded with a celebratory brunch—a la the usual Senior Week champagne brunch—on Sunday morning.

"Even though I had not been to campus in nearly 18 months, it was like I never left," says Desiree Bsales '20. "Arriving back on campus truly felt like coming home." —MK

Guys and Dolls

In his research into “precarious manhood,” Assistant Professor of Psychology Kenneth Michniewicz explores what it means to be seen as masculine and how fragile that perception can be.



PHOTOS BY RYAN HULLVAT/MERSIS, INC.

Assistant Professor of Psychology Kenneth Michniewicz owns a mannequin head. It has big brown eyes, a full face of makeup and long, black, synthetic hair. He bought it from Amazon, which markets it as a teaching tool for cosmetology students. Michniewicz uses it in his social psychology research.

“Having men braid hair is seen as feminine,” he says. “A really easy way to induce a manhood threat is to have a man braid hair.”

Some of Michniewicz’s research deals with the concept of “precarious manhood,” the idea that a man’s masculinity hinges on the behaviors he engages in and avoids. If even the act of braiding a mannequin’s hair in front of a single researcher is enough to threaten one’s manhood, that has implications that extend to more consequential behaviors. For example, “not doing what anybody else says” is perceived as masculine. So, men have been less likely to wear masks during the pandemic, especially in socially conservative areas where traditional masculinity is highly valued.

“What speaks to me personally about manhood is this idea that we all go around like we’re cogs in the machine and manhood operates a certain way,” Michniewicz says. “It’s important to test those assumptions.”

One way he does that with his students is by showing up to class, once a semester, with his fingernails painted. When someone inevitably asks “what’s with the nail polish?” or comments “nice

nail polish,” he uses that to start a conversation about how male professors are expected to present themselves and what happens to those who violate the norms.

“The expectations we have are often oppressive and can hurt people,” he says. “All we have to do is question them and be open to considering something different.”

Michniewicz became interested in social psychology—the study of how behavior is situational, particularly when other people are involved—when he took a course with a social psychologist after transferring to the University of Central Florida from a community college. Before that, he associated psychology with clinicians only and did not consider the teaching and/or research pathways that a psychology major might pursue.

“I’m a first-generation college student. My story of going through and figuring out that I wanted to be a professor is based on making a bunch of mistakes and not understanding what psychology was,” he says. “As a faculty member at Muhlenberg, I really value being able to get to know students because I can provide that sort of mentorship.”

In graduate school at the University of South Florida, he worked with a mentor on research related to precarious manhood, an interest he has carried into work with students at Muhlenberg. For example, he and students have collaborated on research examining how people perceive men and women differently based on what breed of dog they have.

Above, Assistant Professor of Psychology Kenneth Michniewicz poses with the mannequin head he uses in his research. At right, Michniewicz teaches the special topics course Research in the Psychology of Masculinity.

“People expect men to gravitate toward large dogs,” Michniewicz says. “Men are motivated to avoid owning smaller dogs or to come up with discounting explanations for it. If you see a man walking a small dog in the park, a Yorkie or something like that, he might say, ‘Oh, this is my girlfriend’s dog.’ Men distance themselves from the dog. That has implications later for how much people value certain kinds of dog breeds, and it informs their choices about adoption potential.”

He is currently recruiting students to continue research exploring men and feminism, including the rift between what a feminist actually is (someone who believes in the pursuit of gender equality) and what people believe a man who identifies as a feminist must be (“not a traditional, heterosexual, masculine man,” he says). The assumption is that a man who says he’s a feminist must have a reason for it—he has a daughter, for example—and Michniewicz wants to better understand why. The goal is to learn how to change the perception of women’s & gender studies, which is often seen as a discipline only for women or people with other minority identities.

More broadly, Michniewicz is interested in the dynamics of status, power and privilege; it’s the topic of his senior seminar, which requires psychology majors to produce a related group project. He carries that interest into his work with the Col-

lege’s Bias Resource and Education Team (BRET). He’s on BRET’s bias assessment team, which identifies patterns of bias incidents that may be increasing on campus in order to suggest intervention and campus-wide action. He is helping design a survey that will be sent to students, faculty and staff to help BRET understand what kinds of programming would be most beneficial to offer.

Michniewicz, who is gay, joined BRET after experiencing microaggressions on campus that were related to his sexual orientation.

“I want students to know that if they have any questions or concerns or have

experienced something like that themselves that I will listen to them and do my best to be an ally for them and advocate for them,” he says. “My hope is the survey is a message that we care and that we believe these things happen and we believe that they’re painful. We validate that, but we also want to do more than just validate it. We want to make Muhlenberg a more inclusive place. The survey is just a drop in the bucket in terms of what sorts of things we’d like to do about that.” —MK

“The expectations we have are often oppressive and can hurt people. All we have to do is question them and be open to considering something different.”

—KENNETH MICHNIEWICZ (PSYCHOLOGY)



From Pets to Jets

Travel writer Brandon A. Schultz '06 worked in book publishing for seven years before going freelance in 2018. During that time, he wrote four books (including three pet-centric titles, like 2015's *Cooking for Two—Your Cat & You! Delicious Recipes for You and Your Favorite Feline*) and built a network that would eventually allow him to freelance full-time. His first magazine travel piece appeared in *Out* in 2014. Now, he travels 50 weeks out of the year, has a travel column on Forbes.com and contributes to more than a dozen other outlets. He authored three chapters of *Fodor's Best Road Trips in the USA: 50 Epic Trips Across All 50 States*, out this month. His first solo-authored travel book, *111 Places in Philadelphia That You Must Not Miss*, publishes next summer.

MM What has it been like to be a travel writer during the COVID-19 pandemic?

BAS Oh dang, not ideal! Obviously, I had to stay home for a while, and that was a serious lifestyle change. I got to spend so much more time with my partner and my pets. That was a tremendous silver lining personally, but it definitely required a dramatic change in content professionally. I wrote loads of travel-related product guides for those five months that I was completely grounded and then transitioned to road-trip stories when domestic travel opened up slightly in late summer of 2020.

MM What's the most challenging part of your career?

BAS Freelancing is a constant hustle. As a new friend recently said to me, we wake up unemployed every day until we find someone to hire us. That's frightening to a lot of people. And, while I know everyone says they are tired all the time, it's extremely exhausting being in new places at least weekly, and often a couple times per week, changing time zones regularly, catching a few hours of sleep on a plane when possible and never knowing what day or, sometimes, what month it is.

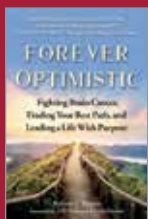
MM What's the most enjoyable part?

BAS Seeing the world for free is amazing. Before my study abroad year in Rome through Muhlenberg, I had never left the country. My family never took vacations and we didn't have a lot of money, so travel just wasn't part of my life, though I always wished it were. I still can't believe that I get to do it almost every day now.



Schultz with a friend's dog, Poppy, in Breckenridge, Colorado; above, in the Mexican village La Noria

| NEW RELEASES |



Robert Brams '81
Forever Optimistic: Fighting Brain Cancer, Finding Your Best Path and Leading a Life With Purpose

Skyhorse Publishing, 200 pages

In 2015, at age 55, Brams—then a lawyer—was diagnosed with brain cancer. This book details his journey since, including how the struggle inspired him to change his life's trajectory and dedicate his time to raising money and awareness for causes (fighting cancer and supporting youth wrestling) that he cares about.



Daniel Klem Jr.
(biology)
Solid Air | Invisible Killer: Saving Billions of Birds From Windows

Hancock House Publishers, 224 pages

Birds strike windows worldwide with death rates in the billions every year. Unlike the complexities of other environmental challenges, this important conservation issue can be solved right now. Klem, the world's leading expert on this issue, describes and summarizes both the challenges and necessary solutions.

Sydney Kozakis '21 Earns Accolades for Her Financial Advising

After graduating, Sydney Kozakis '21, a business administration major, started as a full-time financial advisor with Northwestern Mutual, where she began interning as a college financial representative the summer after her sophomore year. Her performance last year made her the top college financial representative out of a field of more than 2,500 interns nationwide. Kozakis is only the second woman in history to receive this honor, which is based on a point system that quantifies each representative's output, and the program dates back to the 1960s.

"The vast majority of the industry is made up of men," Kozakis says, noting that only 20 percent of Certified Financial Planners (CFPs) are women. "I know a lot of outstanding men in the industry ... but the truth is, many of them are just not reaching out to women."

Identifying this disparity helped Kozakis build her client base, which college financial representatives must do on their own. She began by planning for friends and family, and those contacts referred her to people in their networks and so on. She now has hundreds of clients, many of whom are young women.

At press time, Kozakis was about to take the CFP board exam. She began working toward this milestone, which requires taking six exams en route to the final comprehensive one, while juggling Muhlenberg coursework and the needs of her clients. After graduation, she was able to focus more on earning the CFP designation, a process that many CFPs spread out over periods of five or more years.

"If I'm going to be sitting down with people and helping them with their money every single day, I should get the highest designation in the industry," she says. "Getting myself educated to the extent that I have has helped tremendously in terms of the impact that I've been able to make." —MK



Adrian Shanker '09 Joins the Presidential Advisory Council on HIV/AIDS



Adrian Shanker '09, founder and executive director of Allentown's Bradbury-Sullivan LGBT Community Center, is one of eight new members of the Presidential Advisory Council on HIV/AIDS (PACHA). He was sworn in on August 4.

"I am deeply honored to be appointed by the Biden-Harris administration to serve as a

member of the Presidential Advisory Council on HIV/AIDS," Shanker said in a press release. "Health equity is an unmet dream at the center of the challenges faced by HIV/AIDS around our country and across the globe. I am grateful that President Biden, Health and Human Services Secretary

Xavier Becerra and Assistant Secretary for Health Dr. Rachel Levine have prioritized health equity, and I am grateful for the opportunity to serve alongside the other PACHA members as we all work toward the end of the HIV epidemic."

PACHA "provides advice, information and recommendations to the Secretary of Health & Human Services regarding programs, policies and research to promote effective treatment, prevention and cure of HIV disease and AIDS," according to its website. The council has up to 25 members from across the country, all selected for their expertise with regards to HIV and AIDS.

Shanker, who was a political science and religion studies double major at Muhlenberg, also serves as commissioner on the Pennsylvania Human Relations Commission and as commissioner and health committee co-chair of the Pennsylvania Commission on LGBTQ Affairs in Governor Tom Wolf's administration.

Hot Ticket



In the mid-1880s, a short-lived but elaborate tradition arose among Muhlenberg College first-year students. *The Cremation of Titus Livy*, an annual performance that took place as part of Commencement ceremonies, commemorated the end of the students' first year of studying Latin.

The earliest description on record is in the June 1887 *Muhlenberg Monthly*:

"It was some time after nine o'clock when a score of ghostly figures keeping time to the music of the Mountainville Cornet Band paraded down Hamilton Street with a coffin within which lay the doomed volume of Roman history as recorded by Titus Livius Patavinus. Crowds of people witnessed the weird procession and many hundreds followed to the campus in the rear of Muhlenberg College. Here the band, the Freshmen and the crowd surrounded a funeral pyre on which [the coffin] was laid and the torch was applied."

By 1889, the event, for which the class prepared all year, had become a theatre production. Someone played the role of Titus Livy, and the outlines of the plot varied from year to year: set in a "wizard's den," a courtroom, a classroom and a photographer's studio. Originality was prized, but Livy's fate was sealed (although in 1895, he was electrocuted, rather than cremated).

