

BOLT Mission, Values & Philosophy

- I. Ground SCR discussions in BOLT philosophy—how can we meet these goals?

Year Round Program

- I. Idea of multiple layers or levels of the YRP
 - a. Low level: low commitment (in terms of passive v. active) and low planning needs
 - i. Ex. weekly study breaks or viewings
 - b. Middle level: medium amount of time and interest involved
 - i. Monthly workshop series
 - ii. Alumni sessions
 - c. High level: more intense planning and more focused interest needed
 - i. One or two big events like
 - ii. Ex. BOLT advising network
- II. Study Breaks
 - a. Weekly study breaks are easily sustainable
 - b. Don't ask a lot of the attendees
 - c. What could we offer?
 - i. Just an hour once a week—not a big time commitment
 - ii. Old school television—something they won't see elsewhere and won't try to replace things they do with their non-BOLT friends
 - iii. Keep it BOLT themed
 - iv. Start with check-ins to help people feel at ease, in a community
 - d. Keep it in Arnold to establish a BOLT presence there—safe place to go
- III. Workshop Series
 - a. BOLT type activity to fill a gap—something they aren't getting elsewhere
 - i. Make sure we have a distinct goal—
 1. Learning this stuff in LT training is for a specific purpose
 2. Combine with BAM or something else to meet needs while giving it a BOLT framework?
 - ii. Avoid being just a social event so people are comfortable coming
 1. Learning skills gives it a real purpose
 2. BOLT socials feel awkward, especially hard to go to without your whole group
 3. Having a defined purpose and something to do makes that easier
 - b. Open to wider community?
 - i. Important to define what audience we want to reach
 - ii. BOLT sponsored but welcoming to outsiders so less intimidating
 - c. Advertise as regular workshop series—
 - i. Set calendar time for that month

- ii. Give advance notice
 - d. Topics
 - i. Ask BOLT community to find out what they might want
 - ii. Bring in alums to lead?
 - iii. Repeat popular sessions
 - 1. Could help make it sustainable through next semester (and years)
 - iv. Brainstormed content list:
 - 1. Outdoor skills (trees, birds, stargazing, safety skills, animal tracks identification, weather patterns, trail tricks, back country baking, fungi, geology, campfires, GORP contest, woodwork)
 - 2. Alumni lectures (outdoor ed, science careers, orienteering)
 - 3. Crafts (hat making, knitting, swimming, crunchy crafts, silk screening, group t-shirts)
 - 4. Activities (fly fishing, canoeing, geo-caching, snow-camping, bolt on ice/space/underwater, urban exploration)
 - 5. Study Skills (speed reading, brainstorming)
 - 6. Recreation (yoga, stretching, BURP)
 - 7. Other ideas (danger stories, dating, couples therapy, BOLT LT secret santa, LT bonfire)
- IV. Alumni Seminars
 - a. Bring in BOLT alums to lead seminars
 - i. Can talk and advise about variety of careers that might not be regularly offered on campus (ex. outdoor education)
 - ii. Can be open to not just BOLTers
 - b. Is this pertinent to sophomore support?
 - i. Can make it just for LTs and people who don't get to be LTs
 - ii.
- V. BOLT Advising Matrix—good to have multiple options
 - a. Database/binder
 - i. Create hard copy that people can go to look at—not just email
 - ii. Public availability makes it possible and easy to connect with people
 - iii. Put it on BOLT website
 - 1. Include contact info
 - 2. Could search for people by multiple ways
 - b. Larger program i.e. Hullabaloo
 - i. How can we get leaders to come?
 - 1. Could be an open fair
 - 2. Make it fun and informal
 - a. Multiple angles would draw a larger crowd
- VI. Attendance and involvement—how do we get people to come?
 - a. People don't see themselves as signing up for a YRP when they sign up for BOLT
 - b. Make YRP more official—
 - i. Advertise it early and bill it as a major part of the program
 - ii. Have a preset schedule

