

## **Cornell University Strategic Diversity Campus Plan November 1, 2016**

### **Campus plans will build on existing efforts and include:**

#### **1.) Campus commitments for diversity and inclusion;**

Cornell University is a unique institution that from its inception, has charted distinct pathways to academic excellence. It has been aptly described as the “first American university,” broad in scope, open and accessible to all. At the institution’s founding in 1865, Ezra Cornell said: “I would found an institution where any person can find instruction in any study.”

At a time when the American Equal Rights Association was being formed as a coalition between women's rights and anti-slavery organizations (1866)—and prior to the adoption of the 14th Amendment to the U.S. Constitution (1868), Cornell University co-founders Ezra Cornell and Andrew Dickson White were committed to creating a university that was open to all individuals, regardless of race or gender.

From the beginning, Cornell developed a curriculum that transcended the traditional restrictions of learning to classical education, just as it transcended social divides of the time. It was truly a university for anyone who was qualified and open to study in vocational and classical, practical and scientific areas. There was no other institution of higher education quite like it.

Two statements from the co-founders confirmed Cornell University’s commitment to diversity. In a letter dated February 17, 1867, Ezra Cornell stated that he wanted to have girls educated in the university as well as boys, so that they could have the same opportunities. And in 1874, Andrew Dickson White affirmed that the university would accept students of color even if the 500 enrolled white students “asked for dismissal on this account.” Since that time, Cornell University has had many diversity “firsts” – achievements that range from the enrollment and graduation of a truly global student body; the formation of numerous interfaith and multicultural campus groups; the recruitment and establishment of a diverse faculty and administrative staff; the creation of academic programs and departments that reflect a growing array of international and special interest groups; the formation of specialized offices, resource centers, training groups, committees and councils; and the development of financial initiatives, all of which illustrate Cornell’s holistic, ever-evolving approach to diversity.<sup>1</sup>

Today, as a world class institution, Cornell recognizes that research, knowledge production, and operational and academic pursuits benefit tremendously from the full engagement of all individuals who have diverse points of view and come from varied life experiences. In keeping

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<sup>1</sup> For a detailed timeline of Cornell’s history and major diversity achievements, please visit: [diversity.cornell.edu/timeline](http://diversity.cornell.edu/timeline)

with the vision of its founders, Cornell is committed to enhancing its culture to provide for the full participation of all members of its community in order to be on the cutting edge of its fields and practices. As an enlightened academic community, Cornell strives to boldly pursue full inclusion as a central component of its values and approach to its campus community, both locally and globally.

## **2.) Campus principles guiding the development and implementation of the diversity and inclusion plan;**

While Cornell University was founded on a commitment to inclusion and opportunity, several more recent initiatives have helped to guide and refine diversity principles across campus. In 1998, an ad hoc group of faculty, staff and students formed the Campus Climate Committee to institutionalize a more respectful, inclusive, diverse community. The group met over the course of a year and a half to develop a vision statement for the university, “Open Doors, Open Hearts, Open Minds”. This declaration provided the foundation for subsequent, campus-wide efforts to address diversity and inclusion at Cornell.<sup>2</sup>

In 2006, President David Skorton announced the formation of a University Diversity Council (UDC) to deepen and reinvigorate the university’s commitment to creating and sustaining an inclusive campus community. Through this effort, Cornell made manifest its intention to make the changes necessary to continue its legacy of recruiting and retaining a heterogeneous faculty, student body and staff; foster a climate that encourages active engagement and learning across differences; and become a model for how a university should draw strength from an increasingly diverse, global community. Originally, the UDC built upon and unified a series of reviews and initiatives that had been conducted in prior years. All members of the Cornell community were invited to suggest goals and strategies at public meetings or via email. Key components of the Council’s work included the creation of varied opportunities for community members to develop an understanding of one another’s experiences and perspectives, and the clarification and periodic review of the university’s goals, priorities, and policies. A diversity and inclusion website, which is still in use today received a complete redesign to keep all members of the Cornell community apprised of diversity focused efforts and achievements.<sup>3</sup> Currently, the UDC is composed of five University Diversity Officers, the vice presidents and/or vice provosts to whom they report and the Dean of Students.

At its sesquicentennial, Cornell released its strategic plan for 2010-2015.<sup>4</sup> In it, seven strategic initiatives were outlined that would be acted upon in a unified effort to achieve Cornell’s overarching aspiration “to be widely recognized as a top-ten research university in the world, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems.” One of those strategic initiatives had a specific focus on diversity. It was directed that Cornell would “Make significant progress toward a more diverse faculty, student body, and staff in terms of gender and race and ethnicity...Establish explicit and ambitious goals, considering appropriate pipelines and the

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<sup>2</sup> A more illustrative description of this vision statement can be found at:

<http://diversity.cornell.edu/sites/default/files/Open%20Doors%20Open%20Hearts%20Open%20Minds%20Logo.pdf>

<sup>3</sup> To view Cornell’s Diversity and Inclusion website, please visit: [www.cornell.edu/diversity](http://www.cornell.edu/diversity)

<sup>4</sup> The Cornell 2010-2015 Strategic Plan, in its entirety, can be viewed at:

<https://www.cornell.edu/strategicplan/docs/060410-strategic-plan-final.pdf>

importance of “critical mass”; enhance recruitment and retention processes; and ensure that mechanisms holding units accountable are effective.”

