

Facing the Challenging '90s Head-on

STAFF Conference 2014

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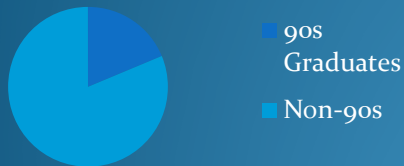
What's the Problem?

- A Statistical Look

Hamilton Base



Vassar Base



The Graduates of the 1990s represent 21.6% of the Base for Hamilton, 18.7% for Vassar
○ 19.1% for STAFF Schools

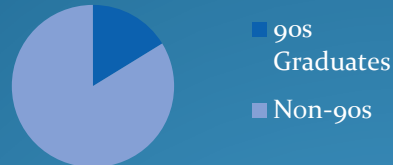
What's the Problem?

○ A Statistical Look

Hamilton Base



Hamilton Donors



Vassar Base



Vassar Donors



The Graduates of the 1990s represent 16.2% of the Donors for Hamilton (-5.45%), 11.7% for Vassar (-7%)

- 16.0% for STAFF Schools (-3.1%)
- Largest Reported Gap: 9%; Only one school 'overperforming' (+.6%)

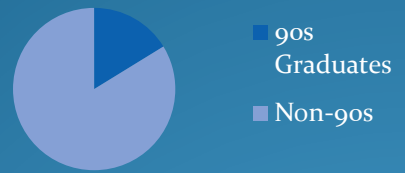
What's the Problem?

- o A Statistical Look

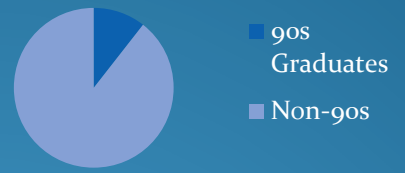
Hamilton Base



Hamilton Donors



Hamilton Dollars



Vassar Base



Vassar Donors



Vassar Dollars



The Graduates of the 1990s represent 10.6% of the Dollars for Hamilton (-11.13% / -5.68% in Donor Pool), 4.3% for Vassar (-14.4% / -7.4%)

- o 9.7% for STAFF Schools (-9.4% / -6.34% in Donor Pool)
- o Largest Reported Gap: 14.4%, Smallest Reported Gap: 4.3%

Higher Education in the 1990s

- Examination of the Culture and Climate



Editorial

Communication Most Positive Result Of Main Takeover

It's been a rough week at Vassar. In the aftermath of the student takeover of Main Building, we now have time to look back and rethink the events of the past week. Everyone, it seems, has a different opinion, and people are talking—in classrooms, at all-campus meetings, over dinner, and at dorm meetings.

It's clear that a lot of mistakes were made on both sides. Underlying the whole issue, a general lack of communication on all sides caused problems. In her first letter to the community and at her open office hours last week, President Fergusson did not seem to react to the issues at all, and as time passed, she did not react enough. Her letter last week and her letter posted Tuesday made student concerns and the issues underlying them appear trivial. She does not appear to be taking Vassar students seriously.

The Main takeover presented the opportunity for Fergusson to show leadership and concern for students; she did just the opposite. Even when she finally met the protestors face to face, Fergusson failed to participate in a dialogue. Instead, she used a trustee to speak for her. Among other, more individual concerns, the very role of the President is coming into question.

Fergusson is not the only so-called leader at fault. Student protestors also made

Letters

Protest Was Positive

To the Editor:

This letter is addressed to The Coalition and Community of Concerned Students.

As active supporters of the protest against the appointment of Senator Patrick Daniel Moynihan to the Eleanor Roosevelt Chair and the subsequent awakening of this campus, we would like to openly acknowledge the positive results which we feel have ensued from the takeover of Main building. The increase in student awareness, active participation, and substantive communication which have come about as a result of the controversies which arose have created an atmosphere more charged and alive than any we have witnessed in our four years at Vassar College.

In the midst of the many conflicts which have divided students we would like to stress that what is important is not whether the protest has been "successful" in meeting all its aims but rather that it has created the impetus for crucial dialogue and radical change. Rachel Shearer reminded us at an all-campus meeting that the word "radical" means "to the root" and that any substantial change only comes about through attacking the

event, left many students uninformed and excluded from the decision-making process. Students who were not informed ahead of time and had ambivalent feelings with respect to the means of the protest, ended up feeling attacked for their decision not to participate.

In the larger context, however, the gains achieved through the actions as well as the problems which arose are immeasurable. The experience of collectively putting ideas into action is something Vassar students rarely engage in. The attainment of the goals outlined by the coalition will not in themselves eradicate the many forms of hatred and prejudice which exist on this campus. But the dialogue which has come about as a result of the actions is a crucial first step. In the past week we have witnessed communication and heartfelt exchange between students who have never before spoken. With respect to social change, the power of such communication is profound.

Throughout the protest, we have heard members of the coalition speak about the need for dialogue, the importance of listen-

Higher Education in the 1990s

- A Look Back: Notes from the Road

The Path Forward

- What Works?

Questions