

Strategic Alignment Workshop

Saturday Agenda and Working Material

Saturday Objectives

To have a high level strategic discussion that:

- Makes for a smooth Board Chair transition
- Onboards new Trustees to the current reality at the school
- Aligns Board members/committees on our way forward
- Aligns Board and SLT

Outline of the Day

- 1. Board's Strategic Thinking (2018-22)**
 - a. Good Strategy/Bad Strategy
 - b. Diagnosis
 - c. Guiding Policy
 - d. Brainstorm

- 2. School's Strategic Plan (2019-22)**
 - a. Executive Summary: Strategic Plan Overview
 - b. Phase I: Strengthen the Foundation
 - c. Phase II: Innovate for Impact
 - d. Discussion

- 3. Highest Level Drivers Affecting our Outlook on Strategy**
 - a. Finances
 - b. Location and Risks
 - c. Governance

- 4. Concluding Discussion/Decisions**

- 5. Reflections and Wrap Up**

- 6. Executive Session**

1. Board's Strategic Thinking (2018-22)

- a. Good Strategy/Bad Strategy
- b. Recap: Diagnosis
- c. Recap: Guiding Policy
 - i. First, get house in order (Foundation)
 - ii. Then, go for gold (Innovation)
- d. Brainstorm:**
 - i. Is our macro thinking on diagnosis and guiding policy still relevant?
 - What has changed/needs further attention?

Good Strategy/Bad Strategy (Prof. Richard Rumelt, 2011)

Signs of a bad strategy

- Lack of a clear **diagnosis** (or wrong diagnosis)
- Mistaking long list of **goals** for a strategy
- Failure to make **choices**
- **Fluff** – abstractions masking the absence of thought

Tests of a good strategy

- A **good diagnosis** - simplifying the overwhelming complexity of reality by identifying certain critical levers
- A **guiding policy** - an overall approach to overcome the obstacles identified in the diagnosis
- **Coherent actions** - steps that are coordinated with one another to support the accomplishment of the guiding policy

Recap Diagnosis: Strengths

- **Mission** – inspiring; important
- **Students** – diverse; challenging
- **Staff and faculty** - mission-driven
- **Location** – “unique”
- **Davis family relationship** – committed; inspiring; sustaining (??)
- **Alumni** – maturing and increasingly engaged
- **Other**

Recap Diagnosis: Challenges

- **Financial model** - under-funded
- **Donor base** – thin; alum base still small (dominance of Davis relationship)
- **Competition** – increasing
- **Facilities** – aging; ad hoc; deferred maintenance
- **Location** – challenging, particularly for senior staff (turnover)
- **UWC movement model** – complex; inefficient
- **Other**
 - **Internally** – impact is limited by our lack of differentiation, relatively small number of students served, the low profile of our educational brand, and financial resources.
 - **Externally** – global context presents the challenges of inequality, political polarization, and climate change/ ecological crisis.

Recap Guiding Policy (2018)

Foundation = first priority

	“Strengthen the Foundation”	“Innovate for Impact”
Mindset	Fix the basics; get it done!	Explore options; think big! (Take risks??)
Approach	-Linear –known best practices, simple project plans -Mission/Values alignment = guiding star	Learning /evolutionary – brainstorm, test, try
Roles	- Staff-driven : ops/tactics delegated to school. -Board: confirm high level goals; resource and sounding board	Board-driven : Primary focus of board (working with staff and community)
Probability of success	90%+	50%?
Time frame	3 years	10+ years
Etc?		

Recap Guiding Policy (2019)

Innovation = Go for the Gold

Macro choice:	“Strengthen the Foundation”	“Innovate for Impact”
aka	Get our house in order...	Go for gold.... !!
Financials	Live within our means – conservative <5% draw?	Invest – run short-term deficits; draw 5%+
HR/Staffing	Good, solid, lean “Head of School”	Great, invest in leadership, etc. “President” (+ Head?)
Board	Governance	Governance +++ Fund-raising, networking, etc.
Facilities	Maintain (+ upgrades)	Transform
Cap Campaign	\$40+M (endowment) + facilities?	\$100M??
Student size	200 to 250?	200 to 250??
Etc, etc, etc.		