The production was staged at the new Academy of Music at Sixth and Linden Streets; it was advertised in and covered by Allentown's newspapers. By 1895, the production programs (examples above) had become elaborate affairs, 18 pages in length and packed with local advertisements by attorneys, clothiers, photographers and grocers. The performance had reached five acts and employed a costumer and an orchestra.

In 1896, the Class of '99 produced the play *Herodotus*; the tradition of first-year theatre continued, but Titus Livy rose no more.

If you have any items of interest to the Muhlenberg archives, please contact susanfalciani@muhlenberg.edu.



Work is underway on the Parkway Boulevard Building on the hillside between Chew Street and Parkway Boulevard. The building, which is being funded by a \$7.5 million gift from an anonymous alum, will house the Innovation & Entrepreneurship Program, the Institute of Public Opinion, the Division of Graduate & Continuing Education and the Office of Community Engagement, plus art studio space.

Why I Study ... the effects of international finance on poverty and inequality reduction
Assistant Professor of Economics and Finance Lufei Teng



PHOTO BY TOM AMICO

I was born in the 1980s in China. I still remember the financial struggles that I saw everywhere during my childhood.

Nearly 90 percent of the population was living in extreme poverty. At that time, I couldn't even imagine traveling to a different province, not to mention studying abroad. That extreme poverty number was reduced to nearly zero by last year, after years of economic development. Millions of people have been lifted above the poverty line in the last four decades.

I have personally experienced great changes: In college, my parents told me they could financially support me to study abroad to pursue

higher degrees. This opportunity has taken me to where I am today, and I am extremely grateful for how poverty reduction efforts can change an individual's life.

In grad school, I met a professor whose research interest was the effectiveness of foreign aid on economic development in underdeveloped countries, and he later became my dissertation committee chair. I started to explore if foreign aid can pave the way for further private investment flowing into those underdeveloped countries. My assumption was that foreign aid was always helpful. However, I found that it depends on the institutional conditions and economic development levels of a country. Foreign aid can help improve the health-care system, the infrastructure, the education system—and that can create

a better environment for foreign private investment. On the other hand, foreign aid can be used to feed local corruption.

My other research interest is in economic inequality. In my current research, I'm looking at the effects of monetary policies on income inequality here in the United States. Last year, we had a recession caused by COVID-19, and our central bank printed out a lot of money. The short-term interest rate was lowered to nearly zero. What's interesting was, the unemployment rate was very high, but financial assets like housing prices or stock prices were doing great. This mismatch between the fundamental economy and asset prices could enlarge the income gap that has already existed. I'm trying to find a connection between these policies and the inequality.

Growing Careers

As senior global diversity and inclusion manager at NielsenIQ, Angel Diaz '16 creates opportunities for diverse talent to thrive in corporate America.

In 2013, Angel Diaz '16 shared her story at a rally in Bethlehem. She was born in Venezuela, and her parents brought her to the United States when she was 3. She attended high school in Easton and enrolled at Northampton Community College. She applied for and was accepted to the Deferred Action for Childhood Arrivals (DACA) program, but at the time of the rally, she had no clear pathway to citizenship. That's what the activists at the rally were hoping to change.

Among the attendees was Adrian Shanker '09, executive director of Allentown's Bradbury-Sullivan LGBT Center. He approached her afterward and encouraged her to transfer to Muhlenberg when she finished her associate's degree. She told him it wasn't financially feasible.

"As an undocumented student, I didn't have access to scholarships, FAFSA, state support—none of that," Diaz says. "I had to pay for my education in cash."

Still, he convinced her to apply and helped connect her with then-Dean of Admissions and Financial Aid Chris Hooker-Haring and Director of Financial Aid Greg Mitton. The College offered her generous financial aid to complete her bachelor's degree in business administration. It

was the first in a series of interconnected events that ultimately led her to her current position as senior global diversity and inclusion manager at NielsenIQ, which provides data analytics for consumer packaged goods (CPG) clients.

"Every moment in my career has been a catalyst to the next one," she says.

For example, while at Muhlenberg, Diaz contacted Hispanic Heritage Foundation President and CEO José Antonio Tijerino as she sought ways to help with the humanitarian crisis at the border. He invited her to attend that year's Hispanic Heritage Awards in Washington, D.C., and Associate Dean of Students and Director of Student Diversity Initiatives Robin Riley-Casey sponsored her trip. During that trip, Tijerino offered Diaz a full-time position as his executive assistant to start the following semester, in the spring of her senior year. The College's Semester in Washington, D.C., program allowed her to finish classes while she fulfilled that role, and she was immediately promoted after graduation.

While she enjoyed the work at the nonprofit, she knew that, to grow, she needed to be outside her comfort zone, in a larger organization. When she was ready to move on, Tijerino, who was on Nielsen's Hispanic Advisory Board, helped make the connections that led to her move to corporate America. Diaz started as a university recruiting specialist on the media-insights side of Nielsen in March 2017. Since then, she's been promoted three times, even as the company split into Nielsen and NielsenIQ (in January) and NielsenIQ was sold (in March).

In her current role, which she started in June, Diaz has been juggling a few major projects. One is the launch of a 12-week data-analytics training program for college students called NielsenIQ University. The inaugural class of 120 students will be split into groups and tasked with solving real-world problems for real-world clients (Procter & Gamble, L'Oreal and Coca-Cola, to name a few) using NielsenIQ insights. The spring-semester program seeks to identify talent, including diverse talent, early on in





Angel Diaz '16

PHOTOS BY JOSHUA FERNANDEZ

college—sophomores and up can apply—and get students access to tools and insights that will make them the next diverse data analytic leaders in the CPG industry.

Diaz's other major projects have her working closely with NielsenIQ's nine Employee Resource

“I’m trying to strike the hard balance of not only attracting and retaining top diverse talent but putting them on the fast track ... My goal is to create programs that will help them navigate the learning curve and accelerate their careers so that they have as fair of a chance as their peers.”

—ANGEL DIAZ '16

Groups (ERGs). (She's held leadership positions in the Hispanic Organization for Leaders in Action ERG since she started in 2017 and is now its regional leader.) She helped plan a new conference for 600 ERG leaders from around the world that took place in October. Programming included opportunities to brainstorm how the ERG groups could support the company's commitment to diversity

and inclusion, to further develop leadership skills and to speak with the company's C-suite executives. She's also working to build a program called the Diversity Leadership Network, inspired by a

two-year rotational program for recent graduates she used to oversee.

“I’m trying to strike the hard balance of not only attracting and retaining top diverse talent but putting them on the fast track to help accelerate their careers,” she says. “Many of these individuals, like myself, perhaps lacked mentorship, access, common business acumen and understanding of how to navigate the corporate world. My goal is to create programs that will help them navigate the learning curve and accelerate their careers so that they have as fair of a chance as their peers.”

It's been a busy year for Diaz—not only was she promoted this summer, but she became an American citizen about a month later. A challenge of the new role is that there's so much work to do. She continues to seek out opportunities to develop professionally while helping mentor new, diverse talent looking to do the same. Her job requires passion and patience, she says, but she wouldn't have it any other way: “This is a personal dream to get to do this every day. Coming from being undocumented and getting to hire people who are DACA recipients, to really live that mission of making not just the CPG industry diverse and equitable but making corporate America diverse and equitable, that's incredibly rewarding.” —MK

Now Hiring

The current labor shortage could end in a way that strengthens the economy if employers would provide better pay, benefits and training for their workers.

By Yariv Fadlon

Throughout this year, many employers have struggled to find workers. The Bureau of Labor Statistics reported that by the end of July 2021, the number of job openings in the United States increased to a new high of 10.9 million. The number of people who were unemployed that month was about 8.7 million. Thus, even if all unemployed workers would fill the currently available jobs, there would still be a labor shortage. At the same time, the U.S. economy is booming after recovering from the intense slowdown in the second quarter of 2020 due to the start of the pandemic.

The fast economic recovery in the last year has increased the number of low-skilled jobs in many industries, especially retail, hospitality, food services and construction, but the supply of low-skilled workers has been much smaller. The supply-and-demand model would predict an increase in wages to close that gap. While the wage per hour did increase in many low-skilled jobs (by 12.45 percent over the last year for hospitality jobs, for example), so did the number of job openings (by 70 percent, for hospitality jobs).

So where are the workers? Many employers cite the fear some Americans have of being infected with the virus as one cause of the shortage, especially because many of these low-skilled jobs require constant interaction with other people. Meanwhile, the federal government and many state governments increased the duration and amount of unemployment benefits at the start of the pandemic. Many workers were making more through unemployment than they did from their pre-pandemic jobs.

In an attempt to combat the worker shortage, the federal government and many state governments have removed the unemployment benefit extension and increase, which reduced the unemployment benefits to millions of

Americans. The idea was to lower the incentive for unemployed workers to stay at home. Whether these changes reduce the worker shortage is yet to be seen, but they most likely will not. The economic literature does find evidence that unemployment benefits discourage workers from seeking jobs, but that effect is found to be small. In addition, 25 states eliminated the generous unemployment benefits at the beginning of the summer and continued to experience a labor shortage.

What else might explain the labor shortage? In the last three decades, many middle-skilled jobs vanished from the U.S. labor market. (To give one example, in the past, financial services representatives did not need a college degree, and a lot of what they did—calculating loan payments or expected retirement balances—is now done by computers.) In addition, the majority of the jobs that were created in that 30-year period were either low- or high-skilled jobs. This, in turn, has increased the inequality within the labor market.

One possible reason for the labor shortage might be that for low- and middle-skilled workers, the motivation to work for low wages declined during the pandemic. Since the generous unemployment benefits have ended, many low- and middle-skilled workers will have to either accept a low-paying job or adjust to a lower income.

But the return of some of these workers to low-paying jobs is not likely to close the shortage, because the supply might not be as large as before the pandemic. Families with young kids might transition to relying on one parent working while the other parent watches the children. Young adults who used to hold two or even three low-skilled jobs might switch to one job. If these are the main driving reasons for the labor shortage, then the problem is with the lack

The Bureau of Labor Statistics reported that by the end of July 2021, the number of job openings in the United States increased to a new high of 10.9 million. The number of people who were unemployed that month was about 8.7 million. Thus, even if all unemployed workers would fill the currently available jobs, there would still be a labor shortage.



ILLUSTRATION BY JEFF HINCHEE

of good job opportunities. (It's also possible that death and disability from COVID-19, including from "long COVID," is affecting the labor pool, but that's beyond my area of expertise.)

The current labor shortage, then, could be an opportunity to alleviate some of the inequality in the labor market and even to boost economic growth. The average income of the poorest 20 percent of households in the United States has remained stagnant at a non-livable level for decades. When poor households earn so little, those individuals lack the means to learn a new skill or attend college. This, in turn, lowers the U.S. economic growth rate. An economy is also

much healthier without the huge inequality in incomes and job opportunities that characterizes the U.S. economy.

If employers increased wages and benefits to low-skilled workers and trained them to be more productive, prices would remain stable. And, one well-trained, better-paid worker could handle the same amount of responsibility as a few of the untrained, low-paid workers employers are currently trying (and failing) to find, reducing the number of job openings we see today.

Yariv Fadlon is an assistant professor of economics at Muhlenberg.

