



**Meeting of the
Board of Trustees**

**Feb. 9-10, 2018
Montezuma, New Mexico**

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future



United World College
Campuses

UWC Atlantic 1962
Pearson UWC 1974
UWC South East Asia 1975
Waterford Kambala UWC 1981
UWC Adriatic 1982
UWC-USA 1982
Li Po Chun UWC 1992
Red Cross Nordic UWC 1995
Mahindra UWC 1997
UWC Costa Rica 2006
UWC Mostar 2006
UWC Maastricht 2009
UWC Dilijan 2014
UWC Robert Bosch College 2014
UWC Changshu China 2015
UWC Thailand 2016
UWC ISAK Japan 2017

ARMAND HAMMER UNITED WORLD COLLEGE OF THE AMERICAN WEST
NOTICE OF MEETING OF THE BOARD OF DIRECTORS
February 2018

NOTICE is hereby given of a meeting of the Board of Directors of the Armand Hammer United World College of the American West (the "College") to be held on Saturday, Feb. 10, 2018, in Sasakawa commencing at 9:00am.

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**Board Schedule of Events
Feb. 9-10, 2018**

Friday, Feb. 9

11:30-1:45 Lunch in dining hall with students

Board Committee Meetings in Board Room

2:00-3:00 Governance

3:00-4:00 Finance, Investment

4:00-5:00 Education

5:00-6:00 Advancement

6:00-7:00 Admissions

7:15-7:30 African National Day student performance in castle lobby

7:30-8:45 Board dinner in Hebner Room with SLT, students, faculty board reps

Saturday, Feb. 10

7:00-8:45 Breakfast in the Dining Hall

8:00-8:55 Alumni board committee meeting
First-floor board room in Old Stone Hotel
Continental breakfast will be served

Board Meeting in Sasakawa

9:00-12:30 General Session: Reports and Discussion

12:30-1:15 Lunch in Dining Hall

1:30-2:30 AOS (Master Planning)

2:30-3:00 Compass Group (Campaign)

3:00-5:00 Strategic Planning

5:00-5:30 Executive Session

5:30-7:00 Cocktail party at president's home with faculty



Meeting Agenda
Saturday, February 10
Sasakawa

9:00-9:05 Introductions and Opening Remarks from Board Chair – Steve Dichter
Approval of Nov. 4, 2017, Minutes

Reports

9:05-9:30 President -- Victoria J. Mora

9:30-10:00 Dean of Academics -- Alexis Mamaux

10:00-10:30 Dean of Admissions and College Counseling – Melanie Brennand

10:30-11:00 Dean of Students -- Linda Curtis

11:00-11:30 Dean of Experiential Education -- Naomi Swinton

11:30-12:00 VP for Finance and Operations -- Jonathan Ehrlich

Finance

Facilities

Investment

12:00-12:30 VP for Advancement -- Christie Baskett

Advancement

Governance

12:30–1:15 Lunch in Dining Hall

1:30-2:30 AOS (Master planning)

2:30-3:00 Compass Group (Campaign)

3:00-5:00 Strategic Planning

5:00-5:30 Executive Session

Adjournment

Minutes
The Armand Hammer United World College of the American West (UWC-USA)
Board of Trustees Meeting
November 4, 2017

A meeting of the Board of Trustees of the United World College of the American West was held at the College campus in Montezuma, New Mexico commencing at 9:00 a.m. Mountain Daylight Time, Saturday, November 4, 2017 and adjourning at 5:15 p.m. Trustees present were Mark Alexander, Bill Banowsky, Marc Blum, Leigh Ann Brown, Steven Dichter, Manolo Espinosa '87, Marybeth Kravets (by telephone), KC Kung '87, Ben Jones AC '91, Justin Lee '95 (by telephone), Marisa Leon '87, Victoria Mora, President, Jonathan Schneider, Thomas Schwingeler '86, Tyler Tingley, and Melanie Weston '86. These 16 trustees constituted a quorum.

Also present by invitation for portions of the meeting were the following members of the College administration: Christie Baskett, Melanie Brennand, Linda Curtis, Jonathan Ehrlich, Alexis Mamaux, and Naomi Swinton. Ellen Thompson was present as faculty representative. Lauren Ho and Andy Pavey were present as student representatives. Members of the Master Planning Committee present for part of the day included faculty members Judi Ruprecht and John Sheedy. Jonathan Ehrlich is also a member of that committee. Student members of the Master Planning Committee, Uros Cvetkovic and Natalie Kung, were present as well. Steve Dichter presided as Chairman.

On Friday, November 3, the Advancement, Education, Governance, Finance and Audit, and Alumni committees met. From 6:15 to 7:30 p.m., the Board had dinner in the Hebner room with students, faculty, board representatives, and the School Leadership Team. Following that the Board attended a student presentation in the Student Center.

On Saturday, November 4, Mr. Dichter called the meeting to order at 9:00 a.m. in Sasakawa.

Upon motion duly made, seconded, and unanimously approved, it was

RESOLVED, that the minutes of the meeting of May 19, 2017 be, and hereby are, adopted.

After welcoming the trustees and introducing the members of the SLT, the faculty, and students in attendance, Mr. Dichter showed a slide detailing seven points about the culture and values of the Board. He emphasize several of the points, including "embrace reality," the importance of getting the "routines and rhythms" in place, and making the most of "face-to-face time." That PowerPoint is archived with these minutes.

