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Solutions for Student Success

MEMO TO: Ms. [redacted]
FROM: Dr. Watson Scott Swail, Principal
Ms. Kimberly Landis, Principal
RE: FINAL SUMMARY OF STRATEGIC PLANNING ACTIVITY
DATE: November 21, 2023

This memo serves as our final deliverable in support of the [redacted] Strategic Planning Process. This memo includes an appendix with various items provided by SwailLandis as well as final documents, including the charter and regional structures recommendations.

Beginning in November 2022, SwailLandis worked closely with [redacted] and the Senior Leadership of the [redacted] to assist a strategic process that would move the organization forward. SwailLandis provided general support in establishing timelines, setting meetings, providing summary memos, and keeping transcripts and briefs of discussions. In total, over 50 meetings (see page 24) were held to support the process, with the initial kick-off meeting on November 23, 2022 and the final summary meeting on September 20, 2023.

The framework for this strategic process was set by [redacted] and [redacted] per language from the RFP. Instructions for SwailLandis was to focus on the following areas:

1. **Mission and Vision for the [redacted]**
    1.1. Review of Mission/Vision Statements

2. **Operating Model**
    2.1. Regional structure (application review/eligibility/disparities between regions/equities)
        2.1.1. Application review process (consistency, rigor)
        2.1.2. Eligibility requirements
        2.1.3. Competitiveness of each region
        2.1.4. Marketing/Outreach (private/public schools)
        2.1.5. Varied resources (financial/volunteers)
    2.2. Governance (Role of board, Size of board, board organization/composition)
        2.2.1. Definition of governance organization
        2.2.2. Roles and responsibilities of volunteers and staff
        2.2.3. Require clarity around relationship with the [redacted] Council (alumni group); managing boundaries, staff involvement, etc.
        2.2.4. Use of [redacted] or [redacted] name by other groups
    2.3. Relationship & Responsibilities between the University, alumni groups, staff

3. **Resourcing** (forecast post-strategic plan needs)
    3.1. Resourcing needs based on outcomes of strategic planning process

This quasi-strategic planning project focused primarily on the strategic positioning of the organization as compared to strictly strategic planning. The work was non-traditional in the sense that the [redacted] Working Group was following a pre-set guideline of topics/areas set by [redacted] and [redacted] The work was buttressed by an alumni volunteer board and professionals at the University who are well acquainted with the program. This process was also supported by the SWOT work already provided by SwailLandis for the 2022 Comprehensive Evaluation of [redacted]

During the Kick-Off Meeting on November 22, 2022, the leadership team discussed the size and scope of the Working Group, which was to be composed of 14 people, including active [redacted] volunteers and [redacted] staff. Members of the Working Group were given responsibilities in one of two areas: a Regional Structures Committee *and* a Governance Committee. Two members of the Working Group also took leadership over the development of updated Mission and Vision statements. The Working Group was fulfilled by the following personnel:

[redacted] Working Group

Governance Subgroup	Regional Structure Subgroup
[redacted]	[redacted]
Watson Scott Swail & **Kimberly A. Landis**, SwailLandis, Inc.	

Prior to the first Working Group meeting on December 12, 2022, SwailLandis conducted a survey of the Working Group members. The results of the survey were presented during this meeting as was an outline of the process. An open discussion was held about critical aspects of [redacted] that needed to be changed. As well, the concept of a Governance and Regional Structures committees was introduced. Here is a summary of the survey findings:

Strengthen the program:

- Review the mission.
- Identify areas of the program to strengthen.
- Increase program efficiency.
- Increase awareness of the [redacted]
- Increase applications.
- Rename the [redacted]
- Streamline the board.
- Increase training and cultural competency of volunteers.
- Create best "structure" for the program.
- Create consistency and continuity for the program.
- Define/clarify the purpose of the [redacted] (List 3 things that we are trying to accomplish).
- What are our goals for each of these constituencies [redacted] Awardees, Alumni, Regional Committees, [redacted] What would success look like for each of these communities? What investments need to be made? (e.g., financial, human, other)? Where would these investments come from?
- What is absolutely critical that needs to change?

Review governance and regional policies/procedures:

- Clarify roles and responsibilities.
- Clarify regional and national responsibilities and procedures.
    - What should be centralized and what should be decentralized?
- Enhance trust and collaboration with alumni volunteers.

Looking forward:

- Establish a shared vision for what growth of [redacted] looks like in the medium- and long-term future.
- What should the [redacted] be moving forward? What impact should it have and what should it mean to the students who apply?

On December 22, 2022, a second Working Group meeting was held and focused on a visioning exercise (See Mission/Vision).

The first 2023 meeting on January 9 was devoted to following up on the visioning exercise and introduced the Governance and Regional Structures subgroups. This was the first meeting that the subgroups worked in a breakout session. After this, the subgroups would schedule their own meetings. In preparation for the January 9 meeting, a memo was disseminated to the Working Group outlining expectations as well as a copy of the evaluation report with the following areas identified:

- Perceptions/Feedback on the Regional Model and Program Practices (Page 24-77).
- Perceptions/Feedback on Governance and Administration (Page 84-101).
- The [redacted] Volunteer/Alumni Survey (Page 158-179)
- The [redacted] Student Survey (Page 123-157)
- Successes and Challenges (SWOT) (Page 178-179)

In addition, SwailLandis created an online google folder with the following [redacted] materials:

- [redacted] Operations (2019)
- [redacted] Award Guidelines (2017)
- Operating Rules (2017)
- Information and Procedures for Regional Committees (2017)
- Alumni Engagement Overview (2021)
- [redacted] Application (2020)
- Annual Report (2021)

In total, 13 meetings were held in January, preparing material that would be discussed face-to-face at [redacted] February 2-3, 2023 during a [redacted] Strategic Planning Retreat. The retreat allowed for breakouts by subgroup to discuss critical issues, with reports back to and discussions with the full Working Group. During one of the final sessions of the retreat, the Working Group identified "Low-Hanging Fruit" and "Big Ideas" for future consideration. Between February and August, all low-hanging fruit were discussed to some degree. While not all made it to the final documents in September, most items were discussed, revised, and included, while others were tabled for future work by the [redacted] board volunteers and [redacted]

Low-Hanging Fruit

- More support to struggling regions; mentor from board to help out.
- Rethinking name.
- Larger focus on alumni volunteer recruitment.
- Multiple winners for large regions (1 winner/20 apps).
- More board representation from [redacted] winners (younger perspective).
- Set training schedule for volunteers.
- Reconsider timing of process/symposium timing is very inconvenient.
- Regional celebrations ($$ grants).
- Develop process/procedures for getting new regional chairs (sunsetting chairs that are under performing).
- Break At-large regions into five regions (northeast, Northwest, Middle, southeast, southwest). Geographical lines drawn after analysis of current at-large.
- Mandate training for leaders/selectors with accountability.
- Smaller board.

Big Ideas

- Beyond race relations. Tie name to focus on selection.
- Name change
- Rethinking the calendar (application deadlines and symposium date).
- Mini symposia across the country. Way to connect with alumni. Highlight [redacted] leadership in this area.
- Reduce board size. Maybe more committees for alumni participation.
- Something to be aware of. How to stay true to our values and commitment to our mission and vision while understanding the risk that political pressures and legal requirements in schools could make cooperation with the [redacted] impossible.
- Weeklong "Symposia." Training activists. Build activist skills.
- More $$ for winners.
- [redacted] Alumni Network.
- Highlight national winner(s). Tied to racial equity and university promotion.
- Enforcement of regional guidelines.
- Time of year for apps/Symposium.
- 1 or 2 recipients of [redacted] selected for large $$ award.

With the conclusion of the retreat, the subgroups attended to completing their tasks over the next six months. The following is a summary of those subgroup activities and outcomes.

Mission/Vision

As described, the December 22, 2022 meeting of the Work Group focused primarily on a visioning exercise led by SwailLandis. This open conversation raised a series of thoughts and considerations for the mission/vision process. A major outcome of this meeting was the introduction of a "Pillar" format by Jason [redacted] which had been used by the [redacted] Preparatory Program (PUPP), of which Dr. [redacted] serves as the Executive Director.

