

**Association of Princeton Graduate Alumni (APGA)  
2010 Commission on Graduate Alumni Relations**

**Final Report**

**Rev. June 7, 2010**

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**Association of Princeton Graduate Alumni (APGA)**  
**Commission on Graduate Alumni Relations**  
**Final Report**

*“The responsibilities of all citizens are great, but for those who have had the benefit of a Princeton education, the responsibilities are greater still.”*

*– Harold Shapiro \*64, 2001 Commencement Address*

## **I. Introduction**

A Princeton University graduate education enables its graduates to make significant contributions within their chosen professions and beyond. Leveraging the value of Princeton’s graduate programs to generate continued graduate alumni loyalty and participation strengthens the University. And graduate alumni can benefit both personally and professionally from greater engagement with the University and with fellow Princeton alumni.

Princeton relies heavily on alumni volunteers from both its undergraduate and graduate programs for initiative and support. Their volunteerism helps to attract the most promising students, instructors, researchers, and administrators to the University. Alumni engagement includes service on advisory councils, committees, and workgroups; volunteer time, professional expertise, and political advocacy; participation in University and alumni activities on campus, in regions within the U.S., and internationally; recruitment of candidates for graduate or undergraduate programs; participation in TigerNet discussion groups; and financial contributions.

While Princeton has stepped up its outreach to graduate alumni in recent years and increased graduate alumni engagement, graduate alumni remain a largely untapped resource compared with undergraduate alumni. In fact, most graduate alumni still fail to take full advantage of the potential benefits of a continuing affiliation with the University. Mindful of this unfulfilled potential, the Board of Directors of the Association of Princeton Graduate Alumni (APGA) formed the Commission on Graduate Alumni Relations to examine the progress made and the continuing challenges, and to make recommendations on how most effectively to further advance relations between graduate alumni and the University. In preparing this report, the Commission decided to address it not only to the Board and membership of the APGA but also to the President of the University, Princeton Board of Trustees, Dean of the Graduate School, Chairs of the Departments and Deans of the Schools, the Alumni Association, and the broader University community. It will take all of us working together to deliver on the promise of our recommendations.

### ***Evidence of Progress***

The Graduate School Centennial celebration in 2000-2001 was a watershed event made possible by increased University support and an energetic cadre of graduate alumni volunteers that ushered in a decade of growing graduate alumni engagement. During this time, the University has dedicated greater attention to graduate alumni representation and engagement, as well as additional resources for improving graduate student life.

***Beginning with Graduate Students***

The real starting point for cultivating graduate alumni loyalty is the graduate student experience itself. The University has made substantial investments to improve the quality of life of graduate students, including:

- greater inclusion of graduate students in campus life (e.g., Campus Club on Prospect Street, Frist Center, residential colleges, guest privileges at eating clubs);
- construction of approximately 200 rent-subsidized housing units (New Lawrence apartments) and the renovation of common spaces in the Graduate College;
- expansion of shuttle service that includes additional service to graduate apartments, Forrestal Campus on Rt. 1, and local area shopping centers;
- inclusion of 12-week paid parental leave within the fellowship program;
- added subsidies for graduate student access to supplemental health and wellness coverage, and toward the costs of care for dependents;
- assignment of a full-time coordinator of community programs to serve the graduate apartment population at Butler, Lawrence, and Hibben-Magie;
- expansion of staffing and access time during the summer at Health Services and Frist Campus Center, driven largely by the needs of graduate students.

Taken together, these actions have already markedly improved graduate student morale and promise greater graduate alumni commitment and loyalty to Princeton in coming years. Evidence of increased engagement can be found in a number of areas. For example, a significantly higher proportion of recent graduate alumni have paid APGA membership dues than did their predecessors.<sup>1</sup> In addition, graduate students have increasingly participated in Reunions<sup>2</sup> and in the interviewing of college applicants.<sup>3</sup> There also have been impressive gains in graduate alumni giving (see Appendix 1).

***Graduate Alumni Relations Post-Centennial***

Following the success of the Graduate School’s Centennial celebration, University offices responsible for alumni relations developed a plan to increase the participation of graduate alumni in the life of the University. This plan, outlined in May 2002, called for actions that represented

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<sup>1</sup> Percent of graduate alumni who have ever paid APGA dues by decade of alumni year:

|                     |                     |                                |
|---------------------|---------------------|--------------------------------|
| 2000s: 27.6 percent | 1980s: 17.3 percent | 1960s: 12.3 percent            |
| 1990s: 16.7 percent | 1970s: 18.0 percent | 1950s and earlier: 8.0 percent |

<sup>2</sup> Estimated participation in Reunions:

| <u>Year</u> | <u>Grad alums + guests</u> | <u>Grad students + guests</u> |
|-------------|----------------------------|-------------------------------|
| 2009        | 242                        | 900                           |
| 2008        | 220                        | 700                           |
| 2007        | 151                        | 596                           |
| 2006        | 195                        | 508                           |
| 2005        | 194                        | 605                           |
| 2004        | 178                        | 609                           |
| 2003        | 147                        | 423                           |

<sup>3</sup> In 2010, about 25 graduate students who had passed their general examinations volunteered to conduct interviews with college applicants.

meaningful changes at the time. Virtually all elements of the plan have been implemented, underscoring the University's serious commitment. The advances include the following:

- The University Trustees increased the number of positions on its Board reserved for graduate alumni from one to two.
- Two persons dedicated exclusively to graduate alumni were added to the University's staff – one at the Graduate School and the other at the Office of Development.
- All graduate alumni are now sent six issues of the *Princeton Alumni Weekly (PAW)*, with the Office of Alumni Affairs covering the cost of five issues and the APGA covering the cost of one.
- Graduate alumni are now represented in greater numbers and in senior leadership positions on the Executive Committee of the Alumni Council, including, for the first time ever, a graduate alumna who is president of the Alumni Association and chair of the Alumni Council.

The University's sponsorship of Graduate School Centennial events produced other long-term benefits for Princeton, including:

- stronger affinity by graduate alumni with the greater Princeton community,
- identification of dozens of new graduate alumni leaders and volunteers, and
- record highs in all aspects of Graduate Alumni Annual Giving, exceeding \$1.7 million annually in FY08 and FY09.<sup>4</sup>

Further evidence of progress can be seen in increased collaboration among different parts of the University in support of graduate alumni engagement.<sup>5</sup>

### ***Role of the APGA***

In recent years, the APGA Governing Board also has sought to invigorate graduate alumni participation by such initiatives as the creation of its Regions Committee and the APGA Regional Association Award; the use of Reunion themes to increase alumni, family, and graduate student attendance; and the introduction of alumni-graduate student career mixers and a mentoring program to promote networking opportunities. The APGA Governing Board initiated this Commission as a way to engage all relevant University stakeholders in developing a strategic roadmap for ever greater graduate alumni engagement over the next decade.

