Annual Meeting of the Board of Directors

Friday, October 4, 2013

Directors present:
Jennifer Albrecht ’98, Andy Briscoe ’96, Peg Sellen Dana ’73, Tim DeLong ’69, Jerry Gale ’74, Johna Gabrielle Heden ’93, Andea Herrera ’85, Fred Holtz ’86, Mj Huebner ’88, Paul Hutchison ’87, Derek Johnson ’04, Michelle Krezek ’85, Sheila Kruse Boyce ’85, Isaiah McGee ’01, Richard McKeen ’55, Eileen Quigley ’84, Lynn Ross Cope ’87, Hattie Wagner ’12, Mo Walsh ’13, Tim Wynes ’83

Directors absent:
Kanesha Lee Baynard ’94, Deborah Stewart Bowman ’74, Mark Dohnalek ’82, Jeffrey Flug ’10, Kathryn Falb Gutz ’57, Natashia Pierce ’11, Lee Schmudde ’72

Staff members present:
Lisa White, Dustin Ross, Alyse Eggebrecht, Dee Ann Rexroat, Elizabeth Jach, Heather Roberts, Ken Morris, RJ Holmes-Leopold

I. Opening Business

Sheila Kruse Boyce ’85, President

- Approval of the April 2013 minutes
  Motion by Jennifer Albrecht, second by Lynn Ross Cope. Minutes approved unanimously.

- Nominating Committee report and election of Directors
  Class Agent term: Maureen “Mo” Walsh ’13
  President (2014-2015): Fred Holtz

  Motion by Tim Wynes to elect above slate, second by Lynn Ross Cope. Slate approved.

- Alumni Award nominations
  This week the Communications and Promotions committee approved the following slate to be awarded in Spring 2014:

  Sally Farrington-Clute: Sally has taught Spanish at Cornell for 40 years, beginning her career on the Hilltop in 1973. She will retire at the end of the 2013-14 academic year. Per the Alumni Board award policy, she will then be eligible for honorary alumni status.
  Bob Childers: Bob is the spouse of Jean Russell ’65 and has supported Jean in her leadership position as a Cornell Trustee. He and Jean have been actively involved in the life of the college for more than 20 years and are regular, generous donors to Cornell. In 2012 Cornell’s newest residence hall was re-named Russell Hall in recognition of the Russell family’s generous support of the college. The couple has included the college in their estate plans. Bob is retired from the
printing industry and is an artist who exhibits his wood carvings annually at the Ann Arbor Summer Art Fair. He and Jean’s other philanthropic interests are focused on their local community of Pentwater, Mich. These interests include a local women’s shelter known as Communities Overcoming Violent Encounters (COVE), and the Community Foundation for Oceana County. Bob is a trustee of the Pentwater Historical Society.

- **Announcement of Spring 2014 meeting date**
  March 21-22, March 28-29, and April 4-5 were discussed. Decision on date was tabled until directors not in attendance are polled. Announcement will be made by email after the meeting.

- **Staff introductions**
  Lisa White introduced Alyse Eggebrecht, Assistant Director of Alumni Engagement & Annual Giving. Alyse’s primary responsibilities are student and young alumni engagement.

**II. Alumni Survey results**

*Elizabeth Jach, Assistant Director of Institutional Research*  
*(Appendix A)*

Q: Based upon responses, is paper the best form of delivery for class agent letters?  A: Staff will use responses to determine whether electronic will be better for younger classes.

Q: What is staff doing with the negative Cornell letter grades?  A: we will give those who gave a negative comment the chance to speak with a staff member from Alumni & College Advancement.

Q: How is Cornell responding to the national discussion on college’s need to prove the value of a college investment?  A: media is on the attack, especially with liberal arts colleges. We need to market the fact that Cornell is a “Best Buy” better. We’re working to reposition via marketing to prove the value via the web site and admission materials. Need to better highlight recent alumni outcomes. Need to highlight our Centers to demonstrate their added value to a Cornell education.

Q: would current students rank funding priorities the same as alumni?  A: current students rank residence halls much higher

Q: Income levels reported low. Doesn’t this affect fundraising efforts?  A: IR is working with the Iowa Work Force to get more/more accurate statistics.

Q: Are these results being shared with others on campus?  A: marketing committee is using this data. Experiential learning task force will use this data. Elizabeth will figure out other ways to share useful information with other constituents on campus.

**III. Alumni Task Force summary and recommendations**

*Dustin Ross, Senior Director, Alumni Engagement & Annual Giving*

*Lisa White, Director of Alumni Engagement & Annual Giving*  
*(Appendix B)*

After meeting multiple times in August and September, The Alumni Task Force submitted recommendations for the Office of Alumni & College Advancement and the Alumni Board.

Q: When talking about lifetime value, are you looking at it in terms of giving?  A: Yes, but in a broader sense. Event attendance increases giving, volunteer engagement increased giving.

Q: what is the philosophy of Engagement?  A: we do not current have a good metric to measure Engagement.

Q: Are the primary issues regarding technology due to a lack of financial resources?  A: Partially, but we also haven’t been able to devote human resources to it yet (especially social media). We are training someone right now. We also lack an online strategy for three main
reasons: risk-aversion; not being the experts/not yet identifying who the experts are; lack of resources.

Q: How involved was the conversation on technology? A: It was a recurring theme and will be discussed across disciplines. (Note: the Alumni Board agreed that capitalizing on alumni expertise would be a great solution).

Q: Regarding technology, is Cornell looking at aspirational institutions for best practices done: A: Yes, though most colleges do not manage technology and online presence well. We might need to look at other organizations (note: Tim DeLong recommended either buying or borrowing rather than trying to create from scratch).

Comment: Mj Huebner noted that one of the most exciting aspects of these recommendations is that there is a push to provide more alumni outcome stories. The best way for alumni board to help Admission is to share those stories with prospective families to talk about Cornell.

