

WELLESLEY COLLEGE

ADMINISTRATIVE COUNCIL

ADMINISTRATIVE COUNCIL MEETING

Monday, February 13, 2012

Academic Council Room, GRH 4th Floor

11:00 a.m. – 12:00 p.m.

AGENDA:

1. Approval of Minutes
2. President's Report
3. Women in Public Service Project Colloquium - Student Panel: Alexandria Icenhower'12, Merene Botsio'12, and Elizabeth Pan'12
4. Funding Wellesley's Critical Needs: Cameran Mason, Vice President of Resources and Public Affairs, and Kimberly Hokanson, Director of the Wellesley Fund
5. Working With Parents/Parent Philosophy: Michelle Lepore, Associate Dean of Students, and Scott Juedes, Director of Student Financial Services
6. CPPAC: Motion update

Q&A

Open Mic/Announcements

The meeting was convened at 11:00 a.m. by President Bottomly. The minutes of the November 21, 2011, meeting were approved as distributed.

President's Report

President Bottomly began the meeting by telling us about an exciting new initiative that's been in the works for a while, which will present a unique opportunity for administrative staff. HR partnered with a consulting group and talked with senior leadership and a team of representatives from all divisions of the College to create this pilot leadership development program.

This will be a yearlong program with a cohort of approximately 15 employees across campus that will be selected to participate. Employees will be given the chance to grow professionally, build skills and networks across divisions and roles. She joked that in a sense this is a selfish way that Wellesley will cultivate and develop new leaders, which will benefit Wellesley. The president is excited that we are starting this program, and emphasized that we will be taking advantage of best practices and will make sure to provide a comprehensive, Wellesley-specific program. As for the nomination process, we are welcome to nominate ourselves or someone else across campus, and the program will officially launch this fall. More details are forthcoming, but consider this a heads up so you can think about friends and colleagues who may be a great fit, and please contact Eloise McGaw if you have any questions.

The President continued her report by speaking about her participation in a D.C. Colloquium that



launched an exciting new initiative: The Women in Public Service Project. She mentioned that three students would also be reporting on their experiences later in the meeting. Wellesley joined our sister colleges (Barnard, Bryn Mawr, Mt. Holyoke, and Smith) and the State Department to launch the Project, which aims to provide women who are mid-career in public service with the resources, tools, and networks they need to persevere in their careers.

Wellesley was well represented at the Colloquium (having the Secretary of State and Madeline Albright, and lots of trustees and alumnae there helps). The President was honored to participate as Sec. Clinton's VIP attendee, a distinction that included a breakfast for the women's college presidents and the speakers who participated in the colloquium. She also participated in a panel discussion with the other women's college presidents about the goals of the Project moving forward, and the Project's significance at each of our institutions.

The President thanked Kate Salop for her work as the point person for the new initiative, and mentioned that it's hard work coordinating with the state department and four other colleges. She also thanked Elli Perkins and Erin Sullivan at the Center for Work and Service for helping prepare students for the Colloquium. She then introduced three of the twelve students who attended the colloquium to speak to us about their experiences: Seniors Alexandria Icenhower, Merene Botsio, and Elizabeth Pan

Women in Public Service Project Colloquium - Student Panel: Alexandria Icenhower'12, Merene Botsio'12, and Elizabeth Pan'12

Elizabeth Pan'12. Elizabeth was inspired to participate in the Colloquium after the experience she had as an intern at the First Ladies office in the White House. She worked under her chief of staff, and spent lots of her time working on women's initiatives. She helped organize roundtables with women leaders in the White House, which included discussion on what it's like to work in public service as a women, a topic that sparked her interest in pursuing public service in the future after college. From her experience at the Colloquium, she took away the importance of mentoring (she participates in the Chinatown after school program), and learned the value of taking on leadership roles. The alums that came to talk with Wellesley students gave great advice and showed the students that there are many paths to be successful in public service, and that it is important for women to bring other women under their wings.

Merene Botsio'12. Merene is an International Relations major, Africana Studies minor with experience working on gender issues. She has participated in the Albright Institute and has experience working at a UN internship in Ghana working for the African Women's Development Fund. These experiences showed her the importance of women empowerment in African countries, and inspired her to attend the Colloquium. At the Colloquium, she and her fellow students had breakfast with alums, listened to the event speakers, and had a lunch which proved to be a great forum for networking and exchange of ideas. She is looking forward to collaborating with other schools and women interested in public service.