What has been achieved is significant, but it is just the beginning. As outlined below, the Commission believes that more can and should be done to engage current and future graduate

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<sup>4</sup> See Final Report of the Graduate Alumni Annual Giving Strategic Assessment Committee, October 2009.

<sup>5</sup> For example, in addition to ongoing collaboration between the APGA and the Alumni Association, offices from across campus (Graduate School, Development, Alumni Council including the Graduate Alumni Relations Committee, the School of Engineering and Applied Science, Woodrow Wilson School, APGA, and guests) meet every six weeks during the academic year to discuss graduate alumni relations, to share best practices, and to streamline efforts. Collaboration by the Graduate Alumni Relations Committee, the APGA, the Office of Graduate Alumni Relations, and the Alumni Council obtained an impressive response by 450+ graduate alumni to an urgent appeal by the APGA for graduate alumni volunteers for the Alumni Schools Committee in 2010. The same offices recently worked together to introduce current graduate students (who have passed their general exams) into the interviewing process.

alumni, and to harness the untapped potential among graduate alumni to contribute to the University, while advancing the personal, intellectual and professional interests of alumni.

### ***Obstacles to Graduate Alumni Engagement***

Despite the progress of the past decade, impediments to graduate alumni engagement with Princeton remain. The Commission identified seven challenges as especially significant:

- Primary loyalties for alumni of graduate programs at all universities often reside with their undergraduate institutions, especially when their alma mater possesses a strong ethos and binding culture;
- Graduate alumni may feel ambivalent about their graduate student experience because of its often solitary nature, the length of time to complete the doctorate, the lack of a more traditional class cohort, and the lingering stereotype of graduate students at Princeton as “second-class citizens” compared with undergraduates;
- Princeton graduate alumni may not fully appreciate the generosity of financial support they received as graduate students compared with aid packages at peer institutions;
- Other worthy causes competing for the attention of graduate alumni may seem more pressing or urgent compared to Princeton’s needs, given its relatively robust endowment;
- Graduate alumni may be hesitant to offer volunteer service to Princeton, given the heavy personal and professional demands during certain phases of their lives;
- Structural issues related to how support for graduate alumni engagement is organized at Princeton, including insufficient staffing, overlapping missions, and inconsistent faculty outreach across departments;
- Lack of both contact information, especially email addresses,<sup>6</sup> for many graduate alumni and benchmarking data with which to evaluate progress over time and make comparisons with peer institutions.

Focus groups with alumni conducted by the University in 2009 (in preparation for an Alumni Engagement Survey sent by email to undergraduate and graduate alumni in early 2010) reaffirm the perception that graduate school experiences differ significantly from undergraduate experiences, but that graduate alumni, if asked, are often ready and willing to volunteer to help Princeton (e.g., by serving on committees, providing expertise, interviewing applicants for admission, giving guest lectures, providing career counseling, serving as mentors, and tutoring students).<sup>7</sup>

### ***APGA 2010 Commission on Graduate Alumni Relations***

Assessing graduate alumni relations and engagement must be an ongoing and ever-evolving effort, as needs and expectations change over time. In this spirit, the APGA Governing Board

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<sup>6</sup> E-mail addresses are available for approximately 56 percent of graduate alumni compared to 79 percent of undergraduate alumni. Mailing addresses are available for approximately 86 percent of graduate alumni and 97 percent of undergraduate alumni (Office of Alumni Affairs, September 2009).

<sup>7</sup> As of January 2010, about 16 percent of graduate alumni have volunteered for a service committee or in other capacities tracked by the University (excluding Annual Giving roles), about 28 percent have ever paid APGA dues, and about 27 percent have ever donated to Princeton.

formed the 2010 Commission on Graduate Alumni Relations to focus on the vital role of both graduate students on campus and graduate alumni within the larger Princeton community.

The Commission viewed its primary mandate as seeking ways to strengthen relations between graduate alumni and the University. There were three compelling reasons for creating the Commission: to strengthen the University, to strengthen the graduate student experience, and to strengthen the graduate alumni body.

The Commission's report also was intended to help articulate a strategic vision for the APGA, working in concert with the University leadership and the multiple University entities that share the goal of increasing graduate alumni engagement. These entities include the Board of Trustees, Office of the President, the Graduate School and its Office of Graduate Alumni Relations, the Departments and Schools, the Office of the Alumni Association (working in concert with the Executive Committee of the Alumni Council and its Graduate Alumni Relations Committee), and the Office of Development and Graduate Alumni Annual Giving. Collaboration among them is critical to supporting graduate alumni participation.

The Commission is comprised of seven graduate alumni selected for their experience in strategic thinking, nonprofit management, educational institutions, marketing, finance, and communications, plus five *ex officio* participants representing the Graduate School, Office of Graduate Alumni Relations, Office of the Alumni Association, Alumni Association of Princeton University, and the APGA. (See Appendix 2 for the roster of Commissioners and *ex officio* participants.) While the seven alumni members of the Commission take full responsibility for the findings and recommendations of this report, we gratefully acknowledge the counsel and support of the *ex officio* participants and the dedication of Rose Li '92, the incoming President of APGA, who served as our volunteer Executive Director.

The remainder of the report summarizes the approach used by the Commission to solicit the views of others and assess the state of graduate alumni relations, key guiding principles, and the Commission's recommendations for improving graduate alumni engagement.

## **II. Approach**

The Commission met three times between January and April 2010: By teleconference on January 6, in person at Princeton on February 22-23; and by teleconference on April 12. Commissioners and APGA volunteers interviewed 15 individuals from a broad cross-university leadership cohort between January 14 and February 11, 2010 to learn their views about (1) obstacles to greater engagement by graduate alumni and ways of overcoming them; (2) best practices of departments with favorable graduate alumni relations and whether they are scalable, transferable, and cost-effective if applied to other departments; and (3) comparisons with peer institutions. (See Appendix 3 for list of key informants interviewed.) The interviews fed importantly into the Commissioners' analysis, discussions, findings and recommendations.

In addition to receiving summary reports of these interviews, all Commissioners reviewed background materials to assist their deliberations, including:

- Data about Princeton graduate alumni, by department, and other alumni engagement

metrics;<sup>8</sup>

- A summary of findings from extant reports (2002 Report on Alumni Relations in the Graduate School; October 2009 Report of the Graduate Alumni Annual Giving Strategic Assessment Committee; and reports of the 2009 University-sponsored focus groups on graduate alumni engagement);
- A summary of the limited published literature about the factors that influence alumni attachment, involvement, and giving;
- Limited obtainable comparative data from peer universities about graduate alumni engagement.

A more complete list of the background materials is included as Appendix 4.

