



**Meeting of the
Board of Trustees**

**Feb. 1-2, 2019
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 2019

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 Friday, Feb. 1, 2019, commencing at 3:00pm and continuing on Saturday, Feb. 2, 2019, at 9:00am in Sasakawa.



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Academics

New Faculty Resumes

Admissions & College Counseling

Class of 2019 College/University Matriculation List

Entry 2019 Rolling Snapshot

Final Yield on NC Offers Five-Year Trend

College/University Visits as of 1/16/19

Residential

Students at Risk Five-Year Trend

Experiential Education

Signature Programs, ExEd Overview

Spring 2019 Project Week

Finance, Operations & HR

Current Year's Budget vs. End-of-Year Projection

Current Year's Budget and Next Year's Preliminary Budget

2019-20 Revenues and Expenses (Chart)

Multi-Year View as of December 30, 2019

Budget Projections Five-Year Trend
Market Value Summary as of December 31, 2018 (chart)
Market Value Summary as of December 31, 2018 (graph)
UWC-USA Davis Programs and Fund Report
Capital Projects FYE 18
Capital Projects Proposed 2019-20

Advancement

Fundraising Results by Constituency FYE 19 and FYE 18
Fundraising Summary Five-Year Trend
Alumni Survey Executive Report
UWC-USA Alumni Dashboard
Communication Dashboard



**BOARD AGENDA
Feb. 1-2, 2019**

All meetings in Sasakawa unless noted otherwise

Friday February 1, 2019

- Noon Lunch with students in the dining hall: Pick a table
- 1:00-2:00 Time to meet with assigned students
- 2:00-3:00 Finance committee
- 3:00-3:30 President's report
- 3:30-4:30 SLT and board committee reports
- 4:30-5:00 Discussion
- 5:30-6:00 Performance by CLAD students, president's home
- 6:00-7:30 Dinner with trustees, SLT, new faculty, and CLAD students, Sasakawa

Saturday February 2, 2019

- 7:00-8:30 Breakfast in dining hall. Members of the U.S. National Committee will be on hand.
- 9:00-9:15 Board Resolution on the passing of Dr. Theodore Lockwood
- 9:15-9:45 [Safeguarding](#) -- International and Local Developments
- 9:45-10:30 Hot springs
- 10:30-11:00 Walking break to see hot springs
- 11:00-12:30 Strengthening the foundation -- Update (Open to Faculty and Staff)
- 12:30-1:30 Lunch delivered
- 1:30-3:00 Strategic Discussion: Location and Innovation -- (Open to Faculty and Staff)
- 3:00-5:00 Executive session
- 5:45-7:00 Yule Ball Dinner, table reserved for board, dining hall
- 7:00-9:00 Drinks at president's home for trustees, SLT

Adjournment

**Minutes of The Armand Hammer United World College
Of the American West (UWC-USA) Board of Trustees Meeting,
Oct. 5-6, 2018**

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 3:30 p.m. Mountain Daylight Time, Friday, October 5, 2018 and adjourning at 6:00 p.m. In this first day of meetings, Trustees present were Geeta Anand, Marc Blum, Leigh Ann Brown, Steven Dichter, Marybeth Kravets, KC Kung '87, Ben Jones AC '91, Justin Lee '95 (by telephone), Victoria Mora, President, Jonathan Schneider, Ted Rogers, Subitha Surbramaniam '88 (by telephone), Tyler Tingley, and Melanie Weston '86. These 14 trustees constituted a quorum. Former Trustee Mark Alexander was also present at the meeting.

Also present by invitation were the following members of the College staff and administration: Gwen Albers, Christie Baskett, Melanie Brennand, Cesar Cervantes, Jonathan Ehrlich, Alexis Mamaux, Naomi Swinton, and William Wanker. Parris Bushong and Ellen Thompson were present as faculty representatives. Carson Miller and Irene Vuollet were present as student representatives.

Steve Dichter presided as Chairman.

Prior to the start of the meeting, Trustees had lunch in the Dining Hall and met with the students assigned to them. New Trustee orientation was conducted from 2:00–3:30 p.m. in Sasakawa.

Upon calling the meeting to order at 3:30 p.m., Mr. Dichter introduced Ted Rogers, who was elected to the Board by email ballot after the May meeting. Mr. Dichter also welcomed former Trustee Mark Alexander, who attended the meeting.

Mr. Dichter turned to President Mora to deliver her report. President Mora indicated that her verbal report would briefly supplement her formal report in the Board Book. She related that it had been generally a smooth start to the school year. The key challenge continues to be capacity building among staff and faculty. The only disruption in the smooth opening had been an unauthorized student party that had necessitated 16 disciplinary responses, including two expulsions to date. In conjunction with events following from this party, an independent investigator retained by UWC-USA is looking into a charge of sexual assault, which has also been brought to the authorities, by one student against another. The report should be ready in the next several days.

Following President Mora's report, Mr. Dichter began the strategy discussion "Preparing for 50 (2032)." He asked Mr. Jones to review the history of UWC strategic planning efforts since the 2011–12 school year. Mr. Jones and President Mora traced the efforts of the College in strategic planning through the use of a PowerPoint, which is archived with these minutes. The high points of these strategic efforts include a modest increase in the size of the student body and efforts to avoid "the fiscal cliff" precipitated by the spending down of the Hammer trust fund. Joined this year by Mr. Wanker, Chief Strategy Officer, President Mora is evaluating the College's systems with an eye toward its strategic future.

