PAC Meeting Summary
Saturday, March 1, 2014
9:00 am – 2:00 pm
Sparks Athletic Center Classroom (first level, adjacent to lobby and fitness center)

Members Present: Charlotte and Chuck Carpenter P’14 – chair, Kate Cahill P’13, Jeff Cohen P’15, Kathleen and Steve Coutre P’15, Helen Fanucci P’14, Mark Schrimp P’14, Russ Piazza P’16, Joe Zanetta P’16

Staff Present: Dennis Bergvall, Michael Beseda, Curtis Bridgeman, professor Courtney Dillard (via Skype), David Douglass, James Lippincott, David Rigsby, Colleen Sump

Introductions

- Introductions around the table, everyone shared what is important to them in their work with PAC and WU
- Recognition of PAC members for their service:
  - Parents who have hosted Admission events
    - Kelly and Gus Altuzzara, Laguna Niguel
    - Tina Byrd, Studio City
    - Charlotte and Chuck Carpenter, Reno
    - Katherine and Jon Lauer, San Diego
    - Joe Zanetta and Ellen Leggett, Pasadena
      - Joe and Ellen also hosted a holiday gathering at the Los Angeles Athletic Club last December for alumni and parents.
  - Welcome Calls to First Year Parents
    - Karla Albright
    - Kate Cahill
    - Charlotte Carpenter
  - Calls to applicants in the Northeast
    - Kate Cahill
    - Jeff Cohen
    - Chip Kruger
  - Athletics
    - Of course you and Chuck have made a major gift to the Sparks renovation
    - Kelly and Gus Altuzarra were presenting sponsors of the FORE Willamette golf tournament
    - Kathy and Jon Lauer have supported Bearcat Athletics and the Sparks renovation
    - Charlotte and Chuck Carpenter supported the Sparks renovation
Admission Update
Michael Beseda, VP for Enrollment and University Communications

- The admission process has been rebranded
  - New admission acceptance packet and gift of locally grown Marionberry jam
- Admission goals:
  - Target size 550 freshman class
  - Application goal applications: 5000 minimum (5500 is good, 6000 ideal)
  - Currently sitting at 5800 applications
- How WU stacks up this year
  - Applications have increased while many liberal arts colleges are down 10%
  - The set of colleges we are competing with has “shifted up” this year, more overlap with top schools like Stanford, Reed, Whitman, Pitzer, Berkeley, etc.
  - Applicant pool is significantly more diverse
  - Broadening of geographic diversity
    - Doubled the number of applicants from outside of the West
    - Growth in California applicants, California independent colleges are flat or declining, but WU is surprisingly growing... primarily Southern California
- About to move to yield process—getting students to commit to WU
  - Three events (Bearcat Days) planned for on campus events for admitted students: Friday, March 7, Friday, April 4, Monday, April 14
- Michael shared his updated statements about what sets WU apart:
  - Place - across from State Capitol
  - Unique approach to sustainability exemplified by Zena—WU’s forest and farm
  - We are global (everyone claims this but we have a 50 year history with Tokyo International University)
  - We can prove that we have a great education, because we have more professors of the year than any campus in the west.
    - If you are a WU student, you have more likelihood of being taught by a professor of the year than at any other college in the country
  - Dual degree programs with AGSM and Law
  - 3-2 Engineering program with Columbia, Washington University, and USC
- Michael extended his thanks to the PAC for all of the efforts on behalf of Admissions. This outreach work it is very important.
- Asked for PAC members to reach out to admitted students and parents.
  - Charlotte asked for people who DON’T wish to participate to contact her
    - Scripts will be provided
    - Effective to talk to parents, but those who feel comfortable talking to prospective students are welcome and encouraged to do so
College of Law Update
Curtis Bridgeman, College of Law Dean