Strategic Thinking: Brainstorm

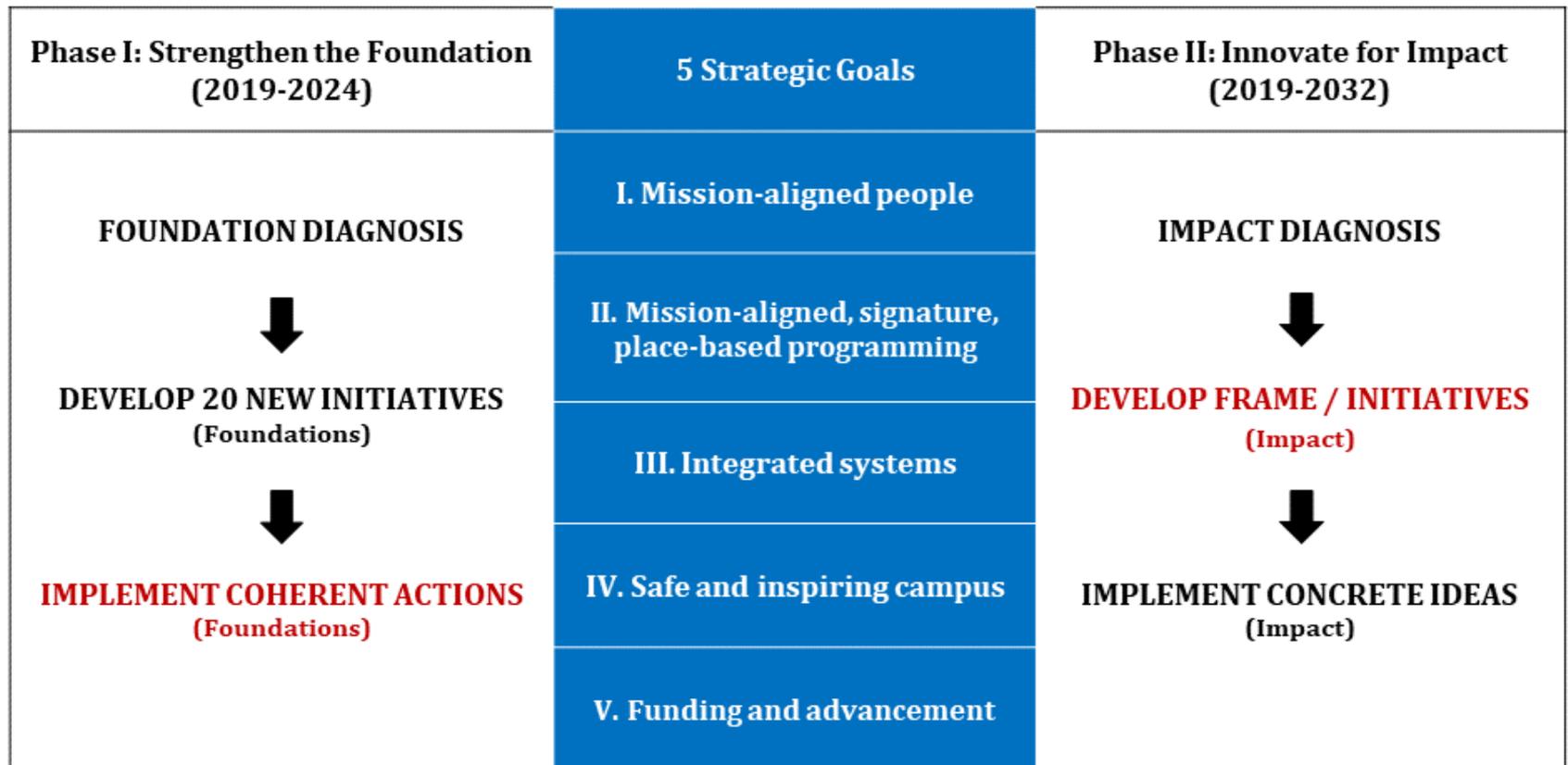
- 1) Is our macro thinking on diagnosis and guiding policy still relevant?
 - What has changed/needs further attention?

2. School's Strategic Plan

- a. Executive Summary: Strategic Plan Overview
- b. Phase I: Strengthen the Foundation
- c. Phase II: Innovate for Impact
- d. Discussion:**
 - i. Does our framework have good poles of action, or are we missing something big?
 - ii. Within our current poles of action, do we have the right action items?
 - iii. Does the sequence have the right order/priorities?
 - iv. Do we have the right action items identified for trustee participation in planning?

Executive Summary: Strategic Plan Overview

In 2018-19 the Board adopted 5 strategic goals and a two-phase strategy: Phase I to be led by staff, Phase II to be led by board.