Mr. Dichter turned to Mr. Schneider and asked him to report on the UWC Council meeting in Freiberg, Germany this October. Mr. Schneider reported that despite the size of the group, he was very impressed by the quality of the participants and their collective enthusiasm for the UWC movement. He noted that the general direction of the International Office (IO) is to work to see that every UWC student, regardless of campus, has an experience of

commensurate quality. Mr. Schneider also described the details of the “Interim International Selection Process” for non-financial aid applicants. It was announced that President Mora had been nominated to be a member of the UWC-International Board, commencing in 2019.

Mr. Dichter presented a draft PowerPoint presentation on UWC Strategy developed by the IO. It is archived with these minutes.

Mr. Dichter turned to President Mora for the President’s report. President Mora noted that she would speak briefly and yield the floor to the four Deans, who would speak about important aspects of campus life.

President Mora noted that last year’s number one priority was stability. It is important to put procedures in place so members of the community can expect repeatability and anticipate decisions. This will take the development of better structures.

Regarding the vacant Vice President for Academic Affairs position, the decision was made last year to go with the “four deans” model this year and decide if this model of distributed leadership worked better than the centralized model the Vice President position represents. So far, the “four deans” model is working well, but candidates are being identified for the Vice President position should it be decided that the centralized model is preferable.

President Mora also noted that the administration was working on strategic objectives that need to be shared and discussed with the community before coming to the Board later in the year.

President Mora then yielded the floor to Ms. Alexis Mamaux, the Dean of Academics. Dean Mamaux noted that the Education committee had discussed some elements of her report the previous day. A new draft of the Faculty Handbook, as well as a proposal for a new school timetable, will be discussed at the February Education Committee meeting. Fourteen faculty departed at the end of the previous school year and have been replaced. As a result of this turnover, 19 faculty now have four years or less experience teaching at the College. 92% of the seniors received the IB diploma, with an average exam score of 33. The PowerPoint Dean Mamaux presented has been archived with these minutes.

President Mora then introduced Ms. Melanie Brennand, Dean of Admissions and College Counseling. Dean Brennand noted that the admissions program for the upcoming academic year was well underway. There are about 300 applicants for the Davis Scholarship. There is a study underway of the decisions made by the 159 national committees regarding offers from the College to ensure we preserve a good distribution of students from around the world. In regard to college counseling, Dean Brennand said that approximately 44% of the seniors were apply to Davis partner schools, 33% going abroad, 15% to non-Davis schools, and the remainder planning on a gap year.

Ms. Linda Curtis, Dean of Students, was introduced by President Mora to report on student life. Dean Curtis described the division of the students in the lower dorms into two internal

units, which doubled the number of residential staff and decreased the staff to student ratio. This change, plus the assignment of Wednesday night as “dorm night,” had had the effect of improving pastoral care, allowing the residential staff to focus their time on fewer students and to improve the quality of supervision and advising in the dorms. While the dorms have been subdivided, the Wednesday night “dorm night” allows time for the whole dorm to meet and take part in activities together.

Dean Curtis noted that the “Restorative Circles” technique was being used in dorms to build community and deal with incidents of challenging behavior should they occur. To provide additional services for the students, the College has contracted to engage a psychologist for approximately one week per month. And finally, Sasakawa has been turned into a student community space and is being enthusiastically embraced by the students. Dean Curtis’ PowerPoint has been archived with these minutes.

To complete the Deans’ reports, President Mora introduced Ms. Naomi Swinton, Dean of Experiential Education. Dean Swinton’s report is summarized in a PowerPoint presentation that is archived with these minutes. The ExEd program at UWC has grown to be a very robust program, with 75 ExEd experiences offered this year and approximately 115 classes. The experiences range from the traditional wilderness program to opportunities for campus service, as well as cultural and community engagement.

After thanking the Deans, Mr. Dichter turned to Mr. Jonathan Ehrlich, Vice President of Finance and Operations. Vice President Ehrlich presented a PowerPoint that has been archived with these minutes. In addition to the work on master planning (discussed later in these minutes), Mr. Ehrlich noted that the College was working to build on an earlier study to develop a detailed plan to address deferred maintenance; updating the risk-management plan; continuing the plan to connect to the town wastewater treatment system; finishing the construction of four new employee housing units; and installing keyless entry in all buildings.

Mr. Ehrlich noted that the Finance and Audit Committee had reviewed the audit with the auditor and that the College had received a clean audit with no material weaknesses. Due to an opening enrollment this fall that was lower than anticipated, the College had reconfigured its budget to account for approximately \$400,000 in unrealized income. Mr. Ehrlich noted the budget for the current fiscal year was on track.

Mr. Ehrlich put forward a resolution supported by our auditors that temporary restricted funds of \$411,082 be reclassified as unrestricted funds, due to the lack of information for the restriction.

Upon motion duly made, seconded the resolution was unanimously approved.

Mr. Ehrlich concluded his financial presentation by announcing that the College was considering inviting new proposals to manage its retirement funds. With the strong performance of Wall Street, the endowment totaled approximately \$127,000,000 as of June

30, 2017 and had grown to approximately \$132,000,000 in September 2017.

Mr. Dichter then turned to Ms. Christie Baskett, Vice President for Advancement. Vice President Baskett presented a PowerPoint, which has been archived with these minutes.

Ms. Baskett announced that the College had raised \$3,942,232 in total last year and \$1,873,857 in the annual fund alone. Alumni support is strong for the College, with 27% of the alumni supporting the school in the last year, as opposed to 7% for UWC internationally. To make the Davis Family Challenge this year will require extra effort, and Ms. Baskett, Mr. Blum, and Mr. Dichter all underscored the responsibility of the Board to lead in this effort.

