



GEORGETOWN UNIVERSITY

Office of Public Affairs

December 9, 2009

Dear President DeGioia and Provost O'Donnell:

As Co-Chairs of the Admissions and Recruitment Working Group of the Diversity and Inclusiveness Initiative, we respectfully submit our working group's final set of recommendations.

Last spring we received our charge and quickly composed and convened the working group. We organized our work so that we would research key questions and meet regularly via conference call during the summer break. At the start of classes in August, we made a commitment to meet intensively during the semester. We have since met weekly to develop recommendations to strengthen the University's efforts to recruit an even more diverse student body. It has been a great pleasure to serve Georgetown in this way.

We would like to take this opportunity to thank the students and staff who served on the working group. They all contributed their time, energy, and unique perspectives to developing these recommendations.

We take pride in our work and look forward to hearing your responses. Please let us know if you have any questions, and thank you for the opportunity to serve.

Sincerely,

Charles Deacon  
Dean of Admissions

Daniel Porterfield, Ph.D.  
Senior Vice President  
for Strategic Development

Ryan Wilson  
C'12

ADMISSIONS AND RECRUITMENT WORKING GROUP  
RECOMMENDATIONS



DIVERSITY AND INCLUSIVENESS INITIATIVE  
GEORGETOWN UNIVERSITY

DECEMBER 9, 2009

## TABLE OF CONTENTS

I.	INTRODUCTION	PAGE 3
II.	DEVELOPING AN IMPLEMENTATION STRATEGY	PAGE 7
III.	POSITIONING GEORGETOWN FOR PROSPECTIVE APPLICANTS	PAGE 9
IV.	STRENGTHENING FINANCIAL AID PRACTICES	PAGE 12
V.	ENGAGING CURRENT STUDENTS IN GEORGETOWN'S RECRUITMENT STRATEGIES	PAGE 15
VI.	STRENGTHENING AND BUILDING PIPELINE RELATIONSHIPS	PAGE 18
VII.	ADDRESSING ALL DIMENSIONS OF DIVERSITY	PAGE 21
VIII.	APPENDIX	PAGE 23

## **I. Introduction**

### **Overview**

During the Spring 2008 semester and the 2008-09 academic year, the Student Commission for Unity (SCU) conducted a major research project to learn about the range of ways Georgetown undergraduates experience diversity in the classroom and in campus life. The report generated a robust campus dialogue on new steps that could be taken to enhance respect, inclusiveness, and learning about diversity within our multicultural community. The SCU itself offered a number of recommendations for community consideration.

In response, in April 2009, President John J. DeGioia and Provost James O'Donnell launched the Main Campus Diversity and Inclusiveness Initiative. They created working groups composed of students, faculty and staff to make recommendations for enhancing Georgetown's commitment to diversity in three interrelated areas: Academics, Student Life, and Undergraduate Recruitment and Admissions. Vice President for Institutional Diversity and Equity Rosemary Kilkenny and Provost O'Donnell were identified as the co-chairs of the initiative.

### **Formation of the Admissions and Recruitment Working Group**

In April 2009 President DeGioia and Provost O'Donnell identified two senior colleagues to serve as the initial co-chairs of the Admissions and Recruitment Working Group (ARWG). Dean of Admissions Charles Deacon and Senior Vice President for Strategic Development Daniel Porterfield were asked to work collaboratively with students and staff to build the membership of the working group, develop a charge, and establish a work plan for the summer and fall. During the summer Dean Deacon and Dr. Porterfield asked a student participant, Ryan Wilson (COL '12) to serve as a third co-chair.

Membership was drawn from three major areas. First, in various public fora, President DeGioia and others invited all students interested in serving on one of the working groups to submit their names for consideration. Second, Vice President for Student Affairs Todd Olson solicited and received nominations from the GU Student Association (GUSA). Finally, Dean Deacon and Dr. Porterfield asked colleagues with substantial relevant professional experience to serve on the working group, including Dean of Student Financial Services Patricia McWade and Associate Dean of Students Dennis Williams, who also serves as the Director of the Center for Multicultural Equity and Access (CMEA). Melissa Foy, Program Director for the Georgetown Scholarship Program (GSP), agreed to staff the working group. (See Appendix for full list of members.)

In May 2009 the working group developed its charge, which is to make recommendations to President DeGioia and Provost O'Donnell about two primary questions:

1. What sustainable programs or actions will allow Georgetown to increase the number of students from underrepresented groups within the undergraduate community?
2. What sustainable programs or actions will allow Georgetown to increase the critical mass of students who enter the University prepared to become engaged, positive, and respectful contributors in a diverse academic community?

The rationale for the first question in the charge is, quite simply, that Georgetown's mission as a Catholic and Jesuit university demands that the University work proactively to ensure access, equity and opportunity to all students, including students from lower-income, marginalized and historically underrepresented communities. The working group recognizes that Georgetown has sustained a commitment to this goal for many years. Because the goal is central to Georgetown's identity and also highly-valued by other highly-competitive peer institutions, it is of both educational and strategic significance that the University continuously enhance its efforts and results.

