A Legacy of Leadership

I had the great honor on April 23 to host a tribute to my predecessor, Diana Chapman Walsh '66, Wellesley's 12th president. It was at a special dedication ceremony of the beautifully restored Diana Chapman Walsh Alumnae Hall.

This landmark building stands as a tangible, living symbol of Diana's inspiring leadership and her extraordinary talent for fostering connections and creating community. I know the entire Wellesley community is deeply grateful to Diana for her vision, grace, and unwavering commitment to the mission and values of Wellesley College.

Under Diana's leadership, academic offerings were strengthened, internships and experiential learning opportunities were expanded, the Religious and Spiritual Life Program was born, and our unique campus landscape was beautifully revitalized.

Increasingly, effective leadership will require cross-disciplinary, team-oriented thinking that is rooted in action for the greater good.

Diana led the College through our hugely successful comprehensive campaign, allowing Wellesley to increase its financial-aid endowment to a level that rivals the most generous programs offered by *any* liberal-arts college.

It would take more than this column to catalog her many remarkable accomplishments, but among her most significant and *enduring* achievements, in my opinion, was Diana's vision for contemporary leadership.

TRUSTWORTHY LEADERSHIP

I believe that Diana helped lead Wellesley into its own future, one in which a "Wellesley woman" has come to mean not only someone who is well-educated and able to fit her leadership style to the demands of any situation, but someone who embodies our motto: "Not to be ministered unto, but to minister."

(Above) At the Alumnae Hall dedication, Bottomly presented Walsh with a 17th-century French key to commemorate a style of leadership "that opened doors to countless opportunities for learning, exploration, discovery, and growth."

Diana's objective and expectation were that every Wellesley student would endeavor to make a difference in the world. She very much set the tone—not just for an education that readied students for leadership, but that readied them for the kind of *trustworthy leadership* characterized by "the ability to collaborate and communicate with fluency across a wide range of cultures, races, religions, and socioeconomic groups," and that ". . . appreciate[s] and skillfully use[s] conflict as a creative intellectual force for mining what we know from our disagreement and differences. . . ." Diana wrote these words in her article "Trustworthy Leadership," published by the Fetzer Institute, and also argued that we must ourselves "be the leaders we need our students to become." Diana was that leader, not only for Wellesley students, but for the greater community.

EDUCATING FOR LEADERSHIP

The torch that Diana carried so ably has been passed to me, and I am committed to continuing the efforts to provide the world with the trustworthy Wellesley leaders that are so badly needed.

Wellesley invests in women . . . and in the leadership potential of women. I believe that the development of leadership skills begins in the classroom. But before those skills can be fully exercised, a young woman must first have the confidence that comes from the mastery of a series of disciplines, the insight that comes from thoroughly grounded knowledge, the ability to think analytically without sacrificing creativity, and the skills to bring others to her way of thinking.

But leadership derives from more than just a classroom experience. Good liberal-arts education must provide opportunities for students with a range of expertise and very different backgrounds to come together to solve complex problems. Increasingly, effective leadership will require cross-disciplinary, team-oriented thinking that is rooted in action for the greater good.

Wellesley's new Madeleine Korbel Albright Institute for Global Affairs clearly shows the centrality of a liberal-arts education to problem solving in a global context. It provides opportunities for our students to learn to hear and appreciate diverse points of view, synthesize multiple perspectives, and integrate knowledge across disciplines. Solutions to today's global problems require leadership that incorporates flexible thinking and the willingness and ability to collaborate. We need to expand the number of opportunities like this for our students.

Over the years, Wellesley graduates have been responsible for initiating and stewarding positive change—change that makes the difference in so many people's lives. Providing "trustworthy leadership"—on the local, national, and global levels—is one of Wellesley's contributions to the world. I am committed to ensuring that this legacy continues, and I know that you are carrying that torch with me.

H. Kim Bottomly

(For more on the renovated Diana Chapman Walsh Alumnae Hall, see page 38.)

RICHARD HOWARD