After a discussion of whether or not the online annual report was adequately accessible to all supporters of the school, Ms. Baskett announced that the school had had its largest reunion turnout in 2017, when 162 alumni returned to campus. Recognizing the long-term fiscal needs of the College, she announced that the Compass Group had been hired to do preliminary planning for a capital campaign.

Mr. Dichter then called upon Mr. Lee (by telephone), Mr. Ehrlich, and members of the Master Planning Committee to update the Board on their activities. Mr. Ehrlich said that after preliminary review of a number of firms, three firms had been invited to campus to discuss the services they could provide. These presentations were done in assembly so the entire community could be involved. The three firms were AOS (Santa Fe), Architects of Achievement (Denver), and PIA, Pool of International Architects (Cambridge, MA). All the presentations were made available online to the Board.

The Board and members of the Master Planning Committee discussed the merits of the three firms and concluded that President Mora would consult with her colleagues, have references checked, and then make a recommendation to the Board, with an email vote to confirm that recommendation.

The Board then entered Executive Session to continue its discussion of capital fundraising and the report of the Governance Committee. Mr. Dichter reported correspondence with Ms. Barbara Ann Bernard stating that work commitments prevented her from attending board meetings and submitting her resignation from the board. Mr. Dichter stated his regret at this loss, and his appreciation for Ms. Bernard's time with us.

There being no further business, it was upon motion duly made and seconded, adjourned.

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Tyler C. Tingley, Secretary of the Meeting

President

Overview

The day-to-day operations of UWC-USA take tremendous commitment on the part of all working to advance the UWC mission. Whether members of the administration, faculty, or staff, all at UWC-USA are focused on creating the conditions for the best student experience possible inside the classroom, through experiential learning, and as a living community dedicated to intercultural understanding, mutual respect, and personal responsibility. It has been a good academic year to date thanks to all on the ground at UWC-USA.

In addition to our ongoing efforts, we are making progress on each of the fronts identified by the board as crucial to our future: stabilization, development of a strategy, and preparation for a fundraising campaign. Work on each of these three fronts began last year, though piecemeal. The 2017-2018 academic year has been primarily focused on folding this work into a coherent set of objectives and a strategy to guide our planning and execution efforts going forward.

1. Our approach to creating greater stability at UWC-USA is two-pronged: a) development of a clear institutional strategy to guide efforts in the next 3-5 years and b) transition to a distributed leadership structure and approach that can better withstand turnover at every level of the institution.
 - a. Strategic Plan development is underway. Building on the vision presented in Spring 2017, the president, in collaboration with the SLT, distilled 13 objectives in light of community input and where we need to be in the next 3-5 years. The objectives have been presented to the community and the Board will have an opportunity to review and discuss the objectives at this meeting's plenary session. The process we have envisioned and initiated is meant to be an exercise in the distributed leadership we are moving toward.
 - i. Strategic Planning Steering Committee co-led by Melanie Brennand and our alumni fellow, Fatymatou Dia '09, includes faculty, staff, students and alumni and has initiated contact with board committee
 - ii. Strategic Planning Steering Committee to refine objectives in collaboration with the SLT and and develop initiatives, activities, and metrics in collaboration with key stakeholders
 - iii. Timeline for Strategic Plan development: spring 2018 term, with progress reported in February and draft plan ready by May
 - iv. Alumni engagement plan still in development
 - b. Leadership structure going forward determined from both a vision standpoint--mission-alignment, financial sustainability, and focus on signature programming--and in the service of a distributed leadership model
 - i. Continue with dean model initiated this year (No VP for Education), with a combined Dean for Experiential Education and Residential Life
 - ii. Strategic operations officer to take forward strategic initiatives
 - iii. Residential Life and ExEd track staff positions added or reconfigured for greater effectiveness in program execution

- iv. New structure budget neutral
 - c. Leadership structure leverages current staff and brings new leadership/new perspectives to the school
 - d. Leadership structure supports objectives informing Strategic Plan
2. Stabilization, effective strategy, and a compelling case for a campaign all require a strong financial picture. We are continuing to get our house in order. For UWC, part of this ordering includes alignment of resource allocation and mission. Our focus is to meet the identified 2020 structural deficit at UWC-USA in a better position than originally projected, both in absolute dollars and from a resource allocation standpoint. Our initial steps have been focused on identifying key pieces of a three-year expenditure and revenue plan to reduce the 2020 structural deficit and on aligning our budgeting with mission and values.
- a. Expenditures
 - i. Davis Scholars funding delta to be addressed with Shelby through development of a new hybrid merit- and need-based model for Davis Scholars; outcome will determine next steps
 - ii. Compensation being evaluated for equity in house and for market competitiveness. Developing a strategy for increases tied to CPI, tiered to address range of incomes on campus, and introducing limited cuts and freezes at top administrative levels
 - iii. We are looking to the Master Plan to help with facilities planning, including consideration of continued deferred maintenance vs. new construction; looking at organizational opportunities to maximize efficiency and effectiveness in facilities and grounds
 - iv. Revenues
 - 1. Enrollment and Tuition: We are targeting growth at 10-15 additional students who don't have financial need.
 - a. Stop gap for 2018 entering class: targeting students who met NC criteria but didn't get (limited) spots
 - b. IO Interim International Selection Program (IISP) to replace this number in 2019 entering class
 - 2. Summer Programming targeted for revenue growth
 - a. Youth programming (UWC Short Courses) targeted for growth and for location-based design that is thematic, repeatable, and accommodates multiple session participation (Summer 2019)
 - b. IB teacher training: To address decreasing revenue trend and desire to acquaint teachers with Montezuma we are looking to bring training from Albuquerque to Santa Fe (Spring and Summer of 2019), which has cache and which will allow for an evening at the Castle
 - 3. Robust fundraising: Campaign preparation has begun with The Compass Group; plan to be developed around sequencing, wealth screening, staffing; Davis Challenge focus for Advancement