Alexandria Icenhower'12. Growing up, Alexandria was always interested in leadership and dreamed of becoming president of the US. She took on many leadership roles in middle school,

high school, lobbied in California, and interned for senator Barbara Boxer. At Wellesley she is interested in the portrayal of women politicians in the media. She has worked with the MA political caucuses as an intern, and is conducting research with Professor Marion Just on this issue. These experiences have helped to shape her dream of working in PR/media relations to promote women in public service. She attended the Colloquium as a member of the press, rather than a student. She was able to see first hand how media can shape policy, which was exciting. It was inspiring to hear women tell good stories. The most valuable thing she took home from the experience was that after the Colloquium, she stayed for an additional two days to attend a training program for emerging world leaders, where they talked about women in leadership positions, barriers and how to break down these barriers, and what to do to improve women/young girls experiences abroad. She is still in contact with some of the emerging leaders she met via facebook. She thanked Administrative Council for letting her speak and for all of the hard work we do!

Funding Wellesley's Critical Needs: Cameran Mason, Vice President of Resources and Public Affairs, and Kimberly Hokanson, Director of the Wellesley Fund

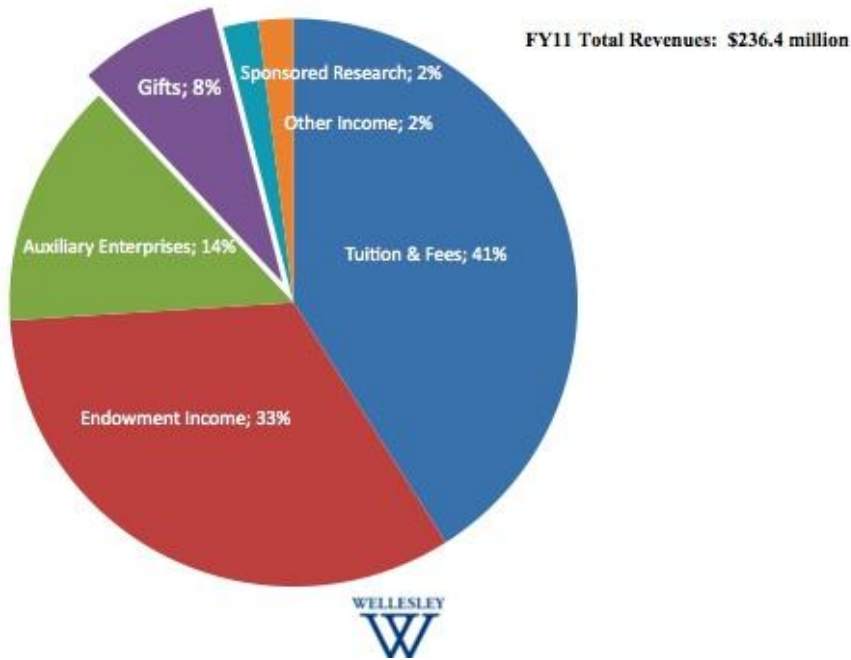
Cameran and Kimberly presented on the Wellesley Fund: Funding Wellesley's Critical Needs, which covers how the Wellesley Fund fits in to the colleges revenue stream (Cameran stated that with Andy Evans next to her the pressure is on!). There are lots of staff from the Wellesley fund in attendance, and they all work hard to raise money. This fund was formerly called "Annual Giving." The money comes in every year, can be used wherever, and when the economy tanked and the endowment dropped, and financial aid need was higher, this fund was especially important.

There has been an uptick in the last few years, and last year we raised over \$10 million, putting us up where our peers are. We had 46.6% participation, which was also an uptick. The goals for this year are to raise \$10.8 million in unrestricted dollars, and increase participation to 48%. This means we need 15,021 donors (we need to retain every donor from FY11 and ADD 459 more! They got a late start this year due to technical glitches we could not have anticipated so they are working hard to get donor numbers up this spring. STATUS REPORT: As of January 31, 2012 we have raised \$6.2 million (up by 10% over last year) and have 23% participation.

Where does the Wellesley Fund money go? It is a critical source of financial aid, supports areas of academic excellence for both students and faculty, and funds many student life initiatives and programs. We allowed donors to designate four areas of particular need including underfunded academic programs and departments (Education, Anthropology, Computer Science), Green Wellesley, Athletics, and Iconic Wellesley (lampposts, etc.). It was interesting to see what donors fundraising priorities are.