In response to the strategic plan, the UDC developed an institutional diversity planning initiative in 2012 entitled “Toward New Destinations.” The initiative was designed to more fully realize the values of diversity and inclusion announced in the university’s “Open Doors, Open Hearts, Open Minds” vision. It also laid the foundation for the university to remain positioned on the leading edge of education and employment through the enhancement of a culture that provides for the full participation of all members of the Cornell community.

The Toward New Destinations (TND) diversity framework requires that each college and administrative unit annually identify diversity initiatives in support of four core principles (composition, engagement, inclusion, and achievement, described below) for seven constituent groups: undergraduate students, graduate and professional students, postdoctoral associates and academic professionals, staff, faculty, the off-campus community, and the extended Cornell communities of parents, alumni, friends and donors. As listed in the TND 2016 Institutional Planning Document:<sup>5</sup>

- **composition** refers to the demographic make-up of the unit or institution. Initiatives that seek to affect changes in Composition often involve long-term planning.
- **engagement** reflects personal, social, and professional commitment to institutional goals and activities. An engaged community is one in which all members seek out and actively pursue opportunities to deepen their involvement with the mission and purposes of the community. Thus, initiatives that support engagement seek to create opportunities and environments where all individuals regardless of background or position are able to play a significant role, take on substantial responsibilities, pursue creative options, and become leaders in their department, field of study, or workplace.
- **inclusion** comprises climate and interpersonal relations. Initiatives supporting inclusion for a particular group are often directed at the population at large, seek to cultivate an environment in which all groups are welcome participants, and can be designed to prevent and address bias.
- **achievement** reflects levels of attainment for underrepresented individuals or groups. Initiatives supporting achievement usually first identify differential levels of achievement for a target group, as compared to those of the whole population, then design activities to narrow that difference.<sup>6</sup>

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<sup>5</sup> The full May, 2016 Toward New Destinations institutional planning document can be found at: <http://diversity.cornell.edu/sites/default/files/documents/TND%202016-17%20FINAL%20May%20revision.pdf>

<sup>6</sup> More specific definitions of the core diversity principles and constituent groups can be found in the May, 2016 TND appendix: <http://diversity.cornell.edu/sites/default/files/documents/TND%202016%20Appendix%20doc%20final.pdf>

TND was implemented in 2012 and continues to hold each college and administrative unit accountable for developing, implementing, and measuring the success of their self-identified diversity initiatives each year. In its first year alone, TND resulted in 158 initiatives across the university.

During 2015-2016 and 2016-2017, in consultation with the local diversity councils and specialists of each unit, the UDC sought to direct learning and effort toward the core principle of engagement, focusing on *The Lived Experience of Diversity*. This pointed effort is intended to support the UDC in understanding and enhancing the institutional interface between long-term changes in composition and particular efforts to impact the principle of Engagement. Two recent, largescale university efforts, the Internationalization initiative and Engaged Cornell, foster the skills and provide the opportunities for community members to engage with, and work across difference.<sup>7</sup> These efforts align internal diversity with the engagement with diversity that arises from experiences within local and global contexts. In its symbiotic focus on *The Lived Experience of Diversity*, TND 2016-2017 provides an explicit, common motive for all projects and programs that feature Engagement as an overarching objective; highlights and encourages connections among them; and broadly supports their success. During the current academic year, each unit has been asked to designate only three annual initiatives, one in the area of Composition and two that consider *The Lived Experience of Diversity* as an organizing or focal principle. Additional information on the TND 2016-2017 reporting and assessment process is included at the end of this campus plan.

Underpinning Cornell's Land Grant mission, the four statutory colleges at Cornell share the afore mentioned founding and ongoing commitments to diversity upheld by the university and strive to reflect them in all aspects of their teaching, research, extension and engagement. As described in greater detail later in this report, several have developed their own internal committees comprised of students, faculty, staff, and external partners (when applicable) to develop strategies and initiatives in response to TND and that address unique challenges found in each college. Moreover, and as listed in our March response to SUNY Provost Cartwright's request for the identification of campus Chief Diversity Officers, each statutory college has a dedicated staff person with the dual responsibility of consulting with Cornell's University Diversity Officers as well as serving as part of SUNY's system-wide CDO network. In the sections that follow, ongoing and current statutory college and university-wide resources and TND initiatives will be described that address each of the strategic areas listed in the SUNY Diversity Campus Plan.

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<sup>7</sup> Information on Cornell's internationalization initiative and Engaged Cornell can be found at: <https://einaudi.cornell.edu/internationalization> and <http://engaged.cornell.edu/>, respectively.

