This Leadership Profile is intended to provide information about the Franklin W. Olin College of Engineering and the position of Vice President for Development, Family and Alumni Relations. It is designed to assist qualified individuals in assessing their interest in this position.
The Opportunity

The Franklin W. Olin College of Engineering in Needham, Massachusetts, seeks applications and nominations for the position of Vice President for Development, Family and Alumni Relations (VP DFAR).

Founded in 1997 with a major gift from the F.W. Olin Foundation, the Olin College of Engineering seeks to redefine engineering as a profession of innovation encompassing the consideration of human and societal needs; the creative design of engineering systems; and the creation of value through entrepreneurial effort and philanthropy. The College is dedicated to the discovery and development of the most effective educational approaches and aspires to serve as a model for others.

Olin’s innovative curriculum and culture prepare students who are well-grounded in engineering and technology, who understand the context that surrounds these fields, and who work with others to bring about positive change. With a curriculum based heavily on project-based learning and a blending of disciplines Olin has developed an educational program that differs sharply from traditional undergraduate engineering pedagogy.

In thirteen short years of operation Olin has had considerable success in creating a “lab school” environment for educational experimentation, and influencing others to pursue innovation. Olin has established a foothold as both a catalyst for change and a model for preparing the broadly educated, multifaceted and collaborative engineering leaders the world needs today.

Olin enrolls about 350 gifted undergraduate engineering students, all of whom attend on tuition merit scholarships, with need-based aid awarded in grant form only. The admission process—geared toward identifying and recruiting innovators who are a good fit for Olin’s enterprising culture—is unique among colleges and universities. Olin consistently retains and graduates more than 90% of its students.

Among its many assets are a beautiful 75-acre residential suburban campus adjacent to Babson College and close to Wellesley College; state-of-the-art facilities; a current endowment of $389 million – one of the highest per-student endowments in the country – and 40 entrepreneurial full-time faculty and 80 student-centered staff.

Another asset is Olin’s ten classes of alumni who, though early in their careers, are demonstrating leadership and innovation abilities in top companies, graduate schools and entrepreneurial ventures.

Olin is seeking a dynamic Vice President to provide leadership for its development effort and family and alumni relations functions. This is a critical time for the college, as it seeks resources to advance its two strategic priorities: educational innovation within its campus walls, and collaboration with partners around the world to transform engineering education.
Olin’s mission dovetails perfectly with the societal need to produce engineers with the capacity to create innovative solutions to complex global challenges. The ability to educate such engineers is seen as critical to continued economic growth and the enhancement of living standards around the world. Members of the engineering community are increasingly seeing Olin, with its forward-looking engineering curriculum and demonstrated ability to create innovators, as central in this effort. The VP DFAR will play a key role in enabling Olin to carry out its ambitious, transformative mission.

Olin is operating from an enviable position of strength: the young College has already been the subject of favorable attention from a wide variety of sources. Moreover, the College does not begin this endeavor from a standing position. The VP DFAR will join a number of initiatives already underway, evaluate their progress and effectiveness, shape the strategies, add creative new ideas and follow through with execution. See Appendix I for Olin College Core Values.

The Position of Vice President for Development, Family and Alumni Relations

Preferred Qualities and Characteristics

The ideal candidate for this position is someone who:

- is high energy and passionate about Olin’s mission (demonstrates quick buy-in, and a natural enthusiasm and engagement in the cause) yet also has the patience needed to lead an evolving program
- is talented at internal relationship and confidence building, and will be good at forging ties with internal stakeholders to support the external development efforts
- demonstrates a bias toward action and taking the initiative
- enjoys “the hunt” and places priority on personally doing the cold calls, field work, prospect building and spending time on the road cultivating relationships, culminating in working with the President in closing the gifts
- is skilled/comfortable with CEO and Board level face-to-face communication
- is quick on his or her feet, with excellent listening skills and an ability to rapidly engage and build interest among potential friends/donors, accompanied by superb written and verbal communication skills
- has demonstrated the ability to successfully engage prospects and solicit gifts for an organization with a very small natural affinity group (e.g. without a large alumni base, religious affiliation, etc.)
- has played a significant leadership role in a successful comprehensive campaign, including the solicitation of principal ($10mm+) individual gifts, or an equivalent experience in entrepreneurial sales or other revenue generating activities
• enjoys “rolling up their sleeves” and is comfortable working in a very collaborative environment where consensus building is essential while working with limited resources/staff

• demonstrates creative problem-solving skills and supports a culture of innovation

• exhibits impeccable integrity and personal values

Duties

1. Lead the College’s fund-raising activities, including:
   • Development and implementation of fund-raising strategies and programs
   • Identification, cultivation, solicitation and stewardship of prospective individual major donors
   • Identification, cultivation, solicitation and stewardship of private foundations and corporations
   • Continuing the record of a successful Annual Fund program with very high participation rates.
   • Collaboration with Marketing and Communication on messaging and communications with key constituencies

2. Serve as primary staff liaison to the Board of Trustees Development Committee, and work closely with its members to:
   • Identify prospective major donors
   • Develop and implement strategies for cultivating, soliciting and stewarding major donors and prospective major donors
   • Strengthen the overall fund raising program and related activities

3. Provide leadership for the development and management of Family and Alumni Relations programs, including:
   • Development and delivery of programs and activities that foster parent and alumni engagement with the College and to help them be effective ambassadors for the College
   • Work with the volunteer Parents’ Advisory Board on the development of programs and activities
   • Work with the volunteer Alumni Board on the development of programs and activities