In early January 2023, SwailLandis suggested that Dr. [redacted] and Ms. [redacted] could lead the Mission/Vision discussions, and they accepted the invitation. Over the next several months, Dr. [redacted] and Ms. [redacted] would lead the group through various iterations of mission statement and vision statement, as well as a series of pillars. In early April, the draft versions were sent to the [redacted] board of Directors for comment. Thirty-one people voted on the mission and vision statements and provided comments and suggestions. These were then edited. In September 2023, the [redacted] board of Directors voted in favor of the mission and vision with a vote of 50 – 2. The final mission/vision/pillar language is provided on the following page.

[redacted] Mission, Vision, and Pillars

MISSION

[redacted]

VISION

[redacted]

PILLARS

These pillars are the foundation for the work of the [redacted] [redacted] towards fulfilling its mission.

PILLAR I: [redacted]

- Elevates the voices and work of high school students creating positive change in their communities
- Encourages and prepares young people to maximize their leadership and impact
- Provides opportunities for young activists to network and collaborate
- Creates avenues for community engagement and endorsement.

PILLAR II: [redacted]

- Creates opportunities for alumni to engage with each other and their communities around the issues of race, racism and racial equity
- Connects alumni to the University's priorities for diversity, equity, and inclusion

PILLAR III: [redacted]

- Using the reputation of [redacted] shines a light on activities in communities
- across the country which address systemic racism and racial inequality
- Provides an outlet for public awareness of [redacted] commitment to and
- priorities around racial equity and diversity.

Governance Subgroup

The Governance subgroup was devoted to working primarily on the issues related to the governance structure of [redacted] including levels of authority. Early in discussions, it was acknowledged that the [redacted] [redacted] as it was currently structured, fell under the auspices of [redacted] given that [redacted] provided the legal foundation, support, and protection for the program. [redacted] is not a 501(c)3 corporation or an entity separate from [redacted] ultimately, it operated most closely like a "friends" program for the university. In light of this, it was decided that a formal charter would be developed, as had been done in other programs by the University. The Office of the General Counsel (OGC) was helpful in providing examples of charters, bylaws, and constitutions of various [redacted] [redacted] groups, including those from classes, affinity groups, and regional associations.

An undercurrent to this discussion was the fact that the [redacted] was always seen as a volunteer operation by its stakeholders. For 20 years, the program operated in a regional format with the aid of [redacted] alumni as well as other, non-[redacted] volunteers. Because of this arrangement, it was anticipated that there could be substantial pushback from the [redacted] volunteer community if [redacted] was seen as 'taking over' the program. However, per the discussion above, the program has always, legally or formally, been a [redacted] program. The piece that was missing was an official document to establish the expectations and responsibilities for the program within the [redacted] construct.

During spring 2023, the Governance subgroup leadership met with a number of people, including the executive director of the Pace Center, to learn more about other alumni-founded groups who had transitioned to a university-based program. Materials from the [redacted] Internships in Civic Service (PICS), [redacted] Alumni Weekly and the [redacted] [redacted] Journalism Program (PSJP) were shared to provide additional perspectives and possible language for consideration. Rob Berness of OGC met with the Working Group twice in addition to several small meetings with the Working Group co-chairs on this issue. In April 2023, OGC delivered a draft charter to the Working Group for consideration. The goal of the process was to produce a document that would accurately describe the relationship between [redacted] and [redacted] membership of the Advisory Council, officer positions and nomination/election processes, committees and meeting requirements and regulations, and responsibilities of the regional committees.

In addition to codifying the relationship between [redacted] and [redacted] (that [redacted] is a University program), the charter also made significant changes to the governance structure by changing the composition of the [redacted] Advisory Council. For two decades, the [redacted] Board of Directors comprised of up to 84 people as outlined below:

- 5 executive members (Chair, Secretary, Treasurer, and Vice Chair, Immediate Past Chair)
- 1 administrator
- 14 At-Large
- 43 "Chairs" (some regions have two chairs)

- 1 advisory member
- 9 co-chairs
- 4 undergraduates
- 2 emeritus members
- 2 university officials (AVP alumni affairs; university representative)
- 2 Presidents, ABPA/ALPA
- 1 Local PC President

On the positive side, the existing [redacted] board provided an expansive group of invested volunteers around the country to help operate the program. However, such a large group also made it difficult to get things done and to grow the program. The number of board members fluctuated and voting was cumbersome. Thus, an important goal of the process was to reduce the board to a more manageable size. As well, because [redacted] was a [redacted] program, the revised volunteer leadership team would have more limited control, especially with regard to fiduciary responsibilities. Per the final charter document, it would serve as an "Advisory Council" rather than an Executive Board.

In September 2023, the [redacted] board voted in favor of the charter 48-4. On November 6, 2023, the new [redacted] Advisory Council had its first meeting as a group of 20 people, allowing for a more efficient and enthusiastic meeting. In 2024, the Advisory Council will be reduced to the 17 members as stipulated in the charter.

The final charter document is provided on page 14.

Regional Structures Subgroup

[redacted] had existing protocol and practices developed over the years. The issues covered by this subgroup were broad, resulting in no less than 16 focused working meetings over the course of this planning process. The issues were very diverse, from how to form or maintain a region to revising expectations for award ceremonies. The goal throughout the process was to protect the regional structure of [redacted] as there was value in the regional committees through the engagement of [redacted] alumni across the country. Although discussed early on, there was no push to a national award program rather than a regional program. [redacted] would remain regional in structure, which is echoed in the new charter. Here are some of the key issues that the subgroup considered.

1. **Criteria for Forming/Maintaining a Region.** There was a need to clarify what constitutes a region, including the minimum requirements to be a region, the process of moving from at-large to regional status, and how to sunset regions if needed. The challenge with staffing regions was also considered and what to do when the number of involved alumni fell below a certain level. In the final outcome, numerical guidelines on regional committee membership was provided to help regions understand the constitution of a region while still providing leniency in certain situations when a region is having volunteer challenges.

2. [redacted] **Marketing/Outreach.** Marketing to students and schools has been done in various ways over the years. Although [redacted] now provides support for marketing, most regions still conduct grassroots efforts to engage local and regional high schools. This has always been a challenge for regional committees. Analysis from the evaluation report illustrated that the outreach was inconsistent and was skewed towards private schools. Thus, considerable discussion was held on the issue of how to provide better support and a more balanced marketing effort for the program. This issue will require more thought and action in the future.
3. **Application Review/Selection Process.** As reported in the evaluation report, the current application process is confusing to students regarding which region they belong to or whether they should be applying to an at-large region. As well, there existed some "gaming" on behalf of students trying to get the best chance for their application. There was discussion about revising the eligibility requirements for students and also streamlining the at-large process. The splitting of the At-Large region into three geographic areas, as decided by the subgroup, will help ameliorate this issue to a degree. More work will need to be done to simplify the process.
4. [redacted] **Selection Criteria.** Once applications were received, there was overall concern about how streamlined the selection process was across the 28 regions and the At-Large region. With the large variation in the number of applications as well as different perspectives as to what constituted a "[redacted] versus a "certificate," there was a need to produce better guidelines for the selection process.
5. **Number of [redacted] Certificates.** There has been an ongoing dialogue about how many [redacted] and certificates should be provided to students each year. Most regions provide one (1) [redacted] and (1) certificate, but some provide several certificates, even up to a dozen, each year. As well, it was discussed whether regions that attracted over 40 applications each year should be given the authority to award more than one [redacted]
6. **Awards Ceremonies.** There has been a vast difference in how awards ceremonies are conducted across the regions. Some regions provide a lavish ceremony supported by local alumni for the winners. Others offer barely a notification. The challenges come from both regional size (geographic), number of volunteers, and funding, among other issues. Some regions have asked for funding to help stage a ceremony. Others simply attend a school event to present the award. Discussions centered on how to notify winners, guidelines for what a ceremony could look like, and how to support the local ceremony. As of 2024, regions with more than 30 applications will be able to award a second [redacted] if they so wish.
7. **Symposium.** The Symposium is the central feature of the [redacted] Bringing over two dozen high school students to the campus of [redacted] each spring is challenging in several respects. First and foremost is the logistics and safety of [redacted] students, many of whom have never travelled out of their state and sometimes never travelled by plane. Discussion of the [redacted] Minors Policy and implications for how students needed to be protected was discussed, as well as the timing of the Symposium.