Break 9:45 a.m.

IV. Strategic Plan

Lisa White, Director of Alumni Engagement

(Appendix C)

Based upon Alumni Board feedback at the Spring 2013 meeting, alumni survey results, and Alumni Task Force recommendations, a strategic plan recommendation was presented to the Alumni Board. The plan includes a new committee structure and revised meeting schedule.

Q: Is this the first comprehensive survey? Shouldn’t it have been done years ago? A: No. Most recent was in 2007. The difference is in how we are using responses, especially in forming the Task Force. The need for the current survey came from the Alumni Board strategic planning process and the desire to support the new strategic plan.

Q: Term limits: once you serve as president of the AB, can you return to the Alumni Board? A: the by-laws state that a president cannot serve again on the Alumni Board.

Q: how do we avoid losing the institutional/historical knowledge of long-serving alumni board members? A: Will continue discussing ways to keep past presidents engaged. One school has a past presidents council. Another possibility would be to change the by-laws, but we need to be careful about allowing new leadership to comfortably lead without feeling pressured by past leadership.

Q: The role of each committee looks lop-sided. For instance, the Reunion/Homecoming committee appears to have responsibility that is limited to a certain time of year. Is that the case? A: Reunions happen every year and we need to be working 18 months ahead on reunion planning. It is true that the work flow schedule for this committee will be different than the Regional Engagement committee, but both committees will have a lot of involvement.

Q: if president-elect serves on a committee, then will the president also serve? A: No, the president will still float. Allowing the president-elect to serve on committee(s) will give that person valuable insight and perspective before moving into the president’s position.

Q: How will the committee chair positions and committees work? A: There could be co-chairs. A two-year term limit is recommended for chair positions so that there are more opportunities for leadership and growth. There could also be a rotation structure so that Board members have the opportunity to change committees on a regular basis.

Q: How would the ad hoc committees be assigned? A: This will be fleshed out by the executive committee, but a director could serve on multiple ad hoc committees. The ad hoc committees will advise the 3 main committees (as appropriate)
Q: Will there be more people on these committees than just Alumni Board members? A: Possibly. For instance, a Young Alumni Advisory Committee member could serve on the Young Alumni Ad Hoc committee as a liaison. Could also bring class agents, prospective board members, or students onto those committees.
Comment: Positive feedback on the proposed schedule. This would give more time for travel. More work would happen outside the meeting so shorter meeting time would be sufficient. Would like to see more structure to the Alumni Board role at homecoming and an expectation that Alumni Board members attend (the meeting doesn’t adjourn until Saturday of homecoming).
Q: When will committees begin? A: After the fall meeting. Board members will be polled by email regarding committee assignments.

- Motion by Tim Wynes to support a new framework and strategic plan. Isaiah second. Motion carried unanimously.

V. Regional Club Handbook
Lisa White
(Appendix D)

Director of Alumni Engagement & Annual Giving Lisa White has drafted a regional club handbook, outlining a club structure that would support regional alumni engagement. The program would provide a clear structure to regional alumni programming, define a support system, and allow for a stronger base of volunteer support for regional programming. A draft of the handbook was reviewed by the Alumni Board and discussed.

Q: Do you have the financial and human resources to support this program? A: Our office will still need to manage within our budget. Print vs. electronic communications will be determined by event. Events will strive to be cost-neutral.
A: What is the college’s view on the purpose of regional events? A: The primary reason alumni want to attend regional events is to see other alumni. The college can support that opportunity and also engage them in the life of the college (reminding them to give of time, talent, and treasure). Messaging depends upon the type of event. Donor-focused events will be coordinated through the Development office.
Comment: Former Alumni Board members could be great volunteers for the regional clubs. Alumni Board ad hoc committees can help respark chapters.
Comment: Senior send-offs might be a great way to engage current students and recent grads. It would be nice to engage current students, for instance, when they are home for Christmas or summer.
Q: are current parents included in all event mailings? A: Yes, all current parents and all past parents who are donors.

VI. Homecoming/Family Weekend
Dustin Ross

The offices of Alumni Engagement & Annual Giving and Student Affairs have been discussing the possibility of combining Homecoming and Family Weekend activities. The primary arguments for combining are the overlap in programming and the opportunity to combine resources. The Alumni Board was consulted for feedback on the topic.

Comment: combining would address the Alumni Board’s goal of engaging current students.
Comment: Not in support because students don’t want their parents interrupting during student homecoming activities, and students would lose one “big event”, which they look forward to each year. Response that maybe parent and student programming could be staggered. Students and families are already used to splitting off after dinner so students could still enjoy their dance. Comment: Great opportunity for parents to see the outcomes.
Q: How do students feel about this? Question of how adding the layer of parents would affect the event when homecoming is so much about friend connections.
Comment: Parents are engaged at a different level today. Maybe alumni would like making homecoming a good experience for parents
Q: What about logistics, especially space considerations? A: space could be an issue and would need to be worked out.

VII. Luncheon
Garner President’s House
Honorary Alumni Award: Rick and Trude Elliott
12 p.m.

VIII. President’s update
Garner President’s House
Jonathan Brand, President of the College
1 p.m.

IX. Intercultural Life today
Hedges Conference Room
Heather Roberts, Assistant Director of Intercultural Life
1:30 p.m.

Heather provided an update on the current student of color experience and support provided by the Office of Intercultural Life. The student of color population has grown steadily over the past 10 years and is currently at an all-time high of 25%. Heather outlined Intercultural Life programming, student organizations, and the strengths, opportunities, and challenges facing Cornell College today regarding students of color support.

X. Alumni Engagement & Annual Giving update
Dustin Ross, Lisa White, Alyse Eggebrecht
2:30 p.m.

This presentation was tabled because of the time.

