

**A FINAL REPORT ON DIVERSITY INITIATIVES  
FOR  
THE DIVISION OF DEVELOPMENT  
AND ALUMNI RELATIONS  
(1998 – 2003)**

*February, 2004*

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### ATTACHMENTS

#### ADDENDUM A

Report of Guidelines and Statements of Intent for Permanent Endowments  
(Ethnic, Cultural, or National Background-Based Funds)

#### ADDENDUM B

Report of Guidelines and Statements of Intent for Permanent Endowments  
(International Study/Students-Based Funds)

#### ADDENDUM C

Report of Guidelines and Statements of Intent for Permanent Endowments  
(Gender-Based Funds)

#### ADDENDUM D

Report on Annual Support for Diversity (2003 – 2004)

#### ADDENDUM E

Development and Alumni Relations Employment Statistics (1997-2003)

\* Challenge 5 (Developing a Curriculum that Supports the Goals of our New General Education Plan ) will not be addressed in this report.

## Executive Summary

The following document represents a summary of activity and progress by the Division of Development and Alumni Relations toward six (of seven) challenges charged by the University to advance diversity throughout its programs, services, and people. The document summarizes both the progress made toward fulfilling the diversity goals, objectives, and strategies outlined in the 1999–2000 Strategic Plan Update, and additional activity and progress made to advance diversity in the Division. **Information in regular font covers 1997-2001. Boldface font covers the 2001-2004 updates.**

Activity toward addressing Challenge One, “Developing a Shared and Inclusive Understanding of Diversity,” included the establishment of a Division-wide task force on diversity, the establishment of a diversity committee by the Office of University Development (which issued a comprehensive report in August 2001), and the prioritization of diversity programs, events, and alumni interest groups by the Alumni Association. These combined efforts have helped to create a shared definition of diversity among Division staff, volunteers, and constituents. **At a recent Division Manager’s retreat, 80 percent of attendees were able to recognize the division’s definition of diversity. Numerous training events and articles have appeared on the Division’s intranet on the topic of diversity. And, while these committees made great strides, the Division is now recommending a standing committee to move our efforts to the next level.**

Activity toward addressing Challenge Two, “Creating a Welcoming Campus Environment,” included the support of university-wide, diversity-related events, programs and rallies, as well as the use of the Division’s publications to showcase diversity-related priorities. **An orientation program was established to welcome new Division staff and to promote a climate of acceptance and respect.** Specific efforts include the Alumni Association’s “FastStart” mentoring program that helps first-year minority (**underrepresented**) students; **special alumni reunions that welcomed diverse alumni—many of whom had not been on campus since graduation;** and the successful raising of funds for college and campus diversity-related programs and facilities by the Office of University Development.

Activity toward addressing Challenge Three, “Recruiting and Retaining a Diverse Student Body,” included the securing of numerous scholarship and program funds specifically dedicated to advancing diversity and international education issues by the Office of University Development (see Addendums A, B, and C for details) and an active, strategic partnership between the Office of Student Affairs and the Alumni Association designed to develop student mentoring programs, sponsor student organizations, and create staff positions that support a diverse student body. **The Division continues to assist the University in recruiting and retaining a diverse student body by securing funds for scholarship programs aimed at promoting diversity; by supporting programs that contribute to an inclusive campus environment; and by forming alumni volunteer support networks for current students.**

**In 2001, we reported that** there had been marginal progress toward addressing Challenge Four, “Recruiting and Retaining a Diverse Workforce,” as only 3.77 percent of the Division’s employees **in 2001 identified** themselves as minorities. However, the Division has begun to take steps to attract a more diverse workforce and promote and require diversity training for its employees and managers. **In 2004, the number of employees who identify themselves as minorities has increased to 5.5 percent, which is consistent with the advancement profession throughout the country. And the Division continues to work to attract an even more diverse workforce and to promote diversity training.**

Activity toward addressing Challenge Six, “Diversifying University Leadership and Management,” has been marked, especially in the area of advancing women in the Division. Other efforts include the active recruitment of women and minorities for Alumni Council and other Division-volunteer leadership positions. However, little progress has currently been made in advancing minority staff leadership. **Since 1997, women and minorities have jumped from holding 44 percent of the Grade 26 and above management positions in the Division to now holding 55 percent.**

Activity toward addressing Challenge Seven, “Coordinating Organizational Change to Support our Diversity Goals,” included active work between development officers and diversity/minority coordinators in each unit or college that has resulted in the funding of numerous specific programs and scholarships, which advance diversity. Since the beginning of the Grand Destiny campaign, University Development has raised approximately \$23 million for diversity-related programs and scholarships. Exemplary efforts include the establishment of significant minority and/or women scholarship programs in the Colleges of Engineering, Communications, and Business, as well as a volunteer “Women and Philanthropy Committee” as part of the Grand Destiny campaign. **Since 2001, the Division has refined our reporting methods. The 23 million reported previously included annual support. We are no longer including annual support in this category. As of December 2003, we have guidelines for \$23.5 million and Statement of Intents (SOI) for another estimated \$5.9 million (some SOIs do not provide estimates). Annual gifts include approximately \$429,000 from corporations and foundations plus a five-year pledge of \$1.5 million from a leadership gift prospect. These are further detailed in this report.** The Alumni Association’s efforts have included the establishment of an official Diversity Committee of the Alumni Council and financial support of diversity-related projects and programs including the HUB/Robeson Center and the Office of International Programs. **The Alumni Association has further supported FastStart and established Alumni Interest Groups to connect alumni with common cultural interests. Additionally, the Alumni Association has made diversifying an already-diverse Alumni Council a continuing priority. As of February, 2004, Alumni Council includes thirty-five females (42.7 percent) and ten minorities (12.2 percent) including four African Americans; three Asians; one International member; one member of Indian origin; and one Latina.**

In general, the Division has actively advanced diversity issues where and when possible, but recognizes the need for continued and active strategic planning which specifically and

proactively addresses: 1) the recruitment, retention, advancement and education of a diverse workforce; 2) the partnership with university-wide diversity efforts that recruit, educate, and support a diverse student and university population; and 3) the advancement of organizational changes which value, champion, and embrace diversity.