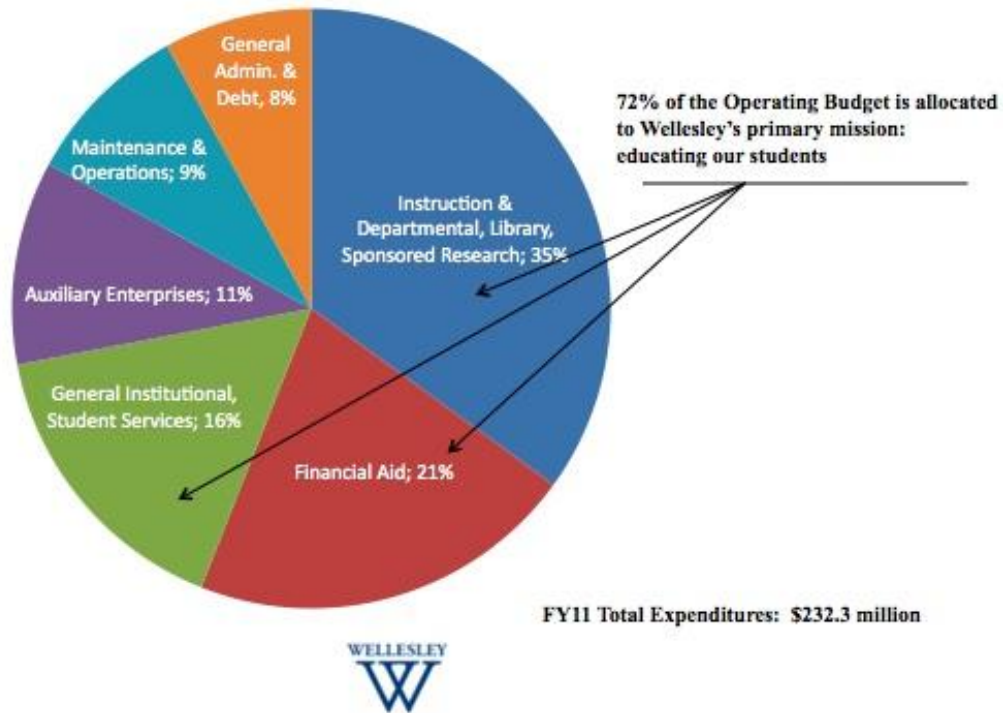
FY11 Revenue Sources. This graph shows how important the Fund is in the overall financial picture. Tuition and fees are the biggest, then endowment, but the 8% represented by the fund is a big pie slice!

FY11: Revenue Sources



FY11 Expenditures: Where the money goes.

FY11: Expenditures for Current Operations



Kimberly Hokanson began her portion of the presentation focusing on parents. Parents represent a significant untapped resource. Wellesley is taking steps to strengthen its outreach to parents in several ways. The **Parent Task Force**, Chaired by Michelle Lepore with broad representation from around the College, has developed a College-wide Philosophy statement and outcomes (see her presentation later in the minutes). We have also **Re-launched the Parents Fund in FY11**. This has increased unrestricted giving from parents by 70% in a single year. We have organized a **Winter Visit for Parents**, a new idea for Wellesley, to take place February 15-16 (this week!). Finally, we have **Friends & Family/Homecoming Weekend** (September 28-30, 2012 and September 27-29, 2013). 25 parents are joining the team to plan homecoming weekend.

Why Focus on Parent Giving? Our peer institutions have been very successful doing this. Colgate raises 3.5 million from parents, whereas Wellesley currently raises ~\$200,000 so we are underperforming. Smaller schools like Bates have raised 1.2 million, so the opportunity for Wellesley to increase is great. Our goal for this year is \$300,000. We hope to increase by 50%, on our way to \$1 million or more!

Alumnae Participation. Alumnae participation is experiencing a downward decline. Participation is defined as the percent of alums that make a gift of any size/for any purpose every year. Participation has dropped as we compete for gifts, and adapt to changes in technology and how we interact with alums. Luckily, over the last two years we have focused on participation, and we are happy to report that the arrow is now trending up.

Why is participation a big deal? Alumnae participation is 5% of ranking criteria, and a key area where The Wellesley Fund and our volunteers can have an impact! It's critically important for alumnae to give early, and young alums are potential major gift givers. It's striking that when you look at the numbers, all of the little gifts add up, so giving consistently (and a bit more over time) has a geometric impact on funds raised.