Many other issues were discussed over the course of this process. In the final document, the Working Group made recommendations for consideration in the following areas:

1. Establishment of a more comprehensive set of requirements for committees.
2. Conditional review periods for regions who do not meet the expected requirements.
3. Creation/splitting of the current At-Large region into three geographic At-Large regions.
4. Awarding of a second [redacted] for large regions with more than 30 applications.
5. Formation of new regions based on the number of applications.

The Regional Structure document was passed by the [redacted] board 52 – 0 in September 2023. The full list of recommendations for the Regional Structure subgroup is provided on page 26.

Resources

The third piece of this process was discussion about what resources were necessary to support the future of the [redacted] The program has relied on alumni donations as well as in-kind and cash contributions from [redacted] As the program grows and the costs to operate the program increase, there is a need for new resources to firmly establish and support the program.

This discussion was left to the final few meetings of the Working Group, as resources could not be adequately discussed without a firm understanding of the changes and recommendations of the Governance and Regional Structures subgroups.

[redacted] was clear from the start of this process in December 2022 that they were amenable to providing additional resources to the program if the strategic planning process identified signature elements that would help ensure a sustainable program. Thus, with [redacted] lead, the Working Group came up with the following four request of [redacted] to support the program:

1. Add an additional full-time employee to serve in a program director role.
2. Increase financial resources so that the [redacted] award could be raised to $2,500 or $2,000.
3. Provide additional communications assistance, including marketing and social media support.
4. Review funding projections with University Advancement for the program going forward to identify and project future funding needs and sources.

The resources recommendation was passed by the [redacted] board in September with a 52 – 0 vote.

Considerations for the Future

This strategic planning process comes at the end of several years of discussion by the [redacted] leadership and board members in partnership with [redacted] The process had a bumpy beginning through what most agreed was a failed strategic initiative in 2021. However, it ended successfully with a completed comprehensive evaluation and strategic planning effort. The [redacted] board passed everything it was provided by an overwhelming majority—including reducing the size of the alumni volunteer steering body—and [redacted] now needs to do their due diligence to ratify documents and make decisions on future resources for the program.

None of this could have happened without the diligence of the [redacted] leadership and key leadership at [redacted] There were those that worried about the trust between the organization and the University. Throughout this process, the support and genuine interest of [redacted] provided a safe haven for discussion. Never was this process adversarial, and both [redacted] and [redacted] engaged on a high-level, mutually symbiotic process to create a better and sustainable future for [redacted] At the end of this process, the [redacted] is arguably in the best position it has been since its creation in 2003.

As [redacted] Working Group members will attest, the strategic planning process was long and at times tedious. Every member of the group held up their obligation by not only attending a seemingly unending number of meetings, but also conducting reading and support between the meetings. The term "working" group cannot be overstated: the members worked long and hard over the better part of a year on this process. Certain members went well beyond their expected involvement by leading subgroups or providing deep review and commentary when requested. In the end, SwailLandis served as a guide and facilitator: the Working Group did the heavy lifting throughout.

From our perspective, the outcomes of this process were well worth the effort by everyone. The new guidelines, the development of an organizational charter, and an anticipated financial commitment from [redacted] for the future were the result of the initiative of several individuals and an expansive effort by all.

We have only a few summary points to offer for [redacted] and [redacted] as they move forward. First, after working on [redacted] for the past two years, it is quite apparent what a tremendous program this is. Over 500 students have received [redacted] since 2003. It is clear that, while the financial stipend provided to students is important, the experience and the exultation from being awarded a [redacted] from [redacted] is a major acknowledgement for these teenagers, who hail from almost every state in the US. The program exceeds its goals in many cases.

Second, we strongly encourage stakeholders to refer to the 2022 Comprehensive Evaluation report we prepared for [redacted] as a reference document. It includes data and discussion about critical issues about the program, some that were dealt with in this process; others that were deferred to the future. There is still considerable work to do to support [redacted] The program will continue to evolve, such that a continuous improvement mindset should be consistent with these changes as the program continues to mature.

In that evaluation report, we talk about the importance of ongoing data collection, analysis, and evaluation. Programs like [redacted] benefit from looking at program data in terms of ensuring that the program is meeting its mandate and that it is doing so in an efficient and appropriate manner. During this strategic process we often came to discussions where we jointly said, "I wish we had the data to understand this better."

The third suggestion is to put in place better data collection systems and processes that provide additional details about the students, including what happens to them over time, as well as the stakeholders and the regions. There is limited information available on the regions, which challenged us during deliberations as the information was anecdotal in many cases. The more that the program can tie these issues down through regular collection of important data, the better served the program will be.

In addition to setting up standard data collection and reporting considerations, there needs to be in place a regular evaluation process to provide an arms-length review of the program in terms of its efficacy and efficiency. While the charter recommends that the "Executive Committee of the Council shall convene every two years to review this Charter and recommend possible amendments," this does not necessarily suggest an evaluation approach. It would be best if the convening were to be supported by a proper evaluation. Future evaluations perhaps do not have to be as robust as the comprehensive evaluation conducted by SwailLandis in 2022, especially if certain data are collected on a regular basis. But having some construct in place on perhaps a three-year basis would be helpful for the program. Given that [redacted] continues to provide financial support for the program, as do [redacted] alumni, there needs to be checks and balances to ensure that the funding is appropriately utilized.

The final consideration that we offer is more of a reminder to [redacted] and [redacted] leadership that the documents created during this process are, in effect, "Living Documents," meaning that they are not set in stone and can be changed through the decision-making processes embedded in the [redacted] Charter. We often reminded Working Group members that what they decide today is not for eternity; anything can be changed if the [redacted] leadership wishes to make prudent alterations to the program. This is an important point. The policies and guidelines of [redacted] needs to match the program's evolution.

In closing, it has been our pleasure to work in support of the [redacted] and [redacted] We wish the Working Group and the students and stakeholders of [redacted] the best in the future.

APPENDIX

- Charter of the [redacted] Advisory (2023)
- [redacted] Strategic Planning Meetings
- Retreat Agenda
- Regional Sub-Committee Issues and Recommendations (Final)
- Regional Committee Recommendations (Draft)

Charter of the [redacted] Advisory (2023)

<u>CHARTER OF THE [redacted] ADVISORY COUNCIL</u>

Article I: Amended and Restated Operating Rules

The operations of the [redacted] (the "[redacted] have been guided by Amended and Restated Operating Rules, dated as of April 29, 2017. As of the date of this Charter, the Amended and Restated Operating Rules shall be null and void. The [redacted] shall continue to operate as an administrative program of the University in accordance with all applicable University policies and procedures, subject to the provisions set forth below.

Article II: Mission Statement

The [redacted] Advisory Council (the "Advisory Council" or the "Council") is a [redacted] (the "University") "Friends Group" with the purpose of supporting the University in the administration of the [redacted] ("the [redacted] and the advancement of the [redacted] mission. The [redacted] is a University program that seeks to identify and recognize high school age students who have demonstrated leadership in advancing the cause of race relations. The mission of the [redacted] is as follows:

The mission of the [redacted] *is to identify and recognize high school students who, through action and service, have demonstrated leadership in advancing racial equity, promoting racial understanding, or eliminating racial bias and prejudice in their schools and communities.*

The Council, acting in accordance with University policies and guidelines, will:

1. Work with the University's Assistant Vice President for Alumni Engagement or such person's designee; Assistant Director, [redacted] or such staff person as shall hold a similar position of whatever title with the University's Office of Advancement with responsibility for day-to-day administration of the [redacted] (the "Administrator"); and Director, Affinity Programs, on matters pertaining to the [redacted]
2. Advise on the [redacted] including making recommendations on overall policy and guidelines and procedures for the awards process as well as organizing and supporting the regional volunteer network and local committees;
3. Advise on actions taken at the local level – including on the structure, practices, and procedures of the Local Committees (see Article VIII) and the annual review of award recommendations; and
4. Coordinate with the Administrator on gatherings of [redacted] award recipients, including the annual gathering (the "Symposium"), to provide the opportunity for award recipients to meet, discuss, evaluate, improve and extend their efforts.