## Challenge 1

### Developing a Shared and Inclusive Understanding of Diversity

The Office of University Development and the Alumni Association endeavored to develop and articulate a unit-wide understanding of diversity-related issues. The most recent example is the establishment of a diversity task force for the Division of Development and Alumni Relations. **In 2000**, this task force was charged with drafting the Division's diversity plan and providing recommendations for the Strategic Plan on how the Division can champion diversity initiatives in the coming years. **This intra-division task force met for several months to report on challenges, accomplishments, and recommendations. Their work was commendable and a great guidepost for future efforts. The original task force is no longer standing, but a newly appointed task force has recommended a standing committee be created to advance diversity matters within the Division on a consistent basis.**

The Alumni Association made diversity a priority in its initiatives and goals by providing diversity staff training, supporting diversity-related events, programs, alumni interest groups, and student organizations. **The Alumni Association has seven diversity-related Alumni Interest Groups: African American Alumni Organization, Latino AIG, Asian Pacific American AIG, Lambda AIG (representing lesbian, gay, bisexual, and transgender alumni), and three professional women's networks (New York, New Jersey, and D.C.). The Alumni Association is also in the process of forming a new professional women's network in Los Angeles. The Alumni Association has sponsored a black alumni reunion by providing groups with mailing allocations lists/labels of alumni, giveaway items, and support from a regional director.** The Alumni Council, the Alumni Association's governing body, has a Diversity Committee which plays a critical role in supporting diversity initiatives and representing the interests of its alumni body. **The 13-member Diversity Committee is a part of the Alumni Association's 84-member Alumni Council. Their charge: to consider Alumni Association policies, programs, and procedures for promoting cultural diversity, recognizing needs of underrepresented groups, and encouraging greater participation in alumni affairs by these groups. They seek to understand and appreciate the needs and perceptions of Penn State's diverse community and seek challenging and rewarding avenues for promoting diversity. A goal is to find public actions that visibly show the support of the Alumni Association to the student body and University community for diversity at Penn State.**

**In the past two years, the Diversity Committee has met with students to assess climate issues, established a partnership with the Multicultural Resource Center, sent letters to Dr. Spanier to recommend strategies that can help with diversity, conducted a Web-based survey of Penn State alumni to seek best practices specific to diversity recruitment and retention, looked for ways to engage diverse alumni, increased diversity on the Alumni Council and the ballot for Alumni Council membership, and connected with diverse student groups to understand what they do (challenges/accomplishments) and to ask if there are ways the Alumni Association can help them.** While neither the Alumni Association or Alumni Council

has yet to formulate its own definition of diversity, the assumption has been made that both of these groups support and recognize the University's encompassing definition. **The leadership of the Penn State Alumni Association and Office of University Development recently met at a division planning meeting in December 2003 and, with the addition of language pertaining to family status, both support the following definition:**

**“This unit defines the concept of diversity as one that encompasses acceptance and respect. It means recognizing and understanding individual differences. These differences can include race, ethnicity, national origin, gender, sexual orientation, socio-economic status, age, life circumstances, physical abilities, religious beliefs, political beliefs, or other ideologies. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.”**

The Office of University Development has also targeted diversity as a future priority for its fund-raising initiatives. Development appointed a Diversity Committee in the Spring of 2001 to comprehensively assess current and suggested efforts to advance diversity within Penn State and among peer institutions. The committee researched diversity issues, created a shared definition of diversity, and developed a strategic report that was completed in July 2001.

**Other initiatives each unit has accomplished individually or collectively are:**

- Presented diversity issues at staff and volunteer meetings. The Alumni Association highlighted diversity-related programs during monthly staff gatherings to encourage staff to attend diversity related events and provided its staff with new handouts containing information about diversity-related programs. **Diversity trainings offered by the Office of University Development and/or the Alumni Association include:**
  - **Understanding and Valuing Diversity (16 participants);**
  - **Understanding the Philanthropic Tradition of Different Cultures (42 participants);**
  - **Understanding and Valuing Diversity II (37 participants);**
  - **What it's Like to be a Woman Donor and Volunteer (57 participants);**
  - **Diversity: Past, Present, and Future (77 participants);**
  - **Staff Assistant Session: Diversity (65 participants);**
  - **Communicating Across Generations (44 participants);**
  - **Voices of Women Volunteers and Philanthropists (41 participants);**
  - **Communicating Across Cultures (42 participants);**

- **Diversity and the Attitude Virus (22 participants);**
- **Diversity for Directors (25 participants);**
- **Meeting on Common Ground (21 participants);**
- **A second offering of Diversity and the Attitude Virus (65 have registered to date);**
- **Meeting on Common Ground (42 have registered to date).**
- Included diversity issues in annual personnel reviews and the addition of a diversity-training component in the annual Staff Review and Development Plan (SRDP).
  - **Diversity training accounted for 32 training hours submitted by staff members in the Office of University Development in 2000. In 2001, the figure grew to 214; in 2002, it was 770; and in 2003, 596.**
  - **As of February, 2004, 107 staff members have registered to attend two diversity sessions being offered in January and March.**
- Established a diversity retreat for key Division managers to discuss Division objectives and strategies for diversity-related issues. **This retreat has been an excellent way to engage key managers in the division in dialogue regarding diversity. Attendance is very high. Taking managers off-campus to conduct the discussion allows them to focus exclusively on this important topic. The meetings have proven a productive mechanism for disseminating information about diversity challenges, accomplishments, initiatives and ensuring that the division continues to move forward with our objectives.**
- Provided—either solely as a unit or in conjunction with the University—diversity training sessions available to all staff. **Since August 2000, diversity trainings have been offered by:**
  - **Sandy Vactor, Annette Booketer, and Valerie Dudley of the Diversity Support and Action Office;**
  - **Lilya Wagner of Indiana University Center on Philanthropy;**
  - **volunteers and donors including Mimi Fredman, Barbara Palmer, Helen Hintz, Marty Starling, Polly Fitz, and Diane Blanton;**
  - **Tom Poole and Terrell Jones from the Office of Educational Equity; and**
  - **Susan Cromwell and Linda Friedman from Human Resources.**
- Participated in diversity-related events (i.e., speakers, rallies, marches). **Ongoing.**
- Utilized Web communications to inform internal and external audiences on diversity-related campus news, programs, and events (i.e., the Launchpad for Development and the Web site created by the Alumni Association to inform alumni and staff of diversity-related campus news). **Numerous articles have appeared promoting the division's many diversity-training opportunities throughout the year. Additionally, articles are created to promote endowed**

**gifts that enhance diversity such as the \$1 million professorship to enhance diversity in the Smeal College of Business, the Knight Foundation grant for minority recruitment, etc. Articles have provided updates on racial incidents at Penn State, minority giving statistics, and updates from the diversity committees.**

- Made public statements and answered constituents' inquiries on behalf of University Development and Alumni Council condemning the recent racial incidents on the University Park campus. **See advertisement update below.**
- Dedicated, at quarterly Division meetings that include all 300+ Division staff, at least one meeting each year to diversity issues with guest presenters such as representatives from the Commission for Women and Tom Poole and Art Carter. **Ongoing.**
- Created, via the Alumni Association, advertising campaigns against hate and incivility that appeared in both the *Collegian* and *The Penn Stater* magazine. **A total of nine advertisements ran in these two magazines in response to the riots and hate mail incidents on campus including a statement from Alumni Council regarding hate-motivated acts; ads denouncing the riots; ads promoting unity and civility, and an ad against bigotry.**

## **Challenge 2**

### **Creating a Welcoming Campus Climate**

The Division of Development and Alumni Relations has supported diversity-related events, programs, or rallies that help contribute to a welcoming campus climate in reaction to related University-wide happenings. Within the unit, mandatory diversity training and encouragement to participate in diversity-related committees or events contribute to a welcoming climate.