4. Empower, motivate and manage the staff of the Development, Family and Alumni Relations Office

5. Work with the President and Board of Trustees Governance Committee to identify and cultivate prospective Trustees

6. Collaborate with other members of the President’s Cabinet in the overall management of the College and the integration of the development, parent and alumni programs with the needs and limitations of other areas of the College
7. Advise and assist the President with the membership and activities of the President’s Council

8. Assist with special projects & events, and perform other duties as assigned.

The Development Program at Olin College

The recent history of the development programs and results:

The Office of Development, Family and Alumni Relations builds long-term relationships with alumni, parents, and friends that both enrich their lives and also result in volunteerism and philanthropy. With an experienced staff of eight in addition to the VP DFAR, the office takes a fully integrated approach to annual giving, major gifts, planned gifts, corporate relations, foundation relations, stewardship, prospect research, alumni relations, family relations and data management. This comprehensive program was formalized in 2008 and is still evolving.

Annual giving is strong, especially given that all of Olin’s alumni are young – the class of 2006 will celebrate its 10th reunion in fall 2016. Annual gifts have increased by about thirty percent each year since 2009, with totals increasing from $806,000 in FY09 to just over $2 million in FY14. In order to build a solid foundation for future major gifts, a great deal of emphasis has been placed on annual fund participation, beginning with the senior class gift program. Results are outstanding, quite possibly the highest in the country. In FY14, overall alumni participation in annual giving was 71% with the greatest participation being 83% from the Class of 2006. Parent participation (both current and alumni parents) is also extremely strong, with 59% of all parents making annual gifts in FY14. Recently, two leadership annual giving officers have been hired to build relationships with alumni, parents and other friends, focusing on multi-year annual gifts of $25,000+. A large number of gifts are solicited through mail and email, and philanthropy crowdfunding is being introduced. An increase in the number of gifts of more than $1000 from alumni has been seen this year, along with organized efforts by alumni to secure larger annual gifts from each other for specific priorities.

The major gifts program is also growing. Seven-figure gifts have been received from a few closely-affiliated individuals and family foundations, along with grants from the Clare Boothe Luce program of the Henry Luce Foundation, and corporations such as AMD, Autodesk, Boeing, and SolidWorks. The Board of Trustees and some close friends of the college are engaged in expanding Olin’s network of individuals with influence and high net-worth. Special efforts are underway to build relationships with engineering and high-tech entrepreneurs, venture capitalists and others interested in innovation and education. Relationships with several national, top-ranking private foundations are being cultivated. The college takes a team approach to corporate relations, integrating staff and activities from Development, Post Graduate Planning, SCOPE (the senior capstone program), and Information Technology. A corporate partners program began in FY13, and is showing great potential for building strong comprehensive relationships with large and small companies in a variety of industries.

After a decade of developing a strong academic program and deep collaboration with a limited number of academic partners, Olin is now prepared to pursue its mission of transforming engineering education more aggressively. The college is in the initial stages of an initiative to
seek significant additional resources to increase capacity for collaboration with other institutions, foster curricular and pedagogical innovation, assure the availability of state-of-the-art technology and facilities, and ensure its ability to continue attracting creative and innovative students through its scholarship programs. A compelling case for support of specific institutional fundraising priorities is being developed, and a dynamic set of collateral materials has been designed. See Appendix II for fundraising plan overview.

Overview, history and future goals for alumni and parent programming:

Olin’s small campus and tightly-knit student population have led students to establish strong ties that continue beyond their years on campus. In addition to their youth and creativity, Olin’s nearly 750 alumni are characterized by great loyalty to the college and to each other. An active alumni association was established in 2006 by Olin’s first graduates and now includes regional chapters in areas with high alumni representation, including metro Boston, San Francisco/Bay Area, and Seattle. Alumni reunions began in 2011 with the five-year reunion of that first class, and now occur annually in the fall.

As that first class approaches its ten-year reunion and the alumni association adds roughly 80 new members each year, the College is engaging the Olin Alumni Association in long-term strategic planning to identify and prioritize the needs of alumni and to develop programming that addresses their interests, supports the strong ties they have to the college, and fosters volunteerism and philanthropy. Alumni express eagerness to continue to help build Olin. Top of mind are developing creative ways to maintain strong communication between alumni and faculty, to keep alumni connected to current students, faculty, and to engage alumni in the life of the college in general.

Before Olin had any alumni, it reached out to parents for the volunteerism and advocacy that other schools encourage from their alumni. As a result, a parent and extended family culture has developed that is characterized by tremendous enthusiasm for engaging with the college, even after their children have graduated. The DFAR team also staffs and coordinates activities of the Olin Parent Organization (OPO) through a Parent Advisory Board, which includes many volunteers interested in supporting the college’s student recruitment, internship, job placement and fundraising activities.
Challenges and Opportunities

The Vice President for Development, Family and Alumni Relations will provide leadership to address these and other challenges and opportunities:

- To achieve the objectives set forth for its revolution in engineering education, Olin requires significant resources. Because its alumni are young and the current pool of major and principal gift prospects is small, Olin will need to reach outside its natural constituencies to develop close relationships with like-minded people passionate about solving the grand challenges of the 21st century, strengthening American economic competitiveness and achieving education reform. This position offers a great opportunity to lead the identification and cultivation of relationships with a wide variety of people and organizations who could become friends of Olin.

The college’s deep roots in philanthropy provide a solid footing on which to continue to build a fund-raising program. This position offers a unique opportunity to influence the creation of a strong culture of alumni and family philanthropy, to create programs that will foster lifetime alumni and family relationships, and to lay the foundation for a future successful major and planned giving program.