The Commissioners were eager to obtain comparable data from peer institutions on graduate alumni engagement, but few points of comparison were available. One former University official contended that Princeton's communications profile with all alumni, undergraduate and graduate, "dwarfs anything out there" and that graduate alumni outreach is done more consistently and dependably by Princeton than by peer institutions. He surmised that Princeton's smaller scale promotes closer feelings of connection, but that Princeton is hampered by its relatively remote geographic location. Its remoteness may make it difficult to equal the accessibility and connectivity of alumni of Stanford (Palo Alto/Silicon Valley) and Harvard (Cambridge).<sup>9</sup> A representative from Princeton Engineering, however, considered it to be in the same league and possibly better at graduate alumni outreach than peer engineering schools, such as MIT and Cal Tech.<sup>10</sup>

### **III. Guiding Principles**

The Commission agreed on a set of six basic principles that would guide their deliberations, findings, and recommendations:

1. **Excellence in scholarship made possible through the Graduate School and departments is and must be the prime driver of Princeton's reputation as a top research and educational institution.** Most graduate alumni relate to the University more in intellectual than social terms. Graduate alumni are often eager to advise departments and the University on maintaining and enhancing the quality of a Princeton graduate education. The value of a Princeton degree is enhanced when Princeton maintains the highest scholarly standards and recruits the most talented students and faculty. It is also enhanced when its graduate students and alumni earn professional awards; secure positions at leading academic, corporate, nonprofit and public institutions; assume leadership roles in their professions; and publish in top journals.

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<sup>8</sup> The Alumni Council Executive Committee in association with the Trustee Committee on Alumni Affairs has outlined a number of metrics to help track alumni engagement. See [http://alumni.princeton.edu/main/volunteers/alumni\\_council\\_committees/AlumniJointStatement2002.pdf](http://alumni.princeton.edu/main/volunteers/alumni_council_committees/AlumniJointStatement2002.pdf) . Available data pertaining to graduate alumni (as reported by the Alumni Association and the Graduate School) were assembled and provided to the Commissioners, and are available by request from the APGA.

<sup>9</sup> Interview with Van Zandt Williams, Jr. '65 P92 P99, Vice President Emeritus of Development (retired), Princeton University, February 10, 2010.

<sup>10</sup> Interview with Jane Maggard, Associate Dean for Development, School of Engineering and Applied Science, Princeton University, February 11, 2010.

2. **Graduate students and graduate alumni should be valued as an integral part of the University community with full citizenship rights and benefits.** The involvement of graduate alumni in the University's governance and civic affairs leads to a deeper, broader appreciation of the student experience at Princeton. Graduate alumni can be effective ambassadors on behalf of Princeton.
3. **A commitment to graduate alumni engagement must begin with the University's commitment to the quality of the graduate student experience,** from the moment graduate students first arrive on campus, if not sooner. Improving the experience of graduate students can strengthen their connection with and loyalty to the University, and can improve their participation in Annual Giving and other activities post-graduation. A litany of even relatively minor grievances accumulated while a graduate student can lead to a residual negative impression that is hard to overcome, even if some perceptions may no longer be justified decades later.
4. **Departments or Schools must ramp up their efforts to engage their own graduate alumni and seek ways to structure interactions across departments on multidisciplinary topics and intellectual interests of broad appeal.** Graduate alumni ties are generally stronger with departments or schools than with the overall University. The Woodrow Wilson School is an exemplary model for the best we can do for graduate alumni at Princeton – a critical mass of students and alumni, organized by graduation year, plus the resources (both human and monetary) to provide services, strong linkages between alumni relations and career services, and staff who consider it part of their mission to support graduate alumni relations. Doctoral programs with close graduate alumni ties (e.g., Economics, History) share a culture that appreciates the benefit to the department from successful alumni who are supportive of its graduate students, that has faculty committed to assisting former students throughout their professional careers, and that hosts receptions at annual professional meetings that serve as mini-reunions for the department. How graduate alumni interact with their departments depends largely on each department; a larger, deeper and more systematic undertaking with alumni requires University leadership.
5. **The immediate focus should be on increasing the *vitality of participation*, not on membership dues or Annual Giving per se.** Dramatic change in graduate alumni engagement will not and cannot occur overnight. However, if a concerted effort is made thoughtfully, aggressively, and with significant University support, the rewards from this investment should increasingly be realized over the course of a decade or two, in the form of a stronger two-way relationship between graduate alumni and the University and dramatically greater vitality in graduate alumni engagement.
6. **Structures to support graduate alumni engagement must anticipate and accommodate changing demographics and diversity of connection pathways.** The graduate body of students and faculty will move through tremendous changes in the coming years, including changing demographics, e.g. in terms of race, ethnicity, gender, religion, and sexual orientation. We need to acknowledge this growing diversity and be sensitive to the need to put in place the structures and practices to remain relevant and effective.

#### IV. Recommendations

Based on a review of written materials, interviews with members of the Princeton community and its own deliberations, the Commission concluded that *the University and Graduate School must make a long-term strategic investment to take graduate alumni engagement to the next level*. There is not one thing that can quickly or magically increase graduate alumni engagement. It took many decades of substantial University investment to reach the level of engagement that Princeton now enjoys with its undergraduate alumni.<sup>11</sup> The Woodrow Wilson School's effective outreach is attributable to dedicated leadership and staffing and many years of funding to develop the activities that have built loyalty among alumni.<sup>12</sup> The Graduate School's Centennial celebration was effectively a pilot study that demonstrated the impressive progress that can be made with a strategic investment of funds. Now is the time to double down and build on what works. Such an investment is critical to designing not just an initiative, but a sustained commitment that will expand and deepen graduate alumni engagement with all its benefits.

As envisioned by the Commission, nurturing the robust engagement of graduate alumni needs to be more than a volunteer effort. Based on this premise and the guiding principles summarized above, the Commission makes the following recommendations (which are roughly prioritized):

**Recommendation 1: Given the Board of Trustees' responsibilities for setting overall University direction and policies, we urge that graduate alumni be proportionately represented on the Board. (At present, that would mean that at least 10 of the 40 Board of Trustee positions should be filled by graduate alumni.)**

The proportion of alumni volunteer leadership roles held by graduate alumni should be commensurate with the proportion of graduate alumni in the alumni body (currently 28 percent).<sup>13</sup> If necessary, the Board of Trustees should use its authority to appoint graduate alumni to more Trustee positions. Of the 40 University Trustees, 13 are elected (two of whom occupy slots reserved for graduate alumni) for four-year terms, 25 are appointed (one of whom is currently a graduate alumna) as either Charter Trustees (10-year term) or Term Trustees (four-year term), and two are ex officio (President of Princeton University and Governor of New Jersey). Today, only three out of the 38 who are elected or appointed Trustees (7.9 percent) are graduate alumni.