The Division has also utilized communications and publications, such as *The Penn Stater* magazine, prioritizing diversity-related photos, stories, and issues, and provided an alternative format for alumni with visual impairments. The Alumni Association and University Development have used different strategies in providing a welcoming campus climate.

#### **Division-wide:**

- **Set-up channels of communication that enable us to identify and address climate issues:**
  - **Support of student groups/programs allow students to bring climate issues to our attention (i.e. Lion Line callers, Blue & White Society, FastStart, Senior Class Gift, USG and Faculty Senate representation on Alumni Council, etc.).**
  - **Direct work with alumni volunteers.**
  - **Interviews with students, faculty, staff for our major print and online publications.**
  - **Weekly directors meetings allow us to respond to any issues that arise.**
- **Established new telecommuting program to meet the personal/family needs of staff.**
- **Established a welcome orientation for new employees including a meeting with the Division's Vice President. All new employees receive the Division's value statement to acclimate new employees to the Division's work culture of acceptance and respect, recognizing individual differences. New employees are formally introduced at quarterly Division meetings.**
- **Added a diversity training component in the SRDP form. Developed expectations for diversity training for managers. Incorporated diversity training programs in quarterly Division meetings.**

#### **The Alumni Association:**

- **Developed programs and coordinated reunions for diversity-related alumni interest groups such as the African American Alumni Interest Group and the Lambda Alumni Interest Group.**

- **Sponsored the Black Alumni Reunion 2002 (provided staff resources to aid in the communication, solicitation, organization, and event planning of the reunion, including the design, printing, and mailing of brochures, date-savers, reunion programs, etc.). The theme of this reunion, “Reconnect, Reunite, Re-energize, and Recommit,” provided means for alumni (some of whom had negative experiences in the past) to network with students, faculty, and staff, and to experience a welcoming campus climate. As part of the reunion’s programming, representatives from Black student groups provided tours for alumni of the University’s new and renovated buildings and we provided access to faculty from each college. This reunion attracted more than 350 African American alumni. Nearly 100 of the registrants indicated that this was their first visit to the University since their graduation.**
- **Co-sponsor the Lambda Alumni Interest Group Reunion 2002 with the LGBT Resource Center through a joint partnership. Twenty-two alumni attended this event. The Alumni Association provided a level of financial and staff support commensurate with that of the Black Alumni Reunion mentioned above.**
- **Restructured alumni interest groups to better serve and engage our diverse constituents by creating several regional diverse groups of alumni across the country, instead of only one national group. Because of the success of the first model--the African American Alumni Interest Group of the Metro Washington Area (2,925 members)--in engaging African American alumni, a second model, the Latino Alumni Interest Group of D.C. (680 members), was also established. Both of these groups had been inactive due to their national structure. The volunteer management staff is currently working with leaders from two of our other diverse alumni interest groups, Lambda (200 members) and Asian Pacific American (3,269 members), to apply this new model by establishing new regional groups.**
- **Provided a special project grant for the Lambda AIG to purchase a half page advertisement in the January 2004 issue (p. 53) of *The Advocate*, a national gay and lesbian news magazine. The ad, a Big Ten University joint effort, encouraged LGBT alumni, students, faculty, and staff to “come home to your Big Ten University” and encouraged readers to connect with their university’s alumni interest group to network and act as a resource to improve the status of LBGT alumni. Only eight Big Ten alumni associations participated in this effort.**
- **Provided statements and ads against hate to promote a welcoming climate.**
- **Sponsored “Be A Part From the Start” program, an annual pep rally to welcome all students to Penn State.**
- **Established strategic partnerships with the Office of Student Affairs, developed student mentoring programs, sponsored student organizations, and created a full-time staff position, assistant director of student involvement, dedicated to**

recruiting and retaining a diverse student body. **Recruiting and retaining a diverse student body is part of the responsibilities of this position.**

- Served as a sponsor and adviser to Lion Ambassadors, the Penn State student alumni corps who help recruit and retain diverse students by providing campus tours. The Lion Ambassadors have made significant efforts to diversify their membership. Fifteen percent of their membership represent minorities, which compares favorably to (**is actually greater than**) the overall student population. In the 2001 Lion Ambassador applicant pool, of those who answered the application ethnicity question, 22 percent were self-reported ethnic minorities. **In 2003, 12 percent of the membership was composed of diverse students (11 out of 89 members). Two of these diverse students hold key leadership roles-- president and executive vice president. In order to continue to diversify the makeup of Lion Ambassadors, an e-mail invitation was specifically sent to all diverse students encouraging them to attend Lion Ambassadors Information Sessions, the first step in joining this organization.**
- **Identified “Zero Tolerance for Hate Support Network” staff representative to promote civility and provide assistance and resources to Alumni Association staff who seek the services of the Network.**
- Sponsored the Blue & White Society, a new student organization with 2,800 members. The society is a spirit group that represents the student members of the Alumni Association and helps retain students by promoting pride and civic leadership through spirit programs, community service projects, and student-leader connection events.
- Established, in collaboration with the Office of Admissions, an alumni admissions program in which alumni help recruit students or make phone calls to prospective students in their local communities. **In addition, alumni admissions volunteers participated in special admissions programs in NYC to welcome African American and Hispanic/Latino students to receptions and served on discussion panels to address climate issues for diverse students at Penn State. All alumni admissions volunteers now receive a general brochure from Minority Admissions and Community Affairs (MACA) that discusses Penn State for underrepresented groups and a list of multicultural services that are available to these students. Alumni Admissions also held a “Volunteer Drive” to encourage more alumni from underrepresented groups living in N.J. to become involved in the alumni admissions program.**
- **Created and established three Professional Women’s Networks in N.J., D.C., and N.Y. to help women build professional and personal contacts and skills to create an influential and dynamic network. These networks also provide support to current female students at Penn State who wish to pursue their professional endeavors specifically in these metropolitan areas; promote pride and commitment to the University; and encourage women to understand, communicate, and accomplish their career and life choices. These three networks now serve 8,469 alumnae and have become one of our best networks of established alumni—active, well organized, varied in**