The afternoon session adjourned at 6:00 p.m. Trustees were invited to dinner in the Dining Hall,

followed by a student performance in the Castle Lobby. The evening concluded with a reception at the president's home for Trustees, SLT, and faculty.

The second day of meetings began at 8:30 a.m. in Sasakawa. Trustees present were Geeta Anand, Bill Banowsky, Marc Blum, Steven Dichter, Manolo Espinosa '87 (by telephone), Marybeth Kravets, KC Kung '87, Ben Jones AC '91, Justin Lee '95 (by telephone), Victoria Mora, President, Ted Rogers, Subitha Surbramianiam '88 (by telephone), Tyler Tingley, and Melanie Weston '86. These 14 trustees constituted a quorum.

Also present by invitation were the following members of the College staff and administration: Gwen Albers, Christie Baskett, Cesar Cervantes, Jonathan Ehrlich, Alexis Mamaux, Naomi Swinton, and William Wanker. Parris Bushong and Ellen Thompson were present as faculty representatives. Carson Miller and Irene Vuollet, student representatives, were unable to attend due to scheduling of the SAT exam. Ben Gillock and Judi Ruprecht attended as members of the Master Planning Committee. Shawn Evans and Renee Rider represented the master plan design firm, Atkin Olshin Schade (AOS).

Mr. Dichter began the meeting by calling for the approval of the minutes of the meeting of May 18, 2018.

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

RESOLVED, that the minutes of the meeting of May 18, 2018 be, and hereby are, adopted.

Mr. Dichter recapped Friday's Board strategy discussion and reviewed the chart "How Might the Macro Challenge Look: Three Alternatives" (archived with the minutes of this meeting). The chart examines the implications of three scenarios: "Status quo," "Strengthen Foundation," and "Innovate for Impact." President Mora and Mr. Wanker discussed the alternatives presented in this chart. The board agreed that this was a helpful framing of the discussion; and that furthermore "status quo" was not an acceptable option. Also agreed that the Foundation and Impact scenarios are not mutually exclusive and that short-term (next 2 to 3 years) the staff should devote most of their attention to "strengthening the foundation" while the board takes the lead in further developing thinking on "Innovate for Impact."

Mr. Dichter turned to Mr. Evans and Ms. Rider from AOS, who were responsible for designing the master plan. Mr. Evans described how they had developed their data on renovation needs. All constituencies in the College community were consulted. Using a detailed PowerPoint (archived with these minutes), Mr. Evans described the various needs and challenges the Master Plan addressed: high levels of deferred maintenance on a number of buildings, ADA accessibility issues, the need to establish a secondary egress from the campus to the west, potential for future enrollment expansion, and the distribution of faculty and students on campus—20% of students live in the Castle and 80% in the lower campus, with 55% of the administration in the Castle.

Mr. Evans led a detailed discussion of the potential costs of the three scenarios, recognizing that these were very preliminary estimates. AOS suggested a second variant of scenario 3, creating four scenarios: 1, 2, 3a, and 3b. The costs of the four scenarios ranged from \$55 million to \$100

million and paralleled the three strategic choices presented to the board: Status Quo, Strengthen the Foundation, Innovate for Impact.

A number of Trustees introduced the possibility of moving the campus, since the cost of renovating the existing campus was so high. Trustees recognized that they had no data to assess the cost of this alternative and that such brainstorming while important should not distract from the core challenge of “strengthening the foundation” here and now in Montezuma.

Following this discussion, the Trustees took a short campus tour with Mr. Evans to examine first-hand the AOS findings.

After the tour, Mr. Dichter called upon a number of the faculty present to share their observations about the needs of the campus. Mr. Bushong noted that teaching space was the highest need, with many classrooms too small for current enrollment. Ms. Mamaux observed that we had plenty of classrooms, but they were just poorly configured for our current student body. Faculty observed that the breakdown of mechanical systems—electrical, plumbing, HVAC—was a constant disruption. Mr. Cervantes expressed the need to see the impact of the campus on the entire student/residential experience. Ms. Swinton encouraged the Trustees to decide on a plan of action as soon as possible.

Mr. Dichter called for a 30-minute break for lunch.

At 1:30 p.m., the Trustees reconvened in Sasakawa.

Members of the SLT present encouraged the Trustees to seriously consider how each of the three aspects of any strategy (a) people, programs, systems; b) campus/location; c) funding/fundraising work together. Mr. Wanker asked, “If you completed the entire master plan at a cost of over \$100 million, what’s so unique about this campus to make it worth the investment?” A discussion of challenges, particularly around location, ensued. The board expressed appreciation for challenges they had not been aware of and the need to study the matter of location further as part of the strategic planning process dedicated to innovation for impact. The board agreed that the SLT should focus on Strengthening the Foundation while the board under Ben Jones’ leadership, along with Victoria and William, would look at next steps for studying the question of particular challenges related to Montezuma.

From 3:00 – 5:00 p.m., the Trustees entered into Executive Session to continue their discussion of the three scenarios and the Master Plan alternatives.

Mr. Dichter recognized the planned departure of Christie Baskett, vice president for advancement. He noted, “Christie professionalized our advancement processes and did an outstanding job in increasing our annual fund and building alumni engagement.”

There being no further business to come before the meeting it was, upon motion duly made and seconded, adjourned.