- The profile and size of Olin’s graduating classes give the college a relatively small but powerful footprint in its principal donor target base of major corporations. The SCOPE program has resulted in very strong introductions within a select group of companies that have experienced the Olin difference first hand and recruiting activities are very strong. Career fairs are sold out and companies compete for graduates every year. There is a tremendous opportunity to influence building relationships with corporations and other businesses whose bottom line will be enhanced by Olin’s mission to change engineering education nationwide.

- The next Vice President will have the opportunity to work collaboratively with Olin’s Marketing and Communications division on furthering the College’s growing visibility and recognition and communicating its remarkable outcomes. There is room to develop new effective, creative and different ways of communicating with alumni, parents and extended families, corporations, foundations and like-minded individuals who are interested in Olin’s mission.

- Advancement support service programs (prospect research, stewardship, data management) are developing as the program expands and succeeds. There is great opportunity in building the prospect research function and also the stewardship function in ways that will meet donor needs, foster loyalty and pride and encourage additional philanthropy.
Development Marketing Plan

In August of 2012, Olin recruited its first chief marketing officer with the primary goal of building awareness among potential donors to the college. Potential donors have been identified as:

- Financial backers and leaders of firms that depend on innovation and engineering
- Entrepreneurial leaders
- Individuals who align with our mission
- High tech pioneers
- Thought leaders
- Corporations/ Foundations

For the past several years, the Marketing and Communication (MAC) team has been working with DFAR to articulate the college’s brand position and the specific messaging around its fundraising efforts, which are referred to as a “Revolution in Engineering Education.” The “Revolution” is a term for Olin’s initiatives to create engineer-innovators—those who will maintain the country’s leadership in technology and innovation and address complex technical challenges of the future—as well as Olin’s collaborations with others to reform engineering education. Members of the College’s Board of Trustees have been heavily engaged in the positioning, as well as the brand and development messaging process, and are now ready to take the message forward. Some foundational fundraising materials have been developed, such as a brochure and video, and a focus on developing highly customized packages for specific donors based on their interests.

In preparation for the Revolution, MAC has concentrated on building awareness and interest in Olin through a series of coordinated marketing efforts, including: a national public radio sponsorship campaign; a partnership with a science news outlet; an inbound marketing campaign aimed at these audiences; a recently relaunched web site and increased emphasis on videos and social media; enhanced public relations (media relations and involvement and sponsorship of events); and focused events aimed at increasing visibility among key target groups. By all available measures, the awareness building campaign is gaining traction with increased web visits and media coverage.

Olin’s Strategic Plan: A Vision for the Future

Olin College is at a crossroads in its history. As a senior administrator, the VP DFAR will be essential to the College’s reaching its strategic goals. These goals were outlined in a vision statement prepared in June 2012 by President Richard K. Miller and Provost Vincent P. Manno and excerpted below. See Appendix III for the full version.

Our vision is that Olin will become the recognized leader in the transformation of undergraduate engineering education in America and throughout the world. To achieve this, we dedicate ourselves to starting a global movement to innovate within undergraduate engineering education as our next major goal. This will simultaneously require us to strategically build capacity and strength in critical areas, take risks as we assume leadership as a young
institution, and persevere as we undertake a long journey, working closely with partners, domestic and international, to foster change.

Why is this so important? While the Grand Challenges of the 21st Century will not be solved solely by technology, their solution and society itself will depend on the creativity of a new generation of leaders whose competencies are rooted in the educational philosophy espoused by Olin.

Priorities: To achieve this bold vision, we will maintain three core priorities to drive strategic resource allocation and decision making throughout this journey.

1. **Attract the Best, Produce the Exceptional.** Our most fundamental commitment is to quality in many dimensions. Olin’s mission is to prepare exemplary engineering innovators who will make a positive difference in the world. To accomplish this, Olin will continue to seek people who are not only academically accomplished but also endowed with multiple intelligences and capable of leading innovation in diverse contexts.

2. **Drive Excellence through Innovation.** The single adjective most frequently used to describe Olin College is “innovative.” Everything about Olin was created in order to be an example of innovation, and to produce graduates who will become a force for creativity and innovation wherever they go.

3. **Maximize Impact in the Academy and Beyond.** To fulfill our purpose, Olin must never become content with producing a small number of exceptional engineering graduates each year and providing an innovative, nurturing environment for our small faculty. Instead, we must be fully committed to maximizing our impact on the world beyond our campus borders. Our primary means for achieving this impact is through catalyzing significant innovation in engineering education and through that, engineering practice and education in general.
Franklin W. Olin College of Engineering: An Overview

*Few colleges or universities in America have greater overall strength in the core areas of quality, reputation and recognition:*

**Great Students**
- Admission rate: 10.6%
- Yield: 64%
- Median (Math + Verbal) SAT: 1480
- Female/Male ratio: 47% / 53%
- National Merit Scholars: 12%
- High School GPA (unweighted): 3.9

**Great Education and Experience**
- Enrollment: 350
- Student/Faculty ratio: 8:1

**National Survey of Student Engagement**
Students rated Olin significantly above national averages on 13 of 20 engagement indicators

*Newsweek/Kaplan “New Ivies” (2005)*

**US News Ranking (2014)** #3

#1 in US in alumni giving rate (source: CAE)

#1 Top Ten Financial Aid Providers (Parents & Colleges)