**3.) A student recruitment strategy that includes programs and activities that will enable the campus to enroll a student population that is increasingly representative of the diversity of its primary service region and the State as a whole;**

Beyond the campus-wide programs and departmental efforts that focus on the issues of recruitment and retention such as those employed in the University Admissions Office (which will be described later in this section), TND initiatives set forth by the statutory colleges that speak to the composition principle specifically target efforts to enroll and graduate an increasingly diverse student population.

The College of Agriculture and Life Sciences (CALs) has established several TND composition goals that focus on diversifying their enrollments. In 2015-2016, CALs reported a goal of increasing the percentage of underrepresented students in their undergraduate classes by further developing relationships with targeted high schools and higher education institutions. CALs has placed specific emphasis on recruiting Native American students by working with the American Indian Program to reach New York State students and with fellow Land Grant institutions to identify qualified transfer students. CALs also reported a goal of increasing international undergraduate student enrollments by restructuring admissions priorities, further developing transfer programs, strategically developing exchange programs around the world, and facilitating a CALs visiting fellow program. Lastly, CALs expressed a continued goal of offering competitive CALs Diversity Recruitment Initiative grants, which award funding for department-based and faculty led diversity recruitment initiatives that share the resources, values and commitment of CALs and Cornell to creating and maintaining a diverse and inclusive environment.

In its TND composition initiatives, the College of Human Ecology (CHE) has highlighted its desire to develop strategic relationships with geographically varied community colleges in order to ensure an increasingly diverse transfer student pool. To enhance and promote opportunities for community college graduates to continue their education at Cornell, partnerships with targeted community colleges have been explored to create pipelines for undergraduate underrepresented minority and/or first generation students. The College intends to build a model that can be replicated in other Cornell and community colleges.

The School of Industrial and Labor Relations (ILR) has focused their TND composition initiatives on increasing the number of first year and transfer students from low income families, especially among underrepresented minority groups. Since 2013, ILR has employed messaging found to be important to first generation college students, featured first generation college students in its viewbook and website, personally reached out to admitted students and employed student ambassadors who were first generation college students. ILR has also increased the use of their transfer option with underrepresented minority applicants which, coupled with enhanced advising support has successfully yielded an increased number of underrepresented minority transfer students.

The College of Veterinary Medicine (CVM) has aimed a recent TND composition initiative at increasing underrepresented minority applications to the Biological and Biomedical Science (BBS) Graduate Program. In support of this initiative, CVM intends to utilize a recently received Graduate School Recruitment grant entitled “Increasing Diversity Among BBS Graduate Students” to expand marketing, outreach and in-person visitation to prospective underrepresented minority students.

As part of Cornell, each of the statutory colleges also benefit from strategic TND composition initiatives aimed at student recruitment that are reported by the Cornell Undergraduate Admissions Office (UAO). UAO TND composition initiatives have included the hiring of an underrepresented minority advocacy staff person who focuses on assisting admitted underrepresented students in the completion of their financial aid application process. In addition, this specialist cooperates with a larger Multicultural Recruitment Team (comprised of a Senior Associate Director of Admissions/Coordinator of Multicultural Recruitment; Multicultural Recruitment Admissions Counselor, Administrative Assistant for Multicultural Recruitment, and Multicultural Student Interns), which aims to provide prospective multicultural students and their families with assistance throughout the application, admissions, and matriculation process. The Multicultural Recruitment Team also assists community-based agencies and non-profit organizations with campus visits and admissions-related programming. The Underrepresented Minority Advocacy staff person and Multicultural Recruitment Team additionally serve as advisors to CU IMAGE, a 700+ student organization whose mission is to recruit and retain multicultural students at Cornell University through multicultural bus group visits, diversity hosting and other programs that directly benefit high school students. Ongoing UAO TND composition initiatives have aimed to improve the yield of admitted underrepresented minority students by conducting personal outreach to first-year, underrepresented minority students.

**4.) A student retention and completion strategy wherein the campus strives to increase the rate of completion for all students and close any gaps in the completion rates of students from any group when compared with the average campus completion rate and to address the challenges of students in transition (such as transfer, stop-out, international student acclimation);**

Though overall, Cornell graduation rates remain high, there are modest differences between underrepresented minority and non-underrepresented students and the statutory colleges, along with the broader university are working to address this issue. As illustrated through the below programs and initiatives, which incorporate efforts from faculty, teaching assistants, students and staff, the university community as a whole is involved in promoting student success, regardless of background.

Many TND initiatives aimed at achievement or inclusion principles target student retention and completion issues, or challenges experienced by international, non-traditional, and transitioning students. As discussed below, several of these TND initiatives strive to promote a more broadly supportive, culturally competent environment in which all students feel they can belong, succeed and thrive.

In CALS, prior to graduation, all students must fulfill a Human Diversity Requirement by enrolling in a pre-approved course.<sup>8</sup> In their TND reporting each year, CALS includes an inclusion goal of increasing the number of courses listed that will satisfy the Human Diversity Requirement. Another ongoing CALS TND achievement initiative focuses on expanding summer internship opportunities for underrepresented students, placing a concerted effort on including these interns in networking and development sessions. Made possible by Dean's funds allocated to Cornell Cooperative Extension, and based on student interest and research compatibility, underrepresented minority interns are selected to work on climate change and 4H STEM programs. Lastly, a mentoring program aimed at providing more personalized support to underrepresented groups is being investigated as part of a 2016 CALS TND achievement initiative.