- Curtis has been at WU since July
- Stated that he has really been struck by the involvement of parents, thinks the support of PAC beyond CLA is remarkable
- Wants students and parents to know that WU's professional schools are a resource for all undergrad students, regardless of if they pursue a grad degree at WU
- Encouraged undergrads to get involved, sit in on classes, use the Law school as a resource
- Law applications are way down across the board
  - Were going up, then shot up higher with the recession (a bubble that burst)
  - A lot of students were going to law school by default... they didn't know what else to do
  - Fifth year in a row of declining applications, at historic lows
  - Meanwhile economy is picking up and firms are hiring again, actually potential for a shortage of the lawyers that we need in a few years
- It's a great time to go to law school with applications down, jobs opening up, and WU is "right sizing" to produce the best students for the current market.
  - Students can do better on admission, and better on financial aid than they could 5 years ago
- Students interested in law school should focus on GPA, and LSAT
  - Student activities and involvement in a variety of organizations, and even being a double major, doesn't help with admission to law school (not that they shouldn't do these things, but it going to help them get into law school)
- Willamette focuses on the individuals, how they do in class, what their job search is like, very small and personal. Intimate.
- Recent visit by the American Bar Association noted an impression that WU students are very happy and are being well prepared.
- Highest priority for WU College of Law is that students are able to get jobs
  - Get a broad liberal arts style education, but really want them to transition to a vocation with practical skills.
  - Can't just be a student now and think about jobs later
  - Students encouraged to take attorney mentors (117 this year)
  - The process works!
  - Class of 2012, one of the best placement rates on the west coast. (Measured nine months out from graduation, jobs are long-term, and require a JD)
  - Ranked 7th on west coast (only top schools like Stanford, USC, UCLA, Berkeley were ahead)
- Growing externship program (40 this year)
  - New program to do full immersion externships
One student currently working for Lisa Murkowski

- We have a 3+3 program for WU students who know they want to go to law school
  - First year is embedded in law program with one exception, a research project designed to tie their undergraduate education
- Dual degree program with AGSM - 4 years (normally 5)
- In terms of bar results, WU students pass bar at a rate that is equal or above average in relationship to our competitors (this despite the fact that WU is 7 points behind competitors on LSAT scores).
- The strength of the program:
  - Faculty are the most productive in the NW, they are great scholars: public law, constitutional law, to some degree international law, great and growing business law faculty
- Regarding careers, WU’s “sweet spot” is small to medium sized firms, also government jobs and public interest.
  - Some go to big firms, but some turn down offers to choose smaller firms

Career Boot Camp
Courtney Dillard, Professor of Rhetoric  
David Douglass, Dean of Campus Life

- Many very strong students were not focused on the long term
  - Students are looking at their immediate deadlines and finishing as strong students, not focused on career development
- The “Willamette Plan” is a longer term fix, but Courtney came up with a workshop concept to help bridge the gap
- Worked with David Douglas, Career Services, Alumni and Parent Relations, and students to develop the program to include sessions on:
  - How can you figure out what is the right job for you
  - Organizing a job search plan with objectives and deadlines
  - Persuasive writing
  - Interviewing skills
  - Networking
- Originally limited to 50 seniors, targeted to students who had not necessarily visited the Career Center
- Workshop setting, hands on
  - Introduction with key speaker
  - Workshop time with alumni as facilitators and table captains
  - Alumni then serve as a panel to help answer questions and engage in dialog, and share best practices
- A series of marketing moves were developed and rolled out over several weeks: save the date, series of posters, table tents, series of emails, communication with faculty to
promote among their 300 level classes, 10 students including president of ASWU were recruited to champion the event and spread through social media, engagement with WUAA as a sponsor and recruitment of influential alumni to participate in program

- Despite all of the efforts, sign ups have been anemic with only 5 as of meeting date
  - How to we get the horse to water? How do we get the horse to drink?
- Program was opened up to underclassmen and to 2013 grads
  - Email sent to all 2013 grads
  - Email sent to all parents of seniors
- Update – 17 total sign ups as of Friday, March 7 (still far below the 50 goal)
- Reactions to program from PAC? What are the issues?
  - Helen F. - What do students think they’re going to do? What is their sense of entitlement? What is the family dynamic?
  - Kate C. - Agreement on that as a factor. Question about how this was portrayed
    - Wide variety of hosts, Career Services was not billed as the primary host, alumni were highlighted
  - Chuck C. - Courtney is an incredibly dynamic professor, could not be a better messenger for this program
  - Kathy C. - Did faculty promote this?
    - Courtney personally distributed information to 30 faculty members, but it is difficult to gauge follow through
    - David D - Students are resistant to communications from their peers, let alone from perceived authorities.
  - Charlotte C. - Suggested coaches, Dave Rigsby