*Among most gender-balanced engineering programs in US (ASEE)*

*Princeton Review (2014)*

- Best 379 Colleges in US
- Best Value College
- Best Colleges in Northeast

*Among all Universities in the US:*
- #2 Best classroom experience
- #3 Students Study the Most
- #3 Best Campus Dorms
- #4 Professors Get High Marks
- #5 Easiest to Get Around
- #5 There’s a Game?
- #6 Students Love Their College
- #8 LGBT-Friendly
- #11 Great Financial Aid
- #12 Best Quality of Life
- #12 Best Science Lab Facilities
- #13 Town-Gown Relations are Great
- #14 Stone-Cold Sober Schools
- #17 Best Career Services
- #19 Happiest Students
History

The Franklin W. Olin College of Engineering received its educational charter from the Commonwealth of Massachusetts in 1997, the same year the F.W. Olin Foundation announced its ambitious plans to create an innovative engineering college that could revitalize engineering education and serve as a model for others. At the time, the Olin Foundation grant to Olin College was the largest gift ever made to higher education. By the end of 1999, the new institution's leadership team had been hired, and site development and construction work commenced. Olin's first faculty members joined the college by September 2000.

The College officially opened in fall 2002 to its inaugural freshman class. During the prior year, thirty student “partners” worked with Olin's world-class faculty to create and test an innovative curriculum that has continued to evolve and is now seen by many as a viable model for the transformation of engineering education.

Academic Program

Olin College offers B.S. degrees in Mechanical Engineering, Electrical and Computer Engineering and Engineering. Olin’s academic program is distinctive in several ways. First, the College does not have traditional academic departments. Instead, the internal academic structure involves a multidisciplinary group of faculty whose primary bond is the successful transformation of
talented engineering students into innovators. In addition, faculty employment relations are based on renewable contracts rather than a traditional tenure system.

A primary objective of Olin College is to develop a new culture of innovation and continuous improvement, with enhanced entrepreneurial focus and an emphasis on design.

Olin's outstanding educational environment is a unique mix of exceptional students, faculty and facilities, combined with a pioneering approach to engineering education. Olin's faculty consists of nationally recognized scholars and researchers from top institutions with a deep commitment to undergraduate teaching. Its students are some of the most academically gifted and enterprising engineering candidates in the country. Its facilities are state-of-the-art, and its curriculum represents the most advanced and innovative thinking about how to produce technological leaders who are both creative and entrepreneurial.

The Olin curriculum is designed to educate engineering innovators who have original ideas, valuable insights, and the capabilities to realize their visions and make a positive difference in the world. While at Olin, each student experiences an in-depth exposure to engineering science, design, arts, humanities, social sciences and business/entrepreneurship. In addition to course requirements, a capstone project is required in either Arts/Humanities/Social Sciences or Entrepreneurship; most students also complete SCOPE (Senior Capstone Program in Engineering), a year-long project that is sponsored by industry and representative of authentic engineering problems. (Instead of SCOPE, seniors have the option of taking Affordable Design and Entrepreneurship, in which students design solutions that meet needs in the developing world.)

Throughout the curriculum, the interdisciplinary character of today's problems is emphasized through a comprehensive "systems" approach to engineering problems and a focus on teamwork. Design and entrepreneurship education each have significant emphases at Olin through early required courses, elective courses and topical threads that highlight design perspectives and entrepreneurial thinking in a wide variety of subjects. Every student has at least four semesters of coursework explicitly focused on design, including collaborative design.

Academic partnerships with industry and other educational institutions enhance the learning environment at Olin and advance its aspiration to promote fundamental change in engineering education. Since its inception, Olin has had a strong collaborative relationship with nearby Babson College, ranked number one nationally in entrepreneurship. Olin also has close ties with Wellesley College, Brandeis University, and other top-ranked educational institutions. In fall 2009, Olin announced an expanded partnership with Babson and Wellesley aimed at developing closer academic, social and business ties. These include joint academic programs combining engineering, business and liberal arts.
Also in the fall of 2009, Olin launched the Initiative for Innovation in Engineering Education (I2E2), a series of summer workshops, faculty exchanges and customized consulting opportunities designed to promote innovation and change in engineering education. In spring 2009, Olin announced a partnership with the University of Illinois at Urbana-Champaign whose goal is to explore whether Olin’s innovations can be scaled up to a large public research institution. A partnership with Stanford University, designed to examine synergistic areas of collaboration, was announced in 2011. In 2013, Olin signed agreements with the University of Texas at El Paso and Insper, a leading Brazilian business school, to create new engineering programs on the Olin model and in 2015 signed an agreement with the Herefordshire Tertiary Educational Trust to assist them in creating a new university in Hereford, England.

FINANCES

The college is in a sound financial condition. The 2008-09 financial crisis impacted Olin as it did all colleges and universities in the U.S. An early and decisive response to the changing conditions allowed Olin to weather the financial storm and to come out of that period with a stable financial model.

The financial crisis resulted in a significant decrease to the college’s endowment. Since the college is heavily dependent on the endowment, action needed to be taken. Consequently, the college leadership and Board of Trustees had to make the very difficult decision to reduce the full-tuition merit scholarship to a merit scholarship equal to 50 percent of tuition. This change went into effect with the Class of 2014 and has been in place since. As the merit scholarship was reduced, the need-based financial aid budget was increased and the college expanded the need-based aid program to accommodate the additional students with demonstrated need.

The additional net tuition revenue from the scholarship changes has replaced the lost revenue from the endowment, keeping the college in a solid financial situation. Olin is one of only a few schools in the U.S with an endowment per student figure in excess of $1.0 million.