In CHE, achievement TND initiatives have historically included efforts to assess and improve their Peer Partnership Program directed toward minority students. Past and present goals have included better supporting the personal growth and academic success of minority students through the facilitation of relationships and sharing of information among new and upper-class students and faculty. To better identify and efficiently address areas that warrant attention and improvement, several of CHE's inclusion initiatives have centered around surveying faculty, staff and students about their perceptions of diversity and inclusion within the college. Targeted questions have also been included in their standard undergraduate course evaluation to assess the diversity and inclusion climate in the classroom. Other CHE TND initiatives have

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<sup>8</sup> For a list of courses that fulfill the CALS Human Diversity Requirement, visit: <https://cals.cornell.edu/academics/registrar/degree-requirements>

been aimed at enhancing print and web-based communication efforts to better convey college research that addresses diversity and inclusion concerns.

ILR's achievement TND initiatives have considered how to increase underrepresented students' participation and representation in a variety of undergraduate programs and achievement-recognition efforts including their Global Scholars Program; study abroad or other international programs; dean's list; honor's theses and research projects.<sup>9</sup> As a result of their investigations, directors of various programs have begun speaking with Prefreshman Summer Program (discussed in greater detail below) students to make them aware of programs and awards even before they begin full-time study at ILR.<sup>10</sup> As an inclusion TND initiative reported for 2016, moving forward, ILR will be conducting interviews of first generation college students to gather information on their experiences in and out of the classroom. It is hoped that videos, which address challenges faced by first generation college students will be produced and highlighted online to reduce perceived barriers to participation in many of the achievement programs listed above.

As an inclusion TND initiative, CVM will be taking part in an initiative entitled "My Voice, My Story: Lived Experiences of Graduate and Professional Students." The aim of this project is to increase students' ability to hear, explore and experience each other in a way that illuminates their similarities rather than their differences. A video featuring the experiences of underrepresented minority groups across Cornell's graduate and professional degree constituencies (including CVM) is being created, which will be shown to graduate and professional students as well as faculty. Viewings will be followed by smaller discussion groups led by trained facilitators. Beyond TND, the Veterinary Students as One in Ethnicity and Color (VOICE) student group has been highly successful in fostering cultural diversity in the veterinary college itself as well as the profession. Through its proactive outreach, communication and social efforts, VOICE has made a significant impact on the college's ability to attract and retain underrepresented minority students.

Without question, the statutory colleges also benefit from broader university offices and efforts that strive to increase the completion, success and overall satisfaction rates of underrepresented campus groups. One such office, the Office of Academic Diversity Initiatives (OADI), was formed in 2011 to ensure that the widest range of life experience, knowledge, creative expression, and original thinking is shared across the breadth of Cornell's students, faculty, staff, and disciplines.<sup>11</sup> OADI supports the increased presence, academic success, intellectual achievement, and inclusion across all fields of study of those from under-represented backgrounds at Cornell through the provision of: annual and series events; student

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<sup>9</sup> More information on ILR's Global Scholars Program can be found at:

<https://www.ilr.cornell.edu/academics/special-study-options/international-experience/global-scholars-program>

<sup>10</sup> More information on ILR's Prefreshman Summer Program can be found at:

<https://www.ilr.cornell.edu/students/diversity-inclusion/prefreshmen-summer-program>

<sup>11</sup> OADI's website can be found at: <https://oadi.cornell.edu/>

opportunity and success programs; searchable scholarship and internship databases; advising and tutoring resources; information on student funding and employment; as well as non-traditional student support groups. As part of a TND achievement initiative, and in partnership with UAO, OADI has worked to identify Trailblazers (first generation college students, US Service Veterans, students with dependents and students of a non-traditional age) and develop new capacities within the admissions process to encourage their matriculation. Consequently, OADI has since established First In Class mobilizers, paid student organizers who reach out and provide support to the over 1500 students at Cornell who will be the first in their families to achieve a bachelor's degree.

The Learning Strategies Center (LSC) is available to all Cornell students and offers free courses on time management, study skills, and test preparation workshops, as well as tutoring and study groups.<sup>12</sup> Statistics labs, reading labs and small-group support courses are run by LSC to accompany large gateway courses in Physics, Chemistry, Math, Economics and Biology. The LSC also helps low-income, first generation and underrepresented students of color participate in valuable off-campus experiences by providing funding for summer and January term activities. LSC also leads the Cornell Prefreshman Summer Program (PSP), which is available to first-generation students, students of color and students from low-income backgrounds (students enrolled in the Educational Opportunity Program and Higher Education Opportunity Program are required to attend). A seven-week program held prior to the start of the fall semester, PSP allows participants to take college-level courses (some of which fulfill college requirements), strengthens their skills in individualized areas, acclimates them to campus resources and generally eases their transition to Cornell.