The rationale for the second question also grows from Georgetown's mission and identity. As President DeGioia said in his April 20, 2009 town hall speech on diversity, in order for all members of our community to develop intellectually and personally, and for the community to be as strong as possible, we must sustain a culture of respect. President DeGioia said:

*We believe that the work of a university best takes place in the context of a community. Communities are dynamic and organic. They can only be built and sustained by those who accept responsibility for the community. It is the quality and strength of a community that provides the foundation for trust that makes the risk-taking of building bridges and crossing borders even possible.*

It is crucial for Georgetown to amplify and reinforce President DeGioia's message from the first moments when prospective students learn about Georgetown from promotional materials, University outreach or the application process.

The working group thought about diversity in several ways. First, we recognized that Georgetown Admissions, and the admissions programs of most competitive universities, work purposefully to identify, attract, and enroll qualified applicants from a set of underrepresented groups -- need-eligible students, first generation college goers, African American students, Native American students, and Latino students. Most of our recommendations build upon and strengthen existing practice in relation to these groups, whose recruitment is already a University priority.

Second, the working group recognizes that the Georgetown community seeks student diversity in many ways -- diversity of interest, thought, ability, nationality, religion, sexual and gender identity, and region. In the final section of the report we make recommendations in these areas.

From May 2009 through August 2009 the ARWG met on a biweekly basis, often via conference calls, to develop a working knowledge of the admissions process and to educate itself about relevant current practices and resources to realize these goals. For example, the group learned about:

- Georgetown's undergraduate selectivity and student demographics
- Elements of the application
- Data on the application pool size and quality, acceptance rates, and yield rates of lower-income and ethnic minority applicants

- Admissions' marketing, outreach and positioning strategies
- Selected marketing practices, such as the Blue and Gray tour guide program
- Factors that influence the yield rates among members of underrepresented groups
- The relationship of loan size to acceptance of admission offers
- The major new emphasis on fundraising for scholarship in the next capital campaign
- The role of GAAP Weekend and Hoya Saxa Weekend
- The planned redesign of the university's top tier site: [www.georgetown.edu](http://www.georgetown.edu)
- The specific recommendations of the Student Commission for Unity, which focused on ways to engage current undergraduates more effectively in building Georgetown's diversity and inclusiveness, and enhancing all aspects of our overall and Admissions-related messaging in these areas.

### **Background on Goal One: Increasing Diversity**

From our summer of research and dialogue, the group developed an informed sense of key issues embedded in both of the charging questions. For example, in relation to the first goal of improving the diversity of Georgetown's incoming classes, we came to see that, overall, Georgetown has developed one of the nation's most successful programs of student recruitment and selection. Perhaps no sustained achievement has been more central to Georgetown's standing as a top 25 research university. One recent marketing survey of highly-qualified high school juniors found our institution to have the fourth highest reputation in the country for education quality. This achievement benefits all current Hoyas and, indeed, all alumni and alumnae.

A part of this success story is Georgetown's historical practice of emphasizing the recruitment of diverse incoming classes. In comparison with the other academically selective colleges and universities with whom we compete for undergraduates, Georgetown receives, for example, very high application rates for highly-qualified African-American and Latino students. Our strong market share is undoubtedly the envy of many competitive colleges and universities. We are also among the nation's leaders in accepting students from both groups and also from lower-income communities. However, where we have lost ground in recent years concerns the yield of the minority and need-eligible students we admit.

Clearly the number one reason for our recent lower yield rates concerns the new practice of peer institutions (most of which have much larger endowments) to reduce or eliminate loans for need-eligible students. We know this because of the extraordinary success of our own new Georgetown Scholarship Program (GSP), which provides significantly reduced loans to about 260 high-financial-need students. The yield rate for students who receive a GSP Scholarship -- and thus have much lower loans -- is dramatically higher than the yield rates for need-eligible students who do not receive this loan reduction component in their financial aid award.

For the medium- and long-term, Georgetown is addressing this problem through philanthropy. A new giving priority -- The 1789 Scholarship Imperative -- promises to place fundraising for financial aid at the center of the public phase of Georgetown's next capital campaign. This is a crucial strategic step by the University. The ARWG understands that the size of the Financial Aid budget is not unlimited and that, within the context of Georgetown's commitment to meeting

the full financial need of all admitted students, from a financial perspective, we must achieve an appropriate and sustainable balance between need-eligible and non-need-eligible students.

At the same time, the ARWG believes that more can be done in the short term to recruit qualified candidates to apply to Georgetown and accept our offer of admission. As our recommendations illustrate, this work involves promoting Georgetown in diverse communities, personalizing the application process for students who may be the first in their families to consider Georgetown and making a more compelling case to admitted students that Georgetown is an extraordinary option for students from all backgrounds.