Strengthen the Foundation: 20 Initiatives

Progress/Timeline

Phase I or Foundational Initiatives	Coherent Action Recommendations Completed?	Implementation of Approved Recommendations			
		'20-21	'21-22	'22-23	'23-24
1A Community narrative	✓ Approved by the SLT		In process		
1B/C Employee life-cycle plan + supporting structures	✓ Approved by the SLT		In process		
1D Work-life balance: Mission and location	✓ Need further SLT development				
2A Define mission-alignment	✓ Approved by the SLT		In process		
2B Annual plan (for culture building)	✓ Approved by the SLT		In process		
2C CEC as foundational and distinguishing	✓ Approved by the SLT		In process		
3A Decision-making	✓ Approved by the SLT	In process			
3B.1 Student experience systems: PowerSchool	✓ Approved by the SLT	In process			
3B.2 Student experience systems: Adm. through grad.	✓ Under SLT review				
3C Internal and external interfaces	✓ Approved by the SLT		In process		
3D Satisfactory work experience	✓ Need further SLT development				
4A Sustainability and resilience	✓ Approved by the SLT	In process			
4B Focused capital expenditures	✓ Approved by the SLT	In process			
4C Zone management approach	✓ Approved by the SLT		In process		
4D Community access to campus	NO XFT postponed until 2022				
5A Resource and allocation model	✓ Approved by the SLT		In process		
5B Fundraising strategy	✓ Approved by the SLT	In process			
5C Tuition strategy	✓ Approved by the SLT		In process		
5D Alternative revenue strategy	✓ Approved by the SLT		In process		
5E Meeting the challenges/opportunities of location	✓ Approved by the SLT			In process	

Innovate for Impact - Background

- October 2020: The Board Strategic Planning Committee leads the Board through an Innovate for Impact brainstorm session that produces the following *diagnosis* of key challenges.

Diagnosis Developed in 2020	Framing
Internally – impact is limited by our lack of differentiation, relatively small number of students served, the low profile of our educational brand, and financial resources.	Increase our impact by choosing innovations that: 1) improve the quality of our engagement with each student/stakeholder; 2) increase the quantity of students/stakeholders we engage annually.
Externally – global context presents the challenges of inequality, political polarization, and climate change/ ecological crisis.	

- February 2021: Victoria and SLT present “global basecamp” concept to meet these challenges and take UWC-USA to a higher level. This go-for-the-gold concept was enthusiastically received by the board and seems to meet both our diagnoses and our long-standing desire to raise our sights for UWC-USA.

Innovate for Impact - Framework

What is our aspiration?

To establish UWC-USA as the leader among international secondary schools through our commitment to equity and excellence in the service of peace and sustainability.

What will we do?

Prepare students as resilient leaders committed to solving these global challenges of the 21st century, and related ones:

- **Economic, political, and social inequality** – between those at the center and those on the margins of societies worldwide;
- **Political polarization** – rooted in ideology, grievance, and uneven democratic practice/institutions;
- **Climate change, ecosystem destruction, and biodiversity collapse** – resulting from destructive modes of production, consumption, and land use.

How will we do it?

By reimagining the college as a global *basecamp* organized to equip students with a range of experiences, perspectives, and skills needed to take on the challenges of the 21st century.

Innovate for Impact - Timeline for Development

Each idea will be developed by a designated team (e.g., trustee, alum, student, faculty/staff, administrator and interim associate head), following an established work plan that spans 3-6 months.*

February 2022 Board Meeting:

- Idea 1.1 Scholarships* – Reviewed by board 2/22
- Idea 4.1 Master Plan* – Reviewed by board 2/22

June 2022 Board Meeting:

- Idea 1.2 New student prep/support program – Will be presented at October meeting
- Idea 2.2 Leadership competencies* – Will be presented at October meeting

October 2022 Board Meeting:

- Idea 3.2 Fellows program* – Remains on schedule
- Idea 3.3 New interning/mentoring model – Remains on schedule

February 2023 Board Meeting:

- Idea 3.1 New faculty/staffing model* – Remains on schedule
- Idea 4.2 Regional (K-12) center for peacebuilding/sustainability – Remains on schedule
- Idea 4.3 Conferences/events for partners in mission* – Remains on schedule

June 2023 Board Meeting:

- Idea 2.1 Model for learning expeditions* – Remains on schedule
- Idea 2.3 Cross-curricular teams – Remains on schedule
- Idea 1.3 Summer and/or virtual programming – Remains on schedule

Innovation for Impact - Initiatives and Concrete Ideas

1. *People (Students):* Establish new pathways to our basecamp for students whose identities and experiences situate them on all sides of the global challenges of the 21st century.