Article III: Relationship to the University

The [redacted] was founded in 2003 after [redacted] alumni conceived of, and presented the idea for, the program to the University. The [redacted] was established as a program of the University, and from 2003 until the ratification of this Charter, the [redacted] expanded significantly thanks to a productive collaboration between the University and alumni. The University and the Advisory Council hope and expect that this collaboration will continue to support the mission of the [redacted]

The Council is the mode through which alumni and other volunteer involvement in the [redacted] is organized. The [redacted] and the Council are part of the University for all purposes, including but not limited to legal and tax purposes. The Council is not a legal entity and does not own assets. It is a volunteer group and advisory in nature, although the University and the Council expect that the close working relationship between the University and alumni that has characterized the program to date will continue in the future. Thus, the University expects that the [redacted] will continue to operate as a collaboration between the University and the Council. Neither the Council's members nor its officers, including but not limited to its committees, have fiduciary obligations.

The Council is an official "Friends" group within the University. As such, except as modified by this Charter, the Council operates under the guidelines established by the University for all "Friends" groups, as they may be amended from time to time, including those specified in the "Friends Group Handbook" as determined by the University's Office of Advancement.

The point of contact with the University for the activities of the Council is the Administrator.

The University administers and oversees the financial status of the Council through a University-funded operating account and one or more endowment accounts. The Council's Executive Committee can recommend expenditures in support of the [redacted] and seek reimbursement from the accounts for reasonable expenses, all in accordance with University policies and guidelines and applicable fund restrictions, provided that the University's Office of Advancement approves all expenditures on behalf of the University.

Council members and others can make gifts to the University designated for University operating and endowment accounts. If the University determines that it would be desirable to secure additional philanthropic support for the [redacted] the Office of Advancement would work with the Council on fundraising strategies, parameters, and execution, and could fundraise, in accordance with University policies and guidelines, to add to these accounts.

Article IV: Membership

A. <u>Council Composition</u>

Membership of the Advisory Council shall be composed of the following seventeen members:

1. Nine at-large members ("At-Large Members"), selected as set forth in Section B of this Article;

2. Three members ("Local Committee Members") from among the chairs of the Local Committees (see Article VIII), selected as set forth in Section B of this Article;
3. The Chair, the Vice Chair, and the Secretary/Treasurer, selected as set forth in Section B of Article VII;
4. The University's Director, Affinity Programs, or such staff person as shall hold a similar position of whatever title with the University's Office of Advancement with oversight of the [redacted] and
5. The Administrator.

B. Election, Qualification, and Terms

1. Terms. At-Large Members shall be divided into three cohorts of three members each, and Local Committee Members shall be divided into three cohorts of one member each. Cohorts are based on the year of nomination. Thus, it is expected that each year, the Council will nominate four new members (three At-Large Members and one Local Committee Member). At-Large Members and Local Committee Members may serve for up to two full successive three-year terms, which shall begin on July 1 and end on June 30 of the applicable years. After serving two full consecutive terms, an At-Large Member or a Local Committee Member must vacate their position for at least one year before being eligible for re-election to another term as either an At-Large Member or a Local Committee Member. An initial appointment as a member of the Council to serve the remainder of an unexpired term shall not count toward the two consecutive term limit for At-Large or Local Committee Members.

   Council members serving pursuant to Sections A.4 and 5 of this Article shall serve so long as they occupy the positions referred to therein. Council members serving as the Chair, Vice Chair, and Secretary/Treasurer shall serve on the Council until the completion of their respective terms as such, but may be elected as At-Large Members or Local Committee Members if they have vacated their positions for at least one year or immediately as an officer in another capacity.
2. Qualifications for Membership. Members of the Council should have a substantial relationship with the University community, although exceptions can be made for individuals who may provide particular expertise to the Council. Eligible individuals shall include, but shall not be limited to, current undergraduate or graduate students, alumni, current or past parents of students, current or prior employees of the University, and prior [redacted] honorees. Of the 15 Members who are serving pursuant to Sections A. 1, 2, and 3 of this Article, at least ten Members shall be University alumni. Members of the Council must adhere to all applicable University policies, including but not limited to the Policy for Programs Involving Minors.

3. Nomination and Election Process.

   a. The Nominating and Governance Committee shall present a slate of candidates for At- Large Members and Local Committee Members, as applicable and in accordance with this Charter, to replace those members whose terms are expiring or where vacancies otherwise exist, to be voted upon and elected at the annual

Spring Meeting of the Council by the then members of the Council. At such time, the Nominating and Governance Committee shall also, if applicable, include a slate of officers to replace any whose terms have expired or for which vacancies exist.

The Nominating and Governance Committee shall also select the three Local Committee Members who will serve on the Council. In making these selections the Committee shall consider geographic diversity and the size of the regional committees represented among the Local Committee Members and the Council as a whole. In recommending Local Committee Members to serve on the Council, the Committee shall consult with Local Committee Chairs to solicit recommendations for nominations.

b. To aid its selection of Council and officer candidates who can provide needed support for the Council, prior to the regular Winter Meeting of the Council referred to below, the Nominating and Governance Committee shall consult with the officers and standing committee chairs to determine specific skills desired for the Council and its leadership and to assist the Committee in developing a list of criteria to be used in evaluating candidates. Successful Local Committee experience shall be a positive factor in evaluations of At-Large Member candidates. In considering nominees for the leadership and membership of the Council, the Nominating and Governance Committee shall work with the goal of welcoming and reflecting the diversity in all its dimensions of the University's alumni and student body as a whole. The Committee shall consult with Local Committee Chairs to solicit recommendations for At-Large Member candidates.

c. Any Council members who failed to meet the attendance requirements set forth in Section C of Article V may not be nominated for an additional term unless the Executive Committee approves such nomination.

d. Nothing in this Charter shall preclude nominations made by individual Council members.

4. <u>Vacancies</u>. Unless the Council otherwise determines, any vacancies on the Council resulting from the death, resignation, retirement, disqualification, removal from office or other cause, shall be filled by the affirmative vote of a majority of the remaining Council members then in office, even though less than a quorum of the Council.

C. <u>Responsibilities of At-Large and Local Committee Members</u>. The Chair, in consultation with Council members, shall determine assignments and responsibilities for At-Large and Local Committee Members, and where appropriate, other Council members prior to the Fall Meeting, which shall include assignments to Council committees. A list of Council members, together with their responsibilities for that program year and their Council committee assignments, shall be distributed to the full Council prior to the Fall Meeting.

Promptly after the election of new members to the Council, an orientation packet, including this Charter, the Operating Guidelines and such other documents determined by the Nominating and Governance Committee to be relevant to a member's responsibilities, shall be provided to each new Council member.

Article V: Membership Meetings

A. Regular Meetings. The Council shall hold at least three regular scheduled meetings per year, as follows ("Regular Meetings"):
   1. A Fall Meeting to be held in the fall shortly after the commencement of the University's academic year;
   2. A Winter Meeting to be held shortly after the [redacted] applications deadline; and
   3. A Spring Meeting to be held after Local Committees have made their awards recommendations and the same weekend as the Symposium whenever feasible.

B. Special Meetings. The Chair may call additional meetings of the Council to address issues that require resolution prior to the next Regular Meeting. Notice shall be given to all Council members at least 10 days in advance of a Special Meeting.

C. Local Committee Chair Meetings. The Council shall hold at least two regular scheduled meetings per year, as follows, with Local Committee Chairs:
   1. A Fall Meeting to be held prior to the opening of the [redacted] application portal; and
   2. A Spring Meeting to be held after the deadline for submitting [redacted] winners' names to the University.

D. Attendance. Attendance in person at Regular and Special Council meetings is recommended for all members. Arrangements shall be made for participation for members who cannot participate in person by teleconference, videoconference, conference call or any other means of communication by which all persons participating are able to hear each other. Other than Local Committee Members, it is expected that Council members shall make their best efforts to attend at least two of the three Regular Council Meetings in person and as many Special Meetings as possible. If a Council member fails to attend at least two Regular Meetings either in person or by other means, as described above in this Section C, in a 12 month period without good cause, they shall automatically be deemed to have submitted their resignation, which may be accepted by the Council at its next meeting. The Nominating and Governance Committee shall monitor compliance by Council members with the attendance requirements of this provision and shall make recommendations to the Executive Committee concerning any automatic resignation under this provision.

E. Quorum and Voting. The presence, in person or by or other means, as described in Section D of this Article, of at least nine Council members, including (a) one officer of the Council and
(b) at least one representative of the University, shall constitute a quorum. Except as explicitly noted herein, all decisions of the Council shall be made by majority vote of those present.