Q&A

10 Questions With... Jess Kasza '11

Co-director of PBS Digital Studios, Washington, D.C.

1

Describe what you do in five words or fewer.

Production executive,
creative solution finder

2

When did you know you wanted to be a producer?

I knew I wanted to work in production from my very first day on a set. I loved the energy and how all the different pieces work together to create something unique.

3

If you weren't a producer, what would you be?

Forensic anthropologist

4

What three songs best describe you?

"I Wanna Dance With Somebody" by Whitney Houston
"Lean on Me" by Bill Withers
"9 to 5" by Dolly Parton

5

What qualities in others do you most admire?

Empathy, passion, accountability and the ability to cook without recipes

6

What is your favorite place?

The beach on a sunny day

7

What's the best piece of advice you have received and who said it?

My mom used to say, "I don't care what everyone else is doing. I care what you are doing." It's not necessarily advice as much as it is a reminder not to focus on what other people think or do.

8

What are you secretly good at?

Guessing the right size storage container for leftovers on the first try

9

What historical figure do you most identify with?

I've always been inspired by women who were pioneers in their fields throughout history, no matter the subject. I hope to be even half as brave in my life to break barriers and establish paths forward for others.

10

Which living person do you most admire?

Both of my parents. They went through a lot in order to ensure that my sister and I would both succeed as first-generation college students. They are hardworking and supportive and can almost always find the silver linings in difficult circumstances.

Kasza's team at PBS won an Emmy for Prideland, a documentary series about LGBTQ+ Americans in the modern South. Learn more at muhlenberg.edu/kaszaemmy.



Muhlenberg in the Media

John Sullivan (media & communication) was interviewed by *The New York Times*.

Sullivan spoke about short-form podcasts in the article “Caveh Zahedi Has So Many Stories to Tell.” An article Sullivan co-authored, “How Apple’s new audio subscriptions are upending podcasting,” was picked up by the Associated Press and ran in *Fast Company* and 34 other media outlets.

A lengthy Q&A with *Resident Evil Village* star Maggie Robertson '13 appeared in *PC Gamer*.

Robertson spoke at length about being cast and performing as the famous “tall vampire lady” in the article “An interview with the actor behind Lady Dimitrescu.”

Marten Edwards (biology) spoke to *USA Today* for a series of five articles.

The articles, including “Millions of cicadas are coming to parts of the U.S. Here’s how you can help track them,” covered the emergence of the 17-year Brood X cicadas.

Chrysan Cronin (public health) was quoted in *The Philadelphia Inquirer*.

Cronin appeared in the August article “‘Enough is enough’: Rising anger over pandemic divide” about the increasing frustration of vaccinated people as the delta variant drove up new cases.

Director of Financial Aid Greg Mitton was interviewed by *The Chronicle of Higher Education*.

Mitton spoke in the article “Why Some Colleges Are Rethinking the Most Grueling Financial-Aid Form of All” about the stress and accessibility issues caused by the CSS Profile form and why Muhlenberg chooses not to require it.

A recent national climate survey by the Muhlenberg College Institute of Public Opinion was cited in *Time*.

The data appeared in a July article about the heat records North America is setting.

Kathleen Bachynski (public health) was interviewed by *Yahoo! Sports*.

The June story about the potential impact of athletes who test positive for COVID on sports leagues also ran internationally on Yahoo! sites in Canada, India, Singapore and the United Kingdom.

Tony Merchlinsky '24 was the subject of a story in *The Morning Call*.

The article covered Merchlinsky’s bone marrow donation to a cancer patient in Canada.



Muhlenberg Names David Donnelly as Dean of the School of Graduate Studies

Donnelly, who is responsible for Muhlenberg’s graduate and post-baccalaureate certificate programs, began the role on August 2. His higher education experience includes teaching and administrative appointments at the University of Houston, Sarah Lawrence College, Quinnipiac University and the College of New Rochelle. He has advised college leadership and served in key university roles, including interim chief academic officer and as dean for graduate studies and a school of communication. He has also served as an advisor for several EdTech companies. Donnelly earned a Ph.D. and master’s in communication from the University of Massachusetts and a bachelor’s in radio, television and film from the University of Maryland, College Park.

Personally Speaking...



Michael Albdewi '22

Biochemistry (premedical track) and Russian studies double major, Brooklyn, New York

He fell in love with biochemistry at Muhlenberg ...

"I came in wanting to study neuroscience. Before the spring semester, I emailed [Stanley Road Associate Professor of Neuroscience Jeremy] Teissere to say, 'Please put me into Mind & Brain,' one of the introductory neuroscience courses. He got me in after it was filled. I went to the first couple lectures and I could tell it was a really great class because everyone around me was enjoying it, but I was just like, *I cannot do this*. At the same time, I was taking Molecules and Cells, a molecular biology course. I would read the textbook, about proteins and DNA, and think, 'This is sick. This is the secret behind us.' I kept wanting to study that over this neuroscience course. It was a lot for me to drop the course and change my major, but that's what I did. Then, I went to see [Teissere] because I wanted to apologize."

... and he learned to appreciate the language he studied in high school.

"My high school made us take Russian—it was the only foreign language offered. I didn't plan on majoring in Russian studies, but during Through the Red Doors, I met [former Professor of Russian Studies] Luba Iskold. I was like, 'I have no idea why I took Russian in high school—why would I continue it now?' She convinced me to try it out, and I really enjoyed it. My favorite part of the major was learning about the culture and history of Russia. I don't mean to put on a tinfoil hat, but it's probably intentional that we don't learn a lot about Russia here. My family comes from Syria, and it's a similar thing—we don't learn much about the Middle East. If you're not well educated on a region, it's easy for your mind to be manipulated in a negative sense toward those people. Russian studies was an opportunity for me to expand my worldview by learning about another culture."

He conducts research with Associate Professor of Chemistry Sherri Young ...

"We study the transport of drugs across the blood-brain barrier. It gets frustrating—there's a lot of troubleshooting—but it teaches patience. It's really valuable to get involved in research if you're premed. It's necessary for the advancement of knowledge. At the root of the wish to be a doctor is to be able to help people, and that can be done in a myriad of different ways. One of those is conducting research, and at other institutions, it can be difficult to get involved as an undergraduate. Since I can at Muhlenberg, I thought it wouldn't be wise to let that opportunity pass me by."

... but his Russian studies courses have allowed him to develop an entirely different skill set.

"I wrote a big paper for [Professor of Political Science Mohsin] Hashim's course [Russian Government and Politics], and he liked it. He invited me to apply to present at the Pennsylvania Political Science Association conference next year. It's just a completely different mode of thinking. When you think about chemical processes or how certain molecules are supposed to work based on their properties and what they're composed of, you can make a claim that should be pretty close to the truth. It all makes sense and it makes my head feel nice, like, 'Ah, yes, everything works as it's supposed to.' But with a political science paper, you're reading so much and you're not finding an answer. It showed me how complex the world is and why there are so many issues in the world."

Becoming a student-athlete in the middle of his sophomore year, when he joined the football team as a tight end, enriched his Muhlenberg experience.

"Joining the football team has truly been the best decision I made in college. It's the thing that brings me the most joy on campus. I was hesitant to join the team freshman year because I was scared of balancing it with getting good grades—I knew med school was hard to get into. I thought it would be exceedingly difficult to balance athletics and academics. When I think back, I'm disappointed in myself because I succumbed to that fear without giving myself the opportunity to prove that I could or couldn't do it. What I learned is that if fear is keeping you from doing something you're really passionate about, you should try it anyway. I was glad I did because it ended up making school easier. I lost some time in my schedule, but I enjoyed my week so much more, which made everything else so much easier."

2020-21

Report of the President



Kathleen E. Harring

Over the course of the past 18 months, much has been written about the future of higher education. Some have predicted that the massive shift to online/remote learning that took place during the pandemic would mark the end of residential education. Others have speculated that the use of digital learning technologies would forever change the classroom experience. At the time, all this speculation didn't sound so hyperbolic. Some of the leading voices in higher education even gave these notions credence.

We, too, have spent a lot of time discussing the future of the Muhlenberg experience. In fact, we began those discussions well before COVID-19. Digital pedagogy has been a part of teaching and learning at the College since 2013, and its use as a means for strengthening the student experience has been one of many components we have explored as we look at changing student demographics and the skills needed to succeed in the global economy.

Throughout our discussions, we have adopted a viewpoint closely aligned with our institutional values and culture. That is to say, we believe that an in-person experience with faculty mentors in an active, collaborative environment gives students more than just an education. It gives them a community.

Sometimes the negativity and hyperbole in the media can make you question your choices, but it only took one minute and 10 seconds on the afternoon of Saturday, October 9, to confirm my viewpoint that we are on the right path.

The pandemic sent the Class of 2020 home on March 14, 2020. COVID-19 deprived these students of their last college semester and the opportunity to share their academic accomplishments with their families during an in-person graduation ceremony. Though we held two virtual ceremonies to honor members of the Class of 2020, we had promised that they would have the chance to return to campus and walk across the stage in recognition of their accomplishments. We were able to hold the Class of 2020 Celebration Weekend in October. Throughout the weekend, a multitude of 2020 alumni expressed how happy they were to be "home" on campus and to see their Muhlenberg family.

A graduate recognition ceremony took place in Memorial Hall on that Saturday afternoon. The floor was filled with graduates and the bleachers with family and friends. After all of the students had their names read and walked the stage, Provost Laura Furge said, "President Harring, we have now recognized all of the Class of 2020 graduates present today." The audience burst into a standing ovation that lasted one minute and 10 seconds. It was an unbridled outpouring of joy and support for these students. It also spoke directly to the importance and deep meaning of the residential Muhlenberg experience.

As we plan for the future of Muhlenberg, we have been focused on understanding how we can continue to evolve, as we always have, to make sure this experience meets our students where they are. This means we need to first understand the changing demographics of college-age students. The number of qualified students graduating from high school is on the decline across much of the



PHOTOS BY MATT LESTER

U.S., particularly in the Northeast, where most of our students call home. But within this decline there are two positive changes that we are paying particular attention to: the growth in the number of first-generation students and in the diversity of prospective students. The Class of 2025 that we welcomed to campus this fall includes nearly 17 percent first-generation students and 23 percent students of color—the most diverse class the College has ever seen.

Reflective of the demographic changes is the increase in the number of students eligible for Pell grants. Some of our most talented students are able to attend Muhlenberg because they qualify for this federal support. Recently, a new category around social mobility has been added to the *U.S. News* educational rankings methodology measuring how colleges and universities provide opportunities for students from diverse backgrounds. The current *U.S. News* ranking for Muhlenberg shows our overall six-year graduation rate at 82 percent while the graduation rate for our Pell students is 99 percent. Pell students at Muhlenberg perform at a high level in their academic accomplishments and as campus leaders.

What do these changes mean for the College?

In the best tradition of the liberal arts, Muhlenberg has a history of adapting to the changing world around us. Whether that be the start of our continuing education program more than 100 years ago, adding a business major in the 1930s or beginning the Emerging Leaders Program in 2011, we always strive to embody the principles of the liberal arts to critically examine information and create solutions for the complex problems facing the College.