Tyler C. Tingley
Secretary

President's Executive Summary

The SLT has been focused on strengthening our foundation and on preparation for a renewed effort at strategic planning. In addition, a number of international initiatives and projects are underway that affect the work of members of the SLT, including adding to their already formidable workload/balance of considerations in executing their responsibilities. We continue to have regular staff turnover, though we have been very happy with the quality of candidates and hires. In addition, we are now developing a list of key numbers relevant to the health of our school and in need of strategic focus.

I - Strengthening the Foundation: To date, our work to strengthen the foundation falls into three buckets: people, systems, and campus. We have identified key areas for improvement in each of these buckets through our ongoing audit (listed below for documentation purposes) and a review of the Strategic Planning Committee's work from last year. We have begun consultation with the larger campus community on what we have identified, but more consultation is needed for refinement and prioritization. In addition to identification, we have also made progress in many of these areas even as our audit continued through the efforts of the CSO.

- People
 - Focus on hiring diverse, mission-driven staff
 - Develop a rationalized program of employee onboarding, orientation, professional development, evaluation and feedback, and offboarding
 - Collaboratively create shared code of conduct to guide our communal and professional interactions
 - Continue reshaping organizational chart toward a distributed leadership model that is less top heavy and has more "boots on the ground" for program impact (e.g., RLC's in Res Life and Department Heads in Academics; opportunistic revision of job titles and responsibilities)
 - Rationalize compensation structure, bridge gaps, develop mission-aligned approach to increases
- Systems
 - Student Information System
 - Student Behavior System
 - HR System
 - Risk Management
 - Advancement/Event Planning
 - Public Interface (e.g., website, phone tree, communication with parents)
- Place
 - Deferred maintenance focused on safety and risk, high impact for student experience, historic buildings

Action needed from Board

- Executive session discussion of administrative staffing

II - Preparation for Strategic Planning

- CSO conducted an audit of strategic planning history at UWC-USA and of UWCIO strategic plan
- CSO provided a draft strategic plan that brings together the work done to date, including:

- Context of our planning efforts (past plans and planning efforts, two fronts to focus on--strengthening the foundation and innovating for impact, key internal and external drivers to be considered for innovation (finances, location, program opportunities, changing world)
- Basic areas of focus for strengthening the foundation
- Considerations for innovation
- Strategic goals and objectives
- Framework for short-term planning and project implementation
- Next steps: evaluate draft plan against work done by SPC last year and against conclusions coming out of board discussions; determine draft readiness for community review; engage SPC in revisions

III - International Movement Update

- New Chair of the UWC-IO Board, Mumbisi Kanyoro, president and CEO for the Global Fund for Women. She will speak at our graduation. Here is [Mumbisi's](#) biographical information.
- My first official meeting as a new IO Board member will be in March (I participated in October as well, but without vote.)
- UWC Curriculum Development Committee work underway (See Academic report)
- Safeguarding Focus of IO
 - Movement-wide approach to basic policy and practice vs. local considerations
 - Alignment and enhancement of campus practices: we are in good shape
 - Crisis Communications Plan: common standards and courtesies and centralized role of IO
- GSP
 - Pilot had disappointing results from a college/school perspective but we remain hopeful
 - Chinese National Committee did not participate
 - IO learning as they go about GSP market
- Controversy around Belt and Road Center at Li Po Chun
 - IO reaffirmed political neutrality, campus autonomy

Action needed from Board

- No action - FYI

IV- Status of key positions we are working to fill

- Advancement Director: 4 solid candidates, including 2 alums; 2 finalists; seriously looking at remote advancement office (Special thanks to Jose-Pablo for stepping up in the interim.)
- Admissions Director: 2 finalists, one from UWC movement and one from tertiary education; applications still coming in
- College Counseling will be advertised in February; yet to determine director or counselor level
- Mid-year faculty positions filled with two full-time, one part-time (see Dean of Academics report)
- First RLC position filled (see Dean of Residential Life and Experiential Education report)

Action needed from Board

- No action - FYI

V - Key numbers SLT will be focused on as we prepare for next year

- Tuition dollars as a function of overall enrollment and financial aid mix.: Questions to be answered: What should our net tuition goal be as a percentage of revenue? Does increased enrollment get us the tuition dollars we need? What does mix of GSP, Davis, NC students need to look like to meet net tuition goals? What levers are in our control? Is it time to revisit the size of our student body, especially as we consider location/faculty housing/school culture/new drivers of tuition revenue that have come on line?
- Davis Scholar applications as a function of new hybrid model. Questions to be answered: What if any effect does the new hybrid model have on the number of applications? Do we see different responses to the hybrid model from different demographic groups? How is U.S. cohort diversity impacted by the new model?
- Website traffic in two major areas targeted: admissions, giving
- Percentage budget increase (target 3% or lower) year over year as well as resource allocation focused on strengthening the foundation. Questions to be answered: Does our resource allocation match our identified needs for strengthening our foundation? Does our focus on capital expenditures related to safety, high impact areas, impact on classroom experience, and historic buildings make sense as we sort out the alternatives introduced by the Campus Master Plan and consideration of relocation? Should we continue with the \$750K in deferred maintenance expenditure as we continue to assess the impact of place/location on innovation? Are we comfortable running a larger operations deficit as we bring systems online with Davis challenge grant monies?
- Targeted Annual Fund increases in anticipation of Davis Family Challenge Grant expiration in FYE 22
- Others?