In some cases, the ARWG recommends building upon or modifying generally successful current practices; in others, it recommends engaging in promising new activities. We believe it is particularly important for current undergraduates to be more effectively deployed immediately as we seek to increase the number of underrepresented students at Georgetown. We recommend these efforts while the University continues to fundraise for financial aid, as a two-pronged approach. As the Student Commission for Unity stated in its preliminary recommendations in this area, there is a great deal we can do right now.

### **Background on Goal Two: Increasing Cross-Cultural Engagement**

From our summer work, the ARWG came to see that some elements of the application process do signal to all applicants that we value engagement and citizenship in a multicultural community. Indeed, Georgetown's commitment to fostering interreligious learning and dialogue seems to be one of our most effectively conveyed commitments. That said, the ARWG sees a number of places where our commitment to this goal can and should be intensified. In particular, as our recommendations describe, we believe that improvements can be made in the Blue and Gray tour guide program, the spring GAAP Weekends for admitted students and in the application process itself. Here we believe that there are effective peer practices from which Georgetown can learn.

### **Recommendations**

During the Fall 2009 semester the ARWG met two out of every three weeks as a full group while also holding regular meetings of "drafting groups" whose missions were to formulate draft recommendations for full group discussion. As a result, ARWG members made an extensive semester-long commitment perhaps equivalent to that of an additional class. We very much appreciate the time and effort of all working group members.

As readers will see, our recommendations are wide-ranging, including, but not limited to, how we might best position Georgetown for applicants, sustain strong pipelines of underrepresented students, strengthen our practice of meeting student financial need and engage current undergraduates in student recruitment. Our recommendations are practical and largely budget-neutral, but will require institutional will, organization and commitment to measurable progress.

## II. Developing an Implementation Strategy

### Background

These recommendations relate to organizational structures that can be developed to carry out many of our specific recommendations or to leverage ongoing University processes in support of our twin goals.

### Organizational Structures and Processes

*Recommendation 1:* Work intensively to implement as many recommendations as possible for the current admissions cycle. Identify specific colleagues in the Office of Admissions, and in other areas of the university, who have responsibility for implementing recommendations, with timelines.

*Recommendation 2:* Develop a new senior position within Admissions responsible for ensuring that, across the entire scope of recruitment and admissions activities, Georgetown is developing and implementing practices designed to enhance the diversity of the student body. The Dean and senior leaders of Admissions should define this new role both by surveying peer institutions and by taking into consideration Georgetown's unique needs as a highly-selective institution that seeks to leverage the participation of undergraduate students in the recruitment and admissions process.

*Recommendation 3:* Expediently establish a formal student, faculty and staff Advisory Group to the Dean of Undergraduate Admissions. Eventually this Advisory Group should be chaired by the new position discussed above. The responsibilities of this group should include providing feedback regarding ongoing Admissions strategies, recommending communication and positioning strategies, helping current organizations such as GAAP and Blue and Gray recruit a more diverse volunteer base, advising student organizations on their roles in student recruitment and responding to inquiries from prospective students. The Office of Admissions is responsible for defining the formal charge of the group and the application process.

*Recommendation 4:* Sustain and enhance the Office of Admissions' current commitment to recruiting a diverse staff of admissions officers. The Admissions team effectively promotes diversity at Georgetown, and increasing the number of officers from diverse backgrounds would only enhance the Office's work. Well-qualified candidates who have experience working with or recruiting underrepresented student populations should be highly recruited and given special consideration. In addition, professional development opportunities available to all Admissions staff should prioritize the University's commitment to diversity, with an emphasis on providing information about campus resources (e.g. Center for Multicultural Equity and Access, LGBTQ Center, Academic Resource Center, Women's Center) and connecting to national professional networks and organizations that focus on diversity recruitment.

*Recommendation 5:* Ensure that students, faculty and staff working on this issue are included in the leadership team of colleagues contributing to Georgetown's top tier web redesign, which should be carried out in a way that furthers the goals of the Diversity Initiative.

*Recommendation 6:* Ensure that the 1789 Imperative -- which seeks to establish 1,789 new scholarships, modeled after the Georgetown Scholarship Program, over the next five years -- is emphasized prominently in University events and publications and that students are engaged as leaders, participants, and partners in fundraising for financial aid.

### III. Positioning Georgetown for Prospective Applicants

#### Background

Through these recommendations, we seek to better represent the diversity that is on campus to those who are unfamiliar with the Georgetown community while also creating new strategies that will allow the University to more effectively communicate our ideals and commitment to a diverse community.

#### Campus Presentations and Touring

*Recommendation 1:* The Provost should convene a diverse group of colleagues, including students, to conduct an annual or periodic evaluation of how to insure that the Blue and Gray tour program effectively communicates about the diversity of our campus community and our expectation that all students promote a respectful and inclusive community. The Working Group understands that the tours must convey other important messages as well, including the University's commitment to academic excellence, its Jesuit identity, and a vibrant campus culture. The Working Group strongly suggests that this recommendation be carried out in a way that respects and strengthens student ownership of the Blue and Gray program.