The current financial summary is:

- Endowment: $389 million, April 30, 2015
- Operating budget FY2016: $35.4 million
- Debt: $154.9 million
- Credit ratings: A+ Stable (S&P), A2 Stable (Moody’s)
- **Fund Raising**
  - Dollars received doubled in 3 years
  - Giving rates among highest in U.S. – 4 year averages:
    - Alumni – 75%
    - Parents – 70%
    - Alumni parents – 50%
    - Trustees – 100%
  - Cumulative campaign results - $11.5 million as of March 31, 2015

**The President**

Richard K. Miller was appointed President and first employee of Olin College of Engineering in 1999. He served as Dean of the College of Engineering at the University of Iowa from 1992-99. The previous 17 years were spent on the Engineering faculty at USC in Los Angeles and UCSB in Santa Barbara. With a background in applied mechanics and current interests in innovation in higher education, Miller is the author of more than 100 reviewed journal articles and other technical publications. Together with two Olin colleagues, he received the 2013 Bernard M. Gordon Prize from the U.S. National Academy of Engineering (NAE) for Innovation in Engineering and Technology Education. A member of both the NAE and the National Academy of Inventors, he received the Marlowe Award for creative and distinguished administrative leadership from the American Society for Engineering Education in 2011. Miller served as Chair of the Engineering Advisory Committee of the U.S. National Science Foundation and has served on advisory boards and committees for Harvard University, Stanford University, the NAE and the U.S. Military Academy at West Point in addition to others. Furthermore, he has served as a consultant to the World Bank in the establishment of new universities. A frequent speaker on engineering education, he received the 2002 Distinguished Engineering Alumnus Award from the University of California at Davis, where he earned his B.S. He earned his M.S. from MIT and Ph.D. from the California Institute of Technology, where he received the 2014 Caltech Distinguished Alumni Award.

**Governance**

The College subscribes to the fundamental principle in higher education of shared governance. Faculty and students have been deeply involved in decision-making and planning since the College’s inception.

Ultimate responsibility for the quality and integrity of the College is held by the **Board of Trustees**. The Board currently consists of eighteen members, including two of the three surviving Directors of the F. W. Olin Foundation and the first two trustees who are alumni of the College. The President of Olin College serves as an ex-officio member of the Board. The Board is expected to grow in the next several years to a maximum of about twenty five members. The College also benefits from its **President’s Council**, an advisory group of about 50 distinguished
advisors who have volunteered their time to counsel the President on issues of importance to the College.

The Community

Olin is located in Needham, Massachusetts, a classic New England town complete with a picturesque town common, plus restaurants, banks, excellent public schools, low crime rates and other attractive features. A large mall is about 15 minutes away by car. Boston, New England's largest city and a vibrant center of arts, entertainment and business, is about 20 miles or half an hour away by car, or 45 minutes by train. Much of today's digital revolution was spawned on “America's Technology Highway,” the Route 128 high-tech belt surrounding Boston (and just minutes away from Olin). Biotech, health care and education are also major industries. Raytheon, Analog Devices, Boston Scientific, PTC Corp., EMC, Google, Microsoft, Bose, General Dynamics and Genzyme all have headquarters or major facilities in the Boston area. Boston is also a major hotbed of venture capital and startup activity, with hundreds of smaller high-tech firms being launched every year. Across Massachusetts, there are some 5,000 high tech companies employing 200,000 people. Olin is committed to having a strong relationship with Needham, and is proud to make its home there.

More information on Olin College may be found at its website: www.olin.edu.
Procedure for Candidacy

Interested individuals should contact Lucy A. Leske and Amy Crutchfield, the Witt/Kieffer consultants assisting Olin College with this search. Electronic inquiries and submissions are strongly encouraged and should be sent to: OlinDev@wittkieffer.com

Applications that cannot be sent electronically can be mailed to:

Lucy Leske/Amy Crutchfield  
Vice President for Development, Family and Alumni Relations  
C/o Witt/Kieffer  
2015 Spring Road, Suite 510  
Oak Brook, IL 60523  
630-575-6943

Review of applications begins immediately and will continue until the position is filled.

Olin College is an Equal Opportunity Employer, and specifically invites and encourages applications from underrepresented groups.

The material presented in this position specification should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Olin College documents and personal interviews and is believed to be reliable. Naturally, while every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.
APPENDIX I

OLIN COLLEGE CORE VALUES

Core Personal Values

- **Integrity**
  Complete honesty is expected from everyone in every situation. Even the appearance of conflict of interest will be avoided. Successful long-term relationships depend on trust and open communication.

- **Respect for Others**
  Each person is treated with respect and dignity in all situations. Criticize only ideas—not people, and share responsibility. There is no room for abusive language or arrogance in relationships with others.

- **Passion for the Welfare of the College**
  Each person will adopt the perspective of the Trustees and passionately pursue the overall interests of the College, while maintaining fairness to all individuals in all transactions. Personal advancement at the expense of others is discouraged and cooperation is expected.

- **Patience and Understanding**
  Each person will listen constructively, keep an open mind, and take the time to understand with empathy before reaching a conclusion. Effective teamwork depends on the confidence that others care and are willing to take the time to listen.

- **Openness to Change**
  Continuous improvement requires openness to change, even though this usually causes inconvenience, inefficiency, and risk of failure. Olin College will constantly strive to innovate and improve in every area.