Since Muhlenberg's first faculty cohort completed training in digital learning during the spring of 2015, our goal has been to incorporate digital tools as a way to enhance the educational experience. While we continued to train new faculty each year, the pandemic sped the process to include all faculty. It also presented the opportunity to explore new methods and outlets for student engagement, scholarship and artistic performance that can be integrated into face-to-face learning experiences across the disciplines. Now faculty across the curriculum have expanded their expertise in digital pedagogy and scholarship, advancing our strategic goal to strengthen students' digital literacy skills. We must continue developing innovative educational experiences and draw upon that same creativity to strengthen the residential student experience.

Muhlenberg's outstanding foundation in digital pedagogy also served us well as we launched our first two graduate programs—the master's of organizational leadership and the master's of applied analytics. These programs, which are built on the College's academic strengths, lay groundwork for Muhlenberg's future on two levels. More and more professionals, including many of our alumni, are seeking educational opportunities to advance their careers in emerging areas. These programs,

Now faculty across the curriculum have expanded their expertise in digital pedagogy and scholarship, advancing our strategic goal to strengthen students' digital literacy skills. We must continue developing innovative educational experiences and draw upon that same creativity to strengthen the residential student experience.



A number of departments have updated their curriculums, giving our students more opportunities for in-depth exploration of new and varied topics. This has always been essential to the liberal arts experience, but often curricular choices are inherited based on well-established, and sometimes narrow, canons.

which are unique in the Lehigh Valley, respond to that need. This fall, we also rolled out a new 4+1 program in applied analytics, which allows students to obtain both their bachelor's and master's degrees in five years. Programs like this enhance our academic reputation and the perceived value of a Muhlenberg education.

I am also proud of the work our faculty is doing to revise the curriculum by integrating diverse perspectives across the disciplines. A number of departments have updated their curriculums, giving our students more opportunities for in-depth exploration of new and varied topics. This has always been essential to the liberal arts experience, but often curricular choices are inherited based on well-established, and sometimes narrow, canons. As we move forward, we must expand our thinking about the curriculum to broaden the student experience.

Formal education is only half the equation in a residential college experience. Over the past 18 months, the College has responded to the changing needs of our students in some incredible ways. So many people play a role in the outstanding student life experience at Muhlenberg that I want to take a moment to recognize them. Staff from the health center, Counseling

Services, campus safety, housing & residence life, student activities, housekeeping, Dining Services and support services have given new meaning to the term "essential staff." I don't believe you will find an institution that performed better—maybe some performed as well, maybe—during the pandemic because of their hard work and dedication to our students and the community.

Another group that has had a tremendous impact on the student experience is the Student Government Association (SGA). The leadership of SGA last year became more active in engaging the student body and creating space for student voices and this year has gone to a whole new level. I encourage you to read the story about SGA President Zaire Carter '22 and his vision for SGA on page 40.

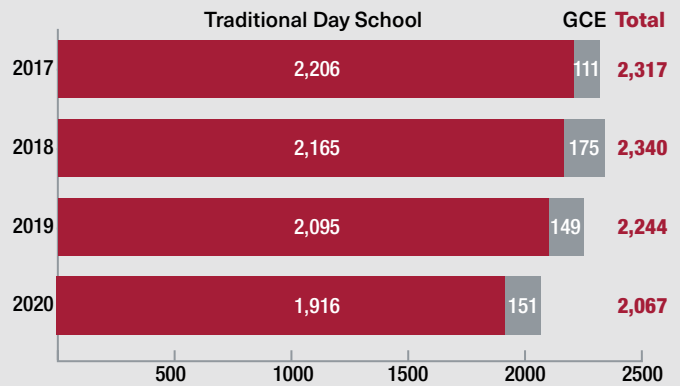
The student body at Muhlenberg is changing, a result of both the pandemic and the shifts in who chooses to attend college. Last year two different grant funds—an experiential learning grant and an emergency grant—were put in place to help students with financial needs related to their Muhlenberg education. These funds help students with costs related to things like travel to conferences, field trip costs or unexpected medical expenses. During the pandemic, these funds also helped many of our remote learning students with things like reliable internet connections and emergency computer needs.

Our return to campus was met with both joy at returning to community and trepidation. Many



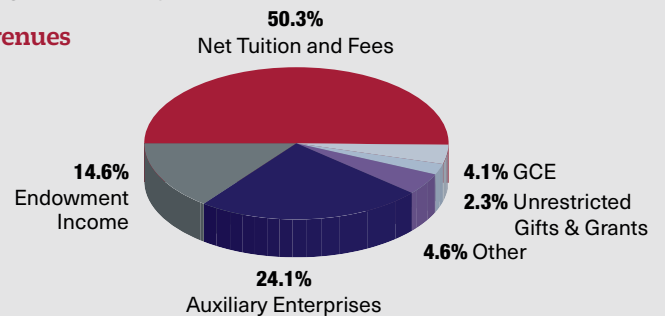
2020-21 BY THE NUMBERS

Total Fall Enrollment

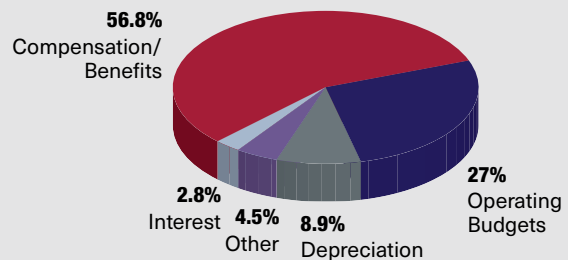


Budget Summary

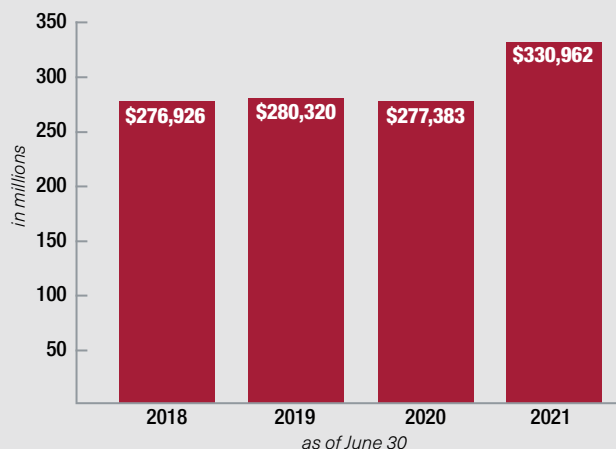
Revenues



Expenditures



Endowment Summary



students had not been in a classroom since the spring of 2020 and were unsure of what to expect. Nationally, there has been more emphasis on mental health in the past year, with the media spotlighting the stories of high-profile athletes who openly discussed their personal struggles. The topic of mental health and well-being is beginning to shed some of the stigma that it has often had.

The Counseling Services staff have done an outstanding job in meeting the needs of our students. This is true whether they were a remote resource during the past year or since we have returned to campus. As an institution, we understand that not every student will seek help or an outlet for the stresses in their life, so this fall we took a day to cancel classes and offer students as well as faculty and staff a day of learning activities, reflection spaces and support resources aimed at providing the Muhlenberg community with opportunities to prioritize their mental health and emotional well-being. The day was an incredible success with many sharing their thanks that the College made the day possible.

COVID-19 has played a bit of a shell game with us all, taking what we knew and giving us something different. It's presented us challenges but also opportunities to evolve as an institution. And one minute and 10 seconds of joy on an incredible October Saturday reaffirmed both the value of Muhlenberg's residential, liberal arts experience and the ways in which we continue to strengthen our great College.



HACKER HUNTER

Cybersecurity expert Priscilla Moriuchi '03 spent 13 years with the National Security Agency before entering the private sector. Today, in addition to her product security role with Apple, she studies and speaks about the cyberthreats posed by nations like North Korea, China and Russia.

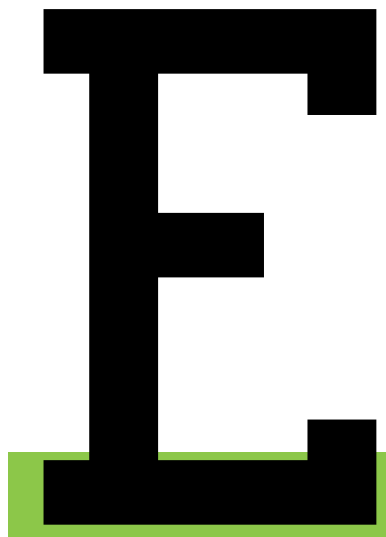
By

Meghan Kita

Photos by

Matthew Guillory

*Cybersecurity expert
Priscilla Moriuchi '03 on
the campus of Harvard
University, where
she's a non-resident
fellow at the Belfer
Center for Science and
International Affairs*



Early this year, hackers compromised tens of thousands of American organizations—health-care providers, law offices, universities, think tanks, manufacturers and a variety of others—by exploiting a weakness in Microsoft email server software. The hackers used a technique that allowed them continued access even after an organization installed the patch Microsoft provided. The American victims made up a fraction of the hundreds of thousands of organizations estimated to have been affected by the hack globally.

In July, the United States and its allies blamed China for the Microsoft attack. At the same time, the Justice Department indicted four Chinese citizens accused of working with Chinese intelligence agencies to steal intellectual property, including trade secrets and medical research, from American entities.

“For intelligence services, going after governments is expected. We don’t enjoy it when we’re the ones that get attacked, but we understand that we also engage in cyberoperations and are looking for classified information from our adversaries and that’s part of the playing field,” says Priscilla Moriuchi ’03, a senior security researcher at Apple and non-resident fellow at Harvard University’s Belfer Center

for Science and International Affairs. “We’re unique in drawing the line at using government resources to steal information from private companies to then prop up and give a competitive advantage to your own domestic companies. It’s a uniquely American position, one that is taking us decades to educate the rest of the world about, that this behavior should be unacceptable.”

Almost every time a cyberattack makes headlines, you can find a news outlet quoting Moriuchi. Before she moved to Apple last June, she spent three years as director of strategic threat development at Recorded Future, a cybersecurity company based in Boston. Prior to that, she worked at the National Security Agency (NSA) for 13 years. By the time she left, she was the NSA’s chief analyst for Asia and Pacific cyberthreats, including those coming out of China, Russia and North Korea.

“Promotion within that agency to a position as senior as Priscilla obtained reflects the consummate level of her analytic and bureaucratic skills and an ability to communicate vital findings clearly and concisely not just to fellow experts but also to an audience of generalized policymakers,” says Chris Herrick, retired professor of political science. “In her senior year, she was recipient of the James W. and Barbara H. Herrick Award, given to the graduating international studies major who showed the most promise for a career in international relations/studies. In her subsequent career, she has certainly demonstrated that she deserved that award.”



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AN UNEXPECTED JOURNEY

A class with Herrick is what inspired Moriuchi to study abroad in China, an experience she describes as “life-changing.” She entered Muhlenberg intending to declare a biology major en route to a career as a genetic counselor, a profession that had intrigued her since middle school. However, the chemistry courses she took as a first-year student were a wake-up call: “I realized the fundamental, basic sci-

ence that underpinned that career wasn’t something I was interested in,” she says. “It kind of took me off my path.”

As she started taking political science and language courses, she found a path again. She discovered in herself a curiosity about the world and a desire to travel. She’d grown up in Lewiston, Maine, and had rarely left the state; she’d flown only once,



to Walt Disney World, before she departed for China in the fall of her junior year. She studied in Dalian, a small city in northeast China, and was one of a small handful of Americans in her school. Her friends were from places like South Korea and Japan.