From a faculty perspective, the Center for Teaching Excellence (CTE) regularly conducts panel discussions, workshops and individual consultations for faculty wishing to establish more inclusive and responsive classrooms and pedagogy. One such workshop, the Cornell Faculty Institute for Diversity is a three-day retreat aimed at faculty who have not yet made diversity a major focus of their teaching, but would like to gain insight on how to do so.<sup>13</sup> The Institute, led by Cornell faculty members, program representatives and outside experts is offered at least three times per year, and participants gather throughout the year to reconnect and discuss their progress.

The broad Cornell Office of Student and Campus Life (SCL) encompasses many departments (including the Dean of Students and department of Campus and Community Engagement) that oversee programs or initiatives that address issues of retention, transition and campus climate.<sup>14</sup> Of particular relevance to SUNY's diversity campus plans are SCL TND ongoing

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<sup>12</sup> A complete description of the supports offered by LSC is available at: <http://lsc.cornell.edu>

<sup>13</sup> More information on the Faculty Institute for Diversity as well as the full array of CTE resources aimed at inclusive instruction is available at: <https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/index.html>

<sup>14</sup> A full listing of departments included in the Office of Student and Campus Life can be viewed at: <http://scl.cornell.edu/>

engagement efforts made to increase retention of underrepresented minority students, especially African American males. A task force including the Vice Provost for Undergraduate Education and faculty and staff who work with, or support underrepresented minority populations is currently working with several minority campus groups on identifying how African American males and other underrepresented minority students interpret success, and creating compatible supports that would help them thrive at Cornell. SCL has identified a second engagement TND initiative that will yield a diversity training module aimed at institutionalizing diversity training for all student employees. Diversity training modules and assessment tools are currently in development with the hopes of implementing them in the next two years.

Under the leadership of SCL, the Cornell Student Assembly (SA) also submitted TND initiatives last year. Several composition, inclusion and engagement initiatives were identified, many of which focus on outreach efforts to ensure that the committee membership and shared governance of the SA is representative of the broader Cornell population and its concerns. A more recent inclusion initiative reported by the SA involves the administration of an “innovation fund”, small grants for student organizations who develop projects that are focused on furthering inclusion on campus.

Several other campus resource centers and groups that address concerns of underrepresented minority and international students fall under the auspices of the Dean of Students within SCL.<sup>15</sup> As a unit, the Dean of Students works to promote a cohesive campus community that brings people together across lines of difference and allows all students to benefit from the educational and cultural value of various identities. Though the centers and offices below may not individually submit TND initiatives, they provide important services and resources to underrepresented minority and international student populations that undoubtedly increase their retention and success at Cornell.

The Center for Intercultural Dialogue, also known as “6-2-6” is located just below Cornell’s North Campus and is home to a variety of resource centers, program areas, and student organizations that host meetings, activities and events and broadly build a sense of community on campus.<sup>16</sup> Under one roof, the Asian & Asian American Center; Intercultural Programs Center; Intergroup Dialogue Project; Lesbian, Gay, Bisexual and Transgender Resource Center; and Student Development Diversity Initiatives work together to create a welcoming, student-friendly place for students to gather or seek help. Staff and student-staff members at 6-2-6 specialize in advising, advocacy, counseling, and outreach.

Funded in 1936, The International Students and Scholars Office (ISSO) is also part of the Dean of Students.<sup>17</sup> A central resource for Cornell’s international population, ISSO assists international

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<sup>15</sup> The Dean of Students website can be viewed at: <http://dos.cornell.edu>

<sup>16</sup> For more information on “6-2-6”, its programs and events, visit: <http://dos.cornell.edu/intercultural-dialogue>

<sup>17</sup> For additional information on supports offered by ISSO, visit: <http://isso.cornell.edu>

students, academic staff and their families by: advising on US federal immigration, tax and labor regulations; providing counseling on personal, academic and cultural matters; and by promoting cross-cultural awareness in the Cornell community.

The Office of Student and Community Support (OS&CS) offers programs and services that encourage every student to develop skills and qualities to expand their personal and academic growth and well-being.<sup>18</sup> OS&CS aims to help students thrive in, and contribute to, a vibrant, diverse and inclusive community at Cornell and beyond. Students participating in OS&CS programs can learn to enhance their decision making abilities, better appreciate differences, aid in crisis prevention, volunteer in service and community building efforts, and grow as leaders, trainers and mentors.

The Dean of Students also oversees the nearly 1,000 student organizations at Cornell that are registered through the Campus Activities Office. A searchable database provides links to organizations that are as diverse as Cornell's students.<sup>19</sup> These organizations provide vibrant and supportive opportunities to promote and nurture student learning, the practice of leadership, social responsibility, interpersonal skill-building and self-awareness. The sense of community and belonging provided by these organizations contributes to the success of all Cornell's students, including those from underrepresented minority or international backgrounds.