Core Institutional Values

- **Quality and Continuous Improvement**
  Olin College will strive for quality in all that it does. It will also strive for continuous improvement in all areas, and will measure its progress with appropriate national standards.

- **Student Learning and Student Development**
  Olin College is a student-centered institution. It will strive to provide educational experiences of exceptional quality and a student life environment that provides for healthy personal development.

- **Institutional Integrity and Community**
  Olin College will strive to develop long-term relationships based on honesty, fairness, and respect. It will further strive to provide a safe environment that supports freedom of inquiry, protects diversity, and fosters a sense of well-being.

- **Institutional Agility and Entrepreneurism**
  Olin College will strive to minimize bureaucracy, cost, and institutional inertia in all forms. It will further strive to accept appropriate risks in pursuit of opportunity.

- **Stewardship and Service**
  Olin College will strive to provide responsible stewardship of all its resources while encouraging a spirit of service to society and a life style of philanthropy.
APPENDIX II

“REVOLUTION” FUNDRAISING AND MARKETING PLAN

The Revolution Strategic Plan

Olin College is seeking resources to support a Revolution in Engineering Education that will shift the national and international paradigm of engineering education to produce engineering innovators who are better able and willing to take on the complex challenges of the future.

The Development, Family and Alumni Relations Office at Olin College of Engineering will lead efforts to secure the philanthropic resources needed to advance the college’s mission to be an important and constant contributor to the advancement of engineering education in America and throughout the world. In collaboration with College faculty, staff, students, parents, trustees, and other volunteers, we will build relationships with a variety of constituencies – individuals, corporations, and foundations – and provide meaningful opportunities for engagement, philanthropy, and volunteerism. We will also celebrate and steward our donors’ and volunteers’ contributions in ways that communicate impact, and inspire pride, connection, advocacy and continued engagement.

Our vision is to build a vital, integrated fundraising program that meets the philanthropic needs of the college and contributes strategically to the advancement of its mission. We also seek to provide Olin alumni, parents, faculty, staff, trustees, friends and corporate and foundation partners with meaningful opportunities for philanthropy and volunteerism.

Our work is guided by these values: integrity; timeliness, efficiency and effectiveness; creativity and innovation; care for our constituents; impact; and responsible stewardship of contributions.

I. SWOT Analysis—In preparation for the development of a fund-raising plan, the DFAR team engaged trustees, alumni and parent board members and Olin community members in a SWOT analysis. The results below give an informal overview of the strengths and weaknesses that were identified.

A. External SWOT Analysis

1. **Strengths:** Olin College has a compelling vision and mission, strong leadership – president, faculty and trustees, faculty engagement and continual innovation, and high achieving, impressive graduates
2. **Weaknesses:** Start-up culture can be challenging to sustain; there is a perception of endowment wealth and economic misunderstandings; need to differentiate from other STEM initiatives
3. **Opportunities:** Cause for changing engineering education is gaining traction and spreading; Olin curriculum and culture have a proven record; donors can have a major impact at Olin
4. **Threats:** Organizational capacity; other STEM education causes with established constituencies; urgency – the time is now
B. Internal SWOT Analysis

1. **Strengths**: Olin College is a rising institution with a compelling cause, respected and credible leadership, and a strong financial base
2. **Weaknesses**: Olin College has a young and small alumni base; the culture of philanthropy is not fully developed; fundraising procedures and systems are young and developing, and small but expanding donor prospect base
3. **Opportunities**: The economy is strong, and there is increased recognition of Olin and its mission, along with the importance of STEM
4. **Threats**: Organizational capacity, ability to mobilize physical and financial constraints quickly to respond to opportunities

II. Funding Priorities

A. **Faculty**: Create ten new faculty positions before 2020 to increase capacity to fuel innovation in teaching and learning within the Olin educational laboratory and to catalyze change at partner institutions (colleges, universities and other schools)
B. **Programs**: Secure resources to fuel continued innovation and development of Olin College and to support and fully develop the Olin Collaboratory. The Collaboratory is dedicated to co-designing transformational educational experiences with and for other institutions, to foster innovation and change in engineering education.
C. **Facilities**: Secure resources to support the reimagination and renovation of existing space and the creation of new facilities to fully reflect the creativity and dynamic nature of Olin’s curriculum and culture.
D. **Scholarships and Financial Aid**: Increase financial resources for need- and merit-based scholarships and financial aid for Olin students, in order to continue to recruit a diverse student body with the skills and abilities to thrive in and contribute to Olin’s educational culture, and to embrace the experimental spirit of the Olin educational laboratory.

III. Fundraising Strategies

A. **Develop more specific fundraising priorities**
   1. Engage campus community—faculty, staff, students and board to develop specific opportunities for philanthropic investment
   2. Develop case materials: print, video, web

B. **Key Principal Leadership Gifts**
   1. Develop a list of top 10-25 potential investors and a strategy for engaging them with Olin College and the Revolution.
   2. Strengthen key constituent groups and expand potential prospect base.
      Potential prospects include:
      a. An expanded pool of interested individuals – including a small and targeted list of prospects with connections to friends of Olin or identified strong interests in Olin’s mission; financial backers and top level leaders of firms that depend on innovation and engineering; entrepreneurial leaders; individuals whose interests align with our mission whom we do not know; and high-tech pioneers. For efficiency
sake, these groups will be targeted in high-tech concentration geography, including Boston-Cambridge, West Coast Belts (San Jose-Sunnyvale-Santa Clara-San Francisco; Seattle-Tacoma-Bellevue); Texas (Dallas-Austin-Houston-Sugarland-Baytown, Austin)

b. Foundations – Identify and engage with targeted private foundations, especially those with an interest in education reform efforts, STEM education, and college access, and completion and outcomes for women and underrepresented groups. Continue engagement of private foundation leadership with President Miller and other academic leaders, and faculty engagement with professional program staff, submitting requests for funding as appropriate and according to published guidelines. Establish a list of the top 10-15 foundation prospects.