Dean of Academics

Overview

Day to day, our focus is to be intentional in creating the conditions for an excellent, integrated student education across the three pillars of a UWC education: academic, experiential, and residential. To better balance the formidable academic demands, minimize student stress, and maximize student success, IB required assessments have been spread out throughout the year. The second-year students have completed the Theory of Knowledge (TOK) course, Extended Essays, and Group 3 (Individuals and Societies) and Group 5 (Mathematics) Internal Assessments, and Trial Exams began on Feb. 9. Students at risk of not achieving their diploma are being identified. We will continue to support them in managing their subjects and considering their post-UWC options.

One of the key challenges to stability at UWC-USA over the past several years has been faculty turnover. For the first time since the 2013-2014 academic year, faculty turnover seems to have stabilized and the need for faculty recruitment will be much diminished. In order to help us better manage change, we asked teachers to state their intentions in January after presenting them with detailed job descriptions that more clearly laid out teacher expectations in the classroom, experiential education and residential life. Increased clarity on the role of teaching faculty has been further reinforced through the faculty handbook, completed and promulgated this year after several delays in past years.

While faculty development has been funded and ongoing, we are currently looking to be more strategic in our approach. Specifically, we are targeting areas of development crucial to student outcomes, sensitive to where faculty are in their tenure, and cognizant of the integrated experience we want for our students. For purposes of student outcomes, the most pressing need is work with English Language Learners (ELLs). A range of professional development opportunities are in the works for next year -- some involving the full faculty and others involving specific departments. With nine new faculty this year, most, but not all of our professional development budget is targeted to IB training of new teachers. Evaluations are being redesigned so that the teacher's responsibilities across the experiential and residential pillars are included, though excellence in the classroom remains key. The deans of experiential education and students will participate in the evaluation process, leading to a fuller picture of the value of our teachers to the school and guiding opportunities for their development.

1. Education Committee Report
 - a. Implications of new educational structure with one dean of experiential education and residential life replacing two deans of students and experiential education as part of distributed leadership direction
 - b. Faculty handbook updates ongoing; recognize the need to further clarify policies and procedures
 - c. Changes to the timetable and annual calendar targeting a more integrated student experience

- d. Experimenting with Professional Learning Communities as part of a distributed leadership model and connected to the execution of the strategic initiatives being developed and to ad hoc concerns brought forward by the faculty
2. Faculty retention and recruitment
- a. Two retirements and one resignation have been announced; three have asked to wait until March 1 to make a decision.
 - b. Recruitment attempts from overseas, locally and through UWC channels are underway; Cordell Hull Foundation relationship has proved to be invaluable in providing us with talented international faculty in the sciences, mathematics and foreign languages.
 - c. Due to the current political climate in the U.S. there is continued concern about visa issuance and continuance for international teachers.
3. Faculty development and appraisal
- a. Goal of a 360-degree evaluation that encompasses all aspects of the student experience (academic, experiential education, and residential life) now includes peer observations in the classroom, student evaluation and an end-of-year meeting with the Dean of Academics.
 - b. Professional development to be focused on helping non-language teachers support English language learners both school-wide and within departments
 - c. The 2018-2019 academic calendar will include time dedicated professional development for teachers at the school.
 - d. Collaboration with Desert Academy has had mixed results, and the form should be reconsidered if it is to continue; its present iteration is more beneficial to the Desert Academy staff than ours.

Dean of Admissions and College Counseling

Overview

The annual admissions cycle demonstrates the many variables, in the college's control and not, that drive enrollment at UWC-USA. The cycle begins in late summer, when campuses submit their initial offers to the International Office (IO). The IO corrects for balance across National Committees (NCs) and submits offers to them in late fall/early winter. Selections by NCs occur throughout the spring, ending by April 1, with colleges accepting nominations, processing admissions and financial aid confirmation letters, and accepting additional students if necessary (and financially possible) through the Clearing Process (waitlist) until the end of June.

We are currently at the early nomination and selections/negotiation phase of the cycle for the Class of 2020, entering August 2018. Nominations of the offers made in October are now being filled and applicant files and information submitted to the UWC-USA Admissions Office by National Committees. In addition, the U.S. National Committee has completed its selection of students for the 2018 entering class of Davis Scholars.

College counseling continues to focus on a "best fit" strategy. Best possible fit is determined by student interests, strengths, and goals. As part of the strategy, we continue to diversify the colleges our students apply to beyond the Davis Partner schools, seeing success in student acceptances, merit scholarships, and other (often limited) international student financial aid. Davis Partner institutions remain in high demand due to strong institutional support and commitment to our students' values and experiences.