As part of Campus Life, the Carol Tatkon Center broadly serves the academic and personal needs of first-year students.<sup>20</sup> While not specifically aimed at underrepresented minority or international students, services available at the Tatkon Center, such as drop-in tutoring, writing assistance, career guidance, free and confidential counseling sessions, and general support from its friendly 25 upperclassmen student staff members facilitate the comfort and success of all new Cornellians.

If they choose, new and upperclass students may elect to live in one of Cornell's eight Program Houses, themed communities where students can benefit from informal peer mentoring and otherwise immerse themselves in a likeminded, supportive community.<sup>21</sup> Included in Cornell's Program House system is: Akwe:kon, the nation's first university residence established to celebrate American Indian culture and heritage; Holland International Living Center, a diverse community of both international students and American students interested in cross-cultural

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<sup>18</sup> A full listing of OS&CS programs and services can be found at: <http://dos.cornell.edu/office-of-student-community-support>

<sup>19</sup> The Campus Activities Office database of student organizations is available at: <http://ccengagement.cornell.edu/campus-activities/student-organizations>

<sup>20</sup> Carol Tatkon Center services and events are listed at: <https://ccengagement.cornell.edu/new-student-programs/tatkon-center-first-year-students>

<sup>21</sup> A complete listing of Cornell's Program Houses is available at: <https://ccengagement.cornell.edu/residential-programs/undergraduate-residential-communities/program-house-communities>

experiences and learning; the Latino Living Center, which celebrates Latino heritage and culture; Multicultural Living Learning Unit, a global community of backgrounds and ethnicities, all committed to celebrating difference and promoting acceptance; and Ujamaa Residential College, which celebrates the rich and diverse cultures of the African Diaspora.

**5.) An administrative, faculty and staff recruitment and retention strategy that continuously improves campus efforts to increase diversity and inclusion in the following areas:**

**5a. Recruitment, development of the prospect pool, and hiring decision-making for campus leadership, faculty and staff. Plans should address the unique challenges of dual career couple relocation and ensure that selected candidates can articulate a commitment to diversity and inclusion;**

In recognition of Cornell University's evolving needs, the dynamic demographic it seeks to attract, and the competitive hiring landscape it operates in, several enhancements and new initiatives surrounding its administrative, faculty and staff recruitment and retention practices have been implemented over the past few years. Each of the protocols and programs listed below apply to, and are utilized by all the colleges and schools at Cornell, including CALS, CHE, ILR and CVM. They also uphold Cornell's overarching Equal Education and Employment Opportunity Statement which clearly communicates the university's enduring commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination.<sup>22</sup>

A multilayered, university-wide strategy for increasing the diversity of prospect pools is overseen by the Office of Faculty Development and Diversity (OFDD).<sup>23</sup> OFDD provides a range of resources, training and support for deans, department chairs, individual faculty members and search committees in the areas of faculty development and diversity, mentoring and the tenure promotion process. A OFDD search accountability initiative requires all college and unit faculty search committees to actively engage with their dean's offices at key points in the search process: first, during the initiation of the process, which includes discussion of search goals and recruitment plans; second, before inviting candidates to interview, to review the quality and diversity of the pool; and third, before an offer is made, so the success of the search effort can be discussed.

All search committee members are invited to two OFDD workshops on unconscious bias in the search process and best practices for effective inclusive recruiting. The first: "Effective Search Practices, it Depends on the Lens," addresses unconscious bias at the initial selection process, and another, "Effective Search Practices II: The Academic Interview", addresses issues related to biases in the interview process.

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<sup>22</sup> Cornell University's complete Equal Education and Employment Opportunity Statement can be found at: <https://hr.cornell.edu/our-culture-diversity/diversity-inclusion/equal-opportunity-and-affirmative-action/equal-education>

<sup>23</sup> For contacts and more information on the Office of Faculty Development, please visit: <http://facultydevelopment.cornell.edu/>

To more effectively recruit faculty who reflect the diversity of our society and incentivize academic departments, Cornell has established guidelines to provide financial bridging to departments that recruit faculty who contribute to their diversity.<sup>24</sup> University policies and programs have also been established to address the unique challenges of dual career hiring in upstate New York, especially for academic couples.<sup>25</sup> Together, the Office of the Vice Provost, OFDD and the Dual Career Office within the Division of Human Resources have developed a dual career protocol, which highlights the process, funding mechanisms, and dual career program staff that support non-academic spouse relocation. Another, related policy requires deans to expedite decisions relating to dual career hires preventing the loss of choice candidates due to timing issues.