XI. Closing Business
Recognition of outgoing Directors
Motion for adjournment
2:45 p.m.

3 p.m.
BACKGROUND & RATIONALE

The Division of Alumni and College Advancement formed an Alumni Task Force to develop recommendations for how to best foster lifelong connections between Cornellians and the College. In order to inform their recommendations, the Alumni Task Force sought to survey the alumni of the College on four topics:

- Part 1: Alumni needs and interests pertaining to communication and programs;
- Part 2: Outcomes alumni associate with their Cornell education;
- Part 3: Perceptions of the College; and
- Part 4: Motivation and behavior to connect with and/or give to the College.

The Office of Institutional Research and Assessment collaborated with Alumni and College Advancement to write the survey questions. Qualtrics Survey Software was used to administer and collect data in July 2013.

RESPONSE RATE

The survey sample included all alumni for whom the College had a valid email address (~9,000). To be confident the results are reflective of the population, we needed approximately 960 completed surveys (i.e., 11% response rate). With a 15% response rate, we feel confident that our sample is representative of Cornell’s alumni population.
RESPONDENT DEMOGRAPHICS

100% of respondents graduated from Cornell, and the sample has a fairly even distribution of graduates from each decade:

- 1930s: <1%
- 1940s: 1%
- 1950s: 7%
- 1960s: 14%
- 1970s: 15%
- 1980s: 16%
- 1990s: 17%
- 2000s: 21%
- 2010s: 9%

Gender of survey completers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Location of Alumni who responded:
Top 10 States

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>20%</td>
</tr>
<tr>
<td>IL</td>
<td>13%</td>
</tr>
<tr>
<td>MN</td>
<td>8%</td>
</tr>
<tr>
<td>CO</td>
<td>6%</td>
</tr>
<tr>
<td>WI</td>
<td>6%</td>
</tr>
<tr>
<td>CA</td>
<td>4%</td>
</tr>
</tbody>
</table>

Alumni who give

75% of survey completers had a record of making a financial contribution to Cornell.
**SURVEY RESULTS**

**Part 1: Needs and Interests**

How often forms of communication are used to find out about Cornell activities and opportunities for alumni:

<table>
<thead>
<tr>
<th>Form of Communication</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell Report</td>
<td>65%</td>
<td>31%</td>
<td>4%</td>
</tr>
<tr>
<td>Class letters</td>
<td>52%</td>
<td>38%</td>
<td>10%</td>
</tr>
<tr>
<td>College email newsletter</td>
<td>39%</td>
<td>47%</td>
<td>14%</td>
</tr>
<tr>
<td>myCornell</td>
<td>4%</td>
<td>36%</td>
<td>59%</td>
</tr>
<tr>
<td>Cornell College website</td>
<td>11%</td>
<td>58%</td>
<td>31%</td>
</tr>
<tr>
<td>Social media (Facebook, Twitter, etc.)</td>
<td>25%</td>
<td>26%</td>
<td>49%</td>
</tr>
<tr>
<td>Phone calls</td>
<td>3%</td>
<td>23%</td>
<td>74%</td>
</tr>
<tr>
<td>Direct mail (event invitations, annual giving mailings)</td>
<td>21%</td>
<td>55%</td>
<td>23%</td>
</tr>
<tr>
<td>Members of your class (word of mouth)</td>
<td>23%</td>
<td>48%</td>
<td>29%</td>
</tr>
<tr>
<td>Other alumni from your social group, Greek organization, or student organization (word of mouth)</td>
<td>17%</td>
<td>29%</td>
<td>54%</td>
</tr>
</tbody>
</table>

The appendix of this report contains a cross tabulation of what decade alumni graduated in compared to their communication preferences. For the full tables, see pages 1-10 of the appendix.

- Nearly 60% or more of alumni from the 1950s, 60s, 70s, 80s, and 90s read the Cornell Report frequently, while only about 40% of alumni from the 2000s and less than 30% of alumni from the 2010s do so.
- The more recent the graduate, the less likely s/he is to read class letters, but the more likely s/he is to use the College’s website, social media, and word of mouth from fellow peers (including class members, social group members, former teammates, and student organization members).

We told survey respondents about the new online venue for our alumni called myCornell. Here’s how respondents rank ordered their top reasons for why they might use myCornell:

- To read or submit class news
- For campus updates and news
To search for alumni in your area
For information on alumni events in your area
For information on alumni events on campus
To give to Cornell
To search for alumni in your profession
To shop the Cornell Bookstore
To contact alumni engagement staff
To find opportunities to volunteer for Cornell
For information on career services for alumni

Percentage of alumni who reported being likely or very likely to participate in the following activities in the next 12 months:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class reunions</td>
<td>55%</td>
</tr>
<tr>
<td>Academic lectures, seminars, or educational programs in your area</td>
<td>49%</td>
</tr>
<tr>
<td>Serving as a career resource for a current student</td>
<td>49%</td>
</tr>
<tr>
<td>Serving as a career resource for fellow alumni</td>
<td>45%</td>
</tr>
<tr>
<td>Homecoming activities</td>
<td>40%</td>
</tr>
<tr>
<td>Family-oriented events in your area (i.e. picnic, baseball game, etc.)</td>
<td>36%</td>
</tr>
<tr>
<td>Alumni socials after work</td>
<td>36%</td>
</tr>
<tr>
<td>Community service projects in your area</td>
<td>36%</td>
</tr>
<tr>
<td>Academic lectures, seminars, or educational programs online or through video (YouTube, Vimeo, etc.)</td>
<td>35%</td>
</tr>
<tr>
<td>Formal dinners in your area</td>
<td>33%</td>
</tr>
<tr>
<td>Career networking events in your area</td>
<td>32%</td>
</tr>
<tr>
<td>Career networking online</td>
<td>27%</td>
</tr>
<tr>
<td>Cornell-sponsored travel programs with fellow alumni</td>
<td>24%</td>
</tr>
<tr>
<td>Dinners/receptions in conjunction with Cornell athletic events</td>
<td>14%</td>
</tr>
<tr>
<td>Academic lectures, seminars, or educational programs on campus</td>
<td>10%</td>
</tr>
</tbody>
</table>

Other ideas written in by alumni involved three main categories: getting involved with recruiting future Cornellians, having specific types of alumni get-togethers, and providing opportunities for current Cornell students related to career development. In the following list, highlighted comments were mentioned several times while comments in regular text were mentioned only once.

