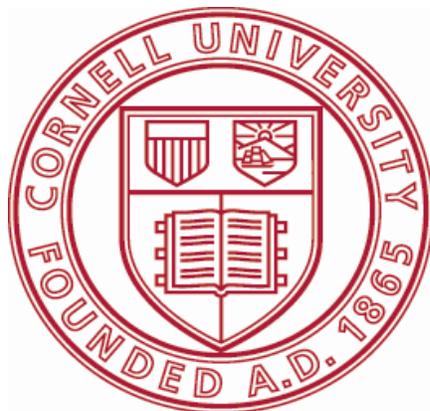


# **Toward New Destinations**

**Institutional Diversity Planning  
Cornell University**



**University Diversity Council  
Planning Document 1  
March 2012**

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# **I. Annual Initiatives Planning**

## **1. Menu of Annual Initiatives**

## **2. Accountability Process**

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# I. Annual Initiatives Planning

*All world-class institutions recognize that research, knowledge production, and operational and academic pursuits benefit tremendously from full engagement with diverse points of view coming from varied life experiences and ways of interacting with and interpreting the world. To be on the cutting edge of our fields and practices, we are committed to enhancing our culture to provide for the full participation of all members of our community. As an enlightened academic community, we boldly pursue full inclusion as a central component of our values and our approach to each other and the world around us. This initiative, designed to realize the diversity and inclusion values in our statement—Open Doors, Open Hearts, Open Minds—provides the tactical framework that senior leaders, department heads, and the Cornell community can use to achieve the excellence derived from full engagement with diversity.*

## 1. Menu of Annual Initiatives

Cornell’s commitment to diversity is expressed in the university’s statement “Open Doors, Open Hearts, Open Minds” (2000), in the 2010-2015 Strategic Plan, and in the President’s statement on diversity goals (February 2012).<sup>1</sup> In keeping with these commitments, and in accordance with the President’s 2012 statement, the president and provosts will ask each college, school, or unit, each year, to select five Annual Initiatives from the menu below.

### COMPOSITION<sup>2</sup>

- **Increase diversity in a target area**—measurably increase diversity for a target dimension of the school/college/unit.
- **Increase targeted pipelines**—develop or enhance relationships with strategic partners, institutions, organizations, and communities.
- **Evaluate and reduce attrition**—develop and implement processes to evaluate attrition and create retention strategies.

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<sup>1</sup> <http://www.cornell.edu/diversity/statement.cfm>; <http://www.cornell.edu/strategicplan/>; <http://www.cornell.edu/statements/2012/20120215-diversity-statement.cfm>

<sup>2</sup> This goal will be implemented consistent with affirmative action regulations and all applicable equal employment laws.

## ENGAGEMENT

- **Increase engagement for a target group**—enhance opportunities for career or professional development, and for campus and community involvement.
- **Strengthen academic, co-curricular, and professional development initiatives promoting engagement across difference**—increase and enhance courses, offerings, and events that provide exposure to and information on engagement across difference.
- **Support and expand academic research, collaboration, and intellectual initiatives around diversity**—highlight and encourage intellectual work and conference presentations on topics relevant to the study of diversity.
- **Develop administrative mechanisms to record, recognize, and motivate engagement in diversity efforts**—build processes for recognizing engagement in diversity efforts through annual activity reports, university or college/unit sponsored awards, personnel dialogues and promotion reviews, outreach reports, or other initiatives.

## INCLUSION

- **Improve multicultural competency**—create or enhance initiatives designed to build intercultural skills and knowledge.
- **Increase the effectiveness of communication around diversity**—increase the visibility and influence of the college's or administrative unit's messaging about excellence, learning, collaboration, and achievement through diversity.
- **Provide grants in support of diversity programs**—fund competitive grant opportunities to pursue programs and initiatives relevant to diversity.

- **Improve internal administrative structures that support diversity**—provide opportunities or create processes to review and revise internal departmental structures and practices to support diversity.
- **Increase the availability and closer integration of work/life support systems**—provide for a review and revision of the approach to support a more flexible work and educational environment, and to the structuring of operations to support individuals from diverse backgrounds.