*Recommendation 2:* Develop an active marketing plan for Blue and Gray to aid students in joining the organization with the ultimate goal of creating a more diverse membership.

- Ensure that the information Blue and Gray presents to interested students clearly reflects the time commitments of the organization.
- Target students that have been a part of the special programs in the past (for example, using CMEA to send information to the past participants of the Community Scholars Program).
- Develop a semi-annual event where the leadership from several cultural groups speaks to the leadership of Blue and Gray.
  - Have membership of Blue and Gray attend meetings of other groups of students.
  - Increase outreach recruitment to SAC groups especially during the beginning of the semester.
  - Have Blue and Gray reach out to the members of pre-orientation programs.
  - Within the Student Activities Commission (SAC), incorporate the expectation or suggestion that leaders recommend group members to participate in this critical university activity.

*Recommendation 3:* Recognizing the variety of students from different age groups that tour Georgetown's campus, Blue and Gray, working with the Office of Admissions, should create alternative programming for younger prospective students.

*Recommendation 4:* To deliver the alternative programming, Blue and Gray and the Office of Admissions should create an auxiliary tour guide group, with a stipend per semester. This organization should be a hybrid between the Office of Admissions and Student Affairs/CMEA.

- The Office of Admissions will remain the main contact to schedule and organize prospective student visits.
- This new group would be responsible for group tours for specific programs, such as visitors from middle school, early high school, community organizations etc.

- These positions would require a manageable commitment of time. This will facilitate better utilization of Blue and Gray for students who are further along in the application and recruitment process while expanding opportunities for other groups to visit campus.

*Recommendation 5:* The Office of Admissions should explore creating an evening session to allow for more flexibility and allow more students to experience Georgetown's campus. Information sessions should be given more times per day with special attention paid to peak seasons.

### **Public Messaging and Materials**

*Recommendation 6:* The Office of Admissions, in partnership with the Office of Public Affairs and Strategic Development, should conduct market research involving prospective students from underrepresented groups that seeks to determine the factors that drive a student's decision to attend or not attend an institution such as Georgetown University. This research will identify messages and targeted outreach strategies that would increase the likelihood that a student from an underrepresented group would decide to attend Georgetown University.

*Recommendation 7:* An annual or periodic review of admissions materials should be conducted by the Office of Admissions and the Office of Communications to insure that a clear and compelling message about diversity is a central theme.

*Recommendation 8:* Working with the Office of Admissions, the Office of Communications should develop web content with specific information for prospective students that contains imagery and content that highlights the diversity within the Georgetown community. This web content should be designed with the goal of expressing the University's commitment to diversity and meeting full demonstrated need. This web content should also include a statement by the University about diversity and inclusiveness.

*Recommendation 9:* Working with the Office of Admissions and Office of Student Financial Services, the Office of Communications should develop content for the university's top tier web sites that places an emphasis on the access and availability of financial aid.

- This web content would place an emphasis on the need-blind admissions policy that the University currently follows as well as provide additional resources for students that may need assistance.
- The web content targeted toward prospective students should also include profiles of current students who have benefited from the university's financial aid policies. Prospective students should be directed to the Office of Financial Services, which will include a peer counseling program.

### **Application**

*Recommendation 10:* Develop new essay prompts for the required first essay section, one of which would invite students to discuss how their background/life experience/interests would help enrich Georgetown's undergraduate residential community. The working group believes it may be advantageous to add an additional essay prompt to give students a choice.

*Recommendation 11:* Assemble all admissions committees (admissions officers, deans, professors, and student representatives) to reaffirm Georgetown's commitment -- as a Catholic and Jesuit university -- to the core values of diversity, community and respect. Admissions committees should take these values into consideration -- as strongly as grades, testing, and academic credentials -- as applicant files are read and discussed in committee.

*Recommendation 12:* Explore ways in which the admissions application (the instructions) and the Admissions Office website could better articulate and explain why we ask for information such as Parents' place of birth, Intent to apply for Financial Aid, and results of three SAT II Subjects tests. Absent that explanation, applicants may draw inaccurate conclusions about how such information may be used as factors in the admissions process.

*Recommendation 13:* Explore the possibility of providing members of the AAP (Alumni Admissions Program) -- the volunteer alumni interviewer organization -- with a message similar to the one provided in Recommendation 9, so that they may provide more helpful written reports regarding a candidate's ability to positively contribute to our goal of building a First Year class of students who are mindful of the importance of the Jesuit tradition of respect and inclusiveness within a diverse community.

*Recommendation 14:* Explore the possibility of providing more information on the Admissions website about the Community Scholars Program to explain how students receive consideration for it, and feature profiles of current Scholars.