### **5b. Implementation of best-practice mentoring plans and strategies tailored to the needs of diverse campus groups of faculty and staff;**

Multiple mentoring and networking programs are offered by OFDD that are tailored to faculty at various career stages, as well as to groups underrepresented in their fields. The office organizes monthly faculty of color mentoring lunches, workshops tailored to women and faculty of color, and more general programs that all faculty are invited to.<sup>26</sup>

Via its Small Group Mentoring Program, OFDD provides funding for mentoring program ideas that bring together 3-9 women and/or faculty from underrepresented racial and ethnic groups who share an interest in a broad topic, discipline or professional concern.<sup>27</sup> Groups are expected to meet at least 4 times a semester and emphasis is placed on sharing best practices and tools to achieve positive outcomes. In addition, OFDD Professional Development Grants are available on a rolling basis to help women and underrepresented minority racial and ethnic groups connect with mentors outside of Cornell.<sup>28</sup>

Lastly, Cornell's Office of Human Resources maintains lists of mentoring opportunities and employee resource groups called colleague networking groups, aimed toward underrepresented minorities.<sup>29</sup>

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<sup>24</sup> Detail on these guidelines is available by contacting Yael Levitte, Associate Vice Provost for Faculty Development and Diversity, at [yael.levitte@cornell.edu](mailto:yael.levitte@cornell.edu)

<sup>25</sup> More information on the Dual Career Program can be found at: <https://hr.cornell.edu/jobs/relocating/dual-career-program>

<sup>26</sup> For additional information on these events and programs, visit: <http://facultydevelopment.cornell.edu/category/upcoming-events/>

<sup>27</sup> The OFDD Small Group Mentoring Program is explained in further detail at: <http://facultydevelopment.cornell.edu/professional-development/grants-and-awards/small-group-mentoring-program/>

<sup>28</sup> Details on the OFDD Professional Development Grant application process are available at: <http://facultydevelopment.cornell.edu/professional-development/grants-and-awards/professional-development-grants/>

<sup>29</sup> The Division of Human Resources' mentoring and networking resource list is available at: <https://hr.cornell.edu/professional-development/career-management/network-mentor>

**5c. With support from System Administration, the introduction or expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees;**

Many of the afore mentioned events and workshops offered by OFDD address issues of cultural competency, as does the Office of Human Resources' Inclusive Excellence Academy (IEA).<sup>30</sup> Launched in 2013, the IEA features courses and workshops designed for senior leadership, college/administrative diversity councils, various university constituent leaders, faculty and academic staff, graduate students and postdocs, community partners and extended community members that are aimed at developing an inclusive educational environment and workplace. Each year, programs that incorporate interactive theater and experienced leaders are created that address specific cultural competency needs within the university. Topics covered range from unconscious bias, to disability awareness and inclusivity, to Veterans in the workforce, and LGBTQA inclusion. Customized programs may also be created upon request to assist with college, school or unit TND initiatives.

OFDD is currently working on developing an interactive theatre program, similar to IEA, for each academic department that will address diversity issues in the classroom. In addition, the OFDD New Faculty Orientation includes a session on inclusive pedagogy, which discusses best practices for teaching that recognize the diverse experiences and identities of the campus community.

Lastly, Cornell's Division of Human Resources has developed an online course, "Building a Culture of Respect: Responding to Sexual Violence, Harassment, and Discrimination".<sup>31</sup> The training includes an online, self-paced video tutorial and quiz, along with an hour-long, classroom-style presentation that illustrates how to identify discrimination and harassment, informs employees of their rights and obligations, and educates them on the university's procedures for reporting inappropriate behavior. Since 2014, Building a Culture of Respect has been a required aspect of orientation for all new faculty and staff.

**5d. Campuses will inquire about a search firm's success in assuring diverse candidate pools. In those instances where the campus is considered a Federal Contractor, the campus will require that the search firm provide it with information about the diversity of the search firm's staff and its success rate in placing diverse candidates prior to entering into a contract with such firm.**

As a federal contractor, Cornell is subject to affirmative action regulations for employment, which include the development of an annual affirmative action plan, and statistical analysis of

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<sup>30</sup> A full listing of IEA workshops is available at: <http://diversity.cornell.edu/iea>

<sup>31</sup> Additional information on "Building a Culture of Respect" can be found at: <https://hr.cornell.edu/our-culture-diversity/diversity-inclusion/building-culture-respect>

applicant and current incumbent data.<sup>32</sup> Cornell's Division of Human Resources carefully selects and/or approves all search firms utilized and requires their compliance with Cornell's own contract terms. Those terms include a requirement that search firms provide detailed information on whether their processes yield adequate pools of qualified minority, female, and protected veteran applicants as well as applicants with disabilities. Complete university contract terms, flow charts and the Professional Services Search Firm Agreement are available on the Division of Financial Affairs website.<sup>33</sup>

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<sup>32</sup> Cornell's current affirmative action plan, as well as archived plans are available at: <https://hr.cornell.edu/our-culture-diversity/diversity-inclusion/equal-opportunity-and-affirmative-action>

<sup>33</sup> <https://www.dfa.cornell.edu/procurement/tools-forms/forms/contracts>

**6. An evaluation component to ensure that the campus is meeting its diversity and inclusion commitments and that activities designed within the overall plan are achieving their intended outcomes. The evaluation system should be aligned to the campus planning and resource allocation processes to ensure that required improvements in the diversity and inclusion plan are incorporated in the revision of the academic and financial plans.**

In the guidelines for the annual reports required of each college, school or unit, the president and provosts include a request for a report on progress toward diversity. Every year, a narrative summary must be provided by each college, school or unit that includes the following:

- A report on outcomes of TND annual initiatives that were established for the previous year. The report must include a description of successes and/or challenges that were incurred for each of the initiatives, along with an indication of whether the initiative is completed, under revision/replacement, or will be continuing into the next year.
- A TND annual initiative designation for the upcoming year. The goals and objectives, accountability measures, and timeline for each initiative must be described in detail along with an indication of whether it will be continuing, revised, or is new.