### ACHIEVEMENT

- **Support and increase educational, personal, academic, or professional achievement for a target area or constituency**—improve the achievement of a target group, area, or constituency in relationship to academic honors and awards, leadership or service, research, fellowships, publications, participation in specialty programs, or career/professional outcomes.
- **Provide for recognition for innovative research in support of diversity**—highlight and recognize outstanding or innovative intellectual contributions in the area of diversity.
- **Highlight and advance an understanding of the relevance of diversity to excellence in research and to the production of knowledge**—promote inquiry on the significance of diversity in knowledge creation and support awareness of the catalyzing effects of difference.
- **Support career development for a target area or constituency**—increase the diversity of participants in leadership training, conference participation, rewards and recognitions, strategic planning, and job rotational assignments.

## 2. Accountability Process

The president and provosts will include a request for a report on progress toward diversity in the guidelines for annual reports. The president and provosts expect that each year each college, school, or unit will select at least five Annual Initiatives from the Menu of Annual Initiatives above, to be included in the annual report. The menu format is designed to provide flexibility to match the particular contexts, goals, and strategic plans of each college, school, or unit. The five selected Annual Initiatives will become the central topics of the report on progress.

Colleges, schools, and units may select Annual Initiatives in support of any of the Core Diversity Principles listed below, with the one exception that at least one of the five selected Annual Initiative must support the Core Diversity Principle of COMPOSITION.

In each case, the selection of a specific Annual Initiative involves the designation of a single target constituency—selected from among the seven constituency areas below—which will be the focus of that particular effort. Colleges, schools, and units are free to designate target constituencies that match their goals, contexts, and strategic plans.

A college, school, or unit may also report on a particular initiative or initiatives not named in the Menu of Annual Initiatives, with the advice of the president and provosts and in consultation with the University Diversity Council. The University Diversity Council is prepared to provide further information and suggestions regarding strategies, processes, measurements, tools, and resources for each of the Annual Initiatives.

An individual designated by the unit leader within each college, school, or unit will be responsible to communicate and consult with the University Diversity Council.

The Menu of Annual Initiatives is presented according to four Core Diversity Principles—COMPOSITION, ENGAGEMENT, INCLUSION, and ACHIEVEMENT:<sup>3</sup>

- composition refers to the demographic make-up of the unit or institution;
- engagement reflects personal, social, and professional commitment to institutional goals and activities;
- inclusion comprises climate and interpersonal relations; and
- achievement reflects levels of attainment for underrepresented individuals or groups.

Cornell's diversity goals are organized according to seven constituency areas:

- undergraduate students;
- graduate and professional students;
- Postdocs and academic professionals (those with terminal degrees who have responsibilities in research, teaching, or the libraries, but are not included in the tenure-track ranks);
- tenure-track faculty (including tenured and non-tenured faculty);
- administration (including academic administration) and non-academic staff;
- off-campus constituents—vendors/ businesses and local community organizations and institutions; and
- Cornell's extended community—parents, alumni, donors, and friends of Cornell.

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<sup>3</sup> Cornell University's Core Diversity Principles are adapted from the Equity Scorecard™ developed by Dr. Estela Mara Bensimon from the Center for Urban Education, University of Southern California, [http://cue.usc.edu/our\\_tools/the\\_equity\\_scorecard.html](http://cue.usc.edu/our_tools/the_equity_scorecard.html).

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## **II. University Goals Structures**

### **1. University Diversity Goals**

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## II. University Goals Structures

### 1. University Diversity Goals

The structure below provides the broader context of University Diversity Goals, which represent the full reach of Cornell's commitment to diversity. Each item in the Menu of Annual Initiatives identifies a specifically focused means of advancing one of these broader University Diversity Goals. The Diversity Goals Summary that follows repeats—in a condensed matrix format—these University Diversity Goals.

The University Diversity Goals are defined according to the four Core Diversity Principles—COMPOSITION, ENGAGEMENT, INCLUSION, and ACHIEVEMENT:

- composition refers to the demographic make-up of the unit or institution;
- engagement reflects personal, social, and professional commitment to institutional goals and activities;
- inclusion comprises climate and interpersonal relations; and
- achievement reflects levels of attainment for underrepresented individuals or groups

And they are organized according to the seven constituency areas:

- undergraduate students;
- graduate and professional students;
- postdocs and academic professionals (those with terminal degrees who have responsibilities in research, teaching, or the libraries, but are not included in the tenure-track ranks);
- tenure-track faculty (including tenured and non-tenured faculty);
- administration (including academic administration) and non-academic staff;
- off-campus constituents—vendors/ businesses and local community organizations and institutions; and
- Cornell's extended community—parents, alumni, donors, and friends of Cornell.