How do the classes stack up? Participation peaks with graduates of the 50s and 60s classes, and declines to below average for most recent classes. If we can get recent classes up to 40% participation, our overall participation would reach our goal of 48%. One strategy we used in the last two years was the "Count me in" initiative that focused on competition between different class colors. It generated a lot of enthusiasm, particularly in young alums and even faculty got on board. It was fun and successful in part because we used technology in ways we haven't before. It was a shared initiative rather than just asking for money. Recently we focused on a competition with Middlebury (based on the tie in the rankings), which also sparked enthusiasm in giving.

Count me in FY12. It's just getting started, and has expanded to include baby boomers! We are using different messages and looks for baby boomers and for young alums. We are sending post-cards to donors, asking them to send us pictures to post to the website to generate excitement. There is lots of effort engaging social media in these efforts. The initiative won a CASE Gold Medal so we are getting recognition.

Senior Gift 2012. Goal is 75% participation (last year it was 72%). Watch for signs around

campus in the near future!

Working With Parents/Parent Philosophy: Michelle Lepore, Associate Dean of Students, and Scott Juedes, Director of Student Financial Services

Michelle and Scott presented to us as representatives of the Parent's Task Force, and spoke about Wellesley's new philosophy of working with parents.

2010 Parent Task Force:

Bridget Belgiovine (Dir. of PERA), Bob Bossange (Assistant VP for Administration)
Martha Dietrick (PERA Associate Dir.), Elizabeth Gildersleeve (Assistant VP Comm. &PA)
Kimberly Hokanson (Director of Annual Giving), Scott Juedes (Director of SFS),
Elize Huang (student '13), Cappy Lynch (Dean of Faculty Affairs)
Sue Meeks (Enterprise Infrastructure Architect, LTS), Joy Playter (Class Dean)
Maggie Polachek (student '12), Kate Salop (Assistant VP/Exe. Assistant to President)
Joy St. John (Director of Admission), Carol Shanmugaratnam (Registrar)
Charna Westervelt (Director of Internal Communications, Pres. Office)

Why focus on parents? This generation of students, the “millennials,” are in close contact with their parents through technology like texting and online communication. This is very different than how students communicated with their parents 20 years ago. Some might call this generation's parents “helicopter/hovering parents.” Michelle joked that others might be called lawnmower or stealth bomber parents. However you describe them, parents are much more involved and engaged, and can be incredible spokespeople for Wellesley. They occasionally give us added money too.

What has WC done to focus on parents? In 2007, after realizing the growing importance of parents in the Wellesley Community, the College started the process of creating a committee to work with parents. They brought in the author of “Letting Go: A Parents' Guide to Understanding the College Years” (Karen Levin Coburn), they met with division heads, and developed a committee and a parent website (PAGE: Parents Are Getting Educated). The goal is to help parents think about their shifting role as daughters go to college. This notion hadn't been communicated to the entire campus, and had yet to be translated into a formal philosophy, so in 2010 the Parent's Task Force was charged with writing a Philosophy (some students were involved in the process). The statement was approved by senior staff in June 2011, and now the Task Force's role is to communicate this across campus.

Parent Philosophy: *Wellesley College recognizes the many roles that parents and families have throughout the education of their students. Just as prospective students, current students, and alumnae each have a unique relationship with the College, so also do parents, who are inherently connected to the College throughout the lifetime of their student's engagement with the Wellesley community.*

Wellesley College therefore:

- engages parents to support their students' personal and academic growth through coaching students to be successful, capable women;
- encourages parents to allow their students the space and freedom to take risks to grow and to

develop judgment and resiliency;

- provides parents with important information about college opportunities, services, and issues;
- commits to communicating with and responding to parents in a timely fashion;
- welcomes parents to share in the vibrant intellectual and social life of the College through events and activities; and
- promotes an ongoing connection between parents and the College.

WC FERPA Notification to Students: Family Education Rights and Privacy Act:

The Family Education Rights and Privacy Act protects the privacy of your student education record and gives you certain basic rights of inspection and review. You also have the right to request an amendment of the record if you believe it is inaccurate or misleading. This notice is being mailed to you in response to the Department of Education's revised regulation that stipulates annual notification of your rights. Disclosure of personally identifiable information, referred to in the Privacy Act as "directory information," is permitted without your prior authorization. You may place limitations on the release of any directory information by notifying the Registrar's Office in writing by July 1 of each year for the following academic year. Parents of dependent children (as defined by the Internal Revenue Service code) may have access to your academic record without express written permission. Student records may be released to College officials and staff who are responsible for the maintenance of those records. They may also be released to other College officials, including members of the faculty, who have legitimate educational interests in such records.