c. Corporations – Identify and strengthen relationships with corporations with whom we have begun to forge multi-faceted relationships (through SCOPE, PGP, sponsored research, and philanthropy) and build new targeted relationships. Corporate relations often have the added benefit of building brand through co-marketing. Continue multi-faceted, cross-college approach to corporate relations, linking SCOPE, PGP, faculty research and philanthropy. Establish a list of the top 10-15 corporate prospects.

d. Current and Alumni Parents – Our parents are more connected and have more positive feelings towards Olin than is typical for most college parents. There is opportunity to engage them as volunteers and donors while their children are students, and then to retain a percentage of them in both those roles after graduation. In addition, their engagement as donors and volunteers sets a precedent and model for their children and will lead to some family donations. Complete wealth screening and develop a top list of parent prospects.

e. Alumni – While their giving may be low at the outset, their high participation sends an important message to the outside world. As their careers progress, some will step forward as major donor prospects and as leaders in philanthropy. There is an opportunity to strengthen the culture of philanthropy at Olin and to build a continuum of that culture beginning when students arrive on campus as freshmen, through their senior class gifts, their first reunion gifts, and then their philanthropy and engagement as older alumni who can spread the message about Olin within their own professional networks.

f. Other opinion leaders – Educational, governmental, and other public opinion leaders are also influential in reaching the above audiences, giving credibility to Olin, and could potentially provide research funds to advance Olin’s Engineering Education Revolution. A separate plan has been developed to build awareness among these audiences.

g. Qualify and broaden existing list – engineers, VC’s, entrepreneurs, parents, corporations, foundations, women engineers, people who are passionate about education reform, STEM reform
h. Enhance prospect research efforts. Hire a researcher with the expertise to identify prospects and assist with strategy development.

C. Develop engagement opportunities to connect stakeholders
   1. Formal advisory roles (Board of Trustees, President’s Council)
   2. Informal engagement (design reviews, Foundry advisors, career talks, class speakers, micro-residencies for alumni)
   3. Develop additional engagement opportunities (expand presidential reception/dinners, campus visits, mentors, internships, class speakers, events)
   4. Work with faculty to identify ways to engage external stakeholders

D. Major Gifts
   1. Develop the “second 10-25” potential investors
   2. Develop “first wave” of alumni major gifts as early classes approach 10-15 year reunions. Develop strong 5 and 10 year reunion program
   3. Development officers’ professional development

E. Annual Giving/Alumni Relations
   1. Continue to lead nation with 80% alumni annual giving participation and high rates (60%) of current and alumni parent participation
   2. Explore creative uses of tools to increase annual giving: crowdfunding, giving day, challenge/match opportunities, texting
   3. Develop a co-curricular that invites current Olin students to work with alumni to make the best approach possible and to use the latest technology tools in fund raising.
   4. Develop alumni programming that serves alumni throughout their life cycle—networking, socializing, continuing education, etc. (Particularly effective for Olin College is to maintain connection with faculty.)

F. Stewardship and Recognition
   1. Develop appropriate, personalized stewardship practices
   2. Design and build unique on-campus donor recognition

IV. Resource Planning

A. Evaluate current staffing structure
   1. Establish metrics for efficiency and effectiveness
   2. Establish program for staff development—particularly major gift work

B. Evaluate and administer budget
   1. Allocate resources to fund raising effectiveness and to build capacity

V. Marketing Plan

A. Positioning
   The positioning of the effort as a “Revolution” is perfect for fund raising as it: 1) reflects that the effort goes beyond Olin, 2) is different than what any other nonprofits are using and allows for flexibility to exceed expectations, and 3) is BOLD and risk-taking, like
Olin. The Revolution is about seeking investments from those who are interested in creating a rapid paradigm shift in engineering education to:

- spur innovative solutions to future technology challenges and opportunities,
- increase American competitiveness, and
- recruit and retain young, smart and engaged people, particularly women and other underrepresented populations, to engineering.

B. Marketing Strategy

Depending on the audience and their current level of contact, the marketing strategy should move potential donors along the conversation process; from awareness, to interest, to preference, to engagement and finally investment and loyalty. The following are suggested positioning strategies and tactics for specific audiences. Many of the efforts cross over multiple audiences.

Olin’s unique curriculum and culture are difficult to explain and easier to show. Where possible, videos, testimonials, diagrams, and outside third party validation should be used to make the case. In addition, the revolutionary theme should be played out across materials without going overboard.