- activities, and highly motivated—reaching a vast audience by providing and promoting programming that caters to women groups of diverse ages, careers, and lifestyles.
- **Made diversifying Alumni Council a priority. The Alumni Council presidents set the example by using their three annual appointed positions to help diversify the Council’s membership. Alumni Council Diversity Committee addressed Council members and requested nominations from diverse alumni to run for election. In addition, the volunteer management staff actively worked with affiliate group leaders to identify potential candidates and personally cultivated and encouraged diverse alumni to run for election. In the 2003 election, the ballot was composed of 73 percent women and 20 percent ethnic minority (15 incumbents, 11 women, 3 minorities).**
  - **Revamped Alumni Council orientation component to welcome new members. Diverse alumni received a personal call from director of volunteer management to welcome them to Council and to discuss their involvement and committee work.**
  - **Established a partnership with the University’s Office of Human Resources (OHR) to develop and distribute a survey to alumni seeking best practices for recruiting and retaining a diverse workforce at Penn State. Roger Williams and Billie Willits jointly signed a cover letter that encouraged alumni to complete the survey in an effort to make Penn State a more welcoming environment. The Alumni Association distributed the survey electronically to 153,954 alumni with e-mail addresses. The survey yielded 4,301 responses; 1,280 examples of diversity initiatives; 19 contacts for companies that champion diversity; and more than 1,000 names of companies that champion diversity. The results will be presented to University leadership to identify next steps.**
  - **The Alumni Council Diversity Committee established a partnership with the University's Multicultural Resource Center (MRC) to establish an annual meeting with student leaders of diverse organizations, as part of the MRC’s regular meeting calendar. Alumni Council members, the Faculty Senate chair, the Alumni Association’s executive director, and CORED leadership attended and actively participated in this meeting with diverse student leaders. These meetings promoted an open dialogue on ways that the Alumni Association can better serve the needs of diverse students and continue their engagement with the University after graduation. In addition, the student leaders were invited to continue their involvement with the University by running for Alumni Council.**
  - **The Alumni Council requested and approved funds to provide monetary support to all campuses in support of student groups that help promote a welcoming campus climate.**
  - **Developed mentorship opportunities for University staff /alumni and students. Provide training and support for mentors to address these issues. Hosted several**

activities throughout the year to help foster a sense of community for student and alumni, faculty/staff mentors participating in the FastStart program, and a welcome reception co-sponsored with Educational Equity. These activities, both social and educational, included a barbecue with a special “get to know Penn State game,” and a networking tea which taught networking tips. In addition, the program coordinator established monthly e-newsletters with content to aid student/mentor interactions and encourage continuous dialogue to help students feel welcome at Penn State. In 2003, this program successfully recruited 251 alumni mentors and 181 faculty/staff mentors to create a welcoming campus climate for 168 freshman students.

#### **University Development:**

- Partnered with diversity coordinator/minority recruiters within their college or campus; and
- Successfully raised money specifically for minority programs that enhance the climate of diversity in their specific college or campus.
- **Established partnerships with committees, departments, campuses, and colleges, to seek alumni expertise and recommendations to better gauge climate issues and to engage diverse alumni in Development committees. Leadership set clear direction and demonstrated commitment to this initiative by staffing the committees, resulting in a trickle-down effect. Provided programs, funding, or support based on the information received from the above-mentioned sources.**
- **Engaged diverse students as “Lion Line” callers, opening the dialogue between diverse alumni and students. Students raised awareness among alumni about diversity issues at the University and educated them about the benefits of supporting diverse programs.**
- **Solicited a donor to create a \$100,000 endowment to support Lesbian, Gay, Bisexual, Transgender awareness initiatives at Penn State. A statement of intent was signed, promising the University \$25,000 from the residuum of a charitable gift annuity. When funded, approximately 5 percent of the income from this endowment will be allocated annually to support programs and events that create a welcoming campus climate for all students—regardless of sexual orientation .**

Currently, there is limited specific activity that directly relates to a welcoming campus climate, and many employees have difficulty pointing at specific, leadership initiatives in the unit to improve the climate. For example, there are few resources for management which help foster a welcoming climate or examine how climate issues are addressed. Because of this, staff address climate issues on a case-by-case basis. **The Division has made great progress in this area as outlined throughout this report.**

### **Challenge 3**

#### **Recruiting and Retaining a Diverse Student Body**

The Division secured scholarships and program money specifically dedicated to advancing diversity issues, aiding underrepresented students, and developing initiatives to help recruit and retain a diverse student body through alumni relations volunteer programs.

The Office of Student Aid reports that approximately 1,977 University scholarship sources were awarded to students in the academic year 2000–2001. **During the 2002-2003 academic year, 2,554 University Scholarships were awarded to students.** From 1968 through the late 1990s, eleven scholarship funds specifically targeted for diversity were established by individuals and administered by the Office of Student Aid. The Martin Luther King Memorial Fund, established in 1968, was the first of these diversity-specific funds. In the last year, three of these funds, which are larger and more substantial than those established in previous years, were created and set up by University Development. These are:

- Judith Loftin Davenport and Ronald Ross Davenport Scholarship in the Sciences
- Ronald Ross and Judith Loftin Davenport Endowed Merit Scholarship
- John K. Tsui Scholarship (encouraging diversity in the student body, with first preference for the awards going to Asian Americans)

**Since this report was created in February 2002, the Office of University Development has advanced our recording mechanisms for diversity-related endowments so that we can more accurately track these for diversity reporting purposes. We are now able to report: \$9.7 million in endowed scholarships, program funds, fellowships, and awards that include a preference “for those whose ethnic, cultural, and/or national background contribute to the diversity of the student body”; \$7.7 million in endowments for international students and study abroad programs; and \$6.1 million in endowments benefitting women.**

**Examples include:**

- **Kirk and Laura Rothrock Enrichment Scholarship in Business**
- **African American Alumni Organization Endowed Scholarship**
- **David Suarez Memorial Scholarship—A Remembrance from his Colleagues at Deloitte Consulting/Deloitte & Touche**
- **Chelius Enrichment Program Fund**
- **Riversville Foundation Enrichment Scholarship**

These named endowments recognize and support students whose “cultural and racial backgrounds support diversity at Penn State.” Generally, each of these scholarships provides approximately \$2,000 of support per year.