F. Proceedings. In the discretion of the Chair, issues concerning policy, procedure or any other matter of concern to the Council shall be brought before the Council for discussion. Decisions shall be made on the motion of any member present and passed by the required vote margin. Voting may be by voice vote and show of hands subject to the judgment of the Chair. Any member present may request a recorded vote.

Article VI: Committees

The Council may delegate any of its responsibilities to committees composed of Council members.

A. Standing Committees. The Council shall have the following standing committees:

1. Executive Committee. There shall be an Executive Committee of the Council, which shall have all of the responsibilities of the Council when it is not in session, except the responsibility to amend this Charter. The Executive Committee shall be composed of the officers of the Council, the chair of each standing committee, the Administrator, and additional members to be added at the discretion of the Council. The Chair shall be chairperson of the Executive Committee. The Executive Committee shall handle Council matters requiring immediate attention that arise between Regular Meetings.

   The Executive Committee, shall meet from time to time as need arises, when called by the Chair, between the Regular Meetings of the Council.

2. Regional Support Committee. The Regional Support Committee shall consist of at least
   three Council members. The responsibilities of the Regional Support Committee shall be:

   a. To recommend to the Council new areas into which the [redacted] program may expand and areas, if any, which should be placed on hiatus.
   b. To provide advice and assistance to Local Committees – in particular Local Committees that are new to the [redacted] program.
   c. To address and deal with issues raised by Local Committees and to report the results of each issue to the Council at its next Regular Meeting.
   d. Together with such additional Council members as may be appointed by the

Chair, to review any out-of-region applications for the [redacted] that are received.

e. To carry out such other responsibilities as the Council may confer upon the committee from time to time.
f. The chair of the Regional Support Committee may, if necessary, call a Local Committee Chair Meeting.

3. Applications and Review Committee. The Applications and Review Committee shall consist of at least three Council members. The responsibilities of the Applications and Review Committee shall be:
   a. To review awards recommendations of Local Committees to ensure that proper evaluation procedures were followed before recommending awards to the University.
   b. To review on an annual basis the evaluation rubric and the application questions.
   c. To ensure that proper awards evaluation procedures are being followed.
   d. To make recommendations for the improvement of the awards process in future years.
   e. To serve as a resource for Local Committees as they undertake the review process.
   f. To carry out such other responsibilities as the Council may confer upon the committee from time to time.

4. Nominating and Governance Committee. The Nominating and Governance Committee shall consist of at least three Council members. The responsibilities of the Nominating and Governance Committee shall be:
   a. To advise the Council as to leadership and governance matters on an ongoing basis.
   b. To assist the Council by identifying individuals qualified to become Council members consistent with the mission of the Council and criteria approved by the Council in succession planning for the Council and Council officers.
   c. To nominate, as applicable, At-Large Members and Local Committee Members for election to the Council.
   d. To nominate, as applicable, officers for election to the leadership of the Council.
   e. To ensure that proper awards evaluation procedures are being followed.
   f. To make recommendations for the improvement of the awards process in future years.
   g. To carry out such other responsibilities as the Council may confer upon the committee from time to time.

5. Symposium Planning Committee. The Symposium Planning Committee shall consist of at least three Council members, including the Administrator. It shall be responsible for

the planning of the Symposium and carrying out such other responsibilities as the Council may confer upon the committee from time to time.

B. Additional Committees. The Council may create such additional committees, advisory councils and task forces, with such responsibilities, as it may deem necessary or appropriate for the support of the [redacted]

C. Responsibilities. The Committees of the Council shall exercise their responsibilities subject to the oversight of the Council. The presence, in person or by teleconference, videoconference, conference call or any other means of communication by which all persons participating are able to hear each other, of a simple majority of the then current members of a committee shall constitute a quorum for purposes of all meetings of such committee. All decisions of a committee shall be made by majority vote of those present, provided that the committee has a quorum. All decisions made by a committee shall be reported to the full Council at its next Regular Meeting.

Article VII: Officers

A. Positions. The officers of the Council shall include the following:

1. Chair. The Chair shall preside over all meetings of the Council; serve as a liaison with the Administrator; perform ministerial responsibilities which arise between meetings or to designate other Council members to do so in the Chair's stead; represent the Council at all functions of the Council or any Local Committee or to designate other Council members to do so in the Chair's stead; and perform such other responsibilities as may from time to time be prescribed by the Council. The Chair shall appoint the chairs of all Council committees and shall work with committee chairs to assist them in the formation of their committees and for providing assignments and responsibilities to At-Large and Local Committee Members.
2. Vice Chair. The Vice Chair shall perform all of the responsibilities of the Chair in the Chair's absence at Council meetings or when the Chair is unable to perform responsibilities between meetings and perform such other responsibilities as may from time to time be prescribed by the Council.
3. Secretary/Treasurer. The Secretary/Treasurer shall attend all meetings of the Council and record all votes and the proceedings of the meetings and shall perform like responsibilities for the Executive Committee or other committees, if required. The Secretary/Treasurer shall also be responsible for monitoring fundraising efforts, coordinating with the University's Office of Advancement, advising on longer-term financial planning, providing strategic, and forward-thinking perspectives, The Secretary/Treasurer will review and provide feedback on an annual financial report prepared by the Administrator prior to its presentation by the Administrator at the Council's Fall Meeting. The Secretary/Treasurer shall give, or cause to be given, notice of all meetings of the Council, and shall perform such other responsibilities as may from time to time be prescribed by the Council.

B. Election and Terms. Officers shall be elected each year as set forth under Section B.3 of Article IV above to replace those officers whose terms are expiring or for which vacancies otherwise arise. The Chair and Vice Chair may serve up to two successive two-year terms. The Secretary/Treasurer may serve up to two successive three-year terms. After serving two consecutive terms, an officer must vacate his or her position for at least one year before being eligible for re-election to another term in the same office. This hiatus shall not be required for election to a different office. If an officer is unable to complete his or her term, a replacement shall be elected at the next Council meeting.

Article VIII: Local Committees

A. Authority. In each area in which the [redacted] is administered, a local committee ("Local Committee") – established and approved jointly by the Council and the University in consultation with the local University alumni club(s) or association(s) – shall be responsible for promoting the [redacted] evaluating applications, making awards recommendations, and recognizing honorees. Award recommendations shall be submitted to the Applications and Review Committee of the Council, which will submit them to the University for final approval before award announcements are made. It is expected that as a default rule, recommendations for awarding the [redacted] will be accepted by the University, and any declination of a recommendation would be on the basis that awarding a particular [redacted] would be detrimental to the mission and values of the [redacted] or the University (including, by way of example but not limited to, if awarding a particular [redacted] might create legal risk). It is expected that At- Large Members will be active participants in the Local Committees in their regions.

B. Practices and Procedures. Subject to the approval of the Council and the University, each Local Committee shall have the responsibility to determine practices and procedures, subject also to the requirements of (1) this Charter; (2) [redacted] Operating Guidelines; (3) additional policies and procedures established by the University and/or the Council; and (4) the document entitled "Information and Procedures for Local Committees" issued by the Council; each as may be amended from time to time. Each Local Committee shall have at least one chair. Local Committees should anticipate discussions with the Council concerning Local Committee leadership succession.

Article IX: Amendments

Motions to amend this Charter shall be in order only if notice of said motion is given to the Council at least 10 days prior to its next Regular Meeting. Such motions must be passed by a two-thirds vote of the Council members present. Prior to taking effect, all amendments must be reviewed and approved by the University's Deputy Vice President for Alumni Engagement. Furthermore, the University may, at any time and in its sole discretion, amend this Charter in order to comply with and/or remain consistent with University policies and guidelines as well as applicable law.

All decisions and actions of the Council are subject to the approval of the University's Office of Advancement. The Executive Committee of the Council shall convene every two years to review this Charter and recommend possible amendments.