The major strategic work in Admissions is focused on mission-alignment and financial sustainability. We are focused specifically on the causes and consequences of the drop in tuition revenue over the last three years, as well as on ways to make up the shortfall. The cause seems to be the convergence of several factors that changed how we treated direct entry students over the last few years: school leadership change (President, VP Finance, Admissions Director) and the IO's move toward greater transparency and elimination of the "International Quota/Direct Entry" disparity among colleges. Perhaps without fully realizing we were effecting a change in policy, we moved away from padding our own numbers with these applicants. Simultaneously, National Committees have been under pressure to fill more offers and from a greater number of schools with different costs. The effect is twofold: they are saying no to unfunded offers and they are taking longer to fill offers made. Our strategy going forward will depend heavily on the IO development of a robust and successful IISP process in order to receive at least 10-15 IISP students at UWC-USA, on building out the new Davis funding model and means testing to ensure some increased tuition revenue from this program, on exploring the possibility of admitting 10% more non-Davis Americans to UWC-USA, and on greater collaboration and

alignment between the UWC-USA Business, Admissions, and Advancement Offices in order to more clearly plan and project. The Admissions Committee of the board is focused on this strategy, primarily from a diversity lens.

1. Admissions Strategy: Davis Scholars, US NC, Direct Entry
 - a. Class of 2020 Davis Scholars have been selected, with another year of powerful diversity and inclusion. Despite lower application numbers, the quality and diversity of the applicants remains strong. For the second year in a row, successful applicants were notified of their acceptance via phone call from committee members and volunteers who had interviewed them, strengthening the personal connection and reinforcing the connection to Davis Scholars while they attend UWC.
 - b. The US Selections Committee evaluated over 300 applicants for the 2018 Davis Scholarship, with 140 granted interviews and over 90 Finalists participating in the Finalist Weekend activities, held January 18-20, 2018. The Committee selected 56 Davis Scholars for the Class of 2020.
 - c. Of the approximately 150 offers USA made to NCs for fall 2018 entry, 117 have been accepted as of December. Recruitment, selections, and further financial negotiations are ongoing and will continue through April as National Committees work to fill the offers we made to them.
 - d. We continue to focus on bringing in a larger class for entry 2018 to make up for losses in 2019.
 - e. Additional unfunded offers made to China and Taiwan national committees, as well as inclusion of UWC-USA campus for non-Davis scholars to choose full-pay option to make up for loss of student numbers due to departures in the graduating Class of 2018 last year as well as lower than anticipated enrollment in the Class of 2019.
 - f. We continue to work with Shelby Davis and Phil Geier on the shift to means-testing of U.S. Davis Scholars (bringing us in line with overall IO strategy and National Committees' practices). This is a key objective of the school's strategic plan.

Dean of Students Report

Overview

One of the biggest challenges for student life programming and day-to-day implementation is to strike a balance between two crucial aspects of residential life at UWC: a proactive adult presence to help students grow as citizens and leaders in their two-year residential experience, and an emphasis on opportunities for students to take leadership roles in the residences in ways that challenge their cultural understanding, mutual respect, and personal responsibility even as they are adjusting to living away from home and pushing boundaries in ways typical of adolescents.

Our strategy this year was threefold: smaller adult/student ratios in the lower dorms similar to those in the castle, a deliberate and consistent restorative justice approach to residential life, and a proactive approach to social and emotional wellness. Our first initiative has been an unqualified success. The lower dorms, often at the center of student conflict, have had a much better year. The residential staff and student ratio of 24:2 has led to more meaningful relationships, accountability with regard to residential responsibility, and a healthier and more constructive environment. Smaller groups allow for increased comfort with safe voice space, and better group cohesion of the students in the dorm. The second and third aspects of our strategy are showing a positive cultural change with a student-centered focus, but challenges remain. Students have been empowered to advocate for themselves and others through clear processes, however some students still struggle with the “trust factor” with peers and adults. Our new approach amounts to culture building and will take time.

1. Dorm and Campus Life

- a. Residential life continues to establish deliberate student-centered programming around social and emotional health, self-advocacy, safety, and conflict resolution through a restorative approach with an emphasis on our UWC values.
- b. Wednesday Dorm time allows for constructive engagement in a relaxed evening atmosphere.
- c. Sasakawa was turned into a community center. Positive for students.

2. Restorative Justice Approach

- a. The last three years have shown a steady decline in student discipline problems. (See appendix)
 - i. In 2015-16, 12 students were put on disciplinary probation due to violating residential rules. The majority (8) were alcohol consumption over Project Week.
 - ii. In 2016-17, three students were put on probation due to a physical altercation and dishonesty.
 - iii. This year we have held three disciplinary hearings to date
 1. Two students were involved in a physical altercation.
 2. One student was caught shoplifting in Las Vegas.

- b. Development of a cross-constituency (students, staff, faculty) task force to address alcohol use; reaching out to other UWCs and tasking students with leadership.

3. Social and Emotional Wellness

- a. We continue to build on our current best practices in supporting student wellness with consistent and transparent policies, dialogue and action. Alcohol consumption and mental health continue to challenge us.
- b. Continued training for residential staff and students on adolescent challenges
- c. Continued Wellness presentations/workshops for students
- d. Conference on mental health for UWC counselors
- e. Formation of a UWC adult chat group
- f. Student self-advocacy and adult interaction at heart of our approach
- g. Introduced training this year for Resident Tutors so they can identify traits and symptoms of mental health challenges and have professional support from our counseling and nursing staff

Dean of Experiential Education Report

Overview

Day-to-day work in experiential education takes place in ongoing weekly programming and in a series of annual events. Throughout the year, students participate in up to four weekly ExEd activities as well as a variety of school-wide events. During the winter, these events are Martin Luther King Jr. Day, Cultural Days, Annual Conference and Project Week.