The Office for Disability Services (ODS) currently provides eight scholarships for students with disabilities, several of which were handled by Development. Currently, the Development office is working with ODS to provide an endowed fund for one of its established scholarships, the Charlotte W. Newcombe Scholarship, which is the largest scholarship funded through the Office of Disability Services. **The eight scholarships continue to be awarded through the Office of Disability Services. The annually funded Charlotte W. Newcombe Scholarship continues to award nearly \$40,000 each year to Penn State students with disabilities. Another Newcombe Foundation scholarship, the Howard C. and Betty B. Woodring-Newcombe Foundation Scholarship for Students with Disabilities was established in 2001 and should reach endowment level in a few years.**

Additionally, University Development strives to create more scholarships through the Destiny Scholarship and the Enrichment Scholarship funds. This family of scholarships is geared toward underrepresented and economically disadvantaged students. Thus far, Development has highlighted these funds in the Undergraduate Programs brochure. **Destiny (for first generation college students) and Enrichment (to promote the diversity of Penn State) Scholarships are still featured in the Undergraduate Programs brochure and on Penn State’s Development website.**

**In the Spring of 2002, the Office of University Development created a general Penn State Enrichment Scholarship with unrestricted funds. The Office of Annual Giving sent a mail appeal to over 13,000 alumni in November 2002 seeking additional support for this scholarship fund. This appeal generated over 50 gifts and raised over \$3,000 for the Fund.**

**In July 2002, University Development launched a new effort to ensure that all qualified students can afford a Penn State education. The Trustee Scholarship Program is a five-year matching scholarship initiative that partners Penn State supporters with general funds from the University to keep the doors of opportunity open for everyone.**

**Unlike other scholarships, contributions to the Trustee Scholarship Program will be matched by funds from Penn State, adding five percent of the original gift to the spendable income from the endowment. Since the average spending from an endowment is five percent of its market value over the preceding three years, the matching will, in effect, double the funds available. The University has allocated at least \$1 million for Trustee Scholarships established in the 2002-03 fiscal year and will add a minimum of \$1 million each year through 2006-07, making at least \$5 million available.**

**Of the 1,751 Trustee Scholarships awarded in 2003-04 (including monies from the generic SAGEN fund established by student aid to use the Board of Trustees matching monies throughout the five-year fundraising term):**

- a. 19.5 (341) percent of Trustee Scholarship recipients are minorities,**
- b. 58 percent (1,023) are first-generation college students, and**
- c. 100 percent meet the requirements for eligibility for the Federal Pell Grant (a federal program that seeks to make college accessible and choice of college available for the neediest students).**

University Development activity relating to diversity initiatives has been on a case-by-case basis, however, and not a specific concerted effort. The activity has mostly been in response to immediate program or student needs within a college or campus, or sometimes, at the request of an interested donor. **The Trustee Scholarship Program represents a concerted effort to raise funds to support a more socioeconomically diverse undergraduate student body.**

In addition to the above scholarships, Development has:

- Raised funds for minority scholarships and programs including the Jewish Studies Program, Hispanic Heritage Month, Women in Engineering Program, Minority in Engineering Program, and so on. **University Development has continued to raise funds for these groups as well as the HUB/Robeson Fund and the Multi-Cultural Resource Center.**
- Raised minority support from companies interested in recruiting minority students through the Office of Corporate and Foundation Relations. The Office of Corporate and Foundation Relations continues to work with companies interested in recruiting students of color. **Over the past two years, the Office has raised funds for student diversity programs in the Smeal College of Business Administration, College of Engineering, College of Earth & Mineral Sciences, the School of Information Sciences and Technology, and the Eberly College of Science as well as other units at Penn State. Some of these programs include the Multicultural Engineering Program (MEP), the Women in Engineering Program (WEP), the Women in Science and Engineering (WISE) Program, the Women in Information Sciences and Technology (WIST) Program.**
- Solicited **private** funds for facilities impacting underrepresented students and programs such as the HUB/Robeson project, the MBNA Career Center, and the Multi-faith Spiritual Center. **University Development completed these projects over the past two years.**

The Alumni Association has provided financial and alumni support for recruiting and retaining a diverse student body in the following ways:

- Established strategic partnerships with the Office of Student Affairs, developed student mentoring programs, sponsored student organizations, and created staff positions dedicated to recruiting and retaining a diverse student body. **The Alumni Association has continued involvement in many of these programs and initiated some new ones, explained in further detail below.**
- Offered \$5,000 in the Spring 2001 to the University's \$25,000 reward for information leading to the arrest and conviction of the person or people responsible for death threats against a student.
- **Offered \$5,000 in Fall 2002 for information leading to the arrest and conviction of the person or people responsible for the abduction of Cindy Song, a Korean-American junior at the University Park campus.**
- Created FastStart, a mentoring program designed to help first-year students from African American, Latino/Hispanic, Asian and Asian/Pacific American backgrounds wanting to get their college careers off to a fast start. A mentoring triad of a faculty/staff member, an alumnus/a, and a first-year student is formed to help ensure that students flourish in their new environment answering questions, directing them to resources, and offering support. Informal networks for career development can also be built. This program has been fundamental to helping retain minority students at Penn State—72 percent of minority students involved in the program at University Park graduated from the University. **The FastStart Program continues to pair faculty/staff and alumni volunteers with students of color to help students get the most of their Penn State experience. Of students that participated in the Program and matriculated in 1999, 86 percent were retained into their fourth year—a rate 11 percent higher than the University Park average for students of color that year. In addition, 94 percent of student participants rated the program either outstanding or very good and said they would recommend the program to a colleague.**
- Developed a virtual tour of the University Park campus to help recruit potential applicants who may not be able to visit. **The Penn State Virtual Tour site (<http://www.alumni.psu.edu/VRPennState/VirtualAmbassador/default.html>) continues to be an excellent resource for applicants who are unable to visit the campus. It is consistently rated as one of the University's most popular pages. In addition to the virtual tour, the Penn State Alumni Association site includes links to various live web cams and University photos.**
- Raised funds via alumni chapters to create scholarship programs for disadvantaged students and organized local freshman sendoffs. **Since 2001, alumni chapters and alumni interest groups have created twelve additional scholarships for disadvantaged students and have continued to hold freshman sendoff events.**
- Created LionLink, a professional networking program that links Penn State students and alumni. **LionLink continues to pair student and alumni mentors, though this program has not had a full-time coordinator for several months.**