## V. Strengthening Financial Aid Practices

### Background

We applaud the University's commitment to fundraise for scholarship aid and recognize the urgency to begin this process immediately. One of our goals is to combat the "sticker-shock" associated with students considering applying for admission. We recommend that the Office of Admissions continue to be proactive in increasing the number of applications from underrepresented first generation college-going students. We also recommend that those who enroll be given the appropriate support, both financial and otherwise, to thrive and ultimately graduate.

Our recommendations are based on the knowledge that:

- Two major reasons students choose Georgetown's top ten competitors are the University's cost of attendance and financial aid offer.
- In the past two years, Georgetown University's top ten competitors have introduced initiatives to reduce or eliminate loans from students' financial aid packages.
- The median income in the U.S. is about \$50,000, but the median Georgetown scholarship recipient's parental income is \$90,000.
- Only 12% of Georgetown University's student population receives Pell Grants, which is a proxy for low-income students.
- Size of scholarship is a determining factor in whether admitted students accept Georgetown's offer of admittance.
  - For students who are admitted and request financial aid, the yield for the 2009-2010 year was 39%.
  - For students who are admitted, request financial aid and receive a GSP award, the yield for the 2009-2010 year was 59%.

### Accessibility

*Recommendation 1:* Brand scholarships to highlight our need-blind/meet full need philosophy and revamp the Office of Student Financial Services web site to include messages for parents and prospective students conveying that our policies make it possible for families to afford a Georgetown education:

- Modernize the Office of Student Financial Services web site to include videos for parents and students to demonstrate that, "This is manageable."
- Include financial aid recipient profiles and success stories.

*Recommendation 2:* Hire bilingual staff members in the Office of Student Financial Services and suggest to the College Board that they create a CSS PROFILE in Spanish.

*Recommendation 3:* The Office of Student Financial Services should be proactive in helping families through the onerous process that involves completing several forms, including the FAFSA and CSS PROFILE. This will include the help of student peer advisors, as well as the Office of Student Financial Services (OSFS) staff.

*Recommendation 4:* The Office of Student Financial Services should work with Congress and the College Board to simplify the aid application process. The Office of Student Financial Services should explore joining the CollegeKeys Compact, which would allow Georgetown to participate with other leading universities as advocates for low-income students and socio-economic diversity on campus. The Office of Student Financial Services should also look to take advantage of the College Board's access and advocacy tools.

### **Institutional Prioritization and Fundraising**

*Recommendation 5:* The Office of Advancement should immediately begin fundraising for undergraduate scholarships, using the Board of Directors' approved mandate called the 1789 Scholarship Imperative to raise \$500 million in scholarship aid over the next five years, recognizing that this is only the beginning of a long-standing commitment toward fundraising for scholarship aid.

*Recommendation 6:* The Office of Student Financial Services and the Office of Advancement, working closely with the Alumni Association and its Georgetown Fund, as well as the Office of Advancement's major gifts initiatives, should develop a unified approach and message using the GSP model of increased scholarship and reduction of loans. This model will be used for ALL undergraduate scholarship fundraising.

*Recommendation 7:* The Office of Advancement should develop administrative structures to convey and promote the simple message for scholarship fundraising. It should:

- Incorporate the principles of the GSP to increase Georgetown's competitiveness and socio-economic diversity.
- Ensure that the Office of Advancement is appropriately staffed to provide a knowledgeable and compelling case on financial aid to the donor community.
- Develop additional web content for the giving.georgetown.edu web site that highlights how Georgetown's longstanding need-blind/meet-full-need financial aid policy has been a major institutional strategy for creating a diverse community of students.

*Recommendation 8:* Continue to provide an enlarged GSP-styled program to help build community for students and donors. Build on the existing GSP network of students, parents and alumni to spread the message of the need for scholarship dollars.

- Add to existing GSP staff to help students as program grows.
- Create additional student support to the GSP Program Director in an advisory capacity as the program grows.

*Recommendation 9:* Reintroduce optional payroll deductions as a method of involving faculty and staff in the scholarship fundraising efforts.

### **Student Involvement**

*Recommendation 10:* Develop a more active role for students using the current role GSP students play at GSP fundraising events around the country as a model. Utilize the Blue and Gray tour guides, and the Discovery Initiative through the Office of Advancement as a vehicle for students to talk with alumni both in person and on the phone about what is happening on the Hilltop and

the importance of financial aid. They are not asking for money, but rather, they lay the foundation for philanthropy through Georgetown.

*Recommendation 11:* Mobilize existing student groups such as the Senior Class Committee, the Corp, the Student Credit Union, and the Georgetown Collegiate Investors through the combined efforts of the Office of Student Affairs and the Office of Advancement, and under the direction of the Associate Director of Advancement, to raise awareness and fundraise. Events like Homecoming and the Senior Class Gift Competition can increase conversation about giving for scholarships. Create incentives for students to compete to raise money. In this effort, it is essential to communicate to student leaders and group members that there are measurable outcomes for fundraising, including a more valuable degree.