1. **Involvement with recruiting:**
   - Attend college fairs
- help with recruiting athletes
- interview applicants who cannot visit campus
- serve as a contact to admitted international students
- host an admitted student reception.

2. **Suggestions for alumni events:**
- Offer alumni gatherings in a greater diversity of places, including: Milwaukee, the Pacific Northwest, NJ, western Pennsylvania, Salt Lake City, the East Coast, TX/NM/Mexico as one group (possibly for TX state fair in early October), and Idaho.
- offer less expensive opportunities
- more events surrounding athletics
- schedule some opportunities on week nights
- offer reunions for multiple class years (3 year groupings) in June
- host a get-together for alumni who served in Peace Corps during homecoming or other reunion
- facilitate opportunities to visit with Cornell faculty and staff.
- If off-campus courses fail to meet the minimum course enrollment, offer seats to alumni at the student rate.

3. **Career development involvement:**
- participate in a career panel for current students.
- provide internships for current Cornell students.

The appendix contains a crosstab comparing graduation decade with likelihood of participating in various events (see page 11). Summarized findings include:

- More recent alumni (1990s, 2000s, and 2010s) are more interested in academic lectures, seminars, or educational programs in their area and online than alumni from the 1980s and earlier.
- More recent alumni are also more interested in career networking opportunities (both in person and online) and after work socials.

The appendix also examines activity interests according to whether alumni had a record of giving a financial gift to the College (pages 13-27 of the appendix).

In addition to interest in class reunions and homecoming activities, **alumni with a gift on record** (a total of 75% of those who completed the survey) also **had the highest interest in the following activities**:

- 40% would be likely or very likely to attend an academic lecture or seminar in their area, and 29% would be likely or very likely to participate in an academic lecture or seminar online.
- 30% of those report being likely or very likely to attend an alumni social after work, and 28% report being likely or very likely to participate in a community service project in their area.
- 41% of report being likely or very likely to serve as a career resource for a current student, and 36% would be likely or very likely to do so for a fellow alumnus/a.
What motivates alumni to attend an event? Survey respondents were invited to check off all reasons that applied to them.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To see friends</td>
<td>85%</td>
</tr>
<tr>
<td>Meet alumni in my city or area</td>
<td>54%</td>
</tr>
<tr>
<td>Learn more about what’s happening at Cornell</td>
<td>43%</td>
</tr>
<tr>
<td>Network with alumni from my graduating class</td>
<td>41%</td>
</tr>
<tr>
<td>Network with alumni in my profession or industry</td>
<td>30%</td>
</tr>
<tr>
<td>Network with alumni from my social group, Greek organization, student organization, or athletic team</td>
<td>28%</td>
</tr>
<tr>
<td>Career opportunities</td>
<td>23%</td>
</tr>
<tr>
<td>I would not attend an event</td>
<td>6%</td>
</tr>
</tbody>
</table>

Other reasons written in by alumni related to the following themes:

- To see professors, staff, and administrators.
- To learn something new or to attend a productive/structured event.
- To meet recent graduates and younger alumni.
- Convenience of location (e.g. within driving distance or not located in a congested urban area).
- Receiving a personal invitation from Cornell.

The appendix details tables regarding what motivates alumni to attend an event according to whether they have a gift on record (pages 28-32). Highlights of these findings include:

- The vast majority of alumni with a gift on record are most interested in attending an event to see friends (70%).
- After seeing friends, alumni with a gift on record are most interested in meeting alumni in their city or area (45%), learning more about what’s happening at Cornell (36%), and networking with alumni from their graduating class (35%).

**Part 2: Outcomes**

Alumni mapped what skills they learned at Cornell versus what skills they currently use in their position or domain.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Gained at Cornell (quite a bit or a lot)</th>
<th>Use in current position/domain (quite a bit or a lot)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>Content knowledge in your major discipline</td>
<td>84%</td>
<td>59%</td>
</tr>
<tr>
<td>Problem solving</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>Ability to integrate knowledge from multiple disciplines</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Ability to apply knowledge to multiple contexts or situations</td>
<td>81%</td>
<td>88%</td>
</tr>
<tr>
<td>Ability to work with others</td>
<td>78%</td>
<td>92%</td>
</tr>
<tr>
<td>Ability to act with integrity</td>
<td>78%</td>
<td>94%</td>
</tr>
<tr>
<td>Research skills (e.g., ability to evaluate evidence, interpret data, draw conclusions, etc.)</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>77%</td>
<td>74%</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>73%</td>
<td>89%</td>
</tr>
<tr>
<td>Understanding individuals whose backgrounds differ from yours</td>
<td>71%</td>
<td>83%</td>
</tr>
<tr>
<td>Understanding individuals whose beliefs or values differ from yours</td>
<td>69%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Additional Degrees**

67% of alumni have *pursued* additional degrees since leaving Cornell.

Of those alumni who have pursued a degree, 86% (805 individuals, or 61% of all survey respondents) have *completed* another degree(s) since leaving Cornell.

A total of 55% of all alumni have completed an *advanced* degree (excludes a second bachelor’s or an associate’s degree).