- Participated in Martin Luther King Day events (including financial support). **The Alumni Association has continued its support of Martin Luther King Day events.**
- Provided financial support to Asian student groups during Asian Awareness Month. **This funding came from the Executive Director's discretionary funds. These funds are directed toward different campus initiatives each year, but are usually allocated, at least in part, to diversity-focused programs.**
- Supported the Negro Educational Emergency Drive (NEED) program in Pittsburgh, an organization that provides scholarship monies for minority students to attend college. **This funding also came from the Executive Director's discretionary funds.**
- Established a \$10 million endowment, the Margin of Excellence Fund, with the earnings earmarked for annual philanthropy to the University. Last year's (2001) Margin of Excellence funds went to scholarships for Commonwealth campus students, a more economically and ethnically diverse population than University Park campus students. **The Margin of Excellence Fund continues to provide scholarships for socioeconomically diverse Commonwealth College students and, in 2003, provided a \$300,000 gift to create the Penn State Alumni Association Trustee Scholarship endowment.**
- Contributed pledges of more than \$12 million to the University in support of such programs as undergraduate student scholarships and graduate student fellowships as well as the building of HUB/Robeson Cultural Center, Pattee Library, the Bryce Jordan Center, the MBNA Career Center, and the University Libraries. **The Association has contributed over \$3 million to the University since December 2001 in continued support of scholarships, fellowships, the MBNA Career Services Building, the Blue Band building, and various campus beautification projects.**
- Encouraged Alumni Interest Groups to become involved with related student interest groups. For example, students in the FastStart program met with members of the African American Alumni Interest Group in the Washington D.C. area for a networking luncheon. **Alumni Interest Groups are still encouraged to mentor related student interest groups. The African American Alumni Interest Group in the Washington D.C. area still holds networking events, as do the Professional Women's Networks of New York and Washington D.C.**
- Provided internship and work-study opportunities at the Alumni Association for underrepresented students. **Ongoing.**
- Established, in collaboration with the Office of Admissions, an alumni admissions program in which alumni help recruit students or make phone calls to prospective students in their local communities. **The alumni admissions program continues to assist Penn State campuses with recruitment activities by identifying quality students from local high schools, calling to congratulate students who have received offers of admission, and attending summer send-off receptions hosted by the Alumni Association and local alumni chapters.**

- The Alumni Council's Diversity Committee has also met with President Graham B. Spanier, staff, administration, and students two to three times a year to discuss and support diversity issues that impact these efforts. **This volunteer Diversity Committee continues to meet with top University administrators to discuss ways to enhance and support diversity at the University. In Fall 2003, this Committee also established a partnership with the Multicultural Resource Center to convene with student leaders of diverse organizations as part of their regular semester meeting schedule. A meeting for Spring 2004 is currently being planned.**
- **The Penn State Lion Ambassadors, a student volunteer group sponsored by the Alumni Association, conducted an email campaign to encourage underrepresented students to apply for membership in the Spring of 2003 as mentioned earlier.**
- **The Alumni Association also provided \$5,000 for the first Penn State Pow Wow in partnership with the American Indian Leadership Program in the College of Education. A second Pow Wow, also supported by the Association, will be held in Spring 2004.**
- **The Association has supported the Commission for Women's annual banquet since 2002. The Commission for Women serves as a forum for exchanging ideas that can translate into improved practices to support women at Penn State.**
- **The Association has provided financial support for the Miss Black Penn State Pageant held on the University Park campus in 2002 and 2003.**
- **The Association has provided financial support for the publication of a new international cookbook by the International Student Association (Winter 2004, Executive Director's Discretionary Fund).**

#### **Challenge 4 Recruiting and Retaining a Diverse Workforce**

The Division of Development and Alumni Relations has little representation of diverse populations within its staff as well as marginal training in diversity. **The Division has grown in diversity since this was written (see figures below) and our diversity training programs are well-attended.** In November 2001, 265 employees comprised the Division (208 for University Development, 46 Alumni Relations, and 11 Vice President staff members) as reported by the Office of Human Resources. **As of Fall 2003 the staff has grown to 287.**

In 2001,

- Nearly 96 percent of these individuals identify themselves as white.
- 1.88 percent identify themselves as African American.
- 1.13 percent identify themselves as Latino.
- And less than 1 percent identify themselves as Asian American.

Thus, total minority employment in the Division **in 2001** was 3.77 percent. **As of Fall 2003, underrepresented groups comprise 5.5 percent of all Division employees. This statistic is very close to that of other advancement offices around the country. According to CASE (Council for Advancement and Support of Education) a 2002 national survey of advancement professionals documented that approximately 5.8 percent of the respondents identified themselves as racial or ethnic minorities.**

One challenge that arose for the task force in preparing this document in 2001 was the discovery that the statistics collected by the Office of Human Resources do not consider wage-payroll positions. These positions often require employees to work 30–40 hours per week. The task force feels strongly that all employees—exempt, non-exempt, and wage-payroll—are valuable for their unique contributions to their organization and should be included in all subsequent diversity statistics. **In 2002, the Alumni Association converted four wage-payroll positions to full-time positions and twenty-four fixed term positions to standing positions. These actions have helped the Division in the recruitment and retention of staff.**

In terms of staffing, University Development has not successfully recruited diverse candidates—although efforts have included placing ads in minority-oriented publications and contacting minority candidates via headhunters.

Thus, only one minority was promoted **in 2001**. Because of this, staff members may not necessarily join the Division because of its welcoming climate but rather because of its success.

However, the Division recognizes the need to recruit and retain a diverse workforce and values differences. Alumni Association staff, in particular, are encouraged by leadership to challenge each other, challenge the accepted viewpoints, norms, and mores, and to

challenge processes, lifestyles, and accepted beliefs. These values are reflected in the Association's culture where four out of five departments **in 2001** had diverse representation among its staff. (This statistic counts wage-payroll employees as well as exempt and non-exempt). **This is still true in 2004.**

Helping to recruit and retain a diverse workforce, both Development and Alumni Relations:

- Provided limited training and mentoring of part-time minority staff who possess transferable skills to help them grow professionally and fulfill full-time positions. **Ongoing.**
- Developed flex-time schedules for units with particularly strong female make-up in order to accommodate the needs of families. **Ongoing.**
- Approached colleagues of diverse backgrounds at professional conferences and seminars and encouraged them to apply for openings in the Division. **Ongoing.**
- Worked with Intercollegiate Athletics and other units to recruit and train minorities.
- Provided training sessions on diversity (both from University Development and the University as a whole) with an expectation to offer more in the future.
- Communicated diversity activities and stances against hate to staff via listservs, press releases, and advertisements.
- **The Offices of Donor Relations and Campaign Communications have recruited over a half-dozen interns and work-study students to learn about advancement.**

The Alumni Association has also:

- Encouraged alumni of diverse backgrounds who are involved in affiliate groups—such as the African American Alumni Organization, Alumni Interest Groups, regional chapters, and Alumni Council volunteers—to apply for open positions.
- Offered “diversity updates” at Alumni Associations monthly staff gatherings to encourage participation in diversity-related training and activities. (i.e., the Office of Educational Equity produced and conducted mandatory full-day training for the Alumni Association staff).
- Participated in past summer clerical intern program.
- Strongly encouraged foreign national staff to participate in professional development programs especially English and writing skills.
- Routinely posted job announcements in major metropolitan papers in hopes of attracting minority applicants.
- **Annually** sponsor the James A. Robinson Equal Opportunity Award given to a University staff member who advances the causes of equal opportunity. **The winner of this award is publicized in *The Penn Stater* magazine.**

- Encouraged the staff to participate in programs and committees on campus that focus on diversity including CORED and the Council of College Multicultural Program Directors, Miss Black Penn State contest.
- Sponsored the table at the Commission for Lesbian, Gay, Bisexual, and Transgender Equity 10-year celebration and presented on career and community service topics via the National Pan-Hellenic Council.
- **As mentioned earlier, co-sponsored an ad along with other Big Ten institutions in *The Advocate*, a national gay and lesbian news magazine, to further promote a welcoming campus climate.**
- **Partnered with the Office of Human Resources to conduct a major survey of Penn State alumni in order to determine best practices in recruiting and retaining a diverse workforce, as mentioned previously.**
- **Co-sponsored a Distinguished Speaker Series featuring Maya Angelou.**
- **Are co-sponsoring the Penn State Pow Wow in 2004, a traditional American Indian pow wow celebrating dance and culture.**

## **Challenge 6 Diversifying University Leadership and Management**

Because the Division's constituents represent a diverse population, it is imperative that both staff and volunteers reflect that diversity. **Overall, since 1997, women and minorities have jumped from holding 44 percent of the Grade 26 and above management positions in the Division to now holding 55 percent. (See Addendum E)**

In addition to staff, the Alumni Association's definition of University leadership includes Alumni Council and the volunteer leaders of the more than 300 affiliate groups. It is the Association executive director's belief that the more diverse the management and leadership is, the more creative and innovative the organization will be. In addition,

- In the last five years, the number of women and minorities promoted in management positions has increased 350 percent. **Currently there are 29 women and minorities in management positions. Only four of the 29 were in their same position in 1997. All others have either been newly hired (11), and/or promoted into new positions or upgraded (16).**
- The Association actively recruits women and minorities for Alumni Council and other volunteer leadership positions. **Ongoing.**
- Executive Board of Alumni Council (18 members) is composed of 5 women and 6 people of color (2001). **Currently, the 18 member board includes 8 women and 4 people of color (3 African Americans, 1 Asian American).**

The Office of University Development has successfully promoted women and minority candidates at all levels. **Since 1997, a total of 176 women and 17 minorities have been promoted to a higher spec grade within our Division.**

However, more work must be done to hire and promote minority employees, including those of different races and ethnicities, into leadership and management positions within University Development. Development will only be able to approach and fulfill this challenge when they begin actively and successfully recruiting a more diverse staff. Thus far, Development has:

- Established a mentoring program to help advance employees with potential for leadership/management. **In total, since 1999, 163 staff members have participated in the mentorship program. A total of 104 have been women.**
- **Developed a “grow our own” training program that allows us to hire employees who have transferrable skills to do development work.**
- Created the Women and Philanthropy Committee—establishing a culture which is open, inclusive, and enthusiastic about the philanthropic power of women and their families; one which involves women as donors and volunteers in innovative ways. **The Women and Philanthropy Committee was composed of a group of dedicated alumnae and friends who were charged to lay a foundation for an**

ongoing effort to encourage Penn State women to become active, committed participants in the University's future. During their tenure, this committee made University leaders aware of how development practices can encourage or discourage alumnae to give; recognized women as donors and volunteers; created a base for understanding about women's philanthropy at Penn State and in the context of larger trends of charitable giving; identified and engaged new donors through Penn State Today and Women and the Arts programs; and more.

- Participated in the Administrative Fellowship program for two consecutive years—2000 and 2001. **Administrative Fellow, Joyce Matthews (2000-2001), was hired as the Director of Research and Prospect Tracking in the Development office upon completion of the fellowship. Kelly Snyder (2001-2002) continues to participate in many Development projects, including overall management of the Trustee Scholarship Program, cultivation and stewardship support of various foundations such as the Lenfest Foundation, Connelly Foundation and the Riversville Foundation. Additionally, she supports the Division with data and reports regarding undergraduate student needs and financial demographics.**
- **Giovanna Genard was encouraged by the Penn State Alumni Association to run for chair-elect of CORED and the Association will continue to support her in this highly visible, key leadership post during her tenure as chair in 2004-05.**

Across the Division, women and minority managers were specifically nominated and participated in Mastering Supervision classes. In the last three years (1999-2001), nine employees completed the program. Of these participants, seven were female and two were minorities. **Since 1997 dozens of Division staff members have participated in leadership training programs:**

- **Mastering Supervision—22 staff members (including 17 women and 5 minorities)**
- **The Penn State Leader—62 staff members (including 48 women)**
- **Excellence in Leadership and Management—7 staff members (5 women and 2 minorities).**

## Challenge 7

### Coordinating Organizational Change to Support Diversity Goals

#### University Development

According to the report generated by University Development's Diversity Committee, there is a general awareness for the need to address minority support issues, and every unit is doing something to address these issues. For example, many development officers work with a diversity coordinator/minority representative in colleges or campuses. Some units, such as the Colleges of Engineering, Communications, and Business have been very successful in raising funds for minority programs.