*Recommendation 12:* Create a new student organization through the combined efforts of the Office of Student Affairs and the Center for Social Justice like the Georgetown University Student Investment Fund (GUSIF) to educate current students about the value of socio-economic diversity fundraising for scholarship aid so that when they graduate they understand the issue and can quickly become a part of the alumni network who help raise awareness and dollars for scholarships. Develop a “class agents” mechanism like that at Dartmouth College which will inculcate the idea of “giving” into the Georgetown culture.

## V. Engaging Current Students in Georgetown's Recruitment Strategies

### Background

Through these recommendations, we seek to:

- Ensure that our existing recruitment organizations reflect the diversity present on campus in order to better represent the University to prospective students;
- Stress the need for increased involvement of students that represent and promote diversity, in varied aspects of the admissions process; and,
- Create a consistent message that includes diverse Georgetown experiences in order to reach prospective students with a full and accurate picture of campus life.

### Framing

- We recognize and support the self-led spirit of existing student groups such as Blue and Gray and GAAP and look to increase widespread knowledge of the work of these groups to other student groups that reflect varied Georgetown narratives.
- We seek to ensure that a mechanism is put in place to relay information between the Office of Student Affairs and the Office of Admissions, to be utilized in all recruitment efforts to emphasize Georgetown's core value of celebrating diversity.
- We seek to build up a culture of welcoming prospective students to campus through an increase in the involved student population by enhancing existing structures to represent current student life narratives of a diversity of members of undergraduates.

### Volunteer Recruitment Efforts

*Recommendation 1:* Blue and Gray, GAAP, and the Office of Undergraduate Admissions will make a concerted effort to expand their volunteer recruitment efforts by communicating more widely about these programs to student organizations and campus offices and departments that represent diversity on campus.

- The Division of Student Affairs and the student organizations themselves will create a mechanism that will allow easier and more efficient communication to the executive boards from outside interests.
- The Executive Boards of student organizations should communicate the importance of organizational representation to its members and stress the need for participation in on campus recruitment events such as GAAP Open Houses, Blue and Gray Tours, etc.
- Integrate Hoya Saxa programming and volunteers with GAAP volunteers for increased visibility and access to student leaders.
- Reception at the beginning of the academic year between GAAP and Blue and Gray and members of organizations that represent diverse communities on campus.

### GAAP Programs

*Recommendation 2:* Develop a program to assist in travel expenses for student populations that would not otherwise be able to attend a GAAP Open House (including Hoya Saxa Weekend).

- Recommend implementing a program through the Office of Admissions working with the Financial Aid Office that will identify students for whom travel to campus could be fully or partially reimbursed. Funding should be allocated to students with demonstrated need and that otherwise would not be able to attend GAAP Weekend.

- Notify students accepted through the early application Admissions process of the programming available during the spring GAAP weekends.
- Review family estimated contribution to determine eligibility for assistance, with a possibility of sliding scale of assistance depending on need
- Review of student profile to examine what population the student represents and likelihood of enrollment.
- Sustain the increase in funding allocated for Hoya Saxa weekend and add an additional pool of funds for prospective students of high financial need.

*Recommendation 3:* Members of organizations that represent diversity in the campus community should be appointed for each of the GAAP Weekend panels. This will reflect the inclusive nature of the campus community and will work toward assuring an equitable presentation of student life from varied experiences.

- GAAP will reach out to these student organizations outside of and in addition to its current volunteer recruitment efforts. We recommend that two information sessions for the student organizations be held to efficiently communicate the needs of GAAP to the largest number of groups possible.

*Recommendation 4:* During the Campus Spotlight program, a session will be held on Creating Community for All including the Academic Resource Center, Campus Ministry, Center for Multicultural Equity and Access, LGBTQ Resource Center and Women's Center. These offices and departments are encouraged to publicize their availability for drop-in visitors during the entirety of the GAAP program.

- The session will also include a selection of representatives from student organizations that represent diversity in the campus community. These students will provide insight to prospective students and their families on their personal experiences.
- This will provide both parents and students a unique insight to the multiple intersections of identities in the represented communities.

*Recommendation 5:* To highlight the vibrant and energetic life of campus, short presentations or performances by one or two student organizations will be held during each Multicultural Reception or another appropriate gathering.

- These performances will be similar to those presented during the SOCA awards and scheduled by the Admissions Office.

### **Blue and Gray**

*Recommendation 6:* Develop diversity training in cooperation with Student Affairs for Blue and Gray in the form of in-service sessions.

- In-service sessions will provide updated information across the Division but also highlight diversity in programming such as Magis Row, SOCA awards, guest speakers, service opportunities, Asiafest, Pride Week, etc.
- Work with Blue and Gray to assure and appreciate personal narrative of tour guides but also work to expand the narrative beyond their singular experience.
- A joint effort between Student Affairs and the Office of Admission will be set up to collect and communicate student programs and events to Admissions. The keyform will be sent out to student organizations to identify program highlights and stories that will be

reviewed and selected by the Office of Admissions for recruitment, training and promotional purposes.