Outcomes & Initiatives

Scott described the outcomes of this initiative. He emphasized the importance of how we communicate with parents. There is a shift in parent demographics and expectations, and it's important to reevaluate what we are looking to gain from parents and what they need from us.

Outcome #1: Parents and family have confidence, trust, and a good understanding of WC.

It's not necessarily the case that they know all about Wellesley even though they helped with their daughter's application. How will we do this?

- Parents and family know the key resources available to students.
- Parents and family understand key issues that students navigate in college (selecting a major, thinking about study abroad, grad school and potential career paths).
- Material is accessible to all parents and family (acknowledges the diversity of parent backgrounds).
- WC administrators respond to concerns such that parents and family feel that their issues are heard.

Outcome #2: Parents and families understand their role in supporting student development – "Parents and families are Getting Educated."

- Parents are assisted with managing their transition from being the parent of an applicant to being the parent of a student at a diverse residential college (more contact/ information to guide them through the process).
- Parents/family understand their role in coaching students for success and helping students to develop (rather than managing students' success and development)
- Parents/family are knowledgeable about the ways to meet their financial obligations to the College.
- WC may reach out to particular groups of parents/family in special ways (for example, first-generation parents, and legacy parents).

Outcome #3: Parents and families will develop an affinity for Wellesley College.

- Parents/family are aware of a variety of ways to contribute to the WC community, including investing time and financial resources.
- WC recognizes and serves parents as a group that has particular interests.
- WC welcomes parents at more events.
- Parents/family are positive promoters of WC.

Outcome #4: Wellesley College has a set of norms for responding to parents/family.

- Training materials are included in the employee handbook (fac. handbook?).
- Roll-Out of Policy

Initiatives

- Revised Website
- WC E-News to Parents Monthly
- Orientation Programs (International Students Session, New General Welcome Format, Welcome Wagon Table, focused sessions on SFS, Academics, Wellness)
- Family & Friends Weekend
- Parent Fund & PF Council
- Email Address Collection & Access

Our Job Now & Questions. Our job now is to re-examine our relationship with parents that we may be in contact with focusing on service, communication, standard for response, avoid bouncing calls/emails, suggest how students can take responsibility, and resources. Communicate with members of the Parents Task Force for help. Every 7 or 10 years Wellesley conducts a parent survey. One will be going out this spring, so we will have new information on whether changes made since 2007 have made a difference on how parents feel about Wellesley. We could even launch new initiatives based on data. If you have any questions please contact Michelle or Scott.

CPPAC: Motion update

Jennifer Thomas Starck briefly spoke to Administrative Council about the creation of “Community Connections” as a new standing committee of Administrative Council. In 2011, the community was concerned with work-life balance issues, and since then HR has begun to address this through programs like re-orientation. PERA has followed up by offering lots of sports classes, etc. The committee will work to develop opportunities to meet with fellow employees outside of your home department and provide staff with opportunities to socialize around shared interests. The group will be selected by Administrative Council, and will assess our needs. It will coordinate/advertise self-funded/free activities, set up special interest lunch groups (foodies, parents of teens, cinema buffs, mini craft classes, quick survival language classes, mini clinics like intro to sports/dances, tech workshops, budgeting software, Google, etc). By presenting this information, a motion was made to officially include this committee in Administrative Council. The committee will now be up for a vote in April.

Open Mic/Announcements

- Martha Dietrick from PERA informed us of an event in Alumnae Hall on Feb 13th to celebrate 40 years of Title 9 (with an Olympian in attendance).
- The Alumnae Achievement Awards were on Thursday night, 2/16, at 5:30 in Alumnae Hall, followed by reception. Recipients included 1) Susan Bailey '63, Champion for Gender Equity, worked at Wellesley Centers for Women; 2) Wendy Gillespie '72, Early Music Virtuosa, Inspirational Teacher; 3) Mary Jeanne Kreek '58, Physician-Scientist, Pioneer in Addiction Research.
- Patrick Willoughby announced that WC is participating in Recyclemania. We are really trying to increase recycling this year, but are off to a rough start. Help us increase recycling efforts in this great event! He also announced that the Class of '57 Green Fund is accepting proposals from staff.

There being no further business to discuss, the meeting was adjourned at 12:00 noon.

Respectfully submitted,

Jessica Hunter
Secretary