By 2032, UWC-USA will:

-  A. Secure and expand access to our basecamp by endowing current and new full scholarship commitments:
 - i. Phase I: Endow 40 full tuition scholarships per class, including 5 new Dare to Dream scholarships;
 - ii. Phase II: Adopt a model for wider scholarship expansion that best reflects the idealism of the UWC movement and our aspiration to be a leader on equity and excellence.

-  B. Develop a program designed to prepare and support admitted students for whom our IB curriculum will present the greatest challenge (e.g., English language learners, students overcoming an educational disruption, students with limited exposure to a rigorous academic curriculum).

- C. Increase the number of students we engage annually through a new initiative (e.g., summer program, virtual program) that aligns with our two-year program and student recruitment goals.

Innovation for Impact - Initiatives and Concrete Ideas

2. Program: Intentionally align student learning within our academic and experiential programming with the global challenges of the 21st century.

By 2032, UWC-USA will:

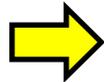
- A. Integrate a model by which faculty design and lead learning expeditions that invite students to explore solutions to the global challenges before us;
-  B. Challenge students to build the following “impact” competencies and share them with others:
 - i. Social-emotional awareness (self, interpersonal, team);
 - ii. Authentic problem-solving;
 - iii. Innovative design;
 - iv. Social-entrepreneurial leadership.
- C. Build cross-curricular teams focused on the global challenges of the 21st century.

Innovation for Impact - Initiatives and Concrete Ideas

3. People (Personnel): Attract, develop, retain, and send forth employees, interns, and fellows—especially alumni—as global basecamp leaders.

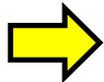
By 2032, UWC-USA will:

A. Reduce disruptive turnover through a newly designed faculty/staffing model;



B. Reimagine the current Fellows program to intentionally recruit:

- i. Fellows who can accelerate the development of chosen program innovations and the teams needed to support them;
- ii. Fellows who, as researchers, practitioners, or coaches in fields related to our integrated curricula, enhance student experience on a weekly basis.



C. Through partnerships with selected universities and other organizations, build and sustain a diverse program staff while introducing traditionally underrepresented communities to international education career paths.

Innovation for Impact - Initiatives and Concrete Ideas

4. *Place*: Develop our campus as a true basecamp for mission in Northern New Mexico, serving our students, regional communities, and national/international partners.

By 2032, UWC-USA will:



- A. Complete the transformation of our facilities and grounds into a high-performing campus by:
 - i. Repurposing existing buildings as inspiring spaces that enable us to fulfill our program, administrative, and external engagement objectives;
 - ii. Enhancing the resilience of our campus water, soil, and plant/wildlife systems;
 - iii. Achieving carbon neutrality in our campus operations and program delivery.
- B. Establish our campus as a regional center for peacebuilding and sustainability by providing on-site educational opportunities for K-12 students throughout the school year.
- C. Leverage our location and program to engage UWC alumni, UWC colleagues, other educational professionals, and other partners in mission through a regular cycle of conferences/events.

Innovation for Impact - Initiatives and Concrete Ideas

5. *Funding*: Develop a sustainable financial model for UWC-USA to secure its future as an exemplar of philanthropy-based educational access, educational programming for the 21st century, and investing in a sustainable school campus.

By 2032, UWC-USA will:

- A. Generate needed funding for investments in scholarship expansion, program innovation, teaching excellence, and basecamp infrastructure;
- B. Reallocate resources to fulfill our programming and faculty/staffing priorities.

Innovation for Impact - Discussion

- 1) Does our innovation framework have good poles of action (the 5 initiatives), or are we missing something big?
- 2) Within our current poles of action, do we have the right action items (the 14 more concrete ideas)?
- 3) Does the sequence have the right order/priorities? (e.g., scholarships, master plan, new support/prep program, leadership competencies, etc.)
- 4) Do we have the right action items identified for trustee participation in developing?