Degree completion distribution:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>54.26%</td>
</tr>
<tr>
<td>PhD</td>
<td>14.61%</td>
</tr>
<tr>
<td>JD</td>
<td>10.29%</td>
</tr>
<tr>
<td>MBA</td>
<td>6.99%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>5.21%</td>
</tr>
<tr>
<td>MD</td>
<td>3.68%</td>
</tr>
<tr>
<td>EdD</td>
<td>1.52%</td>
</tr>
<tr>
<td>Associate’s</td>
<td>1.52%</td>
</tr>
<tr>
<td>ThD</td>
<td>0.51%</td>
</tr>
<tr>
<td>DDS/DMD</td>
<td>0.51%</td>
</tr>
<tr>
<td>DO</td>
<td>0.38%</td>
</tr>
<tr>
<td>PsyD</td>
<td>0.25%</td>
</tr>
<tr>
<td>DVM</td>
<td>0.25%</td>
</tr>
</tbody>
</table>
Individual Annual Income (Based on 1221 responses)

<table>
<thead>
<tr>
<th>Income Range</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>7%</td>
</tr>
<tr>
<td>Less than $25,000</td>
<td>12%</td>
</tr>
<tr>
<td>$25,000-$34,999</td>
<td>9%</td>
</tr>
<tr>
<td>$35,000-$54,999</td>
<td>22%</td>
</tr>
<tr>
<td>$55,000-$74,999</td>
<td>16%</td>
</tr>
<tr>
<td>$75,000 to $94,999</td>
<td>10%</td>
</tr>
<tr>
<td>$95,000 to $114,999</td>
<td>8%</td>
</tr>
<tr>
<td>$115,000 to $134,999</td>
<td>4%</td>
</tr>
<tr>
<td>$135,000 to $154,999</td>
<td>3%</td>
</tr>
<tr>
<td>$155,000 to $174,999</td>
<td>2%</td>
</tr>
<tr>
<td>$175,000 or more</td>
<td>8%</td>
</tr>
</tbody>
</table>

For a table displaying graduation decade in comparison to annual income, please see pages 33 and 34 of the appendix.

Summary information regarding young alumni:

- Among 2010-2013 graduates:
  - 9.3% are unemployed (according to the Bureau of Labor Statistics, 12.6% of those ages 20-24 were unemployed as of July 2013).
  - and 32% make less than $25,000 per year.
- Among 2000-2009 graduates, 34% earn $25,000-$34,999 per year and 28% earn $35,000-$54,999 per year. Less than 3% are unemployed.

**Part 3: Alumni Perceptions**

Cornell alumni assigned a letter grade to assess how useful their experience at Cornell was for leading them to where they are today. The table below displays the percentage of alumni who gave Cornell each of the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>12%</td>
</tr>
<tr>
<td>A</td>
<td>23%</td>
</tr>
<tr>
<td>A-</td>
<td>18%</td>
</tr>
<tr>
<td>B+</td>
<td>19%</td>
</tr>
<tr>
<td>B</td>
<td>15%</td>
</tr>
<tr>
<td>B-</td>
<td>4%</td>
</tr>
<tr>
<td>C+</td>
<td>3%</td>
</tr>
<tr>
<td>C</td>
<td>3%</td>
</tr>
<tr>
<td>C-</td>
<td>1%</td>
</tr>
<tr>
<td>D+</td>
<td>1%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
</tr>
<tr>
<td>D-</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>1%</td>
</tr>
</tbody>
</table>
When asked to describe why they assigned the grade they did, comments from alumni related to the following themes. Note that highlighted items refer to responses found numerous times and unmarked responses designate responses found several times.

**Positives:**
- Excellent academics and teaching
- One-Course-At-A-Time
- Skill development: problem solving, critical thinking, learning to learn, work ethic, meeting deadlines, ready for new challenges
- Personal growth and development
- Well prepared for graduate school
- Positive study abroad experiences
- Well prepared for anything

**Negatives:**
- Lack of career preparation, lack of career guidance
- As an alumnus/a, unclear to many how to offer internships/jobs to Cornell students/grads
- Lack of personal attention
- Academics not sufficiently rigorous
- Negative experiences due to department politics among faculty
- Negative climate due to social groups

Alumni ranked the strength of their connection to each of the following:

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of your graduating class</td>
<td>1%</td>
<td>57%</td>
<td>42%</td>
</tr>
<tr>
<td>Members of your social group or Greek group</td>
<td>39%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>Professors</td>
<td>12%</td>
<td>73%</td>
<td>16%</td>
</tr>
<tr>
<td>Staff</td>
<td>21%</td>
<td>68%</td>
<td>12%</td>
</tr>
<tr>
<td>Members of your student organization</td>
<td>42%</td>
<td>47%</td>
<td>10%</td>
</tr>
<tr>
<td>Members of your athletic team</td>
<td>64%</td>
<td>26%</td>
<td>10%</td>
</tr>
</tbody>
</table>

More recent alumni (graduating from 2010-2013) reported a stronger connection to professors, staff, and members of a student organization. For a comparison of graduate decade to strength of connection, see page 35 of the appendix.

Among alumni who have a gift to the College on record:
- 31% report a strong connection with members of their class;
- 11% report a strong connection with professors;
- 19% report a strong connection with members of their Greek or social group;
- 8% report a strong connection with staff;
- 6% report a strong connection with members of their athletic team; and
- 6% report a strong connection with members of their student organization.

For cross tabulation tables, see pages 37-42 of the appendix.
When receiving updates from different individuals or groups at the College, alumni reported experiencing the following levels of excitement:

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all Excited/Not Very Excited</th>
<th>Somewhat Excited</th>
<th>Excited/Very Excited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A peer or classmate</td>
<td>5%</td>
<td>24%</td>
<td>71%</td>
</tr>
<tr>
<td>Class Agent</td>
<td>22%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Professor</td>
<td>25%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Current Student</td>
<td>41%</td>
<td>38%</td>
<td>20%</td>
</tr>
<tr>
<td>President Brand</td>
<td>46%</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>College Staff</td>
<td>48%</td>
<td>37%</td>
<td>14%</td>
</tr>
<tr>
<td>Alumni Board</td>
<td>60%</td>
<td>29%</td>
<td>11%</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>70%</td>
<td>23%</td>
<td>7%</td>
</tr>
<tr>
<td>Parent of a Current Student</td>
<td>75%</td>
<td>20%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Older alumni reported feeling more excited to hear from a class agent than their younger counterparts while younger alumni reported feeling more excited to hear from a professor or a staff member than their older counterparts. For comparative tables on graduate decade and from whom alumni would like to hear, see page 43 of the appendix.