"I started learning about these histories and dynamics in Eastern Asia that I'd never learned about, and the impact those histories and cultures have on the world," she says. "I was studying in China when they were opening up and their economic growth really started to kick in. I spent a lot of time studying the language, trying to meet Chinese people and understand their system of government and how they placed themselves in the world and thought about their futures."

When she returned to the United States, she continued to hone her language skills and learn more about China and its neighbors. She applied and was accepted to a program that would have her teach English in a remote part of China for a year or two after graduation. But by the time she graduated in the spring of 2003, with an international studies degree and a minor in Asian traditions, she was jobless: The SARS outbreak had forced her program and others like it to cancel. She took a position as a tennis

counselor at a sleepaway camp as she pondered what to do next.

"I did not have a cell phone—I just wasn't into being reached all the time," Moriuchi remembers. "I got this call over the camp PA system: 'Counselor Priscilla, your mother is trying to reach you.' When I called her back, she said, 'Somebody from the NSA has been calling the house. I don't know what to tell them. Did you do something?'"

It turned out to be a recruiter. Moriuchi had attended a job fair during her senior year at Muhlen-

berg, and the recruiter noticed the Chinese language background on her resume. The NSA thought Moriuchi would be a good fit for its Intelligence Analyst Development Program, a three-year rotational program for recent graduates. She underwent the extensive process required to obtain a security clearance and started with the NSA the following summer.

Over the next three years, she rotated through NSA offices specializing in East Asia while attending grad school at George Washington University at night. By 2007, she had a master's degree in international relations and affairs and a full-time role in a counterintelligence office at the NSA.

INSIDE THE INTELLIGENCE COMMUNITY

Moriuchi's first job involved researching other countries' intelligence services (mostly those of China and Russia, at the time) and determining how they were trying to gain access to American classified data. The intelligence community was only beginning to realize the magnitude of the threat of cyberoperations, Moriuchi says.

"We were just learning about how interconnected companies and governments really are. We were learning about vulnerabilities, in software and hardware, and really forming the base of the cybersecurity and information security industry as we know it," she says. "It was exciting to have been there during that time, at the foundation for a lot of the cybersecurity community."

Unlike many of her colleagues, who were trained in computer science, Moriuchi approached cyberthreats and cyberoperations from a geopolitical standpoint. She had learned enough through the rotational program and additional NSA training to understand the technical side of cybersecurity, but she brought to the table extensive knowledge of the context in which adversarial nation-states were carrying out their operations.

This expertise helped Moriuchi advance within the agency, and by 2015, she was the chief analyst for all Asia and Pacific cyberthreats. She set the mission and priorities for a team of more than 200 people. She played a pivotal role after the U.S.-China Cyber

Agreement—“the only bilateral agreement countries have signed that’s supposed to put some boundaries around cyberoperations,” per Moriuchi—was established in 2015.

“I was in charge of making sure China was following its obligations. It was not supposed to utilize government resources to conduct cyberoperations for economic gain, to give Chinese companies a competitive advantage,” she says. “Ultimately, there was no enforcement mechanism for that agreement.”

The question of how to impose consequences for cyberoperations is one the U.S. still struggles with, in part because the scale of the damage often isn’t quantifiable until years down the road. Moriuchi gives the example of the wind-power industry: Ten or 15 years ago, it was dominated by American companies. Now, because of long-ago cyberoperations that stole intellectual property, it’s dominated by Chinese companies.

The United States has started indicting the foreign government officers responsible for cyberattacks, as it did with the four Chinese operatives named in July. The FBI realizes the subjects of these types of indictments are unlikely to see the inside of an American courtroom, but the practice is still useful: It demonstrates where the U.S. draws the line on cyberoperations and helps disseminate information companies can use to protect themselves.

“Small to medium-sized companies don’t have teams of information security professionals. In pharmaceuticals or the biomedical industry, a lot of companies are small, with cool, innovative ideas that could be groundbreaking years from now,” Moriuchi says. “It’s about getting information out to the one defender that works at that pharma or biotech company: ‘Here’s the threat. Here are defensive measures you can take to help yourself defend against a nation-state coming after you.’”

LIFE AFTER GOVERNMENT

Moriuchi continued to generate and distribute such information even after she moved to the private sector in 2017. The hours she worked at the NSA—sometimes leaving the house at 5 a.m. and not return-

ing until 7 or 8 p.m.—did not leave much time for her to spend with her new daughter, and she sought greater flexibility. She relocated to the Boston area to become the director of strategic threat development at the cybersecurity company Recorded Future. There, she conducted and published research on the operations of nations like China, Russia and North Korea using publicly available information.

“The role was pretty similar, even though I wasn’t working in government. Private industry and researchers are, in many ways, the unclassified intelligence that helps governments on the public side,” she says. “It allowed me for the first time to talk to

“Today, I feel gratified that the things I do are helping to protect normal people against threats they could never be equipped to handle. An individual cannot protect themselves against the North Korean intelligence services. I’m having a positive impact in helping people behind the scenes.”

—Priscilla Moriuchi '03

people about intelligence work, which I'd never been able to do in the past."

In 2019, while still with Recorded Future, she joined Harvard as a non-resident fellow. The position allows her to collaborate with other experts as well as undergraduate and graduate students on research. Her fellowship is with the Korea Project, whose goal is "to foster a deeper understanding of rapidly evolving security challenges on the Korean Peninsula and to develop creative approaches to effectively address them," according to its website.

Moriuchi contributes to the project with research on North Korea's unique style of cyberoperations: "Most countries use their military and intelligence services to conduct operations against companies or governments, looking for information. North Korea is focused on stealing and generating revenue," she says. "The Kim family essentially runs a cybercriminal organization. They use the state to conduct these operations where they're doing things like stealing millions of dollars from banks or ripping people off on online gambling sites. They're so outside the nation-state norm."

These kinds of operations can generate upwards of hundreds of millions of dollars, which could support something like a nuclear weapons program. Still, Moriuchi says that the intelligence community was not focused on this type of revenue-generating activity when she left in 2017. Today, her work with the Korea Project helps sound the alarm.

"I try to produce research and find new ways North Korea is generating revenue. I try really hard to engage with governments and other researchers to study this and to pay attention, both as a problem but also as a model," she says. "Other rogue nations, there's nothing to stop them from emulating this model. We have already sanctioned North Korea to the most extreme extent, and it's not really helping to solve this particular cyber problem."



Last year, Moriuchi switched gears professionally and went to work for Apple in a more technical role than she'd previously held. There, she's a senior security researcher responsible for product security—that is, helping to protect anyone who uses an iPhone or a Mac. It's a shift in that, for the first time, she's not just identifying and publicizing potential threats. She's able to actually implement changes to improve the security of Apple devices.

"I really enjoy protecting normal people," she says. "I spent so much of my life focused on military and government networks, which are really a small slice of the world. Today, I feel gratified that the things I do are helping to protect normal people against threats they could never be equipped to handle. An individual cannot protect themselves against the North Korean intelligence services. I'm having a positive impact in helping people behind the scenes." 🍷

Representation Matters

Muhlenberg's first Black student body president, Zaire Carter '22, wants to approach every situation with the will of the students—*all* of the students—driving his decision-making.

BY MEGHAN KITA



Sit down with Zaire Carter '22 and you'll get the sense he's not much of a sitter. He's in constant motion, waving at passing students, faculty and staff—is there anyone on campus he doesn't know?—leaning forward to emphasize a point, crossing and uncrossing his legs. His speech has the animated quality of someone who's spent a lot of time on stage (he has) or who's fresh off the campaign trail (he is).

This spring, Muhlenberg's Student Government Association (SGA) held an election, and students selected Carter as their next president. He and SGA's incoming executive board and representatives were inaugurated at a masked, distanced event in Parents Plaza on May 7. SGA's incoming diversity, equity and inclusion chair Britney Jara '23 came up with the idea for the event, which included student performances (singing, dancing, poetry) and remarks from students, faculty and staff, including College President Kathleen Harring. It looked more like the inauguration of a U.S. president than the inauguration of a Muhlenberg student body president, an event that's typically less visible and elaborate.

But Carter wants to get away from what typically happens. He's been involved with SGA as a representative since his first year at Muhlenberg. This has given him insight into how the group, which he describes as "the bridge between students and the administration," works (and fails to work). He says SGA is bureaucratic and slow. He's noticed that the makeup of SGA (predominantly white) hasn't always reflected the makeup of the student body (still predominantly white, but less so than SGA). That divide has shaped how student groups are funded; for example, the Office of Multicultural Life's affinity groups began to automatically receive SGA funding at the start of each fiscal year only last semester.

He translated his experience with SGA into a campaign pitch to his peers that went something like this:

"Student government has not been there for you. It doesn't have to be that

way. For the first time, I want you to feel like this is your student government. It's not 'the' student government, it's yours. You have a part of it. You can participate in it, change it, influence it—it's yours ... My legitimacy comes from the student body, not from the administration or SGA. If what students are saying isn't central to the decisions that we make in SGA, then we're lost. I felt that's what was happening. I wanted to tell students, 'I won't make any major, big decisions without talking to you.'"

And that message sealed his victory. He defeated his two opponents, earning 66.7 percent of the vote, to become the College's first Black student body president. To him, the victory was an acknowledgment that students of color have not always had a seat at the table in SGA decision-making and that there's an appetite for that to change.

"There's this symbolic nature to it. If it means that someone else feels empowered or feels that they have the capacity to do this because it's been done before ... if someone feels, 'If Zaire can do this, it means the door is wide open for me and anyone,' if it provides that for someone, I'm very happy," he says. "There is a lot of weight to it. You want to do everything to perfection. When you're the first anything, you're setting the precedent, the boundaries, the course folks are going to want to take after you. They're going to want to go further than you did—and they should want to. If not, what's the point?"

Carter came to Muhlenberg from Burlington County, New Jersey, just outside Philadelphia. He tells his Muhlenberg origin story like this:

"When I was going through the college process, it came down to Pace University and Muhlenberg. Now, I wanted to go to Pace, but my mom wanted me to go to Muhlenberg, so we compromised and I ended up going to Muhlenberg."

Really, though, what appealed to him about the College was the ability to double major. At Pace, he would have been in a Bachelor of Fine Arts pro-



Carter speaking at the Fall 2021 Student Involvement Fair

gram, which would have left little to no flexibility to pursue other interests. At Muhlenberg, he's studying both theatre and political science.

"There's so much intersection between what we talk about in my political science courses and what we talk about in my theatre courses," he says. "Muhlenberg's theatre program is grounded within the foundation of the more knowledge you have, the more well-rounded you'll be, and the more well-rounded you are, the better artist or actor you will be ... the better person you will be. Being able to have that holistic approach to the arts was key for me."

Carter joined the College as part of its Emerging Leaders Program and quickly got involved in just about everything. In his first two years at the College, in addition to being elected as an SGA representative, he became a tour guide, the president of the Men of Color Network, a member of the student conduct board and a resident advisor. He also performed in several theatre productions,

including as a featured role—a rare feat for a first-year student—in 2019’s Summer Music Theatre production of *Bring It On: The Musical* and as part of that fall’s *Sedehi Diversity Project (SDP)* ensemble.

“In thinking about Zaire’s first and even second year on campus, I can’t count the times he would walk—or tap dance, if I’m being honest—into my office to tell me about a new opportunity he was told about, nominated for or interested in,” says Associate Director of Admissions Chelsea Schoen, one of Carter’s mentors. “While there were certainly moments when I would remind him that it’s okay to say no sometimes, he and I both knew that he would inevitably go for the position or opportunity we were discussing. And what I always knew during these conversations is that he would ultimately be successful and impactful in doing so.”