3. Highest Level Drivers Affecting our Outlook on Strategy

a. Finances

- i. Key questions and issues for alignment
- ii. Supporting data/perspective
- iii. Facilitated discussion

b. Location and Risks

- i. Key questions and issues for alignment
- ii. Supporting data/perspective
- iii. Facilitated discussion

c. Governance

- i. Key questions and issues for alignment
- ii. Supporting data/perspective
- iii. Facilitated discussion

Finances (Steve)

i. Key questions and issues for alignment

- a. What approach should we adopt to address our structural deficit over the next few years?
- b. What impact will our short term approach have on our strategy/campaign?
- c. Should we focus/refocus the campaign given our stance toward the structural deficit?

Finances (Steve)

ii. Supporting data/perspective:

- Past 20 years, structural deficit to the tune of \$2M
- \$10M bridge secured 2017; Davis Family \$2M ends for FYE2023
- Davis children interest in school unclear; Shelby focused on scholarships at movement level/building Forever Fund
- Levers pulled to address deficit plus some luck
 - Endowment grew significantly in last few years
 - 3 years of focus on increasing tuition dollars paid off for next year: scholarship impact rate approaching 60% (scholarships given by school:gross tuition charged); additional gains anticipated through tuition increases
 - Cuts
- Budget outlook
 - FYE 2023 small surplus (would have been bigger without fires)
 - Between FYE'24 and FYE'27 deficit grows to \$481K absent available reserves or endowment (this is down from \$2M plus projected only 5 years ago)
 - If scholarship impact ratio reaches 60%, deficits removed or significantly reduced
 - Endowment draw will be impacted by length of downturn
 - Need to factor in campaign costs, including addl staffing

Finances (Steve)

iii. Facilitated discussion:

- a. What approach should we adopt to address our structural deficit over the next few years?
- b. What impact will our short term approach have on our strategy/campaign?
- c. Should we focus/refocus the campaign given our stance toward the structural deficit?

Location and Risks (Victoria)

i. Key questions and issues for alignment

- a. Has anything changed since our location review in 2020?
- b. If so, do we remain committed to staying in Montezuma?
- c. If we remain in Montezuma, what adjustments to expectations do we need to make around our Strategy, Master Plan and Campaign?

Location and Risks (Victoria)

ii. Supporting data/perspective (from the SLT):

Challenges	Board's 2020 assessment	Phase I initiatives that address challenge	Will solve problem by 2024?	Phase II initiatives that address challenge	Will solve problem by 2032?
1. Fundraising needs for repair/maintenance	A <u>more</u> severe challenge Positive momentum Not a deal-breaker	4B, 5A, 5B, 5C, 5D	Low Confidence	5.1	Moderate Confidence
2. Teacher/staff recruiting (attraction, retention)	A <u>more</u> severe challenge Positive momentum Not a deal-breaker	1A, 1B/C, 1D, 2A, 2B, 3A, 3C, 3D, 4C	Low Confidence	3.1, 3.3, 5.1	Moderate Confidence
3. Local community opps (for employees, for students)	A less severe challenge Not a deal-breaker	1D, 3C, 5E	Low Confidence	2.2, 4.2 .	Low Confidence
4. Student activities (wilderness, CEC, art,/culture, sustainability, etc.)	A less severe challenge Not a deal-breaker	2C, 5E.	Moderate Confidence	2.1	Moderate Confidence
5. Safety and security (wildfire, public access, supervision)	A <u>more</u> severe challenge Positive momentum Not a deal-breaker	4D, 5E	Low Confidence	4.1, 5.1	Moderate Confidence
6. Environmental sustain. (energy inefficiency, water)	A <u>more</u> severe challenge Positive momentum Not a deal-breaker	4A	No Confidence	4.1, 5.1	Low -Moderate Confidence
7. Competitiveness in student recruitment	A less severe challenge Not a deal-breaker	5E.	Moderate Confidence	1.1, 1.3	Moderate Confidence

Location and Risk (Victoria)

iii. Facilitated discussion:

- a. Has anything changed since our location review in 2020?
- b. If so, do we remain committed to staying in Montezuma?
- c. If we remain in Montezuma, what adjustments to expectations do we need to make around our strategy and campaign?