Over the last few years, the breadth and depth of ExEd programming has been strengthened to include more challenging wilderness and community engagement programming, to raise the bar for campus service, sustainability and wellness, and to revitalize constructive engagement of conflict as part of campus culture. This has meant a good deal of change. We are working to stabilize our offerings and approach through program alignment and clear expectations of ExEd sponsors focusing on opportunities for impact, challenge, and collaboration, and developing a more coherent framework and cycle of two-year programming for students. We are also working to showcase and leverage student experience in portfolios and partnerships. This has required an audit of what we have been doing, how we have been staffing and budgeting, and assessment of our frameworks across ExEd. As part of getting our house in order, including preparing for the capital campaign with increased program documentation and social media features to better tell the story of ExEd at UWC-USA, we look forward to developing a plan to engage the board in experiential trips, campus events, ExEd activities, and ongoing opportunities for learning and exchange. Students are very enthusiastic about project and team-based learning, and board members can lend expertise, knowledge of a community or constituency, and leverage other connections to help students test their ideas in 'real world' situations.

Finally, in light of our audit, we see clearly the need for a proactive set of risk management strategies. UWC-USA offers students unique, challenging and growth-oriented experiential programming. With this programming comes risk which can have serious impact on the lives of students and on the school's liability. Over the summer we re-activated our risk management committee. Our programmatic culture around risk management has typically been based on individual judgement. We are making a strategic shift as we incorporate new staff and we are working to create systems that work well for a wide range of employees (various ages, skills, knowledge, comfort levels with digital platforms, vehicles, etc.). Moving forward, our objective is to utilize best practices and have clear expectations in place for all programmatic areas.

1. Annual Events creating new connections and challenging students to pursue their interests and contribute as team members
 - a. Martin Luther King Jr. program included a student-led film screening and discussion, café, and a day of service on campus and in Las Vegas.
 - b. African Global Issues and Cultural Day show brought students together for regional identity exploration and education of the rest of campus; Far East

National events take place March 9/10; this spring we will seek student input in re-imagining of cultural day activities going forward.

- c. "Changing the Conversation" conference (Feb. 1-3) connects students with youth from other schools and with potential mentors and cultivates partnerships. All of our students and approximately 100 guests from schools in Mexico, Colorado and New Mexico participate, with 20-plus presenters from around the country, including several alumni; students assist with logistics, hosting and presentations.
 - d. Project Week (March 17-24) will offer 13 trips to all first-year and approximately 50 second-year students. This year all our trips are on buses (no flights), and we are on target to stay within budget while maintaining safety and appropriate staffing. We have created a repeatable menu of trips, which over time can potentially be offered to fee-paying, non-UWC students. See appendix for conference details and Project Week trip list.
 - e. Wilderness has an established annual calendar of trips; 25% of students fulfill the minimum requirement of 2 trips, 25-50% students participate on multiple trips (3-4 over 2 years), 25-50% students participate in the leadership training (20 hour wilderness first aid, 14-day leadership expedition, 4-day pre-orientation trip, 3-day orientation trip), and some 10-15 students end up spending around 40 days in the wilderness over their 2 years.
2. Aligning ExEd programming under Signature Programs
 - a. Arts and Culture
 - b. Constructive Engagement
 - c. Sustainability
 - d. Wilderness
3. Partnering for impact
 - a. Local Schools: Expanded our education ExEds, now serving 250+ local youth weekly with tutoring, robotics, chess, reading, math games, and engineering adventures.
 - b. Students regularly visit the Youth Development and Diagnostic Center, where they volunteer with incarcerated youth, and the San Miguel County Detention Center, a pretrial jail facility with a small reintegration center. Students develop activities and provide important social interaction while getting a better understanding of the criminal justice system.
 - c. The recent installation of a Shared Studio portal in the Bartos Institute will facilitate virtual connections with youth at the YDDC and in other isolated locations internationally. We hope to partner with the IO to encourage other UWCs to install portals to facilitate cross-campus connections.
 - d. Wilderness, Campus Service and Farm students have been working together to map trails, thin trees, and prevent erosion and wildfire, and are partnering with NMHU Forestry to develop a long-term plan for active land management.
 - e. Farm and Sustainability students have partnered with Sodexo to achieve large-scale composting and to plant, harvest and serve some 5,000 lbs annually of produce in the Dining Hall.

- f. Our focus has been to assess current systems, integrate priority improvements and calendar needed on-going training, data collection and prevention efforts. Our efforts are meant to reduce stress and emergency expenses, catch up with available technology and strengthen systematic management and school culture. Systems review to date has focused on transportation, communication, emergency prevention/response, incident debriefs and on and off-campus safety in the current climate.

Finance and Operations Report

Overview

The day-to-day work of finance and operations is to provide the campus community with service in the human resource, financial, and capital and physical plant areas. We have focused great attention this year on controlling expenditures and meeting all the human and infrastructural campus needs. Next year's budget was for a second year developed using zero-based methodology, resulting in the lowest percentage increase in many years. As a result of this work, operating expenditures in the current year are within the budget. For next year, the year-over-year increase is projected at only 1.4%. For capital expenditures, each major project is being considered in light of how it will improve sustainability, improve life on campus, and preserve the campus.

The strategic focus has been to implement projects and policies that directly affect the well-being of employees and their satisfaction with their workplace, thus contributing to stability at UWC-USA as well as its long-term financial sustainability. Compensation and benefit structure, retirement plan, and health insurance have all been under review. In addition, we are focused on safety for employees and students. We have begun to undertake a serious review of the school's approach to risk management. (See Dean of Experiential Education Report.)