Action needed from Board

- Discuss any other numbers the board wants us to be focused on at a strategic level/any questions we should be asking that we aren't already

Dean of Academics

I - Faculty Updates

- The new faculty who arrived in August 2018 are welcome additions to the UWC-USA community. The onboarding process has seen improvement; upon arrival, their residences were ready, human resources had all paperwork ready for completion, and they were given time to acclimate before the new faculty orientation took place. The result is that this cohort has settled into the community well.
- Unfortunately we had three untimely and unexpected departures in theatre arts/literature and performance, history and global politics, and English B. All three were filled as of January 22, 2019. The English B teacher will begin the week of January 28; the other two began teaching the week of January 21, 2019.
- As mid-year replacements are rare, this has been a challenge, but a streamlined hiring process and the use of IST a firm that assists international schools in finding substitutes -- has been helpful. However, our hiring options mid-year are limited to those who can already work in the U.S. legally.
- To increase faculty diversity, several initiatives have been taken in addition to the use of the Cordell Hull Foundation to assist with J1 visas. In particular, there will be outreach to Historically Black Colleges and Universities, and the school is hoping to send a representative to the Nemnet Diversity fair in Boston in March 2019.

Action needed from Board

- No action - FYI

II - Update on ISAS and IB accreditation self-studies

- The first phase of the IB self-study has been completed. The questionnaire has been completed through the assistance of all faculty. Monthly through Spring 2019, one faculty meeting per month will include time to reflect on the components of the self-study. Dr. Peter Samaranayake was the lead faculty in this initiative and has been guiding the faculty through the process. We are on track to have the self-study completed by the June 1 deadline.
- The ISAS self-study is also moving into its reflective stage. The key areas of quality assurance and mission alignment, communication and information, safety and sustainability, and cultural competency will be the topics of the self-study groups that will meet monthly throughout Spring 2019 and produce working papers on each area. The other key issue that emerged -- the relationship between the IB and UWCs, is being addressed UWC-wide, with coordination from the Education Director of the International Office (see point III below).
- As part of the ISAS process, UWC-USA Board of Trustees and parent surveys are required. As many of our parents do not speak English, ISAS is willing to waive that requirement or limit it to our U.S. students. Another option is to send it out to all, knowing that the results will not be comprehensive.

Action needed from Board

- A survey will go to board members by Jan. 30, 2019. Board members should complete by March 1, 2019.

III - UWC Curriculum Development committee

- The UWC International Office has begun an initiative to reconsider the meaning and intentions of a UWC education. Members of the IO are engaged in discussions with the IB. As there has been general concern about stress levels of diploma students worldwide, the IB has expressed willingness to collaborate with the UWCs to create a curriculum that maintains academic rigor while engaging in more place-based learning and giving more time to the co-curricular aspects of UWC that make it distinctive. Alexis Mamaux will attend a regional hub meeting at UWC Maastricht Feb. 7-11 that will begin creating the framework. This initiative is in its nascent stages, and as it develops further, more members of the UWC-USA community will be involved.

Action needed from Board

- No action - FYI

IV- Classroom Capacity

- During the October 2018 board meeting, the issue of classroom capacity arose, and the dean of academics was tasked with looking at what is needed and what is currently possible.
- Classroom/teaching spaces needs based on our current student population and course offerings:
 - 31 classrooms total
 - 21 standard-size for up to 20 students
 - 6 classrooms with laboratory space
 - 1 dance studio
 - 1 performance space
 - 1 art studio
 - 1 music space
 - 6 department offices and/or a faculty lounge
- A theme that emerged in the Master Plan was the separation of Group 3 (Individuals and Societies) from all other academic departments. The dean of academics, director of facilities, and maintenance supervisor conducted an audit of current spaces to see if economics, global politics, history and social anthropology could be relocated to lower campus within the current five classroom spaces. The most feasible options that arose were:
 - Convert Anixter Poole Hall into two classrooms
 - Combine the mathematics office spaces (previously the presidential office space) into a large classroom
 - Combine a lounge and office in the languages building into a classroom
 - Combine rooms 109, 110 and 111 the Old Stone Hotel into a large classroom
 - Combine the office suite of 102, 103 and 104 OSH into a large classroom.

(The latter two would lead to relocation of administrative offices to the castle)

This will be explored more fully in Spring 2019; renovations can be completed during summer 2019 if necessary.

Action needed from Board

- No action - FYI

Dean of Admissions and College Counseling

I- Nominations Update

- Based on new guidance from the International Office and a working group made of national committee members and college admissions directors, national committees will nominate candidates to UWC schools and colleges during a period that will start on Jan. 16 and end on March 31, 2019. This will effectively help manage expectations and communications with nominated students and provide colleges with a manageable and more consistent timeline to review nomination materials.
- Nominations from NCs will be in the following blocks:
 - Window 1. From 16 January to 31 January
 - Window 2. From 1 February to 14 February
 - Window 3. From 15 February to 28 February **US NC has selected this window*
 - Window 4. From 1 March to 15 March
 - Window 5. From 16 March to 31 March

Action needed from Board

- No action - FYI

II - Global Selections Update

- We had requested a total of 18 GSP (full fee-pay) spots in our initial offers from late spring. In Armenia at the Heads' Meeting, Victoria Mora agreed to reduce the GSP offers to 12, based on initial low numbers in completed GSP applications.
- To date, we have received (and accepted) five GSP-nominated students. National committees (and colleges) have been asked to fold these into our orientation-type activities for their selected students.
- Our revised target of 12 GSP students lowered our projection to \$480,000 in tuition revenue. Currently, we are only looking at receiving around \$200,000 from the five GSP nominees.
- We have also learned that at least ten students residing in the U.S. (though not necessarily with U.S. citizenship) have applied through the GSP. We have received two of those selected.
- The IO has added a few more Global Selections Weekends to try to continue recruiting and selecting GSP students. This has created some confusion for many applicants and families as NC-applications and selections began running this winter.