The Committee to Nominate Alumni Trustees should include more graduate alumni on regional and at-large Alumni Trustee ballots. It should also identify *new* graduate alumni to serve as Alumni Trustees. Each year the current junior and senior undergraduate classes and the two most recently graduated classes elect a member of the senior class as an Alumni Trustee. Similarly,

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<sup>11</sup> Interview with Harold Shapiro \*64, President Emeritus and Professor of Economics and Public Affairs, Princeton University, January 28, 2010.

<sup>12</sup> Interview with Ann Corwin, Director, Graduate Career Services and Alumni Relations, Woodrow Wilson School, January 14, 2010.

<sup>13</sup> Of the approximately 83,800 living Princeton alumni, 28 percent are graduate alumni. Source: *Alumni Association of Princeton University, Profile 2009-2010*, p. 11.

advanced graduate students and recently graduated alumni should be able to elect a new graduate alumnus or alumna to serve as an Alumni Trustee.<sup>14</sup>

**Recommendation 2: The University and Graduate School should clearly communicate in words and actions that the University values graduate students and graduate alumni.**

This message should be coordinated with the Graduate School and individual departments and schools, and echoed by the Alumni Association and the APGA. The Alumni Association and the University have already demonstrated their commitment to including graduate alumni in their messaging. Nevertheless, changes in perception can lag behind changes in substance. Over time, consistent messaging that acknowledges the value of graduate students can counter the increasingly obsolete stereotype of graduate students as second-class citizens at Princeton.

To underscore the reality that graduate students are highly valued, University offices and the Alumni Association must be vigilant not to inadvertently discriminate against graduate students or graduate alumni. On the contrary, every effort should be made to treat them equitably. For example:

- Housing and gathering spaces for graduate students should be comparable to those for undergraduates in both quantity and quality, and should similarly encourage a sense of community. Attractive and affordable housing and other amenities can be critical inducements in the international competition for the most promising graduate students.
- The University's commitment to undergraduate students leaving Princeton debt-free is widely publicized and well known. Its commitment to graduate students should be communicated more clearly and visibly. They are no less deserving of going out into the world unburdened by debt.
- There are other small, less costly actions that can also be taken. For example, "Welcome to the Rest of Your Life" is a color pamphlet about Princeton volunteer opportunities that is sent to all graduated seniors in July. Greater efforts should be made to include new graduate alumni in such mailings and to provide graduate students other cost-effective resources currently restricted to undergraduates.

**Recommendation 3: The University and Graduate School should support efforts of the departments to strengthen ties with alumni.**

Recognizing that the ties of graduate alumni are first and foremost to their departments or schools, the Commission gives high priority to building relationships with graduate alumni through their departments. The Woodrow Wilson School already has shown the way, but departments like Economics and History also provide some "best practices." No single model will work across all departments. More resources need to be invested in and by departments to develop and test effective practices, and to share those that appear to work best. The Graduate School should encourage department chairs to give greater attention to graduate alumni relations and the mutual benefits from cultivating the engagement of their alumni.

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<sup>14</sup> See also *The Daily Princetonian* Editorial: Bringing Graduates on Board, October 23, 2009. URL: <http://www.dailyprincetonian.com/2009/10/23/24255/>

An expanded Office of Graduate Alumni Relations, working in tandem with the APGA, would be well situated to support the departments in graduate alumni outreach and identify departments for pilot efforts. Resources should be awarded first to those chairs and deans who demonstrate the highest motivation and show both need and promise. As graduate alumni engagement, including giving to the University, increases, a portion of that giving could be returned to the relevant departments as a further incentive to expand and deepen alumni relations.

**Recommendation 4: The University and Graduate School should increase staff support and data collection and analysis dedicated to graduate alumni relations.**

The Commission recommends that responsibility for the core program supporting graduate alumni relations continue to reside in the Office of Graduate Alumni Relations, which reports to the Dean of the Graduate School.<sup>15</sup> The Office of Graduate Alumni Relations currently has two full-time persons to staff relations with 23,500 graduate alumni, and to support the activities of the APGA. More professional staff support is required for graduate alumni volunteers to be consistently effective, and for staff to absorb the additional responsibilities proposed. Added resources will be needed to coordinate the outreach by departments (critical for graduate alumni), spread “best” practices, plan outreach and visits to more regions, institutionalize activities initiated and tested by the APGA (e.g., Reunions, Alumni Day, mixers, regional conferences), and support the opportunities generated by more graduate alumni volunteers.

Beyond the Graduate School’s Office of Graduate Alumni Relations, the Office of the Alumni Association has 17 staff members who support a spectrum of programs that engage both graduate and undergraduate alumni, including, for example, the administration of TigerNet, oversight of the network of 165 regional associations, infrastructure and logistics for all Reunions, and the Alumni Council’s Graduate Alumni Relations Committee and other standing committees. Effective coordination and communication between the Office of the Alumni Association and the Office of Graduate Alumni Relations in the Graduate School is critical to ensuring efficient use of resources and a holistic approach to reaching graduate alumni in all regions.

Finally, access to accurate and relevant data about graduate alumni is critical for effective University engagement. More effort needs to be made to collect and share contact and other pertinent information about graduate alumni among the offices in the University responsible for graduate alumni engagement.

**Recommendation 5: The APGA Governing Board should clarify its mission, including its responsibilities to foster a mutually beneficial relationship between the University and graduate alumni. The Governing Board should focus more on strategic and substantive approaches to advancing graduate alumni engagement through promotion of life-long learning, leadership, and service.**

Like other affinity groups, the APGA must continue to evolve. It began 60 years ago to give a voice to a disenfranchised group of graduate alumni. The results of the University’s efforts on behalf of graduate students and graduate alumni, especially in the last two decades, suggest that

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<sup>15</sup> As at Princeton, outreach to graduate alumni at both Harvard University and the University of Pennsylvania are situated in their Graduate Schools. Yale University’s Office of Graduate School Alumni Relations is situated in the Association of Yale Alumni, counterpart to Princeton’s Alumni Association; but the budget for its operations comes directly from the Graduate School.

the mission today can focus not only on *nurturing* and but also on *enhancing* graduate alumni engagement with the University.

To be most effective, the APGA Governing Board should strengthen its link with the Graduate School and reinforce coordination with the Alumni Council. In addition, the Commission calls upon the Alumni Council to clarify and sharpen the role of its Graduate Alumni Relations Committee in relation to the APGA, to minimize confusion about roles and duplication of effort.

Going forward, the Commission recommends that the APGA Governing Board adopt the following core responsibilities:

- (a) Serve the Dean of the Graduate School by providing advice, by working collaboratively with the Office of Graduate Alumni Relations, and by developing programs to engage graduate alumni in support of Princeton in diverse ways.
- (b) Advise and coordinate with the Alumni Association on how to best engage graduate alumni in broader alumni activities.
- (c) Carry out programming of interest to graduate alumni that places a premium on intellectual and social exchanges between departments and alumni, on alumni academic and professional pursuits, and on life-long learning and service.
- (d) Identify suitable graduate alumni candidates for leadership roles within the University community. There are graduate alumni prepared and willing to assume leadership in all tiers of University governance, in the regions, and in their communities. They should be encouraged to do so.