**By and large, fundraising priorities generate from the colleges, campuses, and units throughout Penn State. With the exception of the Trustee Scholarship Program, which is a central priority that was disseminated to our units and is a need-based scholarship program that cuts across race, gender, ethnicity, and other diversity definitions, fundraising goals and priorities during the post-campaign period were generated by units and reviewed and approved by development and the Provost. Some units have elected to pursue targeted goals related to diversity—Earth and Mineral Sciences, Communications, Business, Health and Human Development, and IST to name a few. The Trustee Scholarship Program, while not designed specifically to enhance diversity, has proven successful in breaking down barriers to higher education.**

More specifically, since the beginning of the Grand Destiny campaign, University Development has raised approximately \$23 million (see Addendum A), including:

- More than \$3 million for diversity programs and scholarships. **Addendum A shows ninety-eight guidelines (official gifts and pledges) valued at \$9.7 million to create endowments with a preference “for those whose ethnic, cultural, and/or national background contribute to the diversity of the student body.” These endowments represent a book value of \$12.2 million as of December 31, 2003 producing approximately \$610,000 annually. Additionally, we have six Statements of Intent estimated at \$520,000.**
- More than \$8 million for international-related programs and activities, including more than \$5 million from the Schreyers to support international study since the beginning of the Grand Destiny campaign. **Addendum B shows sixty guidelines (official gifts and pledges) valued at \$7.7 million to create endowments for international students and study abroad. These endowments represent a book value of \$8.3 million as of December 31, 2003 producing approximately \$415,000 annually. Additionally, we have eleven Statements of Intent estimated at \$3.4 million. The \$5 million Schreyer gift, recorded in 2001, provided \$3.5 million in endowed support. The remainder provided annual support for these programs.**
- Approximately \$4 million for programs and scholarships that benefit women students. **Addendum C shows 115 guidelines (official gifts and pledges) valued at \$6.1 million to create endowments benefitting women. These include \$4.0**

**million for athletic endowments and \$2.1 million for non-athletic endowments. These endowments represent a combined book value of \$5.5 million as of December 31, 2003 producing approximately \$275,000 annually. Additionally, we have twenty-three Statements of Intent estimated at \$1.9 million.**

- More than \$8 million to support religious diversity through the new Multi-faith Center. **This project is now complete and the Pasquerilla Spiritual Center is providing an excellent worship and program space for dozens of religious organizations across campus.**

In addition, Development has:

- Helped to establish 120 diversity-related scholarships and programs to benefit students with diverse ethnic, cultural, and national backgrounds. **Ongoing.**
- Established the Women and Philanthropy Committee to provide an open, inclusive, and enthusiastic environment about the philanthropic power of women and their families. **The committee completed its work and now the fruits should be evident in the volunteers and donors enlisted for post-campaign work.**
- Appointed a Diversity Committee to analyze what development has done and what could be done in terms of championing diversity and diversity-related initiatives. **This committee was tasked to create a development report listing challenges, opportunities, accomplishments, roadblocks, and recommendations for the future. Their report informed the division-wide diversity report and strategic plan and set a baseline for measurement of progress in the fundraising arena related to diversity. Following the completion of their report, the OUD Diversity Committee was replaced by a DDAR Diversity Committee, which will be supplanted in the coming year by a standing division-wide diversity committee.**

University Development's advantage is that it touches all aspects of the University as every unit is assigned a development officer. However, University Development's Committee report also found:

- There is a lack of minority professionals and identification of minority alumni. **The profession still lacks minorities in general.**
- Those directors who are not working in a specific academic unit do not have a diversity professional to work with. **Ongoing.**
- Development does not know what minority donors are interested in from a philanthropic standpoint. **Development has entered into conversations with the Office of the Vice Provost for Educational Equity about the possibility of that office helping to fund a development professional who would help us to address this issue.**
- Development does not have specific development goals for minority programs/services. **Over 99 percent of the funds raised at Penn State are**

**restricted to specific academic and administrative units for purposes designated by the donor. The Office of University Development does not establish fundraising priorities, but rather helps implement philanthropic goals identified in units. These goals are part of the strategic plans of individual academic and administrative units. \***

- There is a general lack of knowledge of the legal parameters for fund-raising and minority programs/scholarships. **University legal counsel gave a presentation to development staff regarding this issue. The plan is to periodically review changes in the law(s) and provide updates.**
- There are relatively few leadership gifts in the area of minority support in the campaign. **We have received many leadership gifts for diversity—as outlined in Attachments A, B, and C. Additionally, we have received over \$429,000 in the past year in annual support from corporations and foundations. We also received recently a \$1.5 million pledge from the Lenfest Foundation for diversity scholarships which is not reflected on either of the attached lists because it is neither an endowment nor a fund solicited by the Office of Corporate and Foundation Relations.**
- Development does not have alumni/friend advisory and development boards for minority offices in each unit; **This continues to be an issue, but many units have made inroads in this regard.**
- There is little articulation of minority programs in each unit, and less translation into specific development objectives. **\* See above.**
- **OD has implemented changes to the records database to eliminate gender bias in addressing correspondence. As a result, women now receive the same level of recognition as men who are members of the President’s Club.**

Given these findings, it is imperative that University Development move forward with a strategy to expand on its diversity initiatives.

#### The Alumni Association

**In 2001, the Division’s Diversity Task Force reported that** Changes in the Alumni Association that support diversity have been small ones and not initiatives that have been well-organized or strategically planned. **Clearly, as evidenced throughout this report, dramatic advances have been made and our Framework to Foster Diversity for 2004-2009 outlines many more ambitious plans for the years ahead.** However, they have been initiatives that will have an impact on what the Association does in the coming years. The Alumni Association has:

- **The Diversity Committee of the Alumni Association is a permanent committee of Alumni Council, demonstrating the Alumni Association’s commitment to diversity.**
- Established the FastStart mentoring program in coordination with the Division of Student Affairs to assist first-year minority students. A full-time position funded by the Association was also created. **This program continues to help**

**successfully retain underrepresented students—boasting an 86 percent fourth year retention rate in 2003. It is a potential “Best Practice” for the University as a whole.**

- Created Alumni Interest Groups to connect alumni with common cultural and curricular interests. Groups representing African American, Latino, Asian, and Gay, Lesbian, and Bisexual groups have already been formed. The Association provides some extra support to these groups in terms of resources of data, meeting space, marketing services, and so on. **The Alumni Association continues to support these groups.**
- Developed women’s professional networking groups in several cities. **The Association continues to support women’s alumni networks in NYC, DC, and NJ and is working to launch a new network in LA.**
- Provided financial support totaling \$12 million to the HUB/Robeson, MBNA Career Center, the Libraries, the Bryce Jordan Center, and the office of International Programs. **Ongoing.**
- Changed membership application cards and registration cards to use term “partner” rather than “spouse.” **Ongoing.**
- Changed the description of joint membership to include two people living at a household. **Ongoing.**
- Defined diversity as one of its core values in its strategic plan. This statement reads: “Encouraging, understanding, and celebrating the diversity of the Association and the University community.” **Ongoing.**
- **Expanded diversity among the leadership of Alumni Council.**

The Division as a whole established a goal of four hours of professional development in a diversity topic for each employee. This goal is tracked and reviewed by supervisors through the staff review and development process. **The goal remains at 4 hours annually. A monthly reminder is sent to all employees to record their training. Efforts are made to annually include a diversity related presentation at one or two division meetings.**