Governance (Aly)

i. Key questions and issues for alignment

- a. Board cohesion and alignment
 - i. Context/issues
 - ii. Discussion questions to follow

- b. Board membership
 - i. Context
 - ii. Discussion questions to follow

- c. Board leadership
 - i. Context
 - ii. Discussion questions to follow

Governance (Aly)

ii. Supporting data/perspective

CURRENT	OCTOBER 2022	OCTOBER 2023	OCTOBER 2024
Blum, Mark (2007)	Blum, Mark (2007)	Blum, Mark (2007)	Blum, Mark (2007)
Schneider, Jon (2009)	Schneider, Jon (2009)	Schneider, Jon (2009)	
Dichter, Steve (2010)			
Jones, Ben AC'91 (2012)	Jones, Ben AC'91 (2012)		
Weston, Melanie '86 (2014)	Weston, Melanie '86 (2014)	Weston, Melanie '86 (2014)	
Kravets, Marybeth (2015)	Kravets, Marybeth (2015)	Kravets, Marybeth (2015)	
Subramaniam, Subitha '88 (2015)	Subramaniam, Subitha '88 (2015)		
Leon, Marisa '87 (2016)	Leon, Marisa '87 (2016)		
Lee, Justin '95 (2016)	Lee, Justin '95 (2016)		
Espinosa, Manolo '87 (2017)			
Alderman, Peter AC'91 (2019)			
Desmet, Klaus '88 (2019)			
Nilsson, Jonas '90 (2019)			
Affeldt, Allan (2020)	Affeldt, Allan (2020)	Affeldt, Allan (2020)	Affeldt, Allan (2020)
Hassan, Tom (2020)	Hassan, Tom (2020)	Hassan, Tom (2020)	Hassan, Tom (2020)
Garcia, Dominic (2021)	Garcia, Dominic (2021)	Garcia, Dominic (2021)	Garcia, Dominic (2021)
Janssen, Christian '88 (2021)			
Kassam-Remtulla, Aly '94 (2021)			
Khandelwal, Preeti AC'84 (2021)			
Morris, John '85 (2021)			
Nicholson, Belinda '88 (2021)			
Taylor, Mike '91 (2021)			
	Djupedal, Eivind (2022)	Djupedal, Eivind (2022)	Djupedal, Eivind (2022)
	Joshi, Aditya '91 (2022)	Joshi, Aditya '91 (2022)	Joshi, Aditya '91 (2022)
	Nathan, Fred (2022)	Nathan, Fred (2022)	Nathan, Fred (2022)

Female trustees in green

Governance (Aly)

iii. Facilitated discussion

a. Board cohesion and alignment

i. Discussion questions

1. How do we create cohesion after 2+ years remote and in an era of hybrid engagement?
2. How do we create a board culture of honesty, mutual respect, and trust?
3. How do we ensure strategic alignment among trustees and between board/SLT?

b. Board membership

i. Discussion questions

1. How do we identify and onboard the next generation of trustees?
2. How do we increase gender diversity on the board?
3. What other experiential or demographic gaps should we prioritize

c. Board leadership

i. Discussion questions

1. How do we prepare trustees for leadership (committee chair and officer roles)?
2. How do we make leadership roles manageable and desirable?

4. Concluding Discussion/Decisions

Based on our review of our strategic thinking/plan and key drivers:

- 1) Does it still make sense to “Go for the Gold”?
- 2) Are we ready to proceed with innovation? Proceeding means:
 - a) Taking the next steps toward implementing a Master Plan (see next slide for key decision)
 - b) Forming teams to develop (see following slide)
 - i) our concrete ideas for program innovations
 - ii) our concrete ideas for personnel/staffing innovations
- 3) What are the implications of our decisions/current thinking for the campaign?

Concluding Discussion/Decisions

Summary of Master Plan development:

Stage	Process/Lead	Cost (000)	Deliverables	Decisions
Master Plan Study (2017-2019)	RFP; AOS leads process that engages the board's Facilities Cmte and the school's MP Cmte	\$145K; school expenditure	1) High-level Master Plan study for campus buildings and grounds 2) Analysis of each building on campus 3) Landscape plan	1) Board adopted option 3B as its preference.
Feasibility Study (2021-2022)	1) Board working group leads process for campus core w/Allan and Stephen Reichert executing 2) Process/Lead for completion of a full Feasibility Study TBD	1) \$60K: Feasibility Study for campus core; funded through direct donation by Allan, in-kind service from Allan, and school expenditure 2) TBD for completion of a full Feasibility Study + Exec Summary	1) Full Feasibility Study for campus buildings, grounds, circulation and access 2) "Executive Summary" of full Feasibility Study	1) Board affirmed adaptive reuse as more affordable and sustainable path forward 2) Board agreed to have Exec Cmtes examine process and determine way forward 3) Exec Cmte Proposal: Allan and Conor to complete Feasibility Study + Exec Summary
Design & Construction Documents (2022-2023)	RFP/TBD	TBD	1) Complete set of design and construction documents for chosen buildings 2) Complete engineering studies and plans	1) Specific materials and finishes - required for accurate bidding 2) LEED certification aspiration 3) Determination of campaign focus
Construction (2023-)	RFP/TBD	TBD		1) What will be the scope of phase 1, phase 2, phase 3?