Action needed from Board

- No action - FYI

III. - Davis Scholar Program

- As is apparent this weekend, we have nearly 80 finalists to work through a series of activities and observations by the U.S. National Committee. This year, we received 266 applications, interviewed about 100, and invited 86 finalists to the weekend. We had only one student withdraw based on her applications to "other, more traditional boarding schools" that she and her family decided were better fits than UWC.

IV. - Changes to Davis Scholarship Program (Needs Assessment)

- We have had 48 finalists apply for needs-based financial aid (above the \$25,000 merit-based Davis Scholarship as part of our shift to a “hybrid model” to come into line with the movement’s requirement that national committees conduct needs-assessment on students they select and nominate to colleges). While families may still apply for needs-based aid after placement, the “deadline” of Jan. 15 was set so that initial needs assessment could be made prior to selections weekend and subsequent placement and matches to campuses. While needs assessment is just beginning, it does seem that many who applied for aid will still be asked to contribute an average of \$10,000. Some families offered much higher amounts than what the needs formula suggest, so we are often splitting the difference
- This means that the other 45% of our Davis Finalist families believe they can contribute the remaining amount above the \$25,000 merit awards towards the cost of their child’s UWC educational experience.

V. - Changes to Finalist Weekend & Evaluations

- We’re changing up some of the activities to help level the playing field for those who are not re-apps, or who don’t have a friend/relative among the current students who might tip them off, as well as to eliminate some of the issues we’ve observed in previous years.
- Committee members will facilitate most/all of the activities, which takes pressure off the staff, and helps ensure the activities meet our evaluative goals.
- Faculty have been strongly encouraged to eat lunch with applicants to talk about the school and answer questions.
- We re-imagined our “parent panel” (previously just deans and the co-chairs) to involve select faculty and current students to present the academic side of UWCs (especially STEM and diverse/international teachers), and to talk about the great colleges and universities alumni have attended in recent years (reminder of the value of investing in a UWC education beyond the cool factor)! Generally, the committee recognizes that we have to work on consciously “selling” the UWCs more than ever: there’s been a perception (from the website and past finalist weekends) that the school is light on academics/it’s like a “summer camp”— and this year many families will be asked to pay for the experience.

VI. - General

- We have enough volunteers. If other alumni or interested parties ask whether they can help, please refer them to the committee application process, which we established and implemented for the first time this year. It’s difficult to bring people on board at the selections weekend stage if they haven’t been through the earlier stages, i.e. part of the conversations about our goals/criteria/reading and discussing applications/interviewing.

College Counseling

We continue to work closely with our IBDP2 students completing applications post-Jan. 1 (through April for many European schools as well) and began working with our IBDP1 students before the winter break to talk about summer program options and how to work with our office. We will begin working with that group in earnest at the beginning of the third trimester. With our IBDP2 students, we continue to see a trend of increased interest outside of the U.S., particularly with the U.K., and had 28 students apply via the UK’s centralized system, UCAS, with many already receiving many offers from schools. We also continue to see interest in applying via

the Early Action or Early Decision Deadlines for schools in the U.S., but really tend to only support our American students in doing so, as our international students just simply are not ready.

I. - Results to date

- From the few students that we did allow to apply through Early Action/Early Decision programs, we have 27 students who have received a total of 40 offers of admission to universities, including Harvard, University of Pennsylvania, Georgetown, Colorado College, The College of Idaho, University College London, St. Lawrence University, University of Texas-Austin, King's College London, SOAS, University of Glasgow, University of Edinburgh, and several more.
- We will continue hearing about UCAS results through May, and the remaining 100 students who applied via the traditional Regular Action round will begin receiving offers of admission from US schools in Mid-March until April 1, with commitments due by early May.

Dean of Residential Life and Experiential Education

Residential Life

I - Community Standards

- This academic year has been one of re-established boundaries and consistency in their application. Second-year students, in several different group settings as well as with one-on-one conversations, have expressed that they were not held to the expectations consistently, and that the culture has shifted in the clarity of those expectations with follow through. One student said last year nearly every weekend there was a gathering somewhere on campus with alcohol, and that culture has now shifted. There has been a decrease in major violations from the beginning of the academic year, and all documented major violations from this academic year have been from second-year students. Our safe harbor program continues to be utilized and our SWEET and ASAP student groups remain active and supportive in student health and safety advocacy. Some student criticisms expressed of the community standards process/policy include:
 - Timeliness of decisions: Students have reported the process of the investigation and disciplinary counsel meetings seemed to take too long, and this added to the surprise of the decision and disruption.
 - Asking students to come forward if they were involved.
 - Perceived inequity of sanctions.
 - Plan for residential staff to respond to student body's reaction to sanctions.
 - Lack of training/education in new policy/procedures
- A feedback session with the Dean of ExEd and Residential Life, and a fireside chat with the President and Dean concerning the direction of residential life have been held. Another session on community standards review and feedback for potential edits was scheduled to be held on Jan. 29 in collaboration with STUCO. From this session, STUCO will work with the dean to make potential edits. This is the standard that should continue on an annual basis.