When imagining a conversation with a high school senior applying to colleges, alumni reported giving the following reasons for that student to consider Cornell:
Quality of professors and teaching  82%
Learning One Course At A Time (OCAAT)  80%
The location and setting of campus  65%
Cornell's reputation  59%
Opportunities for extra-curricular involvement  57%
Receiving a scholarship or financial assistance  43%
Preparation for your chosen profession  36%

When asked to write in their own reasons, many alumni specified the value of personal connections possible at Cornell and study abroad opportunities.

**Context for the Following Survey Items:** Recall that 75% of survey respondents had a financial gift to Cornell College on record.

Many alumni agreed on the importance of financially supporting areas of the College. The percentage of alumni below ranked each area as either somewhat important or extremely important.

| Financial aid and scholarships for students | 89% |
| Library and technology resources            | 83% |
| Faculty recruitment and retention           | 82% |
| Classrooms, laboratories, supplies          | 81% |
| Career services, internships, fellowships   | 75% |
| Student activities, civic engagement, athletics, fine arts | 72% |
| Residence halls                             | 67% |

When examining survey results according to alumni graduation decade, it’s clear that alumni of all ages had similar view on the importance of the financial priorities of the College. See page 45 of the appendix.

Alumni ranked reasons for what might motivate them to give to the College in the following order, where 1=most important:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Mean rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling pride, affection, and gratitude for your Cornell education</td>
<td>2.79</td>
</tr>
<tr>
<td>Making a Cornell education more affordable for prospective and current students</td>
<td>2.80</td>
</tr>
<tr>
<td>A desire to continue the Cornell experience for future generations</td>
<td>2.93</td>
</tr>
<tr>
<td>A desire to give back to the College</td>
<td>3.04</td>
</tr>
<tr>
<td>Specific projects that need funding at the College</td>
<td>3.44</td>
</tr>
</tbody>
</table>
Younger alumni rated making a Cornell education more affordable as most important while older alumni ranked feeling pride and affection for Cornell as most important.

For tables displaying these rankings according to graduation decade, see pages 47-51 of the appendix.

Among alumni with a gift on record, feeling pride, affection, and gratitude for your Cornell education was also the top ranked reason for motivating individuals to make a gift to the College. For cross-tabulation tables, see pages 52-56.

Alumni indicated a number of reasons that may keep them from donating to Cornell:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income doesn't allow for charitable giving</td>
<td>53%</td>
</tr>
<tr>
<td>Other causes/organizations are a priority for my donations</td>
<td>41%</td>
</tr>
<tr>
<td>Currently paying off student loans</td>
<td>29%</td>
</tr>
<tr>
<td>Pay for child's or grandchild's college tuition</td>
<td>22%</td>
</tr>
<tr>
<td>Lack of transparency in what my gift supports</td>
<td>16%</td>
</tr>
<tr>
<td>Don't feel associated with the College</td>
<td>15%</td>
</tr>
<tr>
<td>Uncertainty about the College's financial priorities</td>
<td>11%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>10%</td>
</tr>
</tbody>
</table>

For alumni with a gift on record, 33% indicated that their income does not allow for charitable giving, 30% indicated that other causes are a priority for their donations, 16% are currently paying for a child’s or grandchild’s college tuition, and 14% are currently paying off student loans,

For alumni without a gift on record, 45% indicated that their income doesn’t allow for charitable giving, 36% are currently paying off student loans, and 24% have other causes or organizations as a priority for their donations.

For cross tabulation tables, see pages 57-60 in the appendix.

**Other Comments**

Comments varied. Survey respondents expressed gratitude for their Cornell experience, further explained reasons for not giving to the College at this time, and provided specific feedback about the survey format itself. A number of respondents expressed gratitude for the opportunity to provide feedback to the College about their perceptions and experiences.
Appendix B
Alumni Task Force Recommendations Summary

Marketing

1. Focus engagement messages.
2. Develop ambassadors to spread Cornell’s message on social media and elsewhere.
3. Measure and set a goal to increase addresses, email, phone and other contact data on record for alumni.
4. Enhance case for support by targeting and personalizing messages to appeal to different generations.

Technology

1. Enhance the menu of opportunities for alumni to engage with the college online as a compliment to traditional print media.
2. Develop a convenient interface for alumni to connect with Cornell and each other.
3. Leverage students, faculty, and alumni as creators or advisers of technological engagement solutions.
4. Enhance traditional events with social media.

Reunions/Homecoming

1. Quantify the lifetime value of reunion attendance.
2. Identify and support or enhance non-reunion year class communications and engagement
3. Develop affinity and cluster reunions as a way to increase Homecoming attendance
4. Work to personalize annual giving solicitations through robust class and/or affinity volunteer structures.
5. Expand program offerings, especially focus on student-alumni programming

Students & Young Alumni Engagement

1. Increase engagement metrics in the first X years after graduation
2. Quantify the lifetime value of a young alumna/us who gives within their first five/ten years out.
3. Invest in student engagement programs as the college’s first chance at setting the stage for alumni engagement and giving.
4. Develop regional networks for new and young alumni in target markets.
5. Leverage student and young alumni data to connect them meaningfully within region, industry or affiliation areas.

Volunteer Programs

1. Develop volunteer opportunities that allow alumni and students with similar professional interests to connect.
2. Catalog and enhance volunteer opportunities—from micro-volunteering to leadership roles—by tracking alumni participation and interests and creating “on demand” opportunities.