The pandemic slammed the brakes on Carter’s busy-is-an-understatement lifestyle. While he struggled at first to adjust to life at home, he was able to channel some of his energy into his role as director of the 2020 *SDP*. Each year, a new ensemble conducts interviews with students, faculty and staff and uses quotes from those interviews to build a production rooted in the issues the Muhlenberg community cares about at that moment. In June 2020, Carter and the ensemble

conducted more than 100 interviews. They spent the next two months transcribing, script-building and rehearsing a production that would, for the first time, have to take place over Zoom. It dealt with the dual pandemics of COVID-19 and racial injustice, the resurgence of Black Lives Matter, political polarization and the looming presidential election.

“Zaire and I were in the process of putting together the ensemble when we all were sent home,” says Assistant Professor of Theatre Leticia Robles-Moreno, *SDP*’s faculty advisor. “I am amazed at how Zaire got to create a sense of community with the ensemble over Zoom and how his leadership helped them to reimagine their work, which was a powerful and inspiring video performance.”

SDP debuted during the Class of 2024’s virtual Orientation and wrapped with a series of Zoom performances for upperclassmen, faculty and staff in mid-September. After that, Carter faced a semester of virtual learning from his New Jersey home. The College had asked him to be on campus as a resident advisor—first-year students were the only full class on campus that fall—but he declined. Instead, he immersed himself in his schoolwork and focused on working out, eating better and taking care of himself.

“Going from zooming all the time to Zooming all the time ... hitting that wall,

going back home, your role as a member of this community changes,” he says. “It slows down. Maybe I needed that.”

By the time Spring 2021 arrived, Carter’s reservations about returning to campus competed with his desire to get out of the house and back to some semblance of his pre-COVID life. He opted to return to Muhlenberg, where he was a resident advisor in East Hall. Pandemic protocols complicated that role—what was and wasn’t allowed could vary week to week depending on COVID conditions, and rule-breaking had the potential to affect the health and safety of other students to a degree a pre-pandemic infraction rarely could.

However, he says, his residents were great, and that allowed him to focus his attention on other things. One was an in-person iteration of *SDP*, one that took the fall script and adapted it to reflect all that had happened since the previous summer—a presidential election, a rise in anti-Asian racism, the continued but evolving presence of COVID-19. To accommodate size limitations on gatherings, the performance took place at four different stations, with small numbers of audience members rotating between them. Each station had an activity associated with it: For example, at the station that dealt with institutional accountability, the area outside Robertson and South Halls was marked with zones labeled from “strongly disagree” to “strongly agree.” *SDP* ensemble members read statements (like “Muhlenberg as an institution is anti-racist”) and audience members moved to show where they fell on the spectrum. They left with colored bracelets that corresponded to the topic they felt most strongly about as a reminder to act on any dissatisfaction they were feeling with the College.

“When you’re in a theatre, there are folks on stage or in the performance space while you’re in the audience. We wanted to blur those lines,” Carter says. “In the work we do, you cannot just be a spectator. You have to be a spec-actor.”



Carter (far right) played Twig in the 2019 Summer Music Theatre production of *Bring It On: The Musical*.

“While I may be the first
Black student body president,

**I will not
be the last.”**

—ZAIRE CARTER '22



His other major project last spring involved SGA, but it wasn't originally his own bid for the presidency. At first, his goal was to change the election process. For years, the student body was allowed to vote only for president and the 22 student representatives. The other executive board positions—such as vice president, treasurer and secretary—were chosen by current members of SGA. Carter started a petition calling on SGA to allow students to vote for all positions and collected a couple hundred signatures. Some of those same students spoke at an SGA town hall in March, criticizing the election process and SGA more generally for its disconnect from students, specifically students of color. After that meeting, the election process changed.

"I felt personally that we had so much momentum in the spring. There was so much excitement around SGA. It seemed like we had a spark of students caring about SGA and knowing about us and that was really important to me," Carter says. While he respected the other candidates for president, "I thought that, if in charge, the direction they would take the College and SGA, it would either go back or it would stay static. I thought that I could push it forward."

So Carter entered the race, with his friend Robin Chodak '22 as his campaign manager. They made buttons and stickers. They recorded campaign videos. They stood at tables in Parents Plaza and talked to students. Carter participated in a debate. At the end of what Carter describes as "the most exhausting week of my life," SGA had a new president-elect.

His tenure, which began this semester, has revolved around making sure the students he represents—as many of them as possible—know who he is and feel comfortable approaching him. He recorded a welcome-back-to-campus video with Harring. He spoke at Opening Convocation and at an event celebrating Henry Melchior Muhlenberg's birthday. He and other members of SGA tabled



Carter and College President Kathleen Harring co-starred in a welcome-back video that went out to students, faculty and staff before the Fall 2021 semester began.

during Orientation Weekend and at the Student Involvement Fair.

At the fair, a junior came up to him and said, "You've been in this job for five days and already I know more about SGA than I have in the past two years." This, to Carter, was the ultimate compliment. He'd seen SGA host open meetings that drew only a few students. He'd seen SGA send out student surveys and receive only a few responses. He'd seen former SGA leaders become frustrated by this perceived lack of student interest.


"Students wouldn't be responsive to a group they felt was never there for them. No one is going to fill out your survey or come to your event if you don't care for them first. If you don't tell them you're there to support them, they're not going to do anything for you," Carter says. "People have to see you. Representation matters and visibility matters. People cannot go to you if they don't know you exist."

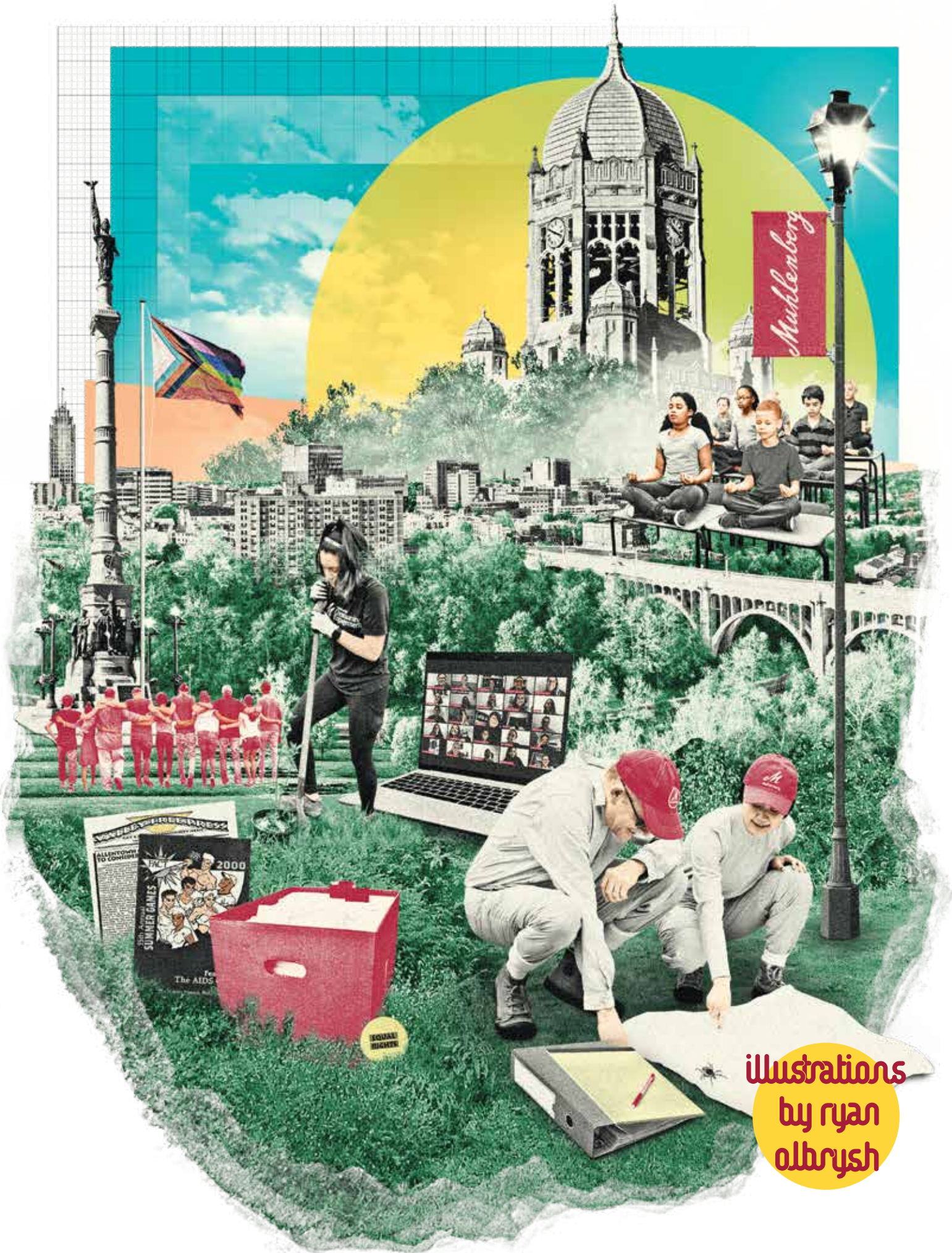
Some of the student wants and needs he hopes to address are not new. For example, students have been asking for free laundry and free hygiene products in women's and gender-neutral bathrooms for at least the last two years. A newer issue he's been hearing about is the dining situation: Dining Services, like many other businesses nearly two years into the pandemic, is struggling with worker and supply-chain shortages, and

students aren't happy about how that's affecting hours and options.

A refrain Carter has heard from SGA leadership during his time at Muhlenberg is that change happens slowly. He acknowledges that these issues are complicated—there are lots of stakeholders and moving pieces in, for example, the laundry decision, and that's one reason it has taken so long to move the needle. Still, he says SGA is making progress on some of these issues because, under his leadership, the group has a clearer, student-driven purpose as well as a closer relationship with the administrators who need to be on board with these types of changes.

A challenge SGA will always face, though, is that its leaders, however visible and visionary, will soon graduate, as Carter will next May. What happens then?

"I am starting to feel that students know about SGA and are comfortable coming to us. I hope that this relationship continues long after I'm gone," Carter says. "I know that while I may be the first Black student body president, I will not be the last. There will come a day when having a Black president won't be a rarity, but an abundant reality. And when that day comes, I'll know that I was one person in a long line of others who helped open the door to that new world. And that's a legacy I can live with." 



illustrations
by ryan
olbrysch

better together

by
meghan
kita

Community-engaged scholarship happens where learning goals and community goals converge. Collaborating on projects and programs benefits both the Muhlenberg students and the local partners involved.

This spring, two young alumni and a current student experienced the thrill of seeing their research published for the first time. The paper “Effects of a School-Based Mindfulness Program for Young Children” appeared in the *Journal of Child and Family Studies*, with Tovia Marinstein ’20, Brooke Bailey ’20, Sarah Cehelyk ’22 and Professor of Psychology Mark Sciotto listed as co-authors. The fifth co-author, Denise Veres, founded the Allentown nonprofit Shanthi Project, which administers school-based mindfulness programs in the Lehigh Valley and New Jersey.