To accomplish APGA's evolved purpose, current APGA Board activities will need to be managed differently. In broad outline, the Commission recommends closer collaboration between the APGA Board and Graduate School, and between the APGA Board and Alumni Council. To effectively carry out its reconstituted responsibilities, the APGA Governing Board should revamp its structure in the following ways:

- Reduce the number of elected Board members from 27 to 15 over the next four years.
- Achieve greater regional and international representation.
- Appoint more non-Board members to APGA committees.

Elaboration of how this set of recommendations might be operationalized is detailed in Appendix 5.

**Recommendation 6: The University, Graduate School, and departments should bolster career services for graduate students and alumni.**

The Graduate School should take the lead in mobilizing greater faculty assistance to graduate alumni facing job searches and career transitions. Effective career services for students and alumni promote positive alumni relations. Greater efforts (by departments or clusters of smaller departments) should be made to assist graduate students seeking non-academic positions,

particularly those from smaller departments without dedicated career services. Graduate alumni can be recruited to help conduct mock-interviews with graduate students in the job market, particularly for non-academic jobs. Involving graduate alumni as mentors to graduate students is a way for alumni to better understand the context in which today's graduate students operate, as well as their ambitions. It is also a way for graduate alumni to become familiar with the activities of their departments, which may refresh and deepen their engagement as Princeton-trained professionals and scholars.

**Recommendation 7: The University, Graduate School, and APGA should support greater outreach to regions where graduate alumni are concentrated, including regions, countries, or cities beyond the United States.**

Regional events are an effective way for the Graduate School to connect with alumni without asking for a donation. These events also offer opportunities to attract graduate alumni as volunteers and active ambassadors for Princeton in their regions. More than 17 percent of the University's graduate alumni live abroad, and they constitute more than half of Princeton's total alumni living abroad.<sup>16</sup> About 45 of 165 regional associations are outside of the United States, with graduate alumni dominating the associations in some of the largest cities (e.g., London, Berlin, Paris, and Beijing). As this pool of alumni continues to grow, the need for greater international outreach to graduate alumni will also increase.

**Recommendation 8: The University and Graduate School should subsidize graduate student participation at graduate alumni Reunions to promote alumni spirit and lower costs to alumni participants.**

Reunions can help tie graduate students and graduate alumni to the larger Princeton community. The concerted, collaborative set of (University-subsidized) activities in the mold of what has engaged African-American alumni in recent years and graduate alumni through the Graduate School's Centennial celebration demonstrate what can be done by the University to engage graduate alumni. There are benefits to promoting annual rituals that help bridge the transition from graduate students to graduate alumni. There is also symbolic value in having a visible crowd behind the APGA banner in the P-rade.

Currently, graduate alumni heavily subsidize participation of graduate students at the annual "big-tent" Reunions organized by the APGA and Graduate School. With the disproportionate growth of graduate student participation in Reunions in comparison to graduate alumni over the last few years, this situation is becoming unsustainable (*cf.* fn. 2). At least for the present, participation by graduate students should instead be subsidized by the Graduate School. This would expand the ongoing cultivation of an alumni spirit in current graduate students, while allowing for a reduction in fees that might encourage attendance by more graduate alumni.

Programming with greater intellectual content, perhaps capitalizing on cross-cutting themes and inter-departmental collaboration, is more likely to be appealing to graduate alumni. The success of the Woodrow Wilson School Alumni Weekend exemplifies what is possible when a department regularly hosts its own reunion with direct input into programming. One possibility is for the APGA and Graduate School to work with departments to plan a robust, exciting renaissance weekend (at a different time of the year than the larger reunion event). It should

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<sup>16</sup> Personal correspondence, Dorothy Werner to Elisabeth Dorman, April 19, 2010.

showcase the intellectual life of the University and be both participatory and interdisciplinary.

**Recommendation 9: The University should support the work of the APGA Governing Board so that APGA can eliminate membership dues.**

The Commission recognizes that this recommendation effectively eliminates one funding stream (though one that has been declining in recent years) in anticipation of greater returns from more strategic APGA efforts to encourage graduate alumni engagement.<sup>17</sup> Currently the APGA spends approximately 40 to 50 percent of its revenue from annual membership dues (net of *PAW* subscriptions) on costs associated with the printing and mailing of solicitations for those dues.<sup>18</sup> Requests for APGA dues and contributions often appear to compete with the University's Annual Giving solicitations. Focusing on graduate alumni engagement activities and coordinating fundraising efforts with departments and Annual Giving would streamline requests for donations. It would also reduce any lingering confusion on the part of graduate alumni over solicitations and generate efficiencies among offices responsible for alumni relations.

**NEXT STEP**

We do not underestimate the time and effort needed to achieve the substantial upside of significantly increased graduate alumni engagement. Once the University has reviewed the findings and recommendations in this report, **we urge the President to move promptly to appoint a working group composed of relevant members of the University community and charge it with translating the recommendations outlined here into a coordinated implementation plan with a budget, timetable, and identification of responsible parties.**

We hope that some of our recommendations could be acted on quickly, including a commitment by the Trustees to appoint more graduate alumni to their Board; support for greater departmental initiative in strengthening ties with graduate alumni; collection of more and better information on graduate alumni; revamping of APGA's vision, mission, and Board structure; closer collaboration between the APGA and Graduate School and between the APGA and Alumni Association; and clarifying the mission and role of the Graduate Alumni Relations Committee. Other recommendations, especially those with substantial budgetary implications, will take longer. Achieving the level of engagement by graduate alumni that we envision will require foresight and persistence, additional resources of various kinds, and sustained commitment and collaboration of all of the relevant parts of the Princeton community. What Graduate Alumni Annual Giving has achieved in less than a decade is promising. There is good reason to believe that the rewards to the University and the alumni themselves of expanded and deepened engagement will be well worth the effort.

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<sup>17</sup> There is precedent for this type of arrangement. Yale University has approximately 25,000 living alumni of the Yale Graduate School of Arts and Sciences. All are *de facto* members of the Graduate School Alumni Association (GSAA), and none pay dues. About 14 percent (3,500 alumni) have voluntarily subscribed to the Graduate School Newsletter, which is published for the on-campus Graduate School community six times a year. There is no subscription fee, but alumni must request receipt of the newsletter. Some other peer institutions, including the University of Chicago, do not collect membership dues from graduate alumni.

<sup>18</sup> Elimination of annual APGA membership dues would require non-life members to pay for their full-year *PAW* subscriptions directly or access *PAW* on the Internet.