As mentioned earlier, for 2016-17 each college, school, or unit has been asked to designate three annual initiatives to be pursued during the coming year. One initiative should focus on the area of composition. Two other initiatives should consider *The Lived Experience of Diversity* as an organizing or focal principle. It is hoped that the latter two will foster TND's integration with major initiatives and projects that support engagement within, across, and beyond Cornell. Colleges, schools and units are encouraged to design initiatives that might include qualitative or interconnected approaches, utilizing survey reports and data.

In general, the president and provosts broadly support the development of annual TND initiatives that tackle challenging concerns and embark upon meaningful efforts, and where applicable, feature measurable metrics of outcomes. Ambitious plans of action are encouraged, with the understanding that not all efforts will be quick, easy, or even successful.

To assist colleges, schools and units in the monitoring and assessment of diversity efforts dashboards surrounding the four TND principles of composition, engagement, inclusion and achievement have been created through the university's Institutional Research and Planning office.<sup>34</sup> Several other campus tools are heavily utilized in the monitoring and assessment of Cornell's diversity efforts including: campus climate surveys conducted with students, faculty and staff; Graduate School reports and surveys; profile information found in the university's Factbook; and Diversity Rubrics developed by the UDC.<sup>35</sup>

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<sup>34</sup> IRP dashboards and details surrounding their creation can be found at:

<http://irp.dpb.cornell.edu/university-factbook/diversity>.

<sup>35</sup> Climate surveys can be found at: (<http://irp.dpb.cornell.edu/surveys>); Graduate School Reports can be found at: (<http://gradschool.cornell.edu/about/reports-and-surveys>); the University Factbook can be

To streamline diversity related reporting and communications, an individual designated by each college, school or unit leader is charged with consulting with the UDC. Reports are reviewed annually by the president, provost and members of the UDC. Each July, progress on past initiatives is evaluated, and new initiatives are approved and publicly posted.<sup>36</sup> Throughout the year, several support meetings, retreats and consultations with the UDC are held for college, school and unit diversity representatives and the UDC is prepared to provide further information and suggestions regarding strategies, processes, measurements, tools and resources.

As noted earlier, through TND, it has been widely acknowledged by multiple colleges and units that having a diversity council is a helpful method for ensuring that diversity initiatives are developed and enacted in a collaborative, thoughtful manner. Several colleges and units, including all the statutory colleges sustain a council of students, faculty, staff, and external partners (when applicable) to focus on advancing initiatives outlined via TND and other strategic inclusion priorities.<sup>37</sup> As TND progresses, diversity councils are increasingly working together outside of UDC meetings to assess the collective results of their efforts, share best practices, develop collaborative initiatives and achieve the kind of far-reaching goals that create the more comprehensive and integrated approach to diversity set forth in Cornell's most recent campus plan.

Since its inception, TND has provided a broad institutional framework for diversity, asserting the centrality of diversity and inclusion to the university's values and excellence. Through their TND efforts and multifaceted, dynamic programs, Cornell's statutory colleges and the broader university have affirmed their commitment to extending a legacy of recruiting a heterogeneous faculty, student body and staff; fostering a climate that does not just accommodate differences, but engages with them; and providing rich opportunities for learning from those differences.

In the years ahead, as the UDC and local diversity councils direct TND learning and effort toward the *Lived Experience of Diversity*, they will integrate all that has been learned and developed thus far and seek to institutionalize the intersections of their efforts. Fully realized at Cornell, diversity is far more than a demographic goal or a focus on any one aspect of

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found at: <http://irp.dpb.cornell.edu/university-factbook>; and UDC Diversity Rubrics can be found at: <http://diversity.cornell.edu/sites/default/files/TND%20Rubrics%202-23-14rev.pdf>

<sup>36</sup> Full listings of TND initiatives and outcomes for all colleges, schools and units can be viewed at <http://diversity.cornell.edu/toward-new-destinations>

<sup>37</sup> Added detail on statutory college diversity committees can be found on the following websites: CALS Diversity and Inclusion Committee (<https://cals.cornell.edu/sites/cals.cornell.edu/files/shared/documents/SAD/CALS%20Diversity%20Committee.CALSSAD.pdf>); CVM Diversity Council (<https://www2.vet.cornell.edu/about-us/diversity-inclusion>); CHE Diversity Committee (<http://www.human.cornell.edu/administration/diversity/>)

representational diversity. It is our hope that Cornell's campus community, experienced both locally and globally, will become an example of how diversity can be embodied via meaningful exploration and exchange through a set of dynamic, reciprocal interactions of people from a variety of backgrounds.