1. Finances

a. FYE '18

- i. The FYE '18 approved budget -- including operational and capital expenditures -- showed a deficit of \$960,000. In addition, the Board approved one-time capital infrastructure investments for major projects (see FYE 18 Capital Projects below) that were over and above the annual capital expenditures, which would have resulted in a great deficit. The deficit would have been covered with cash reserves if the school had not received the \$2 million Davis Family Challenge Grant. With all revenues and expenses considered, the end-of-year projection is a surplus of \$53,000. It should be noted that this surplus is despite the fact that net tuition revenues (gross tuition minus financial aid awarded) came in about \$400,000 below budget.

b. FYE '19

- i. The preliminary budget for FYE '19 is complete and included as part of the Board packet. It projects an overall surplus, after operational and capital expenditures, of \$560,000. This budget's revenue includes \$2 million from the Davis Family Challenge Grant. It also includes capital expenditures for deferred maintenance of \$650,000.
- ii. Overall, operating expenses will increase only 1.4% over FYE '18.
- c. The school's endowment stands at \$132 million as of December 31, 2017. Its annual growth was approximately 17%, well above the 5% annual draw.

2. Capital Projects

a. FYE '18 One Time Projects

- i. Energy or sustainability
 - 1. Work continues on developing a comprehensive plan to address deferred maintenance, renovation of the campus, energy saving and sustainability opportunities, and capital investments to be coordinated with master planning. This will be a continuing process as the campus evolves to best meet the educational and operational needs of the school.
 - ii. Student experience
 - 1. Installation of keyless entry systems on all buildings is underway, with a phased implementation planned. This project will enhance safety and security on the campus
 - 2. Campus master planning has begun, with the first on-campus meeting having taken place on January 10 with SLT, the Campus Planning Committee, and various groups. Multiple meetings are scheduled through the winter and spring.
 - iii. Academic support
 - 1. Installation of additional smart boards in classrooms
 - 2. Renovation and expansion of math classrooms
 - iv. Additional or New Projects
 - 1. Connection to the city's wastewater treatment plant is complete, with no budget changes from the original proposal.
 - 2. Campus housing for employees -- To meet demand for on-campus housing the Board last May approved the construction of two duplexes for employees (four new housing units). Work has been ongoing, with completion expected late winter/early spring. The quality of the work has been consistently high, according to the school's facilities' director.
- b. FYE 2019
- i. Energy or sustainability
 - 1. Replacing campus lighting with LEDs
 - 2. Low-flow water fixtures
 - 3. Water catchment system, which will utilize land-based runoff and rainwater from buildings' roofs
 - 4. Boiler replacement
 - 5. HVAC controls.
 - ii. Student experience
 - 1. Replace flooring in Sasakawa
 - 2. Dorm bathroom renovation
 - 3. Bat remediation on fourth floor of Castle
 - iii. Academic support
 - 1. Vehicle replacement
 - 2. Network switch upgrades

3. Smartboard replacements and additions
- iv. Additional or New Projects
 1. Work continues on the Dwan Light Sanctuary, as additional water leaks have occurred, and the installation of a cooling system for the prisms has been delayed. It appears that original design issues are the underlying problem.
 2. Nitrogen generating system for castle fire prevention system
 3. Descaling units for residence hall water use
 4. Rewire IT center
 5. Vehicles -- A significant investment in new/used vehicles is planned over the next
3. Compensation and benefits
 - a. Work is ongoing to codify and improve compensation in the areas of salary and benefits, health insurance, and the retirement plan.
 - b. The compensation and benefit structure for faculty and staff has been analyzed by Dr. Christina Greathouse of Strategic Performance Group, and initial findings have been presented to senior leadership and are under revision and review. This analysis is examining the internal and external comparability of compensation for all employees. The results will assist in supporting the strategic goal of staff retention and financial sustainability, with final results and a presentation to the campus by Dr. Greathouse later this winter. While salaries for the next academic year have been set already (see slide titled Salary Increase Parameters), consideration will be given to making adjustments to those employee salaries which are significantly below that which the study indicates.
 - c. Updating of the campus risk management plan continues, including the safety policy and procedures manual. The Safety Committee is reviewing safety procedures in multiple areas, including campus-wide notifications, vehicle use, work processes, and infrastructure.
 - d. The school's employee retirement plans with Valic and TIAA were benchmarked by UBS and then reviewed by senior leadership. Analysis concluded that while each plan complies with these norms and serves employees adequately, there is room for significant improvement to lower participants' fees, providing better and more cost effective services to individual employees and to the school, as well as reducing the school's fiduciary exposure.
 - e. A proposal was presented to the school by Longview Asset Management which would eliminate the Valic option moving forward, improve TIAA offerings to include low cost options such as Vanguard and other funds, provide opportunities for sustainable investing options, and take over fiduciary duties from UWC-USA. This proposal will reduce overall fee costs for participants, provide greater options to individuals, reduce UWC's potential liability, and offer a higher level of personal service. There will be no increase to the school's budget.
 - f. Health and dental insurance for employees will remain with Blue Cross Blue

Shield for the coming year. There was no increase in the cost of health insurance premiums for active employees, a 1.79% increase for retirees' health insurance, and approximately a 5% increase for dental insurance.

Advancement Report

Overview

Advancement efforts are focused on meeting the Davis Family Challenge Grant and expanding support for the school from all of our constituencies in preparation for a major campaign. The Davis Family Challenge Grant remains an aggressive challenge to meet before May 31 as it requires an 11% increase in donations over last year. As of December 31, we raised \$1.4 million that counts toward the challenge, leaving \$600,000 to raise by May 31. The strategy is to achieve this by raising \$140,000 more from the board, \$360,000 from renewing those who gave last year, and \$100,000 from new major gift prospects. Trustees can help by both increasing your personal gift (if you haven't already done so), and working to bring in two new donors.