Action needed from Board

- No action - FYI

II - Student Health

- The health clinic continues to function well. Students are seen in a timely manner; emergencies are dealt with safely and with good results; continuity of care is dependable; and doctor weekly clinics are effective in limiting off-campus office visits. Weekend RN call staff continues to be reliable in the provision of excellent nursing care and prompt in their response. However, there is concern regarding adequate clinic nursing staff and the continued ability for the one RN to provide safe and effective care. Currently, there is no backup RN staff, since a recent part-time RN left. Additionally, there has been an increase in patient visits and general nursing activities of the clinic due to medication preparation,

dispensing, and documentation. Demands from outside vaccine for children services have increased as well as outside medical and behavioral health referrals.

- Total number of patient visits from Aug. 16, 2018, to Dec. 13, 2018 is 1,015. This is an increase of 50 more visits from this time-frame last year.
- Primary reasons students are seen continues to be acute respiratory infections, minor injuries, and viral gastroenteritis.
- Hospitalizations: One for medical reasons (head injury)
- ER visits: Five
- The counseling staff continues weekly communication consultation with the health team with good results. There has been an increased demand for mental health services, counselors working more daytime hours to accommodate students for psychiatry appointments, and medication pickups and deliveries to the school nurse. Mental health education and availability of the resources on campus during orientation was helpful as students learned about those resources through the wellness program and mental/behavioral health.
 - Approximately 85 students have been seen between the two counselors this academic year. This is an increase of about 40 students from this time last year.
 - The average number of sessions students are attending is three.
 - Each counselor sees about 10 students, who are receiving consistent weekly services.
- The counseling staff believes there was an increase in student numbers at the beginning of the school year, in part due to increased education and awareness of our services during orientation. The vast majority of presenting problems were related to adjustment disorder, anxiety and depression. Reasons include basic stress management as well as issues related to being away from home, unresolved problems and pressures from home, lack of quality sleep, lack of time management, exhaustion, and overuse of screen time.

Action needed from Board

- No action - FYI

III. - Professional Development

- Professional development continues to be a high priority for improvement. For next academic year a much needed increase in PD funds for residential life has been added. However, a formal policy and system for requesting PD funds should be developed. In the area of safeguarding, our international office has provided free online training through EduCare for one year. The entire spectrum of online courses is available to all employees, and many are taking advantage of it. In the area of safeguarding, we identified two courses as being fundamental and required for all employees and an additional course required for all faculty:
 - Child Sexual Exploitation for International Schools
 - Child Protection for International Schools
 - Mental Wellbeing for Children and Young People (Required for faculty)

Furthermore, a youth mental health first aid training course (that includes certification) will be offered this February. Residential staff will have priority, but it will then be opened

to faculty as well as students interested in becoming resident assistants. Finally, the program leadership team is beginning to develop a plan for professional development/training that is intentionally integrated into faculty meetings. Special consideration is being given to the ways in which we may be able to integrate social and emotional learning.

Action needed from board

- No action- FYI

IV - Residential Staffing

- After completing an assessment of needs for residential life staff, utilizing the current staff as the primary source for feedback and insight, a new residential staffing model was proposed and accepted by SLT. The new model will shift us from 10 part-time residential tutors (2 per house) to 5 full-time residential life coordinators (1 per house) solely dedicated to residential life. The number of assistant residential tutors (2 per house) will remain the same, except that the title will move to assistant residential life coordinator (ARLC) next academic year. We will also begin to review the position description for ARLC as we assess the needs that the new RLC model will present. One residential life coordinator was hired to begin the spring semester, filling in for a residential tutor departure. RLC's will be phased in as residential tutors move on. So far, for next academic year we have been informed that two residential tutors will not return, therefore we will be hiring for at least one more RLC this spring. The shift to this model aims to serve our students in the following ways:
 - Increased ability to consistently hire staff with specialized experience/desire in residential life
 - Increasing staff hours spent in residence halls
 - Increasing visibility & relationship building
 - Consistency in addressing student concerns
 - Increased capacity of residential life department as a whole
 - Ability to fill in gaps of engagement during weekend and evenings
 - Intentional integration of social and emotional learning into the residential experience
- Peer to peer support (Resident Assistants): A review is underway regarding the student resident assistant position. The following have been identified as areas for improvement:
 - Specificity of position description
 - RA selection process
 - Lack of RA manual
 - Training plan

Action needed from Board

- No action-FYI

Experiential Education

- This academic year thus far has been much about learning for new staff with great progress, challenges, and beginnings of assessment. Codecoop software was reinstated and assists with information management or ExEd sign-up and tracking. However, the software has significant challenges in the areas of support and integration with other platforms. Software systems and integration are high priority for our work to strengthen the foundation. The following are examples of identified progress/successes for the ExEd program:
 - Clarification of sponsor responsibilities and signature program leaders has increased along with communication and support.
 - Successful large programming to include: UWC Day, Southwest Studies, CEC Retreat, Hunger Banquet/CROP Walk, first TEDx event, North American Day, and Winter Concert
 - Additional leadership expedition added for CEC in June 2018, which complements Wilderness Leadership Expedition
 - Reduced injuries and increase in physical fitness options
 - Sustainability commitment to Forest Thinning/Fire Prevention in partnership with NMHU
 - More than \$30,000 annually in earned income/grants for ExEd
 - Strong staff teamwork and cohesion
 - Food yield from farm continues to increase - up to approximately 10,000 pounds a year served in dining hall