Concluding Discussion/Decisions

Trustee participation in designated teams for Innovation idea development:

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5. Reflections and Wrap-up

6. Executive Session

Appendices

Reviewed by Board 2/22: Idea 1.1 Scholarships

Secure and expand access to our basecamp by endowing current and new full scholarship commitments:

- i. **Phase I: Endow 40 full tuition scholarships per class, including 5 new Dare to Dream scholarships;**
 - ii. **Phase II: Adopt a model for wider scholarship expansion that best reflects the idealism of the UWC movement and our aspiration to be a leader on equity and excellence.**
-

1. **What is the cost Phase I? – \$2M annually**

1. **What is the pathway for meeting this cost? – Increase our endowment to \$168M by raising money for a new scholarship fund (e.g., Basecamp Access Fund).**

1. **What are the key outcomes?**

- A. Secure 40 full tuition scholarships per class, increasing the proportionality of these students:
 - i. First-gen college-bound students, multi-gen African-American students, Native American students, underrepresented ethnic groups abroad, refugees (conflict/climate), internally displaced persons (conflict/climate), and those on socio-economic margins.
- B. Meet the new Dare to Dream match, unlocking funding for 5 additional D2D students per class.
- C. Replace the \$2M Davis grant with new endowment revenue.
- D. Begin to explore pathways for further scholarship expansion.

Reviewed by Board 2/22: Idea 1.1 Scholarships (cont.)

Endowment scenarios for expanding our full scholarship commitment beyond 40 per class:

(based on the FYE '22 budget)		Endowment's trailing 12 qt avg	Endowment draw less \$1.7M for DSA	Revenue increase over FYE '22	What could we achieve w/this additional revenue?
Pres ent	FYE '22	\$128M	\$4.7M	n/a	n/a
	FYE '23	\$139M	\$5.2M	\$500K	Reduce structural deficit by \$500K
Phas e I	Scenario I	\$156M	\$6.1M	\$1.4M	Eliminate the structural deficit
	Scenario II	\$168M	\$6.7M	\$2M	Endow 40 full tuition scholarship commitments per class
Phas e II	Scenario III	\$189M	\$7.8M	\$3.1M	1) Award 10 new full tuition scholarships per class OR 2) Award all students w/ a scholarship that covers the actual cost of the educ. prog. (\$46K); not R&B
	Scenario IV	\$225M	9.6M	\$4.9M	Award all students with a scholarship that covers the actual cost of the educ. prog. + R&B (\$59K)

Three important questions will determine what we can accomplish through our endowment:

(Blue text = would involve transitioning
to a new tuition/scholarship model)

- 1) How will our endowment perform over the next two years?
 - Value on December 31, 2021 = \$153M
 - Finance Cmte's projection for FYE '24 = \$145M
- 2) Will the Davis family make a transformational gift to the endowment?
- 3) How much money will the campaign raise for the endowment?

Reviewed by Board 2/22: Idea 4.1 Master Plan

Complete the transformation of our facilities and grounds into a high-performing* campus by:

- i. Adaptively reusing existing buildings as inspiring spaces that enable us to fulfill our program, administrative, and external engagement objectives;**
 - ii. Enhancing the resilience of our campus water, soil, and plant/wildlife systems;**
 - iii. Achieving carbon neutrality in our campus operations and program delivery.**
-

1. What is the cost?

- A. Repurposing LC dorms for Acad; Castle for Res, Admin: \$42M - \$50M (prelim construction costs)
- B. Enhancing the resilience of campus systems: TBD
- C. Achieving carbon neutrality: TBD

2. What are the pathways for meeting this cost? – Capital campaign, tax credits, CapEx budget, cash reserves, debt financing, etc over 5+ years.

2. What are the key outcomes? – A high-performing campus that:

- A. Addresses human (our Acad, Res, Admin needs), environmental, economic and total societal impact;
- B. Results from the application of the highest level design, construction, operation and maintenance principles. (*Source: National Institute of Building Sciences, Whole Building Design Guide)

Reviewed by Board 2/22: Idea 4.1 Master Plan (cont.)