## V. Conclusion

The Commission commends the University for its commitment to graduate alumni relations, its receptiveness to new ideas for furthering engagement opportunities, and its recognition of the importance of attentive and coordinated leadership to realize more progress. Valuing graduate alumni and keeping connected with them are cornerstones to improving alumni relations. Outreach efforts to the graduate alumni of Princeton may also provide additional avenues for connecting with undergraduate Princeton alumni who earn advanced degrees elsewhere.

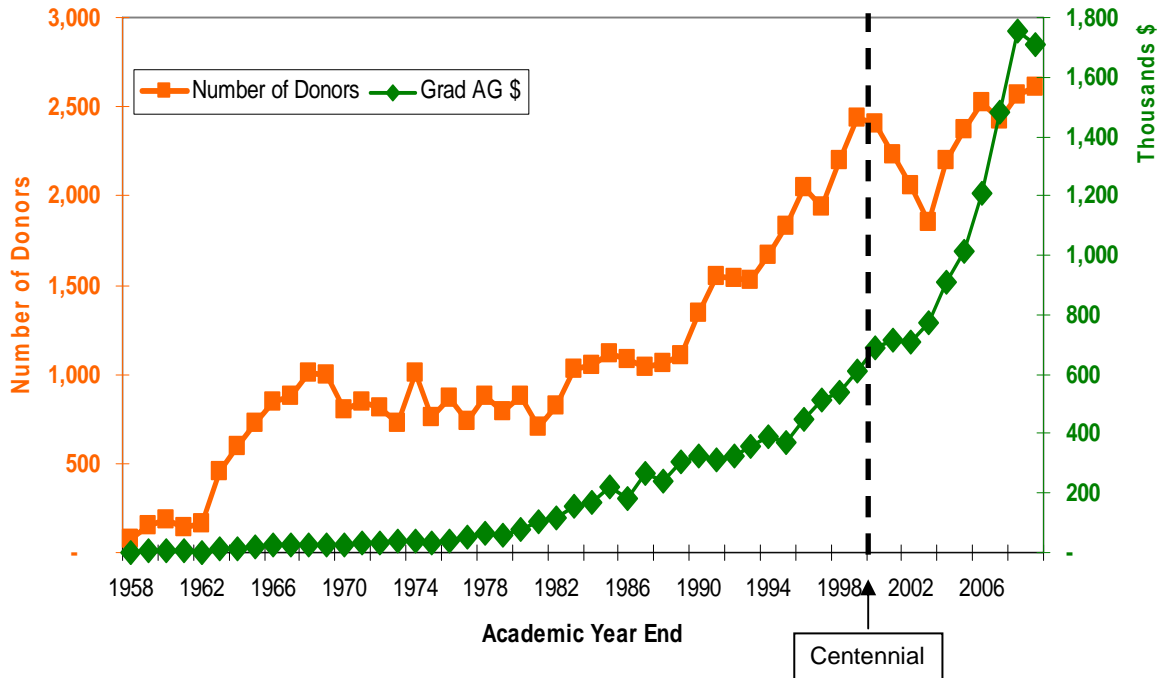
Graduate alumni can be major contributors to the University and to their department's reputation. Some departments clearly understand that the ability to attract the best graduate students enhances the reputation of the departments and the University overall, and raises the premium on a Princeton degree. The greatest potential contribution of graduate alumni is to broadly represent Princeton wherever they are and whatever they are doing. They can help in recruiting high-quality graduate students and in placing graduates in jobs, even more so outside of the academy. Prominent graduate alumni can be tapped to raise the visibility of the University internationally. Outside of the United States, graduate alumni may be more prominent than undergraduate alumni, but they have yet to be tapped in a systematic way.

The Commission recognizes that the current economic climate has made it challenging to take on additional costly investments. However, the time is ripe for realizing greater vitality of graduate alumni engagement, with significant upside potential for the University. Realizing this potential will require a substantial and sustained investment of time and money over the next five to ten years.

A University commitment to a comprehensive, coordinated, and sustained effort on behalf of graduate students and graduate alumni, implemented incrementally over a defined number of years, would convey a powerful sense of direction and impetus that would be more effective in changing perceptions than piecemeal initiatives. A call to action must be about more than just funding. It must be about real intellectual engagement and nurturing a deep sense of connection. If the University's relations with its graduate students and alumni are pursued in that spirit, the Commission has no doubt that graduate alumni will respond with vigor and generosity.

APPENDIX 1

Annual Giving of Graduate Alumni, 1958-2009



Percent participation over the last decade has hovered around 12% compared to ~60% for undergrads. About 10% of grad alums request that they not be contacted.

## APPENDIX 2

### Roster of APGA 2010 Commission on Graduate Alumni Relations

#### Commissioners

**Peter Bell, M.P.A. \*64** (Woodrow Wilson School), Chairperson  
Harvard University, Cambridge, MA

**Daniel Abramowicz, Ph.D. \*84** (Chemistry)  
Crown Holdings, Inc., Philadelphia, PA

**Christina Bodurow Erwin, Ph.D. \*84** (Chemistry)  
Eli Lilly and Company, Indianapolis, IN

**Eileen Guggenheim-Wilkinson, Ph.D. \*82** (Art & Archaeology) **P08**  
New York Academy of Art, New York, NY

**Wesley Harris, Ph.D. \*68** (Mechanical & Aerospace Engineering)  
Massachusetts Institute of Technology, Cambridge, MA

**Ann Kirschner, Ph.D. \*78** (English)  
Macaulay Honors College at The City University of New York, New York, NY

**Laurence C. Morse, Ph.D. \*80** (Economics)  
Fairview Capital Partners, Inc., West Hartford, CT

#### Ex Officio

**Richard Cox, Ph.D. \*74** (Electrical Engineering)  
President, Association of Princeton Graduate Alumni

**Elisabeth Dorman, M.S.**  
Director, Graduate Alumni Relations

**Margaret Moore Miller '80 P11 P13 h\*08**  
Assistant Vice President for Alumni Affairs

**William B. Russel, M.Ch.E., Ph.D.**  
Dean, Graduate School

**Anne C. Sherrerd \*87** (Architecture), **h52, P08, P10**  
President, Alumni Association

#### Executive Director

**Rose Maria Li, M.B.A., Ph.D. \*92** (Woodrow Wilson School)  
Vice President, Association of Princeton Graduate Alumni

## APPENDIX 3

### LIST OF KEY INFORMANTS INTERVIEWED

#### **Current and Former Presidents**

Shirley Tilghman h\*01

Harold Shapiro \*64

→ Van Zandt Williams, Jr. '65 P92 P99, Vice President Emeritus of Development

William G. Bowen \*58

#### **Vice President and Secretary**

Robert K. Durkee '69

#### **Representatives of Departments Active in Alumni Engagement Activities**

Jeremy Adelman, former Chair, Department of History

Ann Corwin, Director, Graduate Career Services and Alumni Relations, Woodrow Wilson School (WWS)