In 2013, Sciotto heard through a colleague that Veres needed help evaluating the effectiveness of Shanthi Project’s programs, a step that’s required to secure funding. At the time, Sciotto was teaching Psychological Assessment, a class in which students learn how to measure and quantify psychological variables such as intelligence, love and resilience. A group of his students worked with Veres to come up with measures Shanthi could use to evaluate its programs. When Sciotto taught the class again in 2015, another group did the same.

“Prior to founding Shanthi Project in 2010, I had a 20-plus year career in medical research, and though I appreciated how data can drive program development, behavioral research was new to me,” says Veres, who served as Shanthi’s director of research when the recently published study was underway. “Sciotto’s interest in Shanthi’s early work and his willingness to lend expertise and collaborate long-term helped Shanthi achieve the goal of presenting ever-improving and relevant programs based on robust research.”

In Spring 2019, Sciotto taught a seminar in which Shanthi Project identified three dimensions of its school-based mindfulness program it wanted to evaluate and students, including Marinstein and Bailey, worked with Veres and a colleague to develop assessment methods. The two students then joined Sciotto’s research group and worked with Shanthi to collect data on the outcomes of their programs at a local elementary school in Fall 2019. Cehelyk joined the research team as it began the process of analyzing the data and writing up the results. In addition to the published paper, this cyclical

relationship has produced valuable insights for a community partner as well as opportunities for students to apply what they're learning.

"This project arose out of multiple years of collaborative work with Shanthi Project. At every step of the process, students have played an integral role in shaping the questions, methodology, analysis and dissemination of this research," Sciutto says. "Community-engaged research, when mutually beneficial like this, can be truly transformative for all parties involved."

Reciprocity is a central value of all community engagement at the College, including the work that happens within the context of courses or independent research. When faculty, staff and students form relationships with local partners, they can collaboratively identify where their interests and knowledge might overlap. The potential to do something that benefits not just the students and the community partners but the Lehigh Valley as a whole then emerges.

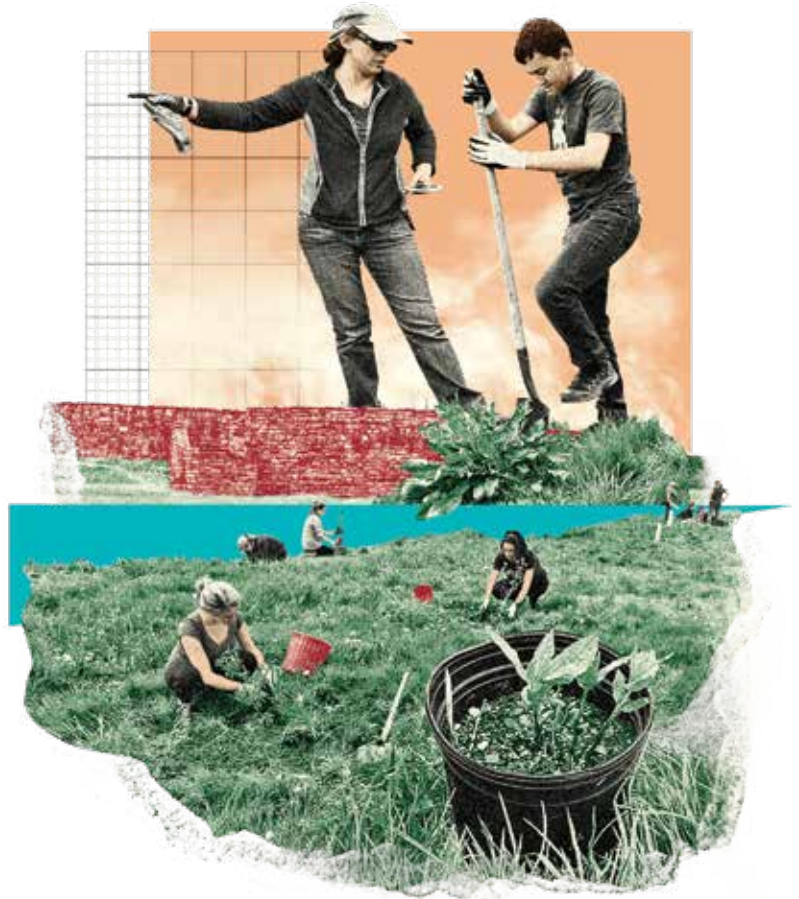
Many College departments and programs offer community-engaged learning opportunities. In any given semester, approximately 10 courses are connected to communities, and community-engaged scholarship outside the classroom takes place throughout the academic year and over the summer. While the scholarship itself can look very different from one discipline to the next, there is an overarching thread that ties this work, including the sampling of opportunities that follow, together: "They're all addressing particular issues that will make our collective communities stronger, better places to live," says Director of Community Engagement Beth Halpern. "It's not necessarily about the particular organization or relationship but about what makes our community spaces stronger, more equitable and healthier."

parks and education

About a decade ago, Senior Lecturer of Biology Kimberly Heiman found herself on the board of four local nonprofit organizations, including Friends of the Allentown Parks. She joined to contribute her expertise in sustainability and conservation, and at meetings, issues would arise that dovetailed with what she was teaching.

"As I was listening, I thought, 'I could throw some students at that question and we could get the answer,'" she says. "If you're a nonprofit or an agency working in a cash-strapped environment, you don't have the people power to answer all your questions."

Starting in 2013, she began utilizing students in her Local Sustainability course to work on projects identified in collaboration with Karen El-Chaar, who was then the executive director of Friends of the Allentown Parks. The



partnership continued after El-Chaar became Allentown's director of parks and recreation in 2018.

"The goal of community-engaged learning is that the professor has particular learning goals for a project or a course. A community partner has different needs. Together, you find this happy middle ground," Heiman says. "What good community-engaged learning requires is the flexibility to adjust assignment details to meet the immediate concerns or needs or efforts of whatever the community partner is working on while retaining the core learning goals of the project."

One year, the parks department sought to control certain invasive plants, so Heiman's students supported a multi-site removal effort involving hundreds of volunteers by creating handouts to help individuals identify the species in question and participating in the removal. Another year, Heiman's students planned a restoration planting at the city's Union Terrace Park, and the following year, with help from funds from a Mellon grant, a new class of students made it happen.

"Working with [Heiman] and her Local Sustainability students has proven to be an extremely valuable partnership. Students have the opportunity to take a real parks-related situation, [conduct] research and apply the classroom knowledge to develop potential recommendations and

solutions,” El-Chaar says. “Given the success of so many projects, I look forward to continuing our collaborative ventures well into the future.”

Heiman will be working with El-Chaar to plan what the course will look like in Spring 2022, when students will again use what they’re learning to support Allentown’s parks.

“A lot of times, we as professors are teaching about stuff that could be applied, but if we don’t take a moment to apply it, it’s hard for students to see the real-world implications of what they’re learning,” Heiman says. “Being able to ground the classroom knowledge in the real world helps make it stick more and helps the students visualize how it can be useful beyond a test or a classroom setting.”

high stakes, lasting connections

The first semester Professor of Psychology Kate Richmond ’00 taught her Inside-Out course at Lehigh County Corrections Center, in Spring 2018, 30 Muhlenberg students applied for 15 spots. As she prepared to teach it a third time, she

received 110 applications.

“It’s a transformative experience,” Richmond says of the course. “You are definitely not the same person after taking that class. You experience knowledge in a different way.”

The Inside-Out Prison Exchange Program, which was jointly started by a formerly incarcerated man and a Temple University professor in 1995, is a pedagogical model meant to bring unlikely people together for sustained conversations working toward the goal of education, Richmond says. The “unlikely people” here are college students and students who are incarcerated, who spend a semester attending class together within a prison. Any instructor who completes the Inside-Out training can create their own course; Richmond’s, which she developed in conjunction with the corrections center’s administrators, deals with mass incarceration in the United States.

“I remember meeting with [Richmond] for the first time, listening to her speak about her ideas for this class and thinking to myself, ‘We need to make this happen,’” says Warden Laura Kuykendall. “By [residents] sharing their life experiences with the [Muhlenberg] students, both the students and residents see how mass incarceration impacts every community.”

Outreach & Assessment Librarian Jess Denke co-facilitates the course with Richmond, partially because the prison restricts how information can be accessed and shared. At the start of the semester, all students

receive a binder of printed, prison-approved readings, a legal pad and a pen; this is what all of them, including the Muhlenberg students, will use to complete assignments. Without instant connection to technology, students spend more time developing complicated questions that Denke later researches for them when her access to library materials and the internet resumes.

When the semester begins, tension runs high. Many Muhlenberg students are setting foot in a prison for the first time. The incarcerated students often feel suspicious—most programming at the prison is heavily monitored and goal-focused (covering, for example, how to get a job), while this course is relational and dialogic.

“The way the activities are structured, we’re immediately building community with the goal of learning together,” Richmond says. “By the end, I have moments where I forget who’s a Muhlenberg student and who’s a student who’s incarcerated.”

Those who’ve taken the class have sustained their connections through a think tank they formed in the fall of 2018. Alumni of the course started meeting every six weeks to catch up over a meal and to collaborate on effecting change within the prison system. Pre-pandemic, each gathering would draw 40 to 50 people; while the group has continued to meet virtually, formerly incarcerated individuals tend to have less access to technology, Richmond says,



and that has been a challenge. The think tank's most recent focus was on bail reform and how to support other local groups' activism on the issue.

"This opportunity brings together the textbook knowledge with the lived experience," Richmond says. "The stakes are so high in that space that we feel an obligation, once all of us understand mass incarceration and connect with someone who lives it, to do something about it."

an uptick in Lyme awareness

Every summer since 2013, Professor of Biology Marten Edwards has taken students—clad in long sleeves and pants and doused in bug repellent—to the same 10 wooded areas in the Lehigh Valley. The group drags large rectangles of white corduroy across the ground; ticks

mistake the soft fabric for the belly of a mouse, one of their favorite hosts, and latch on.

Collecting ticks and testing them for pathogens every year allows Edwards to identify trends and share that information with local hospitals. While the longitudinal study is funded by Lehigh Valley Health Network's (LVHN) Luther Rhodes Endowment for Infectious Disease Research, Edwards shares what he learns with doctors from multiple health networks in the area.

"We get a much clearer understanding of what the likelihood of tick-borne infections will be in our patient population," says LVHN's Chief of Infectious Diseases Dr. Mark Knouse. "[Edwards] is very passionate about his work and we have learned an enormous amount when he and his students come to present their data and review posters with us."

LVHN initiated the research to better understand how many ticks in the Lehigh Valley were carrying multiple disease-causing pathogens. At the time, many doctors knew to screen patients for Lyme disease, but LVHN wanted data on what else was out there. Edwards knew it would need to be a long-term commitment: "The data from any one year isn't going to give you a very accurate picture," he says. "Tick populations fluctuate naturally. If we were to just report from one year, it could be a heavy year or a light year. What we're really interested in here is long-term trends."

He and his student researchers published findings in 2015 and again in 2019; the goal is to publish every four years. Since the last paper came out, the field team has discovered longhorned ticks, an invasive species from Asia that arrived in the United States in 2017, for the first time in this region. The amount of disease-causing pathogens has remained flat, but that's not a good thing: "We're stable at a high level for the bacteria that cause Lyme disease," Edwards says. "The others, while they're still at low levels, is not a reassurance for someone who gets those pathogens. It's extremely important for people to know that other pathogens are circulating in the area."