### **Volunteer Group for Admissions Office**

*Recommendation 7:* Create a student resource for the Office of Admissions through the GAAP program that will act as a link between diverse members of the university population and the Office of Undergraduate Admissions to facilitate and communicate the needs and opportunities of that office to the larger campus community.

- The general membership of GAAP would participate in local college fairs, online chats and other prospective student events aimed at showcasing the diversity of the university community.
- Perform research for the Office of Admissions on new initiatives and developments among Georgetown's top competitors in topics of diversity and recruitment.

## VI. Strengthening and Building Pipeline Relationships

### Background

Pipeline relationships are those in which a particular school or program annually sends two to five students from underrepresented groups to Georgetown. Such relationships offer tremendous value. The Admissions Office develops relationships with the pipeline program's college counseling staff, which promotes even more effective recruiting and information-sharing. The Admissions committees can review transcripts and student credentials with an understanding of the weight and value of applicants' achievements, thus fostering an even more holistic approach. Students from pipeline programs apply to Georgetown having seen older peers attend successfully and perhaps having maintained informal communication with those students during the application process.

Georgetown has maintained a number of successful pipeline programs in recent years, including relationship with Cristo Rey Jesuit High School in Chicago, the Harvey Mudd Upward Bound Program in Claremont, California, and our own Meyers Institute for College Preparation here in Washington, D.C. The more than 50 current or recent students from these programs have enjoyed distinctive success at Georgetown, with all but one graduating or on track for a degree.

The ARWG encourages Georgetown to strengthen existing pipeline relationships and to place a priority on developing new ones. One way to achieve this goal is to partner with students to recruit high-achievers from their communities. Another way is to evaluate our outreach to high-volume schools (i.e., prep schools and Jesuit schools that have large numbers of applicants each year) to make sure that underrepresented students in those schools are also applying.

### Framing

- Strategically, we should evaluate our current applicant pool to see if, in effect, it represents a set of potential pre-existing pipelines.
- We should leverage, understand, engage and strengthen our existing pipelines as well as look to create new, strategic pipelines with the best use of our resources.
- We should foster the development of new relationships to flourish alongside larger, established pipelines.

### Research and Action

*Recommendation 1:* The Office of Admissions should enhance and augment the local strategy, grounded in market research. We should identify where and how we can best use our resources in the DC/MD/VA area to increase our yield of underrepresented groups. This requires a more structured and formal approach to local strategy.

*Recommendation 2:* The Office of Admissions should pilot a model of Hoya Saxa Weekend, that is local and in the fall. This would involve inviting local student to campus, advising local guidance counselors, and promoting the District of Columbia President's Scholarship for prospective eligible students.

*Recommendation 3:* In implementing pipeline relationships, the Office of Admissions should both look to increase applications from qualified students and encourage students that typically do not apply to Georgetown but do apply to our peer institutions.

- The Office of Admissions should continue to develop an ongoing relationship with college guidance staff that emphasizes communicating our practice of a holistic review of applications and meeting full need.

*Recommendation 4:* Ensure in our presentation to High Volume Schools our commitment to diversity in an effort to yield underrepresented students from these schools.

*Recommendation 5:* Continue to support and grow existing, successful pipeline relationships. These programs send Georgetown many students from underrepresented groups who then maximize the opportunities here. It is especially important to expand and enhance summer opportunities for the Harvey Mudd, Cristo Rey and Meyers Institute students.

- We are very pleased that Georgetown recently received a foundation grant to bring twenty rising seniors from Cristo Rey schools all across the country to Georgetown for a three week college bootcamp in 2010. Current undergraduates should have the opportunity to work in this program as mentors.

*Recommendation 6:* The Office of Admissions should explore developing pipeline relationships for Native American students. Admissions also should identify best practices employed at other universities that successfully recruit students from Native American communities.

*Recommendation 7:* Create events that expose current students and alumni working in low-income communities (such as through Teach For America or Teaching Fellowships) to our admissions objectives so they can better promote Georgetown to prospective students.

- Admissions and Communications can create a forum where current students can learn from the Office of Admissions about our vested interest in students from underrepresented groups.

*Recommendation 8:* The Office of Admissions, working with GAAP, should encourage current students to work with existing pipelines in various capacities, such as:

- Participating as mentors in existing relationships
- Providing leadership opportunity in running a summer recruitment program
- Visiting similar recruitment programs around the country-- working as ambassadors

*Recommendation 9:* The Office of Admissions should create a reception for current undergraduate students that come from existing and potential pipeline, encouraging students to help think about the ways to build continuity in applications and admissions.

*Recommendation 10:* The Office of Admissions should explore the possibility of targeted partnerships with systems, like school districts, municipal governments, the United States Department of Education, as well as individual community-based and scholarship organizations, to increase our reach.

- Through the President's Office, Advancement, Admissions, Communications, Federal Relations, and External Relations, this effort would explore system relationships. In this way, our name might reach whole school systems and local government around the country -- well beyond the reach Admissions can have through staff visits.