Ratified at the meeting of the [redacted] *Advisory Council on ________________, 2023.*

[redacted] Strategic Planning Meetings

1.	11/23/22	Kick-Off Meeting	27.	3/1/23	Regional Meeting
2.	12/9/22	Planning Meeting	28.	3/2/23	Planning Meeting
3.	12/12/22	Team Meeting	29.	3/9/23	Planning Meeting
4.	12/21/22	Planning Meeting	30.	3/13/23	[redacted] board Meeting
5.	12/22/22	Team Meeting	31.	3/16/23	Team Meeting
6.	1/9/23	Team Meeting	32.	3/20/23	Regional Meeting
7.	1/20/23	Governance Meeting	33.	3/21/23	Governance Meeting
8.	1/20/23	Planning Meeting	34.	3/30/23	Team Meeting
9.	1/20/23	Governance Meeting	35.	3/30/23	Planning Meeting
10.	1/23/23	Regional Meeting	36.	3/30/23	Team Meeting
11.	1/23/23	Vision Meeting	37.	4/14/23	Team Meeting
12.	1/24/23	Team Meeting	38.	4/24/23	Planning Meeting
13.	1/24/23	Regional Meeting	39.	4/25/23	Team Meeting
14.	1/24/23	Governance Meeting	40.	6/24/23	Regional Meeting
15.	1/27/23	Governance Meeting	41.	6/26/23	Planning Meeting
16.	1/27/23	Regional Meeting	42.	6/27/23	Team Meeting
17.	1/27/23	Planning Meeting	43.	6/30/23	Team Meeting
18.	1/27/23	Governance Meeting	44.	7/5/23	Planning Meeting
19.	2/2/23	TEAM Retreat	45.	7/24/23	Regional Meeting
20.	2/3/23	TEAM Retreat	46.	7/27/23	Regional Meeting
21.	2/6/23	Governance Meeting	47.	8/7/23	Regional Meeting
22.	2/15/23	Regional Meeting	48.	8/9/23	Regional Meeting
23.	2/20/23	Regional Meeting	49.	9/12/23	Resource Meeting
24.	2/24/23	Vision Meeting	50.	9/18/23	[redacted] board Meeting
25.	2/27/23	Regional Meeting	51.	9/20/23	[redacted] Team Meeting
26.	2/28/23	Regional Meeting			

Retreat Agenda

Thursday, February 2
Arrive in [redacted] by 12:30 p.m.
12:30/1:00 p.m. – working lunch at [redacted]

4:30 p.m. – end meetings, time to go back to hotel (our Events team has requested a room block across the street from campus at the [redacted]
6:00 p.m. – Group dinner in town

Friday, February 3
8:30 a.m. – Breakfast available at [redacted]
9:00 a.m. – Noon – Morning working session (again, breakout rooms available)
Noon – Lunch at [redacted]
12:30-3 p.m. – Afternoon working session (again, breakout rooms available)
3:00 p.m. – Departure from campus (can be adjusted once we know flight times for those flying in)

Regional Sub-Committee Issues and Recommendations (Final)

What we wanted to address

The Regional Sub-Committee of the Working Group considered the current regional structure with an eye towards alleviating some of the pain points that have developed because of the [redacted] rapid growth. The Policies and Procedures, last updated in 2017 to reflect only one [redacted] per region, have not changed significantly since the beginning of the [redacted] Major issues that the Regional Sub-Committee wanted to address were as follows:

1. Difficulties in managing 29 committees all with very different processes and with varying degrees of responsiveness to the [redacted] leadership and administration. While respecting the autonomous nature of our regions, the [redacted] has grown to the point where we need some consistency to allow for a smoother administration of the [redacted] As noted in the SwailLandis report, the inconsistencies between regions results in confusion of students, inconsistent expectations, and inequities.
2. No defined mechanism for sunsetting regions that struggle operationally. There are several regions that struggle to either find leadership, volunteers, or applicants. Some place an enormous last-minute burden on the administrative staff or on the national board volunteers who must step in. This results in unfairness to our applicants and to volunteers.
3. The At-Large Committee is too large. The At-Large applications are 10% of the total number of applications and likely higher since we have asked the regional committees to expand their boundaries. We had diminished regional focus as regions were asked to cover larger territories. Our argument that regions are necessary because alumni know and understand regional challenges is diluted by this expansion.
4. Unfairness to applicants due to the significant disparities in the number of applications being considered within regions for the [redacted] Additionally, some larger regions had significantly more applications, putting a sometimes onerous burden on volunteers. Applicants in these regions were disadvantaged because of the tremendous competition. And, reading that many applications can be onerous for volunteers – particularly if only one [redacted] can be awarded.

What we are recommending

After robust discussions, we recommend the following changes:

5. Establishment of a more comprehensive set of requirements for committees. While it is not the intention of the [redacted] administration to dictate all aspects of regional processes, and some regional variation is natural and can be desirable, there are certain requirements that are non-negotiable. The major requirements include: a minimum number of committee members; a minimum number of applications (a rolling average of 7 over the past 3 years); majority (>70%) alumni participation in regional committees; a succession plan; and, responsiveness to administrative requests. Policies and Procedures will be rewritten to

reflect the exhaustive list of requirements by a sub-committee of the Advisory board in conjunction with a subgroup of regional chairs.

6. Regions that are not able to meet the above-mentioned set of requirements will be on review for a period of one year and given the opportunity to remedy any issues. During this review, the Regional Support committee of the Advisory board will work with the committee to work towards meeting the requirements. If, after two years, the committee is still struggling, then the committee will be absorbed into a regional At-Large committee. Regions that are absorbed can re-form once they are able to show that they are able to meet the requirements.
7. The At-Large Committee will be split into three Regional At-Large Committees – East Coast, West Coast, and Central. By splitting the At-Large Committee into three, we can shrink the regional committees back to their original size, provide a level of fairness to applicants that is commensurate with that of applicants who apply in our larger regions, and allow volunteers opportunities to serve more "regionally." These regions will also serve as "temporary" landing spots for struggling regions.
8. Several regions that do not meet the comprehensive set of requirements set out above will join one of the three At-Large regions. Those regions have already been contacted and the transition is pending approval of regional chairs Tampa will be placed on a one year probation period.
9. Regional committees with greater than 30 applications will be able to award a second [redacted] While this applies to only a few regions, we felt the need to ameliorate the disparities that applicants face while also giving some relief to volunteers who have the unenviable task of significant numbers of applications.
10. A new region will be formed if we have a minimum of 10 applications, submitted to an At-Large region, each of three consecutive years from an area, sufficient alumni volunteer interest (enough volunteer interest to form a robust committee with designated leadership as detailed in the requirements for existing committees), and the support of the local [redacted] club.

Regional Committee Recommendations (Draft)

The following document is based on the Google Doc created by the Regional Structures Work Group. This is provided for background purposes. This document is organized by the following sections:

1) Criteria for forming/maintaining a region
2) At-Large Region(s) (ALRs)
3) [redacted] marketing/outreach
4) Application review
5) [redacted] selection criteria
6) Awards ceremonies
7) Training and professional development
8) Future considerations

RECOMMENDATIONS

1) CRITERIA FOR FORMING/MAINTAINING A REGION
   a) Advantages
      i) Local engagement is central to the success of [redacted]
      ii) The Regional Ceremony is a key event for the [redacted] and certificate winners and their sponsors.
      iii) Procedures need to adapt to include the requirements for "At-Large" regional ceremonies.
      iv) Regions are better at creating a locus of engaged and knowledgeable alumni volunteers who are cognizant of local issues involving race/equity.
      v) Regional committees are able to make connections to local schools, community groups, and other valuable contacts.

   b) Challenges
      i) Confusion over regional boundaries and responsibilities: [WHO DEFINES THE REGIONS?]
         (1) There is substantial variation between regions in terms of geographic size and boundaries creating confusion about where applicants should apply. There is evidence of applicants trying to game the system by submitting their applications to regions they perceive as being less competitive. The introduction of the At-Large Region (ALR) further confuses this issue.
         (2) Some regions are bound by the geography of regional [redacted] Clubs while others are not. The "two-hour radius" is utilized but not always applicable. With the increase in applications, many regions have been asked to review applications outside of this traditional boundary.
         (3) Current procedures have not been updated to reflect the changing responsibilities of the regional committees.

(4) There is a need for clarity on what requirements prospective committees must satisfy in order to begin awarding the [redacted] in their region.

ii) Abiding by the Rules

(1) Regions do not always follow the policies and procedures as outlined in the [redacted] Policies and Procedures document. Many regions create their own processes and rules.