Preliminary cost estimates for the WG Campus Core Plan

	AOS 1: Maintain the Status Quo	AOS 3B: Innovate for Impact (1)	WG' Campus Core Plan: Innovate for Impact (1)
	--	"Go for the Gold"	"Adaptive Reuse"
Life safety, MEP, exterior, facility renewal; escalated thru 2035	\$55M	\$27M	\$12M
MP demolition costs	\$0	\$2M - \$3M	\$50,000 – ???
MP remodel costs	\$0	\$13M – 15M (2)	\$27M -- \$33M (3)
MP new construction costs	\$0	\$42M – \$46M (4)	\$15M – \$17M (5)
MP site improvement costs	\$0	\$6M - \$7M	TBD
Total MP construction costs (6)	\$0	\$63M - \$71M	\$42M - \$50M

(1) Based on 2022 cost estimates for new const (\$450/sq ft) and median remodel costs (\$300/sq ft).

(2) Includes Castle LG, L2 and L3, OSH, and Kluge's E wing.

(3) Includes Castle L1-L4 and 50,000 sq ft of repurposed LC acad quad.

(4) Includes new dorm (40,000 sq ft) and 3 new acad bldgs (53,000 sq ft)

(5) Includes Castle addition or new UC bldg (16,000 sq ft) and new construction for lobby/circ in LC acad quad (19,000 sq ft).

(6) Excludes 20%-30% soft costs and 8.39% NMGRT

Up Next: Idea 1.2 New Student Prep/Support Program

Develop a program designed to prepare and support admitted students for whom our IB curriculum will present the greatest challenge (e.g., English language learners, students overcoming an educational disruption, students with limited exposure to a rigorous academic curriculum).

In order to develop this initiative for implementation, we will complete the following tasks as scheduled:

Tasks	Target Date
1. Review student performance data and anecdotal data from the last few years to assess the number of students who would most benefit from a prep/support program.	July 1, 2022
2. Delineate the kinds of prep/support needed and the duration of such support.	August 1, 2022
3. Review previous UWC-USA models for offering incoming students prep/support.	September 1, 2022
4. Outline the main components of a prep/support program designed to meet an appropriate range of student needs and recommend a staffing structure needed to implement and sustain such a program.	October 1, 2022

Team Members: Trustee, Alum, Student, Alexis Mamaux, John Carpenter, Casey Nolen Jackson, Elise Pereen, Todd Austin

Up Next: Idea 2.2 Leadership Competencies

Challenge students to build the following leadership competencies and share them with others:

- Social-emotional awareness (self, interpersonal, team);
- Authentic problem-solving;
- Innovative design;
- Social-entrepreneurial leadership.

In order to develop this initiative for implementation, we will complete the following tasks as scheduled:

Tasks	Target Date
1. Define each of the core competencies listed above.	July 1, 2022
2. Review the pedagogical value of these competencies in the context of UWC-USA's strategy, asking ourselves if we've identified the right ones for our strategy? Revise list as needed.	August 1, 2022
3. Map where the development of these competencies can be integrated—or better integrated—into our existing curricula (Academic, Signature Programs, Residential, Expeditionary Learning).	September 1, 2022
4. Recommend changes or additions to our curricula that would allow us to better develop these competencies.	October 1, 2022

Team Members: Trustee, Alum (Peace/CEC), Alum (Sustainability), Student, Naomi Swinton, Liam O'Hara, Todd Austin

Up Next: Idea 3.2 Fellows Program

Reimagine the current Fellows program to intentionally recruit:

- Fellows who can accelerate the development of chosen program innovations and the teams needed to support them.
- Fellows who, as researchers, practitioners, or coaches in fields related to our integrated curricula, enhance student experience on a weekly basis.

In order to develop this initiative for implementation, we will complete the following tasks as scheduled:

Tasks	Target Date
1. TBD	July 15, 2022
2. TBD	August 15, 2022
3. TBD	September 15, 2022

Team Members: Trustee, Alum (former fellow), Student, Mark Hodde, Naomi Swinton, Todd Austin

Up Next: Idea 3.3 New Interning/Mentoring Model

Through partnerships with selected universities and other organizations, build and sustain a diverse program staff while introducing traditionally underrepresented communities to international education career paths.

In order to develop this initiative for implementation, we will complete the following tasks as scheduled:

Tasks	Target Date
1. TBD	July 15, 2022
2. TBD	August 15, 2022
3. TBD	September 15, 2022

Team Members: Trustee, Alum, Student, Reed Baumgarten, Victoria Mora, Todd Austin