*Recommendation 11:* In the international arena, the University should focus more resources to develop relationships with schools and programs located in developing nations targeting both local populations and U.S. expatriate students. We suggest that the Office of Admissions develop a cost-effective way of organizing the Alumni Admissions Program abroad to encourage outreach to diverse communities.

*Recommendation 12:* Promote and enhance the hometown news program within the Office of Communications to keep local communities informed of the achievements of students in their community.

## VII. Addressing All Dimensions of Diversity

### **Background:**

As mentioned above, the working group recognizes that Georgetown prizes and reflects many forms of diversity. Promoting the fullness of our diversity has tremendous value, both in recruiting talented students and in building community and cohesiveness on campus.

### **Diversity Outreach and Communication**

*Recommendation 1:* In coordination with the newly-created Director of Diversity Outreach within the Office of Admissions, the University should expand its funding for attendance to multicultural college fairs and other recruitment events that would assist with reaching out to underrepresented communities.

*Recommendation 2:* It is recommended that all of the Centers and resources be listed in new admissions publications and its website -- as opposed to being listed in a separate “diversity” pamphlet -- to highlight our value of a community in diversity. Similarly, we look to the strengthening of web resources as a remarkable opportunity to ensure that the diversity of campus life, cultural productions, student performance, student clubs, intellectual organizations, and service and religious groups are portrayed vibrantly.

### **Religious Diversity**

*Recommendation 3:* Students from underrepresented religious communities should receive personal correspondence from representatives in Campus Ministry and/or student groups on campus, especially after acceptance when students are evaluating college options. Active and vibrant websites should allow prospective students to see the wealth of denomination-specific and interreligious opportunities at Georgetown.

### **LGBTQ**

*Recommendation 4:* Because LGBTQ students face many unique challenges in their educational careers and come to an understanding of their identity at different times, it is important to provide an opportunity for open and honest conversation with LGBTQ and straight ally prospective students when they apply. Because LGBTQ is not a recorded identity on any pre-application material, there is no way to search or identify these students. It is recommended that funding be allocated for Georgetown representation at the National Campus Pride College Fairs.

*Recommendation 5:* Currently the application for admission only allows for students to identify as male or female, precluding the possibility of other forms of gender identity or expression. We recommend examining the addition of other forms of gender expression to the application. It is important to recognize some of the technical difficulties in implementing this change in regard to computer system limitations and University procedure in matching up student data and identification from multiple sources (application, FAFSA, enrollment forms, Banner).

### **Ability**

*Recommendation 6:* If an individual self-identifies in the application or on the enrollment forms as a person with a disability, there should be a special effort to connect him or her with current students, such as the new student disability organization, and University resources such as the

Academic Resource Center. (This recommendation also applies to self-identified LGBTQ/Ally applicants.)

*Recommendation 7:* Provide disability information in the Blue and Gray and GAAP training. Information should include the directions from the Academic Resource Center for campus accessibility. For tours that include visitors with a physical disability, there should be two guides to assist visitors in accessing all parts of the tours and/or staying with the individuals to prevent their being left alone for portions of the tour.

### **Regional Diversity**

*Recommendation 8:* The Admissions Office is encouraged to continue reaching out to current students from underrepresented geographic areas to connect with prospective students from those areas to assist in recruitment, such as work done by the GAAP State and International Chairs.

## VIII. Appendix

### Admissions and Recruitment Working Group Members

#### Co-Chairs

Charles Deacon, *Dean of Admissions*

Daniel Porterfield, *Senior Vice President for Strategic Development*

Ryan Wilson (C'12), *Member of the Student Commission for Unity*

#### Members

Scott Anderson, *Web Communications Manager*

Jeffery Bailin (B'10), *President of Georgetown Admissions Ambassador Program*

Julie Bataille, *Associate Vice President for Communications*

Jaime Briseno, *Senior Associate Director – Office of Admissions*

Jodi Greer Callender, *Counseling and Loan Manager – Office of Student Financial Services*

Brian Cook (C'10), *Member of the Student Commission for Unity*

Patrick Okechukwu Eronini (N'12), *Member of the Student Commission for Unity*

Carlos Hernandez-Navarro (F'11), *Student Information Officer – Office of Admissions*

Kamilah Holder, *Assistant Director – Office of Admissions*

Brian Kesten (C'10), *Member of the Student Commission for Unity*

Matthew LeBlanc, *Program Coordinator – LGBTQ Resource Center*

Patricia McWade, *Dean of Student Financial Services*

Candace Mosely, *Project Manager – Office of the President*

Joshua Edward Peary (C'10), *President of Blue & Gray*

Martine Randolph (F'12), *Member of the Student Commission for Unity*

Kevin Yizhe Wang (C'10), *Georgetown University Student Association Representative*

Dennis Williams, *Director of the Center for Multicultural Equity and Access and Associate Dean of Students*