In addition to our usual direct mail and email campaigns slated for the spring, we are prioritizing the major gift prospects for face-to-face asks and developing individualized approaches for each. We are also prioritizing alumni giving, focusing on strengthening the alumni volunteers and providing them with clear goals and support as they solicit their classmates. In addition to our continuing programs to further engage alumni so they will support the school, we are also aligning ourselves with the IO's "generational commitment." Communications efforts are focused on preparing for the campaign by moving to a new website, honing our communications messages, and expanding our arsenal of tools.

1. Fundraising (see appendix) – Meeting the \$2million Davis Family Challenge is our main objective.
 - a. Annual Fund giving through 12/31/17 was \$1,545,000, a 2% increase over the prior year at that time.
 - b. Removing Davis gifts not to be included in the challenge, \$1,400,000 has been raised toward the challenge with \$600,000 left to raise by 5/31/18.
 - c. The board is doing well with its challenge of increasing its overall giving by \$100,000 (or a 60% increase per trustee). We appreciate the eleven trustees who have donated \$119,000 to date and are optimistic that the remaining \$140,000 goal will be met with seven trustees yet to give.
 - d. Christie is outlining specific strategies for major gift prospects and identifying lapsed donors for personal solicitations.
 - e. To increase alumni giving, we have recruited two new co-chairs to the Alumni Annual Fund volunteer group and have split the responsibility among the four: '84-'89, '90-'99, '00-'09, and '10-'17. We also created a new Volunteer Website (<http://www.uwc-usa.org/AFV>). The class volunteers have a goal of renewing alumni donors from the previous year, increasing the amount given by those donors, and adding new donors to each class.
2. Campaign Preparation – The school has engaged The Compass Group to assist with analyzing what needs to be done in preparation for a campaign and identifying strategies to achieve this. This will include conducting a wealth screening, writing the case statement, interviewing prospective donors, and recommending staffing.

- a. A two-day meeting with The Compass Group took place in December to discuss the case for support, recent fundraising history, Advancement infrastructure, status of alumni programming and support, board leadership, volunteer involvement, and prospect identification and development.
 - b. Currently, we are working on rating prospects internally and through a wealth screening, developing a list of foundation prospects, and setting our agenda for the next six months of work.
 - c. We have a much smaller staff than other UWCs raising the same or less and know that we will need to add staff for a successful campaign. We will develop a staffing strategy based on the results of the wealth screening and prospect rating that is on the agenda for the spring.
 - d. Carol Thornton and Nick Scully from The Compass Group will meet with five to six trustees individually prior to the board meeting to begin discussing the campaign.
3. Alumni Relations (see appendix) – Our strategy with alumni relations is to increase alumni engagement in order to prepare alumni for maximum participation in the campaign and to align ourselves with the IO strategy of alumni making a “generational commitment of time, talent, and treasure.” Our ways of engagement currently are focused on:
 - a. Events to bring alumni together, to hear updates from staff, and to request their feedback.
 - b. Giulio Regeni Alumni Impact Award: Now in its third year, nine new nominations were submitted. The winner will be asked to speak at commencement and all nominees’ stories will be used to promote the impact of a UWC education.
 - c. Annual Conference: Bringing alumni back to campus to speak or attend our conference deepens their commitment to UWC-USA. Four UWC-USA alumni will present at the Annual Conference in February and the Student Organization for Alumni Relations will host an alumni panel during the conference.
 - d. Reunion: The classes of ’88, ’89, ’98, ’99, and ’04 have been invited to the Montezuma Reunion July 27-30, 2018. Recognizing the difficulty and cost of traveling to Montezuma, we are working with the Class of 2013 to host a NYC Reunion June 22-24, 2018 and a Berlin Reunion July 13-15, 2018. Registration for all opens February 15th.
4. Communications/Marketing (see appendix) – In light of the Davis Family Challenge, the upcoming campaign, and our contemplated move to a hybrid means-testing model for Davis Scholars, it is imperative that we hone our communications messages, expand our arsenal of tools (such as increased use of videos and other collateral), and move to a mobile-friendly, interactive website that is more easily navigable and will lead to increased enrollment and support.
 - a. Replacing the marketing director (who left in December) is the first order of business. The job description has been revamped in order to allow someone to work remotely with some of the on-campus responsibilities going to the executive assistant to the president.

- b. The second order of business is engaging a firm to do a communications/ messaging audit and plan. This will help us not only to speak to the need for funds, but also to position the school in the increasingly competitive marketplace for students and summer programs participants.
- c. Results for the communications audit will inform the content and design of the new website which we hope to have well underway by this summer. It will also provide key messaging and design for collateral pieces that will enable trustees and other stakeholders to promote the school.
- d. The digital Annual Report allowed us to meet our goal of increasing both environmental and financial sustainability; and the post-digital-launch survey indicated that over 80% of respondents preferred a digital copy. Unfortunately, the analytics for it were set up too late to capture meaningful data about the number of views and time spent on which pages. Moving forward, IT will be well-positioned to collect this data in 2018. We will also consider providing a printed option upon request.

Governance

1. Mark Alexander and Ty Tingley will rotate off the board on May 31, 2018.
2. Board Committees: see appendix
3. Board pipeline: The Governance Committee is talking with 12 potential new trustees.