- Identified areas for continued growth and improvement:
 - Continue to measure impact and set outcomes for local education programs (currently serving some 500 students in local schools)
 - Strengthen, streamline and systematize communication with leaders/sponsors and community partners for ease of replication and capacity building
 - Build time in schedule for track and student leaders to meet and do curricular work on ExEd together
 - Edit/update Get-Away handbook and increase Get-Away education and programming
 - Clearly define experiential education and how our programming aligns with that definition
 - Intentionally integrate social and emotional learning across programming
 - Continue to replace aging transportation fleet
 - Evaluate and streamline transportation request process

Action needed from Board

- No action - FYI

Global Leadership Forum

Participant applications opened Jan. 2; as of Jan. 17, we had one from China and Grenada, and two from France. Three are full-fee paying and all are accepted. One is requesting financial aid and pending acceptance. We have one early bird registrant. We are reviewing staff applications and conducting interviews for instructors, and a curriculum and instruction manager.. One 2018 Instructor is returning for the 2019 short course. We created a new volunteer assistant instructor (VAI) position for current UWC students and GLF / UWC alumni under the age of 21.

The program has been extended to 21 days from 18 days based on GLF 2018 evaluations from participants, staff, and families. As a result, the cost increased from \$3,500 to \$4,000. A \$3,500 early bird rate ends Feb. 15. GLF 2019 will expand collaboration with WITNESS to three days. Overnight and long distance wilderness trips will be modified to reduce logistics and travel costs. GLF 2019 aims to enroll 60 participants, an increase of 11 from 2018.

Future Goals/Vision:

- Consistently register 80 participants annually
- Maintain 20 percent financial aid distribution
- Create an annual pre-GLF Reunion Session for alumni attending reunions with children
- Create a shorter GLF 2.0 for more senior GLF alumni
- Change GLF name to Global Leadership Program to align with UWC globally and better reflect the program format

Finance and Operations

I - Finances

- The approved budget for FYE 19 projected an operating surplus before capital expenses of \$1,122,000, and an overall surplus after capital expenses of \$477,000. The revised budget for FYE 19 projects an operating surplus before capital expenses of \$647,000, and a deficit after capital expenses of (\$103,000). The significant changes include –
 - Enrollment was budgeted at 235; currently it is at 221 students;
 - Net tuition shortfall due to enrollment decline and additional cost of financial aid:
 - Gross tuition before financial aid was budgeted at \$8,973,500, but actual was \$85,589,880
 - Financial aid scholarships (both Davis and non-Davis) were budgeted at \$5,861,607, but actual was \$6,265,457
 - Net tuition after scholarships was budgeted at \$3,111,893, but actual was \$2,324,423, for a net tuition shortfall of \$787,470.
 - Higher than anticipated repair and maintenance costs due to unanticipated costs from additional master planning work, landscape planning, replacement of a bus for student transportation, unfunded but mitigation over and above insured costs, cleanup and repair of student center due to sewage backup over and above insured costs, final closeout costs of waste water treatment project, among others.
 - Deferral of a portion of endowment rollover funds -- \$270,000- from this fiscal year to next fiscal year.
- The preliminary budget for FYE 2020 is presented. It projects an operating surplus before capital expenses of \$468,000, and an overall deficit after capital expenses of (\$282,000). Capital expense requests have exceeded \$750,000, and at this time total \$975,000; the intent is to further prioritize requests to reduce this amount. Work will continue on this budget, with the final budget to be presented to the Board in May. Significant changes from the current year include—
 - An overall operating budget increase before capital expenses of 3.33%;
 - Net tuition is budgeted close to the current year's level, increased only by an estimated additional revenue resulting from hybrid Davis scholarship model, but no additional revenue has been included based on additional full pay students under the GSP;
 - Endowment draw is projected to be less than the current year as a result of a poor quarter in 2016. The remaining portion of rollover funds left from prior years is included, however, in the endowment projection;
 - Salaries were increased to bring employees up to the 40th percentile of peer institutions as determined by the compensation study; additional salary increases were given with the lowest paid employees receiving the highest percentage increases;
 - Increased program expenditures in co-curricular, wilderness, residential, and student life in support of the strategic initiative to provide stronger student services.

- The endowment was valued as of December 31, 2018, at \$117,116,000, which is a decrease of 12.7% since the last quarter.

Action needed from Board

- None needed - FYI

II - Employee benefits

1. Health insurance premiums for the annual January renewal decreased by 5.0% for the current plan (now called gold plan), and 15 to 23% below that of this year's current plan for the silver and bronze plans. For the first time the school is offering three insurance options at differing premiums;
2. Dental insurance premium for the January renewal decreased by 13%. The school switched dental insurance from BCBSNM to Delta Dental.

Action needed from Board

- None needed - FYI

III - Safety and Risk Management

- The Safety Committee has been working on completing a campus-wide implementation of an emergency notification system, vehicle safety training, and emergency response drills. A visitor background check system has been implemented;
- Safety training was developed over the summer in collaboration with the New Mexico Department of Emergency Management, and was part of employee and student orientation. Work is continuing to further operationalize safety procedures; a summary presentation will be prepared for the June meeting of the Board.