Stephen Friedfeld, Associate Dean, Engineering and Applied Science (SEAS)

→ Jane Maggard, Associate Dean for Development, SEAS

Gene Grossman, Acting Chair, Department of Economics

#### **Graduate Alumni Annual Giving**

Carol Barash \*89, Chair, Alumni Council Alumni Relations & Communications Committee and former Chair of Graduate Alumni Annual Giving

Patrice Jean \*99, Chair of Graduate Alumni Annual Giving

#### **Historically Less-Engaged Alumni, at Different Stages of Careers**

Claire Max \*72 (Astrophysics)

Nathan Myhrvold \*83 (Applied Math) S\*81 P11

S. Karthick Ramakrishnan \*02 (Politics)

## APPENDIX 4

### LIST OF BACKGROUND DOCUMENTS PROVIDED TO COMMISSIONERS

#### In advance of January 6, 2010 teleconference:

- 1) Graduate alumni numbers by department as of October 22, 2009
- 2) Unofficial organization chart showing how APGA relates to other University bodies
- 3) Alumni Relations in the Graduate School (May 2002 Report)
- 4) APGA committees and committee reports
  - a. Committee on Nominations & Awards
  - b. Committee on Reunions
  - c. Committee on Regional Affairs
  - d. Committee on Communications
  - e. Committee on Departmental Relations
  - f. Committee on Membership
  - g. Committee on Graduate Students
  - h. APGA Treasurer's Report
- 5) Spring 2009 Focus Groups on Alumni Engagement: Summary Report
- 6) Spring 2009 Focus Groups on Alumni Engagement: Supplementary Summary Report of Graduate Alumni Focus Groups
- 7) Update on 2010 Alumni Engagement Survey
- 8) Graduate Alumni Annual Giving, 1958-2009 (Chart showing number of donors and aggregate value of contributions by year)
- 9) Excerpts from: Graduate Alumni Annual Giving Strategic Assessment Final Report, October 2009
- 10) Excerpts from: Office of Development Annual Giving Overview for Graduate Alumni Discussion, July 2009
- 11) *The Daily Princetonian* Editorial, Bringing Graduates on Board, October 23, 2009
- 12) Table showing APGA sustaining and life membership numbers, and expenses associated with membership recruitment and communication, for the period 1999 to 2009

#### In advance of February 22-23, 2010 meeting:

- 1) Summary of January 6, 2010 teleconference
- 2) Summaries of interviews conducted with key informants (Rev. 2-12-2010)
- 3) Measures of Graduate Alumni Engagement (Rev. 2-17-2010)
- 4) Draft Commission Report Outline (Rev. 2-12-2010)
- 5) Notes from the Princeton Alumni Weekly (PAW) 2003-2004 Survey related to graduate alumni
- 6) Summary of brainstorming session on revisiting the value of the APGA, APGA Board Meeting, February 21, 2010
- 7) Summary of findings from literature review of research on alumni attachment and involvement (Rev. 2-22-2010)
- 8) February 22-23, 2010 Meeting Agenda

#### In advance of April 12, 2010 teleconference:

- 1) Draft commission report
- 2) April 12, 2010 Meeting Agenda

## APPENDIX 5

### **Commission Suggestions for Restructuring the APGA and Its Relationships with the Graduate School and the Alumni Association**

This appendix provides elaboration on the Commission’s suggestions for operationalizing what is envisioned in “Recommendation 5: Clarify the APGA mission and the responsibilities of the APGA Board to foster a mutually beneficial relationship between the University and its graduate alumni. The APGA Governing Board should focus on more strategic and substantive approaches to advancing graduate alumni engagement through promotion of life-long learning, leadership, and service.”

The Commission envisions that logistics in support of pilot-tested activities for graduate alumni would be institutionalized and shifted to the Graduate School’s Office of Graduate Alumni Relations. These changes would both provide more continuity and stability to such activities and enable the APGA to more effectively support efforts at graduate alumni engagement through its Governing Board, as a vehicle for identifying and cultivating graduate alumni volunteers for leadership roles.

The APGA Governing Board should retain and expand its work on (1) nominations and awards (e.g., Madison Medal honorees, Graduate Alumni Trustee candidates, Regional Association awardees), (2) development and support of programming that capitalizes on intellectual connections, including support of graduate teaching and travel subsidies for research and professional meetings, and (3) service in support of departmental and regional outreach to graduate alumni. The APGA Committee on Regional Affairs should continue to work with graduate alumni around the world to develop new programs and events that strive to become self-supporting through charging fees.

#### **APGA Relationship with the Graduate School**

The Dean of the Graduate School currently serves as an *ex officio* member of the APGA Board. Closer integration might be achieved by having the APGA President serve as a member of the Graduate School Leadership Council, and having the Director of the Office of Graduate Alumni Relations serve in a dual role as the executive director of the APGA.

The Graduate School would require additional staff to absorb the new responsibilities in support of APGA initiatives and activities (see Recommendation 4). The Commission recommends that the APGA Board continue to participate in developing innovative programs, while the Graduate School’s Office of Graduate Alumni Relations take greater responsibility for the implementation of programs successfully “piloted” by the APGA Board. Several well tested APGA initiatives (e.g., big-tent Reunions, mixers, Tributes to Teaching) should now be administered by the Graduate School, so that they do not need to be “reinvented” by each successive APGA administration.

The APGA Board must continue to mobilize its membership to support the success of these efforts and other staff initiatives both on campus and in the regions. The APGA Board should still be responsible for determining the Reunion theme, and influencing the elements supporting that theme, including the menu, the entertainment, and alumni faculty forum topics and

participants. All other tasks should be completed by the Office of Graduate Alumni Relations staff.

The Graduate School Office of Graduate Alumni Relations should have clear lead responsibility for helping departments to initiate activities to engage and support graduate alumni, and to build on its effective outreach, particularly to young alumni in regions worldwide.<sup>19</sup> Responsibility for organizing the departmental mixers (e.g., Engineering, Social Sciences, Humanities, and Natural Sciences) would devolve from the APGA's Departmental Relations Committee to the Office of Graduate Alumni Relations working in concert with the departments, Career Services, the APGA Board, and relevant committees of the Alumni Council.

APGA activities related to graduate student life should now be handled by the Graduate School and its Office of Graduate Student Life, which has contributed importantly to improving the graduate student experience.