1. Develop “case statement” material, including:
   a. Customizable print case statement and power point presentation
   b. Series of videos or video to take on road (showable on computer)
   c. One-page set of talking points
   d. Documents on specific investment opportunities such as scholarships
   e. Olin “leave behind” packages

2. Recruit student and faculty revolutionaries to tell story

3. Engage more thought leaders in the President’s Council

4. Develop Regular e-communications with updates of value on Olin’s impact on engineering education worldwide

5. Build awareness among all constituencies through multiple exposure to Olin messaging using multiple channels in key geographies
   a. NPR sponsorship, starting with Howard and Fredericka Stevenson’s national spots and link on web site. Augment and sustain with local and national Olin sponsorships.
   b. Targeted and aggressive media relations campaign targeting elite and geographic outlets and hitting on key themes:
      - Lack of qualified engineers and consequences for students and for the world
      - Olin’s leadership in engineering education
      - Creating a culture of innovation
      - Leveraging corporate partnerships for change
      - Gender and engineering
      - Student and faculty achievements
   c. Desk sides, expert guides, pitch sheets, opinion columns
   e. Focus on online tech media
   f. Local media in targeted high-tech areas as listed in audience section

6. Online and Social Media Presence
7. High Profile In-person (student) Presence  
   a. STEMConnect membership (emerging and powerful player)  
   b. Conference presence (WGBH’s Education 2.0, TED, World Economic Forum)  
   c. Co-sponsorship of events (XSITE, STEMConnect)  
8. Develop targeted corporate co-sponsorship and advertising opportunities
APPENDIX III

STRATEGIC VISION DOCUMENT (Full Version)

Olin College – Shaping the Future of Undergraduate Engineering Education

Richard K. Miller, President and Vincent P. Manno, Provost and Dean of Faculty
June 2012

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has." (Margaret Mead, 1901-1978)

Vision: Olin is a small school with enormous aspirations, created precisely to make a big difference. Unlike most other colleges that work to develop a campus experience that is deliberately unattainable by their competitors, Olin College was created with an altruistic, outward-focused purpose to help others create and adopt best practices in undergraduate engineering education:

"With respect to the Foundation’s reasons for establishing the College, let it be said that the Foundation does not seek to establish a generic undergraduate engineering college—one that will simply offer programs similar to many others around the country. Olin College is intended to be different—not for the mere sake of being different—but to be an important and constant contributor to the advancement of engineering education in America and throughout the world and, through its graduates, to do good for humankind.” –Founding Precepts

From our inception, we were repeatedly told that what we were attempting to do was outlandish and unlikely to succeed. Nevertheless, we forged ahead and now, ten years later, we have established a successful and distinctive learning model that is attracting international attention.

Olin is now poised to move boldly forward in its second decade of learning, exploring and catalyzing change and to assume a distinctive and pivotal position in all of higher education. Olin has established a foundation for success through its people and its achievements. Our core educational philosophy is to enhance our students’ innovative capacity, intrinsic motivation, and ability to work effectively in teams (while, of course, providing rigorous preparation in the principles of engineering and science). The need for future engineers with greater ability in these areas is widely acknowledged and yet the number of other institutions with a serious commitment in this field is small. Olin’s academic programs are deeply rooted in these concepts. Our faculties are recognized as thought leaders in the application of these principles.

Our vision is that Olin will become the recognized leader in the transformation of undergraduate engineering education in America and throughout the world. To achieve this, we dedicate ourselves to starting a global movement to innovate within undergraduate engineering education as our next major goal. This will simultaneously require us to strategically build capacity and strength in critical areas, take risks as we assume leadership as a young institution, and persevere as we undertake a long journey, working closely with partners, domestic and international, to foster change.
Why is this so important? While the Grand Challenges of the 21st Century will not be solved solely by technology, their solution and society itself will depend on the creativity of a new generation of leaders whose competencies are rooted in the educational philosophy espoused by Olin.

Priorities: To achieve this bold vision, we will maintain three core priorities to drive strategic resource allocation and decision making throughout this journey.

1. **Attract the Best, Produce the Exceptional.** Our most fundamental commitment is to quality in many dimensions. Olin’s mission is to prepare exemplary engineering innovators who will make a positive difference in the world. To accomplish this, Olin will continue to seek people who are not only academically accomplished but also endowed with multiple intelligences and capable of leading innovation in diverse contexts. Olin must always be known for producing engineering graduates who are truly exceptional—not only in academic pursuits, but also in leadership skills and innovative orientations as well as diversity in all its dimensions. Supported by excellent staff and facilities, our faculty must be widely recognized as leaders in their professional fields and carefully chosen for their superb abilities to contribute to our unique educational mission. We must commit ourselves to recruiting people who continually make us better as an ensemble. As an institution we must provide developmental support and opportunity that fosters a productive ecosystem that is marked by opportunity and quality.

2. **Drive Excellence through Innovation.** The single adjective most frequently used to describe Olin College is “innovative.” Our mission is to “prepare students to become exemplary engineering innovators who recognize needs, design solutions, and engage in creative enterprises for the good of the world.” Our aspiration is “…to redefine engineering as a profession of innovation…” Everything about Olin was created in order to be an example of innovation, and to produce graduates who will become a force for creativity and innovation wherever they go. While there is no one definition of innovation that applies to all examples, it is always characterized by a constant concern for better outcomes, bold vision and an openness to experimentation, and patience and resourcefulness in doing whatever it takes to bring new concepts into reality. The Olin faculty and staff will continue to embrace these characteristics so that Olin always remains an exemplar of innovation in all that we do.

3. **Maximize Impact in the Academy and Beyond.** To fulfill our purpose, Olin must never become content with producing a small number of exceptional engineering graduates each year and providing an innovative, nurturing environment for our small faculty. Instead, we must be fully committed to maximizing our impact on the world beyond our campus borders. Our primary means for achieving this impact is through catalyzing significant innovation in engineering education and through that, engineering practice and education in general. We must pursue meaningful partnerships and focus on influencing the faculty members and academic leadership in other schools. This is the critical challenge, as resistance to change in higher education is legendary. However, our success to date inspires us to seek to become the best at spawning and nurturing bold educational creativity and innovation in all of higher education.

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