Action needed from Board

- No action - FYI

IV - Capital Projects

- FYE 2020 – Capital requests to support the strengthening of the campus's foundation total \$975,000 million (see summary in Appendix). Prioritization of these requests will continue in order to reduce this total to \$750,000;
- Hot Springs –
 - A continuing series of meetings have been held to discuss issues related to the hot springs to determine how to make the hot springs a safe and welcoming place for school and community members, while reducing the liability which the springs holds for the school, is a significant element of the overall campus master plan. These were open to the Las Vegas public who have formed a coalition named Friends of the Montezuma Hot Springs.
 - The school is working with resource attorneys to assist in evaluating the options available in this issue.

Action needed from Board

- Discussion and approval/disapproval/continuance of a motion to support pursuing the best legal options for conveying responsibility for the operations of the hot springs to another entity, such as the not-for-profit proposed by the Friends of the Montezuma Hot Springs or a willing public entity.

- Final review of these proposals would be presented to the Board at the spring/summer board meeting.

Advancement Report

I - Fundraising

- As of December 31, 2018, the Annual Fund totalled \$1.36 million; 3% lower than last year. This amount is what counts towards the Davis Family Challenge Grant. Including Shelby Davis' gifts (\$770,501), the total fundraising to date is \$2.13 million.
- Alumni giving is down 10% (401 alumni contributed). This does not include trustees who are alumni. Alumni gave a total of \$172,444 (16% less than last year at this time). The Annual Fund committee will resume their fundraising campaigns in March as we aim to increase our alumni participation.
- Phil Geier contributed \$100K to the Dwan Light Sanctuary fund as well as \$35K to the unrestricted Annual Fund.
- To date, 11 board members have made their annual gifts (down 15% from end of year giving last year).
- During #GivingTuesday, 83% of our students contributed \$1,714 to the Annual Fund; up 71% in total contributions and 87% increase in number of students.
- Endowment & other giving is down 65% to \$183,855 due to one major gift from a distinguished trustee of \$500K (this gift is not yet designated). However, a new \$100K endowment gift came from another distinguished trustee.

Action needed from Board

- Aim for 100% board giving again this year
- Continued or new giving at increased levels
- Introduce potential new donors to the school and/or ask current donors to increase their giving

II - Campaign preparation

- Alumni Relations conducting 12 global alumni focus groups for purposes of education and alumni input on mission-alignment, financial sustainability, signature programs, questions around location, giving, and engagement; this information will be shared with the strategic planning committee by late February. This work is made possible by a generous grant from the Steele Foundation.
- New Advancement Director hiring process underway
- Initiatives under consideration as we hire
 - Remote office structure, including frontline fundraises located in strategic geographical areas
 - Staffing plan to reflect need to increase annual fund aggressively in anticipation of end of Davis Family Challenge Grant
 - More vigorous focus on foundations
 - Focus on identifying, qualifying, cultivating individuals who are poised to become major donors
 - Alumni survey results analysis

Action needed from Board

- Alumni on board to please encourage participation in the focus groups through their networks

III - Alumni Relations

- The results for the Alumni Engagement Survey are in. (See [Alumni Survey Summary Report](#) in appendices). This will help create the strategy for both alumni engagement and fundraising.
- The second part of this alumni engagement study has already begun with a focus group meeting in Denver on Jan. 17. Similar meetings will be held in Hong Kong, London, Amsterdam, Washington, D.C, New York, Boston, Toronto, Chicago, Seattle, San Francisco, and Los Angeles. This exercise seeks to share with alumni our current vision around the topics of mission-alignment, financial sustainability, signature programs, our location, and alumni engagement who with a series of dynamic exercises and carefully crafted questions alumni share their feedback to educate the creation of our next strategic plan.
- The third part of this exercise will come in March with the creation of a collateral piece that shows the cumulative results. Thank you, alumni committee for supporting these initiatives.

Action needed from Board

- No action - FYI

IV - Communications/Marketing

The focus of the past several months has been the new website, which launched in mid-January. As we look ahead to the next six months, we will be generating content that showcases the impact a UWC-USA education has on students and the importance of our alumni as changemakers in the world. By telling our story better, with stronger images and more videos, we can help visitors quickly understand who we are and why we do what we do. This is more compelling to donors than an information-heavy site. While our content strategy is wide ranging, content creation will center in particular on

- Videos that demonstrate signature programs and UWC values
- Blog posts by students and school leaders that demonstrate the impact of a UWC-USA education or a perspective that addresses the UWC mission
- Highlights of students and faculty
- How alumni are living the UWC mission around the world

Because the new website is cleaner and easier to navigate with stronger images and less text, we anticipate improved enrollment in summer programs and IB teacher programs along with a more robust Davis Scholarship applicant pool. The most immediate benefit of the new site is that we will be much more easily found in searches. We had been essentially invisible to people searching terms like "independent school," "IB school," or even "UWC in the US." The other immediate benefit is that our site is now optimized for mobile viewing so people using small screens will have a positive experience.

Other initiatives in the coming months include developing a marketing plan, re-designing *Kaleidoscope* magazine to match the updated branding from the website, and implementation of an internal communications plan.

Action needed from Board

- No action - FYI