3. Coordinate and enhance the recruitment, training, support, development, and recognition of all volunteers.

**Regional Engagement**

1. Identify metrics for regional engagement events and quantify lifetime value of event attendees
2. Develop regional “Block Captains” and volunteer corps to identify and develop opportunities for area alumni.
3. Enhance program offerings and marketing to increase event participation.
Appendix C

Alumni Engagement & Annual Giving Mission

The Office of Alumni Engagement & Annual Giving perpetuates and enriches the lifelong connection all Cornellians have to the college and to each other by

- recognizing their diverse needs and interests,
- fostering alumni and student leadership,
- engaging alumni locally, nationally, and globally,
- sustaining traditions, and
- creating opportunities to invest in the future of Cornell.

Recommended Board Structure – executive committee

![Diagram of executive committee structure]

**President-elect** - reduce term to 1-year, mirroring the past-president term. Retains director status and any other chairman role

**Secretary** - Shift responsibility to the Alumni Board and add leadership opportunity. Not an executive committee member. 2-year term limit. May also serve on other committee.

Committees

Committees would be led by chair or co-chair and have the following roles:

**Reunions/Homecoming committee**

- Leadership
- Support for reunion/Homecoming planning
- Lead volunteer for volunteer recruitment/training/support

**Regional Engagement committee**

- Leadership
- Support for regional clubs
- Lead volunteer for recruitment/training/support

**Board Development/Awards committee**

- Alumni board recruitment
- Alumni award nominations
Ad Hoc committees
Ad hoc committees would serve an advisory role to the three primary committees, as appropriate. Members will come from the directors and will either have a chair or co-chair. Examples of ad hoc committees include:

Admission
- Summer sendoff
- Yield events
- CARE

Alumni Giving
- Presidents society
- Loyalty society

Young alumni/students
- Engagement events
- Education

Professional Development
- Peer-to-peer networking (young alumni)
- Civic engagement

Co-curricular
- Athletics engagement
- Intercultural engagement

Technology
- Data
- myCornell
- Social media

Next Steps
- Alumni Board vote to proceed with plan
- Determine committee assignments
- Convene Board Development/Awards committee
  - Write job descriptions
- Convene Regional Engagement Committee
  - Identify regional club volunteers
- Convene Reunions/Homecoming committee
  - Identify reunion committee volunteers

Meeting schedule

Spring meeting
- Friday-Saturday schedule
- Friday morning executive committee
- Friday afternoon working sessions
- Saturday reunion volunteer summit

Fall meeting
- Thursday afternoon committee meetings
- Friday adjourn at noon
Appendix D

Regional Club Handbook

Table of contents

Message from Director, Alumni Engagement & Annual Giving

Alumni Association mission statement

CHAPTER INFORMATION

What is a Regional Club (General Overview)

Organized by geographic area, regional clubs, provide Cornell College alumni and friends with opportunities to strengthen relationships with one another and the life of the college.

Club goals

- Provide an outlet for alumni to interact with one another socially and professionally
- Maintain a dialogue about the current state of Cornell College
- Foster pride in Cornell College
- Provide an array of social, networking, educational, or service-oriented programs for alumni
- Provide a common link back to campus for alumni who live far away
- Represent Cornell College and increase its visibility
- Welcome new alumni moving into the club community
- Invite students’ families to participate in the Cornell community
- Support networking opportunities for students/alumni through internships, references and job placements
- Support Admissions’ efforts to identify and recruit prospective students
- Welcome new students to the Cornell College family
- Encourage financial support for the college

Club criteria

The Office of Alumni Engagement & Annual Giving (AE/AG) has established general guidelines to suggest programming types and frequency according to the number of alumni in an area.

- Clubs will be formed as an extension of the Alumni Association to further its mission and goals.
- The club must be led by identified club leaders as outlined in subsequent pages
- Club leaders must be alumni of Cornell College

Clubs should strive to be inclusive, engaging as many alumni as possible.

LEVEL 1
Fewer than 100 alumni in the area
- Club structure is not required but the AE/AG Office will support event organizer by sending email invitation, adding an event announcement to myCornell, and sending event supply kit. Contact the AE/AG Office for more information.

LEVEL 2

100-200 alumni in the area
- Strive for a minimum of 1 event every 24 months
- Requires a club leader and a minimum of 1 chapter volunteer

LEVEL 3

200-500 alumni in the area
- Strive for minimum of 1 event every 12 months
- Requires club leader and minimum of 2 chapter volunteers
- May hold a summer send-off party for incoming students (if applicable)

LEVEL 4

500+ alumni in the area
- Strive for minimum of 3 events every 12 months
- Requires club leader and a minimum of 3 chapter volunteers
- Must hold a summer send-off party for incoming students

Club Leader

It is the club leader’s responsibility to oversee the operations of the club, serving as the primary contact and liaison between the AE/AG Office, the club and area alumni.

Responsibilities include:
- Recruit at least one other volunteer to help plan and execute club events
- Assist in developing and planning the calendar of events
- Participate in annual conference call or planning meeting
- Monitor the implementation of the planned calendar of events; delegate responsibilities
- Encourage area alumni to attend planned events
- Encourage participation by other alumni to perpetuate club leadership
- Serve as Cornell ambassador in the community to alumni, students, and parents
- Make an annual contribution to the Annual Fund in any amount
- Sign a confidentiality agreement

Recommend term limit: One event cycle. Renewable.