- Additional actions will be taken to try to build attendance, but it is clear that students are not focused on taking advantage of non-required career development programs

**Planning Meaningful Pathways** (AKA, the Willamette Plan)
David Douglass, Dean of Campus Life

- The Exigence
  - Focus Group Research:
    - Students do not have the capacity for planning
    - Students select majors and activities without reflection
    - Most are unsure what they want from their education
    - 75% of Students Visit Career Center only once per year
    - A majority of students are unprepared for careers

- The Research
  - Summary of Findings
    - First year students really aren't very reflective
    - Limited utility of online instruction
    - Necessity of mentoring
• Necessity of High-Touch, High Contact Style
• Don't be in too much of a hurry
• If we don't make them do it, they won't

• The Charge
  o Add value to students' educational experience by increasing their capacity for planning and helping them set meaningful goals related to school, work and life.
  o Develop the plan during the 2013-14 school year, and install it in the fall of 2014.
  o And make it distinctively Willamette.

• Planning the Plan
  o Step 1: Review the Literature and Neighborhood, Spring 2013
    ▪ Comprehensive Review of Planning Theory and Practice
    ▪ Discussions at AACU, ACPA, NASPA Conferences
    ▪ "Best Practices" Inquiries at Regional and National Cohort Schools
  o Step 2: Discuss
    ▪ BOT Breakout Group Discussion, February 2013
    ▪ Campus Life Divisional Meeting, March 2013
    ▪ Student Focus Groups, May 2013
  o Step 3: Experiment
    ▪ Opening Days Leaders
    ▪ Colloquium Mentors
    ▪ 150 First Year Students
  o Coming Soon: More Experiments
    ▪ Freshmen who enter at mid-year
    ▪ Transfer students who enter at mid-year
    ▪ Seniors en route to graduation

• Stakeholders to be Engaged
  o Colloquium Professors
  o Academic Council
  o Divisional Representatives
  o Transfer Advisors
  o Full CLA Faculty

• Questions to be Resolved
  o Resource Issues
  o Who oversees the generation of the plan?
  o Who maintains quality control?
  o What technology is optimal for supporting the plan?
  o What resources are required for the whole business?

• Key Questions
  o What information is most useful to advisors?
  o How can this information be made easily accessible to advisors?
How can non-academic considerations (e.g., vocation, leadership, reflective practice) be integrated into the plan?

At what important points should students engage in planning, and when should plans be updated?

How can plans be made available to students after graduation?

- Every incoming first year student in 2014 will do this plan
- Requirements will be integrated within curriculum
  - Requirements must be completed in order to register for the next semester and in order to declare a major
- Plan instigates self-reflection
- Teaches and ingrains self-awareness and life planning.
- Focus of requirements is on self-discovery and academic planning in freshman year, and evolves over the four years to focusing on what comes after graduation
- Students will learn to create a map; develop skills for how to plan their lives
- The Knowledge to Action Center will be founded to support this initiative

**Advancement Update**

Dennis Bergvall, VP for Advancement

- Acknowledgement of PAC for the help in shaping the conversations on campus and the evolution of the WU experience
  - Has made a significant contribution to the future, and the entire community will benefit.
  - Grateful for input, it has allowed us to get to a place that is beyond where we could have gotten without PAC participation
- Almost every member of PAC has made gifts, most have made many gifts, and many of the gifts are very generous
- Directional things in terms of Advancement
  - Not about raising money; it's about
    - Building relationships
    - Telling the stories
    - Identifying opportunities
    - Sharing and shaping values
- Provided an update on some initiatives out of Alumni and Parent Relations
  - Development of a Student Alumni Council
  - Reunions are being rethought
    - More around affinity groups (not just class reunions)
      - Politics Reunion, how Willamette has shaped the political world, and vice-versa.
• Peace Corps reunion; WU is one of top 4-5 institutions in the country in alumni who have served
  o More dynamic alumni programing, including students
  o Increased regional programming; parents are included in these programs
• Update on Sparks Project
  o Just over $4.1 million now raised
  o $795,000 left to get remaining $1.5 million of $3 million challenge match
  o Proposals and foundation grants in the works.
  o 12.5% is from parents ($336,000 from PAC), thank you for your generosity
• Capital Campaign
  o Planning underway, formalizing set of priorities which will include funding for the Knowledge to Action Center (support of student planning initiative)
  o Formal planning process will take a year
    ▪ Planning group includes a PAC member (Chip Kruger) and member of Alumni Board
    ▪ Giving thought to what is needed, what are the best ideas, what is the capacity and interest to support initiatives, which will all lead to setting a dollar goal.
  o Last campaign raised $131 million; this campaign will likely have a goal somewhere north of that number