Participating in this research benefits students because they're able to experience the scientific process in a hands-on way. When they review research from other labs, they're better able to identify potential issues because they've struggled with similar challenges in their own work. They also sometimes get to see how their efforts have affected members of the community who enjoy spending time in the places they drag for ticks.

"When we're out in the field, we always talk to people who walk by: 'Have you seen any of these ticks? You know there are ticks out here?' People used to be surprised," Edwards says. "Now they know. They say, 'We're going to check ourselves later,' or, 'Yes, I'm wearing my special tick socks.' There's a lot more awareness in this area. That's extremely important. Lyme disease is preventable, and in the early stages, it's very treatable."



collection and reflection

The LGBTQ+ community in the Lehigh Valley has a rich history, with the first known local LGBT organization, Le-Hi-Ho, forming months before New York City's Stonewall riots in 1969. But, prior to 2016, the newsletters,

photos and other materials documenting the early decades of LGBTQ+ activism in the region "were basically in people's attics and basements and the trunks of their cars," says Special Collections & Archives Librarian Susan Falciani Maldonado.

That changed when Adrian Shanker '09, founder and executive director of Allentown's Bradbury-Sullivan LGBT Community Center, approached Trexler Library about collecting and organizing these artifacts and making them available to the public. The partnership between Bradbury-Sullivan Center and the College became the Lehigh Valley LGBT Community Archive. The archive includes materials from local AIDS advocacy organization Fighting AIDS Continuously Together Lehigh Valley, including organizational records and memorabilia from fundraising events. More recently, through a Lehigh Valley Engaged Humanities Consortium grant, the archive has gathered oral histories from LGBTQ+ community members who lived through the height of the AIDS epidemic in the 1980s and 1990s in the Lehigh Valley.


"There is a false narrative that suggests that LGBTQ+ people historically gravitated toward major cities, but with the Lehigh Valley LGBT Community Archive, we make it clear that LGBTQ+ people live here, have always lived here and have made significant impacts on the Lehigh Valley community—including during the early days of the HIV/AIDS epidemic," Shanker says. "Preserving local LGBTQ+ history provides a window into our past and a road map for future generations of advocates. That's why this work is so important for our Lehigh Valley LGBTQ+ community."

Bradbury-Sullivan Center hired Muhlenberg students to work as digital archive assistants with a goal to digitize and increase access to the archival materials. While students from several disciplines (including anthropology and political science) have interacted with the archive, the integrative learning course HIV and AIDS in the Lehigh Valley utilizes it the most. Teaching and Learning Librarian Rachel Hamelers launched the course in 2019 specifically to make use of the archive. Her students—all of whom were born after the height of the HIV/AIDS crisis in the U.S.—work with archival materials and hear from local speakers to better under-



stand what it was like to live through that era. A few of her students, inspired by something they saw in the archive in class, have gone on to conduct independent research related to the coursework.

Other students have also utilized the archive: For the past two summers, Mary Foltz, an associate professor of English at Lehigh University, has brought in undergraduate and graduate students to explore the existing material and plan how to expand it and exhibit it. Foltz and colleagues from other Lehigh Valley institutions and Bradbury-Sullivan Center have been instrumental in collecting the archive's oral histories, and the group has a shared goal of making the archival material less scholarly facing and more approachable to the general public.

"Capturing the activism and the history of the LGBTQ+ community, or any marginalized community, is a really important contribution to scholarship and to the future telling of stories that have too often been brushed aside," Falciani Maldonado says. "Taking this material in the archives and turning it into exhibit panels or a website that allows it to be consumed and enjoyed by the public, outside of academia, is the essential goal of public humanities work." 

Stay Smart

Alumni Affairs encourages lifelong learning with a variety of faculty-taught courses.



If I knew then what I know now. There's no question you've uttered those words to yourself as you've reflected on years past, the desks and notebooks of college classrooms a distant memory. But learning doesn't have to end with graduation. In fact, the Office of Alumni Relations doesn't *want* education to be a thing of the past for its alumni.

"What brought us together at Muhlenberg College was the desire to learn," says Natalie Kulp Hand '78 P'07, assistant vice president for alumni affairs and career services. "And we still have the opportunity to do that."

Hand and her team have worked diligently over the years to provide unique learning opportunities for alumni to dive into new topics, engage in meaningful—and sometimes challenging—discussion and connect with their alma mater in exciting ways.

Hour-long courses have been offered over Alumni Weekend for years, covering topics including climate change, gene editing and even how to cook Italian cuisine. But it was the COVID-19 pandemic that kick-started a program that had been percolating for quite some time, Hand says.

"Last year, alumni were looking for something to do and there was a lot of interest in virtual classes," she says.

Thus began Summer Deep Dives—month-long mini-courses developed and taught by College faculty and staff. Susan Falciani Maldonado, special collections & archives librarian for Trexler Library, taught a course on Muhlenberg College during World War II.

"The College has a particularly rich history during that period," Falciani Maldonado says.

Her alumni students investigated activities on campus

during the war effort by accessing the digital archives including *The Muhlenberg Weekly* and letters written by service people to students and staff on campus.

"No one in my class had been on campus during World War II. The oldest alumni in my class graduated in the mid-'60s, so this was all new information," Falciani Maldonado says. "They got to learn how the College operated during that period."

This past summer, Falciani Maldonado covered the College during the Vietnam era, when some of her students had been enrolled.

"I leveraged first-person accounts," she says. "The feedback I received was that younger alumni loved to hear from older alumni who were actually here."

In a similar vein, Jeff Pooley, professor of media & communication, morphed a first-year seminar he used to teach, 1968, into an hour-long course. He offered it to the Class of 1968 during its 50th reunion weekend. It is now a staple at Alumni Weekends.

"I've always been interested in the year 1968 because my father graduated from Lafayette College in 1970," Pooley says. "I have an astute memory of him describing himself entering college as a [Barry] Goldwater supporter, an Eagle Scout with cropped hair. He showed me his graduation photo. Long hair, leader of the student strike. I asked him what happened. He told me, '1968.'"

Pooley's alumni course crammed that world-changing year into an hour using multimedia tools to showcase iconic moments. He also relied on his students who were there to recount memories from campus during that time. Donna Van Fleet '68, a former editor of *The Muhlenberg Weekly*, is one of



73% of adults consider themselves lifelong learners

Source: Pew Research Center

For complete course listings, registration and all details:

Visit muhlenbergconnect.com/learning or email bergalum@muhlenberg.edu.



the alumni who presented to undergraduates taking Pooley's seminar and who also took the alumni course in 2018.

"It was a good course to take not just because we graduated in 1968 but to give us a broader perspective," Van Fleet says. "Our view of 1968 was a 20-something-year-old's view from the insulation of a college campus."

Van Fleet likens the year 1968 to the year 2020.

"We talk now about the catastrophic times we're in.

There's a political divide in the country. Racial tensions. It's 50 years later, but we have the same issues ... These cyclical disruptions must occur to wake us up and keep us vigilant and active. People say, 'We've never seen anything like [these current times]. Yes you have, if you lived during 1968.'

Not all of the alumni education offerings—Summer Deep

Dives, Alumni Weekend seminars and Center for Ethics lectures, to name a few—focus on history. Maura Finkelstein, associate professor of anthropology, taught Writing Like an Anthropologist this past summer.

Finkelstein, like other staff and faculty who have taken on alumni education courses, spent many hours planning and prepping for her program. She chose to focus on writing because she'd been taking writing courses herself. She encouraged her students to use their "superpowers"—observation and attention—to write about the scenes around them.

"I'd never done or considered continuing education before. It wasn't something on my radar," she says. "But it was such a joy to show up every week and teach people who are taking time out of their lives to learn something new."

Not only are alumni learning something new, or perhaps reframing things they studied in the past, but they are also staying connected with the College in ways that,

without continuing education, would not be possible.

Beth Anne Spaninger '72 took the Contemporary Poetry Summer Deep Dive course and calls it one of the most intellectually and emotionally stimulating experiences she and her wife have had since the start of the pandemic, nearly two years ago.

"We've been missing

'meals' of theatre and concerts during the pandemic, so we have loved 'eating' and savoring the poetry you've fed us this summer," Spaninger wrote to Dawn Lonsinger, associate professor of English.

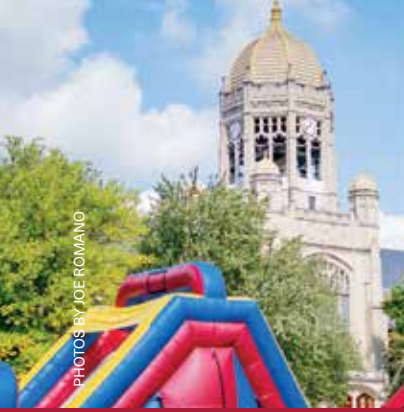
At the end of the day, staff and faculty want to provide programming that makes alumni—no matter when they graduated—excited to learn.

"We speak as though the college experience is four years and it's done," Finkelstein says. "But the reality is the connection and education can last a lifetime."

—Heather Mayer Irvine

"We speak as though the college experience is four years and it's done. But the reality is the connection and education can last a lifetime."

—MAURA FINKELSTEIN (ANTHROPOLOGY)



PHOTOS BY JOE ROMANO



ALUMNI WEEKEND 2021

More than 1,000 guests came to campus for Alumni Weekend in mid-September. Making the event possible were 132 volunteers, 87 faculty and staff from 12 departments and 42 Cardinal Keys. The weekend celebrated 17 reunion classes (who, together, raised \$3.8 million) and offered 34 events, including a cabaret (featuring 20 alumni performers and five alumni producers) to honor retired Professors of Theatre Charles Richter and Curtis Dretsch.

Mark your calendars: The next Alumni Weekend takes place September 23-25, 2022. See you then!



The Classes of 1970 and 1971 celebrated their 50th Reunions.



Masks of Muhlenberg

With the College continuing to require masking indoors, some students, faculty and staff have decided to have fun with it. Here, community members show off their favorite face coverings.

BY MEGHAN KITA



◀
**Reema
Norford '23**

**computer science
major, music minor**
“I really like cats. I also like the colors of these cats. Plus, the mask is very comfortable.”



◀
**Florian
Hurlbert '25**

undeclared major
“I drew and digitized the art for this [*Blaseball* video game] mask, and my dad sewed it for me.”



▶
**Tara
Simpson '02**

**associate director of
alumni affairs**
“This mask is actually very lightweight, with soft, smooth material inside—almost like swimsuit material. Whenever I wear it, someone always says, ‘Whoa!’”



▶
**Andrew
Ardizzoia**

**assistant professor
of music**
“I am a huge *Bob's Burgers* fan—it's a wonderfully offbeat show full of loveable, quirky characters. This mask gets the most comments from people when I'm out and about.”



◀
**Bekka
Broyles '22**

theatre and dance major
“My friend made this for my birthday. I love musicals and hope to direct them myself one day.”



◀
**Leah
Toomey '24**

neuroscience major
“My sister made this for me—we both work at Dorney Park and the mascot is Snoopy. I find it adorable and used to love wearing it to work.”

The background of the entire image is a dark grey gradient with a repeating pattern of white line-art icons representing various types of glassware, including wine glasses, beer mugs, shot glasses, and champagne flutes. The icons are arranged in a grid-like fashion, creating a textured, thematic backdrop for the text.

**THE
TRADITION
CONTINUES**
THAW

TOAST HEARD AROUND THE WORLD

JANUARY 20, 2022