- iii. Help to establish them as traditions in coming years
- iv. Send out monthly calendars so people can plan ahead
- v. Formatted email/newsletter?
- c. Make BOLT a greater community for our leaders
 - i. Right now we split immediately up into groups—the only community is really your individual group
 - ii. Could we come back a day earlier, and not split into our actual trip groups until the second day?
 - iii. Bring back the BOLT listserv?
 - 1. Name it something different from the official emails

VII. LT Support

- a. Right now, feel like we are thrown to the wind after the trip
- b. Hard transition between BOLT and the school year
 - i. So much hype going in
 - ii. Come out lacking the support structure we had in the spring

VIII. Accessibility

- a. Issues of exclusivity
 - i. Some people become LTs and others don't
 - ii. Can we do something for the people who weren't accepted?
 - iii. When we send out LT apps, say "if you can't be an LT, keep in mind that you can still do...what?"
- b. What the leaders want
 - i. Can we have LTs informally contact their leaders to find out what they are looking for?
- c. Transfer integration
 - i. Neglected topic in terms of discussion
 - ii. What can we do that would cater to their particular needs

IX. Subcommittees

- a. Workshop Series
 - i. Karthik
 - ii. Jess
 - iii. Liz
- b. Alumni Seminars
 - i. Shawn
 - ii. Hong
 - iii. Laura
- c. Study Breaks
 - i. Christyn

Fundraising

- I. Hard Facts
 - a. Cost: about \$60,000 per year operating cost (not including salary)
 - b. We get: (total \$60,735)
 - i. \$5,000 from the university (SAO)
 - ii. \$6,735 from endowment (yield)
 - iii. \$42,000 from participant fees (financial aid comes out of cost)
 - iv. \$7,000 from gifts—goes toward operating costs

- II. Two main goals
 - a. Raising the money
 - i. Right now our endowment is \$159,975—we get about five percent a year
 - ii. Presently about at operating cost
 - iii. How do we increase endowment so we can get more in yield?
 - b. Making sure BOLT's value is known and recognized by the university
 - i. Notion is that BOLT is an insular community that serves its participants very well but not the greater community
 - ii. How do we get across the depth of that impact across the Brown community

- III. Strategies
 - a. Increase alumni participation
 - i. Percentage giving speaks to an impact, to commitment to a program that was meaningful to them
 - ii. Shows we can keep our connection with alums which reflects well on university in general
 - b. Phone-a-thon (now one night, late January)
 - i. Can we get another night so we can actually reach a greater number of people
 - ii. Hold a training session on how to talk to people, how to ask, etc
 1. Laura and Christyn
 - c. Urge alums and parents to write to the university just to say we're doing well
 - d. Grant-writing
 - i. Possibilities include Lily Foundation, Kellogg Foundation, Itellson (sp?) Foundation
 - ii. Grant-writing class (in Ed Department)—look up professor to see if can give us tips
 - e. Mega-fundraiser—high yield event
 - i. Start a tradition on campus that could bring in money each year
 1. Ex. China Care holds banquet or auction (raise money from cost of seats as well as from auction)
 - ii. We lack pull of a “social cause” so would need an event that would really interest people and meet a need
 - iii. Party?

1. Can't have alcohol because we're a departmental program
 - f. Alumni Commencement event
 - i. Next year is 20th anniversary—can we start building for that now?
 - ii. Start an Alumni Advisory Board to get them involved
 - g. Sell things
 - i. Nalgens, stickers, patches, carabiners
 - ii. Online web-store or online auction (through something already established or could design own version of it)
 - iii. Have them at the banquet right after BOLT—because just getting back and still in a BOLTy mood
 - h. REI
 - i. Coming to Rhode Island
 - ii. Can we get them to “sponsor” us in any way?
 - i. How do we build the habit of giving where we are now?
- IV. Fundraising Subcommittee
- a. Shawn
 - b. Karthik
 - c. Jess
 - d. Hong
 - e. Tasha
 - f. Liz
 - g. Christyn
 - h. Alec
 - i. Holly
 - j. Kate
 - k. Gabby
 - l. Dean Rose