Parent Relations Update and Switchboard Presentation
James Lippincott, Assistant VP for Alumni and Parent Relations (APR)
Colleen Sump, Director for Alumni and Parent Engagement

• Alumni and Parent Relations has been completely reorganized. Paradigm shift to be more responsive to the needs of the alumni population by focusing on alumni volunteers and concentration on fostering a vital network and community
  o Integrate Parent Relations (which previously had a dedicated staff member assigned under the Development umbrella)
  o Alumni relations refocused on providing services to all alumni of all WU schools
  o Focus is on the Alumni Association and meeting the needs of the alumni population through engagement with, and responsiveness to, volunteer leaders
  o Support a broader range of programs produced by the Alumni Association including a regional outreach program with official “chapters” led by local alumni volunteers, increased “affinity” outreach to engage alumni around a variety of interests (academic, professional, social, etc.), an evolution and enhancement of the Career Network
• Staff update:
  o Director for Alumni and Parent Engagement (Colleen Sump, new hire)
WILLAMETTE UNIVERSITY
PARENTS ADVISORY COUNCIL

- Responsible for Career Network
- Supervises two new positions to fully integrate all programs into the broader alumni network and community:
  - APR Associate for Regional Programs (Kim Burris)
    - Supports volunteer leaders in Portland, Salem, Seattle, SF Bay Area, Southern California, Hawaii, Washington DC, and New York
    - Goal to reach 150 alumni events per year (up from current average of 15-20)
  - APR Associate for Affinity Programs (Aarika Guerrero, new hire)
    - Plans Alumni Weekend and supports reunion volunteers
    - Develop and support student relations program
    - Support alumni interest groups
  - Reporting structure has been consolidated to include Cathy Gaskin who oversees actives and events for graduates of the College of Law
  - Jim Booth ’64 continues as our Director of Travel Programs
  - Administrative assistant position is in search process
- Introduction of Switchboard
  - The need for a more robust method of connecting alumni, and connecting students to alumni, has been heard loud and clear; from PAC, WUAA Board, current students, etc.
  - In the process of researching solutions, we became aware of Switchboard, a new web-based networking tool
  - About Switchboard:
    - Founded by Reed College alumni who were wrestling with similar issues; they created this system independently as a solution
    - The first Switchboard (for Reed) was run as a grassroots experiment which quickly grew
    - Now a start-up housed in an incubator sponsored by Wieden+Kennedy
    - Reed is now signed as an official client, as is Portland State University
  - What is Switchboard?
    - It is a small social network specific to the university
    - Switchboard is a seamless platform students begin using on campus, and continue using as alumni after they graduate
    - Switchboard demonstrates the value of the Willamette network and fosters a culture of giving back
    - Unlike existing social media which focus on profiles and past accomplishments, Switchboard meets a community’s immediate needs
  - Some statistics
    - 70% of Switchboard users are under 40, so it is a fantastic tool for engaging young alumni
Email open rate for notifications from Switchboard is 80% (higher education industry’s average is 15%)

50% of Switchboard's traffic comes from social media, meaning existing social media is a tool that drives traffic back to the community's central hub

How it works:

- You can do two things on Switchboard
  - Ask
  - Offer
- All posts are categorized (job, internship, advice, etc.)
- All posts can have a location attached
- Users can publicly comment, or privately contact the creator of the post
- Users can share opportunities via social media
- Users can log successes
- Switchboard can be filtered by ask or offer, as well as by category, location, etc.
- Switchboard can be searched
- Users can set up custom alerts

Promo video: https://s3.amazonaws.com/switchboardhq/video/Switchboard.mp4