Club Volunteer

Club volunteers assist the chapter leaders in the operations of the club. Responsibilities include:
- Assist the Club Leader in operations of the chapter
- Participate in annual conference call or planning meeting
- Help organize and run events
- Participate in annual planning meeting
- Serve as Cornell ambassador in the community to alumni, students, and parents
- Make an annual contribution to the Annual Fund in any amount
- Sign a confidentiality agreement

Starting and Organizing a Regional Club

STEP ONE

- Contact the Alumni Engagement office for information on:
  - The number of alumni in your region/area
  - Perspective and counsel on starting a club
  - Considering an initial program or event

STEP TWO

- Identify a core group of passionate fellow alumni who might be willing to serve as club volunteers.
- With the help of the AE/AG Office, coordinate a planning meeting with other volunteers to establish an event calendar, event type, and lead volunteers for each event. Provide AE/AG Office with any relevant information, such as list of leaders and attendees, minutes, and actions taken.

STEP THREE

- With the assistance of the AE/AG Office, coordinate and promote events from Step 2.

Services provided by the Alumni Association to Regional Clubs

The Alumni Engagement & Annual Fund Office provides continuous support for regional clubs to ensure their success. The AE/AG Office will:

- Work with regional club volunteers throughout all aspects of club group programming
- Provide demographic data
- Host planning conference calls, as necessary
- Send messaging on behalf of the club
- Pay for postage and printing mailings, as appropriate (need for print material will be assessed during planning)
- Post events on myCornell
- Accept reservations and payment
- Facilitate payment to caterers, venues, and other vendors, if necessary
- Supply event kit as needed and appropriate (nametags, attendance sheets, publications, giveaways, etc.)
- Provide college staff to be present at event, as appropriate

Financial policies for alumni clubs
The Alumni Engagement & Annual Giving Office may allocate funds for approved alumni events. Requests for funding should be received in writing at least three months prior to a proposed event to allow time for budget approval, planning, printing and mailing invitations, etc. Funding for club events and programs is limited.

- Typical event costs include invitation printing postage/mailing, food expenses, venue costs/ticketing, and other miscellaneous event expenses. Funding support will be approved by the AE/AG Office on an individual basis.
- In most cases, chapters will be expected to charge alumni a nominal fee to attend events to offset expenses. Events should “break even” when possible, unless funding support has been approved by the Office of Alumni Engagement & Annual Giving.
- Only AE/AG staff are authorized to sign contracts prior to an event. Chapter leaders cannot sign a binding contract on behalf of the Alumni Association.
- If possible, event attendees are expected to pay prior to the event. The club leader or college representative must maintain a record of those attending and an accurate record of any funds collected.
- Chapters are not permitted to maintain financial accounts

**PLANNING/HOSTING AN EVENT**

In planning club events, keep in mind the following questions:

- Who is this event for (all members, young alumni)?
- What is the purpose of this event (social, networking, continuing education)?
- What are our goals for this event?
- When is the best time hold the event?
- Where is the ideal location?

Expected attendance at regional alumni events ranges from 5-15% of the local alumni population. Please bear this in mind when developing regional programs.

Early planning will ensure timely marketing of the event and better chance for success. Club leaders are encouraged to meet annually (live or conference call) to plan events for the upcoming year.

**Twelve weeks before an event**

- Provide AE/AG Office final details of event including: date, time venue, and cost
  - **Date:** select your event date well in advance. Your date must be approved by the AE/AG Office to avoid conflicts with other events. Be sensitive to religious dates and other special days of celebration. Weekends and weekdays vary in success from area to area.
  - **Time:** weeknight events should allow commuters time to return home or should be early enough and in a central location to allow alumni to stop in before going home. Depending upon the type of event, choosing between weekends (sporting events, picnics) and weekdays (networking events, lectures) will help you maximize attendance.
  - **Venue:** the ability to choose an appealing and appropriate venue can singlehandedly ensure either success or failure. The venue should be centrally
located with ample parking, accessibility to public transportation and offer sufficient space. Other considerations include private event space, access to AV equipment, and food/beverage availability.

- **Cost**: admission costs should be as reasonable as possible. In most cases look for the vent costs to offset the anticipated expenses.
  - Identify volunteer host(s) and staffing for the event
  - Event will be posted on myCornell

**Ten weeks before an event**

- Work with staff to make arrangements for food & drinks, audio/visual equipment, parking, set-up, and clean-up

**Eight weeks before an event**

- Electronic save the date email will be sent to invitee list

**Six weeks before an event**

- Printed event invitations will be mailed OR email invitation will be sent by the AE/AG Office
- Online registration for event will begin

**Two – four weeks before an event**

- Reminder communications will be sent via email and social media by the AE/AG Office
- Chapter volunteers will encourage attendance via personal phone calls, emails, and social media
- Finalize and confirm other vendors, as needed (caterer, audio/visual, musicians, dj, photographer)
- With AE/AG staff, plan program and invite appropriate staff/alumni to speak

**One week before an event**

- RSVP deadline
- Provide guest count and dietary needs to caterer
- AE/AG Office will print nametags and guest list. Event supplies will either be mailed to the host or brought to the event by staff.

**During the event**

- Arrive 60 minutes early to check in with venue staff and vendors to make sure all event needs are met
- Set up registration table with signs or banners, rsvp list, nametags and markers, Cornell literature
- Ensure registration table is staffed and that accurate attendance is kept
- Interact with guests and recruit new volunteers
- Give program welcome
- Request feedback from guests
- Take photos
• Plan to stay for at least 30 minutes after the end of the event to ensure successful guest departure and coordinate clean-up.

After the event

• Return event supplies, attendance sheet to AE/AG Office and provide event notes
• Submit any receipts for out-of-pocket expenses and any money collected at the event
• Email digital photos to AE/AG Office to be posted on web site
• Send thank you notes, as appropriate
• AE/AG Office will send event survey
• Contact guests who expressed interest in volunteering

Event ideas/Program Examples

Networking mixers
happy hour/informal social event
reception featuring a speaker
Young Alumni and/or current student career engagement event
Summer sendoff picnic for incoming students and families
Luncheon lecture series

Family picnic or barbeque
Cornell athletics-related events
Other sporting events
Music or theatre event and reception
Community service event

EVENT PLANNING FORM
available online