### **APGA Relationship with the Alumni Council**

The Alumni Council is the governing body of the Alumni Association of University.<sup>20</sup> Scores of alumni volunteers work through the Alumni Council's Executive Committee, Standing Committees, and Special Committees to serve Princeton alumni across the country and around the world. The president of the APGA and three APGA representatives are permanent members of the 72-member Executive Committee of the Alumni Council. To reinforce coordination between the Alumni Council and the APGA, the chair of the Graduate Alumni Relations Committee of the Alumni Council was added as an *ex officio* member of the APGA Board in 2009. To achieve greater integration, at least one member of the relevant APGA committees should be invited to serve on the corresponding Standing Committees of the Alumni Council (e.g., Reunions, Regions, Communications).

### ***The Graduate Alumni Relations Committee***

The final element of the provisional plan described in the May 2002 Report on Alumni Relations in the Graduate School concerned the creation of an ad hoc committee of the Alumni Council that would include representatives of the APGA Board "to oversee and coordinate efforts to increase graduate alumni participation in the activities of the Council." The Graduate Alumni Relations Committee is now one of 12 standing committees of the Alumni Council, and parallels

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<sup>19</sup> Until recent budget cuts, the Association of Yale Alumni and the Yale Graduate School, not their Graduate Student Alumni Association (GSAA), have hosted two departmental alumni conferences on campus per year. Alumni participation has ranged from 6-10 percent for large departments to 15-33 percent for small departments, with medium-sized departments somewhere in between.

<sup>20</sup> The mission of the Alumni Council is "to engage as many alumni as possible in the ongoing life of the University in mutually beneficial ways and to support alumni initiatives that promote the goals of the University." See [http://alumni.princeton.edu/main/volunteers/alumni\\_council\\_committees/AlumniJointStatement2002.pdf](http://alumni.princeton.edu/main/volunteers/alumni_council_committees/AlumniJointStatement2002.pdf). Members of the Alumni Council include presidents of each of the alumni classes; the presidents of each of the regional associations or clubs around the world and the president of the Princeton Club of New York; the officers of the APGA; members of the Executive Committee of the Alumni Council; and up to a total of 36 appointed term members. See: [http://alumni.princeton.edu/main/volunteers/alumni\\_council\\_committees/](http://alumni.princeton.edu/main/volunteers/alumni_council_committees/)

the Class Affairs standing committee that serves the undergraduate body.<sup>21</sup> The formation of the Graduate Alumni Relations Committee a decade ago has in fact helped to increase graduate alumni participation in the leadership and activities of the Council. The result has been substantial improvement in representation by graduate alumni at all levels of the Alumni Council.

Today, the focus of the Graduate Alumni Relations Committee has expanded to include additional activities:

“The Alumni Council’s Graduate Alumni Relations Committee...was established to increase graduate alumni involvement with the University and fellow alumni. The committee functions as a liaison with the Alumni Association, the Association of Princeton Graduate Alumni (APGA), the Office of Graduate Alumni Relations, and other stakeholders. [It] also coordinates projects and carries out its own initiatives.”<sup>22</sup>

As currently formulated, the Alumni Council’s Graduate Alumni Relations Committee and the APGA have overlapping missions, which has generated confusion about roles.

The Commission calls upon the Alumni Council, in consultation with the APGA Board, to clarify the focus of the Graduate Alumni Relations Committee. The Graduate Alumni Relations Committee should continue to ensure that graduate alumni inclusion on the Alumni Council remains effective on standing and special committees. It should continue to work closely with the APGA, the Office of Graduate Alumni Relations, and other stakeholders, to achieve this goal.

### **Proposed Changes to the APGA Board Structure**

The Commission recommends that the APGA Governing Board revamp its Board structure to effectively carry out its reconstituted responsibilities in accord with its evolved purpose. Specifically, the Commission recommends that consideration be given to the following changes:

***Reduce number of elected Board members from 27 to 15 over the next four years.*** Board size must sufficiently balance the need for diversity of representation, experience, and skills with the Board’s ability to exercise governance with thoughtfulness, efficiency, and accountability. A large board can be more broadly representative; but a smaller working Board is more conducive to group cohesion, interaction, debate, and effectiveness.<sup>23</sup>

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<sup>21</sup> The other standing committees concern cross-cutting topics that pertain to all alumni, e.g. academic programs, communications, careers, class affairs, community service, Princetoniana, Princeton Schools Committee, regional associations, reunions, technology advisory committee, volunteer stewardship.

<sup>22</sup> [http://alumni.princeton.edu/main/volunteers/alumni\\_council\\_committees/standing\\_committees/graduate/](http://alumni.princeton.edu/main/volunteers/alumni_council_committees/standing_committees/graduate/) (accessed May 8, 2010).

<sup>23</sup> Bowen, W.G. 2008. *The Board Book: An Insider’s Guide for Directors and Trustees*. New York: W.W. Norton & Company, p. 126 (citing Michael Blumenthal) and p. 129.

By reducing the number of elected board members from 27 to 15, the people at the table would approach a more workable number of 20-25.<sup>24</sup> The benefits of the smaller size include reducing the need for Executive Committee meetings (typically involving only the APGA officers and committee chairs). This change would reduce redundant communications to different segments of the Board and increase Board engagement levels, particularly for newer members unlikely to be part of the Executive Committee. William Bowen (2008:128) reports that heavy reliance on an executive committee can work well in many situations, but that it carries the risk of some board members feeling consigned to the second tier of a two-tiered board.

***Achieve greater regional and international representation of graduate alumni.*** More than 17 percent of graduate alumni live abroad, and more than 54 percent of Princeton alumni living abroad are graduate alumni.<sup>25</sup> Greater efforts need to be made to engage this important segment of the graduate alumni base. Given the increasing emphasis on departmental and regional efforts, the Nominations and Awards Committee should identify suitable Board candidates and committee members with explicit consideration given to diversity by region and by department. Representation by international alumni should be commensurate with their representation in the total graduate alumni body.

***Appoint more non-Board members to APGA committees.*** APGA committee chairs should involve more members of the general APGA membership in committee work. APGA committees can be an effective way to provide a “home” for volunteers who are not prepared to devote the time for full Board service, but who might find it meaningful and manageable to perform discrete tasks with more defined levels of commitment. APGA committees also can be useful proving grounds for identifying future volunteer leaders.

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<sup>24</sup> The APGA constitution limits the Board to no more than 30 members including the immediate Past President of the APGA, and not more than 27 members elected from the membership of the APGA to serve three-year terms by a majority vote of the Board. At least one, but no more than three current graduate students shall be members of the Board. Graduate student Board members serve one-year terms and may serve further terms. The Board also includes a graduate alumnus or alumna who is a member of the Princeton University faculty and serves as the faculty representative, as well as three *ex officio* members without vote: the Dean of the Graduate School, the Chair(s) of Graduate Alumni Annual Giving, and the Chair of the Graduate Alumni Relations Committee.

<sup>25</sup> Personal correspondence, Dorothy Werner to Elisabeth Dorman, April 19, 2010.