(2) There is no clarity on how to monitor regions for compliance with policies and procedures and what needs to be done if regions are non-compliant.

(3) There needs to be more clarity on the responsibilities of regional leadership, succession planning, and how one might replace a particular leader if there is an issue.

iii) Changes in Regional Status

(1) There is no process for "pausing" or "merging" a region, either temporarily or permanently.

(2) Challenges lie in managing situations where there is a change in leadership commitment to the [redacted] mid-cycle (i.e., region is listed on the website, but either the leadership or the committee is unable to fulfill its responsibilities).

iv) Smaller Regions have Specific Issues:

(1) Smaller regions (those with a limited alumni base) struggle with an inconsistent number of applications from year to year.

(2) There is often not enough alumni support to operate effectively. This can sometimes result in a disappointing [redacted] experience for winners from these regions.

(3) Succession planning is an issue for small regions.

c) Recommendations

i) Committee Requirements

(1) A regional committee must have at least five (5) members plus a regional chair and co-chair totaling seven (7) people. The composition of the committee should strive to be diverse in all respects (e.g., age, race, gender). The chair and co-chair must be [redacted] alumni. Regional committees who have a reason to deviate from this requirement must be approved by the Chair & Vice-Chair of the National Committee and must be done annually. Exemptions can be granted by Chair/Vice-Chair in cases where membership goals cannot be met after sustained effort.

(2) Seventy-five (75) percent of committee members *should* be [redacted] alumni. For this purpose, past [redacted] recipients count towards the alumni requirement. Regional committees who have a reason to deviate from this requirement must be approved by the Chair & Vice-Chair of the National Committee and must be done annually. Exemptions can be granted by Chair & Vice-Chair in cases where the non-alumni members provide specific additional skills/resources (e.g., school board member, past [redacted] winner).

(3) A committee membership list with full contact information, including e-mail addresses, must be provided to the [redacted] Administrator annually at the beginning of the season.

(4) Committees will be responsible for developing meaningful connections with regional organizations, including schools, local non-profits, and other organizations in order to effectively market the [redacted] locally. These activities will be undertaken as a supplement to the advertising done by [redacted] In addition, committee members should be aware of events within their regions (such as conferences, symposia, etc.) that might yield opportunities for students to advocate for racial equity/race relations and micro-target those schools/communities. Outreach targets should be sent to [redacted] and the Chair/Vice-Chair at the beginning of the year. With sufficient notice, [redacted] and/or National board leadership may be able to help provide materials (i.e., flyers, posters, etc.) for such events.

(5) [redacted] (Tamika) will review what nationwide communication strategies might meet our requirements of reaching more schools. The current email list was a stop-gap measure instituted during the pandemic.

(6) Best practices for Regional Meetings need to be reiterated and included in the Procedures Manual.

ii) Creating New Regions

(1) A new regional committee may be established if it satisfies a need that is unmet as determined by how many applications have come from this region into the At-Large pool over three (3) consecutive years.

(2) With the exception of new At-Large Regional (ALR) committees, any new regional committee must be established by the board and have full support of the regional association.

(3) Committee representation must meet the guidelines of existing regions (see "Committee Requirements" above).

iii) Committee Probation

(1) Failure to meet any of the conditions under "Existing Committee Requirements" will lead to a review by the Executive Committee and may result in a probationary period for the region.

(2) During this probationary period, the regional affairs committee of the national board will mentor and provide guidance to the regional committee leadership, including best practices to increase and improve alumni participation. If the situation is not remedied within a two-year period, the region will be merged into the At-Large Region (ALR).

(3) Regions with interim chairs who are not able to recruit a new chair and vice-chair within a two-year probationary period will be dissolved into the closest At-Large Region (ALR).

(4) Regions that have two consecutive years of less than seven (7) [redacted] applications will be placed under probation.

(5) A procedure for sunsetting chairs and encouraging succession planning will be developed.

2) AT-LARGE REGION(S) (ALRs)
   a) Advantages
      i) Provides a stop-gap measure to cover areas that are not currently covered by the regional structure.
      ii) Allows the [redacted] to be "National."
   b) Challenges
      i) The number of applications for the At-Large Region (ALR) requires a more robust committee.
      ii) Procedures need to reflect how the ALR "Regional Ceremony" should be conducted as well as how local recognition at the winner's high school can be handled.
   c) Recommendations
      i) Break up the current At-Large Region into multiple ALRs that are geographically situated (e.g., mid-Atlantic, Southeast, etc.) and merge under-performing regions into these new ALRs. For example, merged regions that could be considered include Mid-Atlantic ALR (Pittsburgh, Baltimore), Central US (Kansas City and St. Louis), and Southeast ALR (Tampa, Alabama).
      ii) Ensure the website accurately portrays ALR boundaries.
      iii) Recruit leadership for the ALRs by potentially using leadership from some of the under-performing regions. For instance, there are current regions led by wonderful people who struggle getting a committee together and attracting a minimum number of applications. These leaders could run a newly merged ALR.
      iv) Committees that do not meet requirements after the probationary period will be merged into the most relevant ALR.

3) [redacted] MARKETING/OUTREACH
   a) Advantages
      i) Involvement in the [redacted] presents great opportunities for alumni to engage with and demonstrate leadership within their communities.
      ii) Regions are in the best position to know the schools, community groups, and other contacts in their areas.
      iii) A social media kit, sample letters, and a shared resource Google Drive helps centralize messages across all regions.

   b) Challenges
      i) Some volunteers who have nurtured relationships with schools focus primarily on those schools rather than outreach to new markets.
      ii) Not all regions do their own outreach.
      iii) Building awareness within schools is difficult.

iv) Affluent public schools or private schools are better resourced and have staff that is on the lookout for programs that will help distinguish their students. As a result, more poorly resourced public school staff may not have the bandwidth to encourage their students to apply.

v) Affluent public schools or private schools tend to have small Person of Color (POC) populations. As a result, the conditions exist for racial animus and micro and macro aggressions.

vi) The role of the "nominators" ("Introduce Us") on the website is unclear. Some students and nominators presume that the students who are "nominated" are automatically considered for the [redacted]

c) Recommendations

i) For [redacted]

(1) Website

(a) List regions under the state in which they appear (e.g., California would list Los Angeles, San Francisco, San Diego regions).

(b) Website should have a clickable link showing the clear boundaries of the various regions.

(c) An annual review and maintenance of the [redacted] website should be conducted every summer.

(2) Direct Marketing

(a) Review the efficacy of currently purchased contact list(s).

(b) Review where students are getting their information for money scholarships/[redacted] and consider adding placement on these sites.

(c) Improve usage of social media for [redacted] outreach and marketing by utilizing past winners to help promote the [redacted]

(d) Send out an annual newsletter to past [redacted] winners/certificate winners (e.g., news of the [redacted] new winners, etc.) along with a reminder to promote the [redacted]

(e) Send emails to all [redacted] sponsors/nominators within a region with information on the [redacted] winners and what school they attend.

(3) University Communications

(a) Improve and increase [redacted] promotion of the [redacted] within the University and alumni publications and social media.

(b) Develop an annual press release to be disseminated by [redacted] on the year's [redacted] [redacted] awardees to major media outlets.

(c) Work with communications to develop a communications plan annually and decide who is responsible for various pieces of the plan.

(d) Create communications plan for the Alumni Council's Committee on Regional Associations (CORA).

(e) Create online video information videos for the [redacted] Mission & Vision, overview of the application process, overview of the selection criteria, etc. (pin these videos to top of [redacted] YouTube page).

(f) Conduct bi-annual virtual information sessions for prospective applicants, nominators, and organizations about the [redacted] process.
(g) Update current [redacted] videos.
(h) Create or upgrade sharable marketing resources for regions via Google Drive (currently being done).
(i) Create Constant Contact templates for regional email marketing.
(j) Create new and improved current liaisons/partnerships with other, like-minded national groups (e.g., NAACP, TFA).
(k) Determine which national organizations have high school student outreach and determine how we might best reach their audience (e.g., NAACP, TFA, College board, ABC, Naviance, etc.).
(l) Develop passive marketing materials as a way of getting the word out about the [redacted] and keeping it top of mind (e.g., pen with [redacted] Logo for University admissions officers & University administrators).