Gender, Diversity, and Recruitment

- I. Diversity
 - a. Why is it important to have a diverse group?
 - i. Program misses out on qualified applicants
 - ii. People miss out on life changing experiences
 - b. Why are we lacking real diversity
 - i. Other cultures don't always have the cultural motivation to go out in the woods
 - ii. Different values placed on outdoors in different cultures
 - c. What types of diversity are we talking about?
 - i. Cultural/racial/ethnic
 - ii. Socioeconomic status
 1. Hard to discuss or attempt to achieve socioeconomic diversity within Brown
 2. People self-select out of BOLT because they can't afford it?
 - d. How do we try to improve our diversity through recruitment?

- i. To attract interest from people who may not think of the outdoors as appealing or as for them
 - 1. Must try it first to know if you like it
 - 2. Emphasize other aspects of the program such as community and personal development to make it seem more familiar
- ii. Socioeconomic diversity
 - 1. Need blind and financial aid available not the same thing
 - 2. Need to say that we have both
- iii. Emphasize that no experience is necessary
- iv. Hold info sessions at different centers to make it more familiar and comfortable
 - 1. Need to be careful of how we target groups
 - a. Be very sensitive and conscious of our reasons and motivations because it can backfire
 - b. Importance of personalization through already existing connections

II. Gender—two issues—selection and attraction

- a. Bias in selection
 - i. Language
 - 1. Wording of questions is not gender neutral
 - 2. We are biased against men with great hard skills but lack of soft skills
 - 3. Men haven't had as much chance to learn soft skills as women
 - 4. Lack of ability to vocalize soft skills doesn't mean they don't have them or cannot learn them
 - ii. Selection process
 - 1. Now—too much subjectivity in the process
 - 2. Are grades fair?
 - iii. To avoid bias
 - 1. We need to learn how to interview and how to help someone who is struggling—
 - a. Hold an interview workshop for LTs?
 - b. Purposely pair interviewers so they form a more even team
 - c. For Leaders—sophomores don't really know how to interview
 - i. What are fair expectations
 - ii. May not know how to communicate or even recognize things like self awareness, etc as skills or as abilities they already possess
 - iii. Be extra explicit in questions so applicants know exactly what we are asking of them
 - 2. We need to standardize how we evaluate and grade applicants and how we conduct interviews

- a. Interviewer responses should be more qualitative rather than simply a grade
 - iv. Should focus more on interest and ability to learn soft skills
 - 1. We are going to train them so if they don't have all the soft skills down yet it should still be ok as long as they are open to learning them
 - 2. Looking for potential and interest in soft skills, problem solving, self awareness
 - a. Not the same thing
 - b. But—we are looking for both
- b. How do we attract more male applicants
 - i. At what point in the process do men drop off?
 - ii. Language—how do we sell ourselves to men
 - 1. Must make sure to remain true to our mission in trying to sell selves
 - a. We need to figure out our own identity first
 - b. How do we navigate saying one thing to attract one demographic and as a result turning off another
 - 2. “Touchy-feely” vs. “honest,” “integrity,” “self-aware”
 - a. Mean different things to men even if they get at the same underlying qualities
 - 3. “We use the outdoors to get to the group rather than the group to get to the outdoors”
 - 4. Emphasize the challenge and the adventure
 - a. Does this really fit with our goals
 - 5. Can we have men dorm storm specifically to men?
- c. Women at Brown are simply more active than men in general
 - i. Simply need to do a better job advertising in general
 - ii. Be more explicit and concrete and straightforward
 - iii. Tell people exactly what goes on, and we will attract people
 - 1. We may be surprised by who will be attracted if we get the word out better
 - iv. Face time is crucial
- d. What's next?
 - i. Recruitment and advertising subcommittee
 - ii. Revamp language
 - 1. Website
 - 2. Table slips
 - 3. Info sessions