(4) Customer Information/Customer Relationship Management (CIS/CRM) System
(a) Use CIS for capturing email/social media information on [redacted] recipients/sponsors for future marketing purposes.
(b) Reinstate efforts to create a database search engine so that prospective [redacted] applicants can get a sense of what types of [redacted] have been recognized from their region.

ii) For the Regional Committees:
(1) Develop meaningful connections with local organizations (e.g., schools, local non-profits, etc.) in order to effectively market the [redacted]
(2) Increase committee awareness of local events that may yield opportunities for students to advocate for racial equity/race relations and micro-target those schools/communities.
(3) Develop a marketing plan for outreach to local organizations (to be submitted to the [redacted] Administrator annually in order to aid outreach and coordinate among regions).
(4) Increase "recent alumni" and former [redacted] winners on regional committees to improve the use of social media and other technologies.

iii) Outstanding Issues:
(1) Should [redacted] put itself on scholarship sites? Should we market on these sites?
(2) A Naming Committee should be formed to consider the name of the [redacted] and the Certificate name.
(3) Creating a [redacted](e.g., distribution system, emails, etc.) for [redacted] winners in order to create an on-going relationship amongst [redacted] awardees and also provide marketing opportunities for the [redacted]

4) APPLICATION REVIEW

a) Advantages
   i) Regional alumni have a better understanding of the local challenges and issues.
   ii) Local review incentivizes the participation and outreach work of regional committee memebrs, by giving them a stake in the work.

b) Challenges
   i) The application is very long and detailed (does it discourage participation in the [redacted]
   ii) Students may think that the [redacted] is a form of "application" for [redacted]
   iii) The current English-only application may be a barrier to certain populations (e.g., ESL, ADA).
   iv) The review process:
      (1) Bias in application review.
      (2) Too much variability during the review process.
      (3) Not all regions using the application review form (rubric).
      (4) Variability in meetings, conversations, verifications, and selection.
   v) Too much variability in sponsor support letters (quality and content).
   vi) Younger committee members feel unheard by other members.
   vii) Not all supporters submit letters of recommendation. This means that some applications do not get evaluated.

c) Recommendations
   i) Clarify that the [redacted] rewards the person, not the project.
   ii) Reiterate best practices for application review meetings to ensure that all voices/opinions are being heard. These best practices should be elucidated in the Policies and Procedures.
   iii) Conduct an annual review of the questions/rubric to ensure efficacy.
   iv) Require every region to use the application review form (rubric).
   v) Revise the automatic note that is generated when a sponsor's email is added to a student's application to be more robust as to what is expected from the sponsor in their recommendation, particularly, that the recommendation is for a student's race-related efforts and not a college application.
   vi) Consider different due dates for student applications than for sponsor letters.
   vii) Clarify on the website and in other materials that the program is geared towards all high school students and not just seniors.
   viii) Provide a statement of diversity on the website.
   ix) Provide language translation and ADA compliance for applications.
   x) Reconsider the timeline of the [redacted] The initial timeline was based on the University schedule for fall conferences. Now that Reunions is earlier and fall conferences are staggered, the timeline should be reconsidered (e.g., suggest Nov.15th due date and January 15th Announcement).

xi) Consider a phased application process, where applicants could be eliminated or move on to the second phase (i.e., Phase 2 applicants would be required to submit sponsor letters).
xii) Consider alternatives to allow students to proceed when their supporter fails to submit a letter of support.

5) [redacted] SELECTION CRITERIA
  a) Advantages
    i) Community lauded projects are selected yearly to represent each region.
  b) Challenges
    i) The definition of what constitutes a race relations/racial equity project is vague.
    ii) Different regions have different vetting processes. Some choose a winner and then vet the winner while others choose a set of top candidates, vet them all, and then regroup to choose a winner.
    iii) Larger regions (more populous) tend to have larger applicant pools, raising a question of fairness: is it fair to students in these large applicant pools that there is only one [redacted] that can be awarded?
    iv) Some [redacted] are awarded that are arguably at a lower level of accomplishment compared to other [redacted] This is sometimes done by regions to ensure that there is a "winner" who gets to attend the symposium.
    v) There is confusion on the part of awardees and sponsors on the difference between a "certificate" and the "[redacted]
    vi) There is regional variability on the number of certificates being given with some regions giving out a significant number.
    vii) The national office does not regularly receive meeting notes through the selection process and cannot ensure that regions are following policy, ensuring equity, etc.
    viii) No feedback goes back to students who are not selected.
    ix) Notifying winners occurs on different dates throughout the Spring, leading to frustration among chairs and confusion among [redacted] winners and honorees.

  c) Recommendations
    i) Provide more robust guidelines for what constitutes a race relations/racial equity project. Require that regions award a [redacted] ONLY if they have an application that meets these central criteria of the [redacted] Such guidelines should recognize the overlap between race and ethnicity in many parts of the country.
    ii) Clarify language defining the difference between the [redacted] and a certificate. Perhaps consider renaming the certificate to represent more accurately what it is – perhaps "Honorable Mention."
    iii) Establish criteria for who should be eligible for a Certificate of Accomplishment and how many certificates a region should be allowed to award.
    iv) Allow regions with over 30 applications to award a second [redacted]
    v) Restrict regions with fewer than five (5) applications from awarding a [redacted] However, allow these regions to petition the National Committee to award a [redacted] if one of

their applications is extraordinary and meets the award criteria. These applications would be pushed to the relevant At-Large Region for consideration.

vi) Create a Google form (or similar) to keep the National Office aware of the selection process proceedings.

vii) Ensure processes are in place to notify all applicants of their selection status.

6) AWARDS CEREMONIES

a) Advantages

i) Awards greater visibility to the regional [redacted] committee within the broader regional alumni group.

ii) Gives an opportunity to celebrate the Certificate of Accomplishment winners.

iii) Shows a visible commitment by [redacted] to race issues on the ground in each community.

b) Challenges

i) There is significant variation in how awards ceremonies are conducted across regions.

ii) The cost of hosting an awards ceremony can be a challenge for some regions.

iii) Meeting the expectations and/or requirements for conducting a regional ceremony are challenging for some regions.

iv) No guidelines have been created for how At-Large Region(s) (ALR) should conduct awards ceremonies.

c) Recommendations

i) Provide clarification on how regions may conduct their awards ceremony. Provide examples of different ceremony models that can be used for the [redacted]

ii) Provide regional grants, and/or University financial support, that regions can use to underwrite part or all of the cost of the local awards ceremony.

iii) Allow for virtual ceremonies in large geographic territories.

7) TRAINING AND PROFESSIONAL DEVELOPMENT

a) Advantages

i) N/A

b) Challenges

i) Need to understand what volunteers need in order to participate in the [redacted]

(1) Knowledge of community issues.

(2) Understanding of DEI, unconscious bias, and the [redacted]

(3) Training for:

(a) application review.

(b) engaging with applicants, sponsors, and community contacts.

- ii) Need better understanding, policy, and practice of how to manage and regulate non-[redacted] alumni who become part of the regional work.

c) Recommendations

- i) Ensure that volunteers and regions follow the [redacted] volunteers regarding current terminology and status of race issues in America.
- iii) Require volunteers to complete a DEI training, as decided by the Executive Committee, on a predetermined regular basis (e.g., every 3-5 years).
- iv) Annual review/reminder of best practices, rules, and expectations for meetings (e.g., perhaps even written scripts as examples).
- v) Develop social media guidelines for regions, including how and when to use the [redacted] name and logo.
- vi) Provide media training for volunteers regarding social media and use of the [redacted] name.
- vii) Media training - potentially have a centralized resource for interacting with the press. Someone from communications sits in on these conversations.
- viii) Require that non-[redacted] participants participate in training and sign forms as required of [redacted] alumni.

8) FUTURE CONSIDERATIONS

a) Symposium

b) [redacted] Council

- i) What happens to the winners? How do we create a network with the network and engage with the disparities across regions and within our own expertise?
- ii) Do we have a cadre of mentors (who are field experts) ready to engage with winners.
- iii) Opportunities for winners (regionally and nationally) to engage in community/network with one another; and elevate the "[redacted] Council" in terms of its ability to support winners.

c) Archives

- i) [redacted] has great photos for "in the moment" event but perhaps underutilized.
- ii) Potentially hire summer Interns - annual or every few years - to archive and organize artifacts from the [redacted]

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