## I. COMPOSITION

undergraduate students	Achieve a diverse demographic composition that matches the comparison population.
graduate & professional students	Achieve a diverse demographic composition that matches the comparison population.
postdocs & academic professionals	Achieve a diverse demographic composition that matches the comparison population.
tenure-track faculty	Achieve a diverse demographic composition that matches the comparison population.
administration & non-academic staff	Achieve a diverse demographic composition that is consistent with institutional diversity goals.
off-campus constituents	Cultivate partnerships with the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives.
extended community	Not applicable.

## II. ENGAGEMENT

undergraduate students	Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience.
graduate & professional students	Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange.
postdocs & academic professionals	Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange.
tenure-track faculty	Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange.

administration & non-academic staff	Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and in social, cultural, and personal development and exchange.
off-campus constituents	Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs.
extended community	Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell.

### III. INCLUSION

undergraduate students	Provide and cultivate an environment in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services.
graduate & professional students	Provide and cultivate an environment in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services.
postdocs & academic professionals	Provide and cultivate an environment in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them.
tenure-track faculty	Provide and cultivate an environment in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services.
administration & non-academic staff	Provide and cultivate an environment in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming.
off-campus constituents	Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell.
extended community	Provide and cultivate an environment in which individuals and families of all identities and backgrounds are welcome and able participate fully in available university-sponsored programs, events, and activities.

#### IV. ACHIEVEMENT

undergraduate students	Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus.
graduate & professional students	Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus.
postdocs & academic professionals	Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus.
tenure-track faculty	Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus.
administration & non-academic staff	Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions.
off-campus constituents	Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from.
extended community	Not applicable.

## 2. Diversity Goals Summary (Matrix Format for University Diversity Goals)

CONSTITUENTS	CORE DIVERSITY PRINCIPALS			
	COMPOSITION	ENGAGEMENT	INCLUSION	ACHIEVEMENT
undergraduate students	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience.	Provide and cultivate an environment in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services.	Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus.
graduate & professional students	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange.	Provide and cultivate an environment in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services.	Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus.
postdocs & academic professionals	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange.	Provide and cultivate an environment in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them.	Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus.
tenure-track faculty	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange.	Provide and cultivate an environment in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services.	Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus.
administration & non-academic staff	Achieve a diverse demographic composition that is consistent with institutional diversity goals.	Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and in social, cultural, and personal development and exchange.	Provide and cultivate an environment in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming.	Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions.
off-campus constituents	Cultivate partnerships the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives.	Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs.	Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell.	Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from.
extended community		Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell.	Provide and cultivate an environment in which individuals and families of all identities and backgrounds are welcome and able to participate fully in available university-sponsored programs, events, and activities.	

### 3. Annual Initiatives and Constituency Tables

The tables below highlight the constituencies whose needs can be targeted at the intersection of Core Diversity Principles and Annual Initiatives.

#### I. CORE DIVERSITY PRINCIPLE--COMPOSITION

Annual Initiative	undergrad	grad/prof	postdocs & acad prof	t-track faculty	administration & non-acad staff	off-campus	extended com
increase diversity in a target area	x	x	x	x	x		
increase targeted pipelines	x	x	x	x	x		
evaluate and reduce attrition	x	x		x	x		

#### II. CORE DIVERSITY PRINCIPLE--ENGAGEMENT

Annual Initiative	undergrad	grad/prof	postdocs & acad prof	t-track faculty	administration & non-acad staff	off-campus	extended com
increase engagement for a target group	x	x	x	x	x	x	x
strengthen academic, co-curricular, and professional development initiatives promoting engagement across difference	x	x	x	x	x		
support and expand academic research, collaboration, and intellectual initiatives around diversity	x	x	x	x			
develop administrative mechanisms to record, recognize, and motivate engagement in diversity efforts	x	x	x	x	x	x	x

#### III. CORE DIVERSITY PRINCIPLE--INCLUSION

Annual Initiative	undergrad	grad/prof	postdocs & acad prof	t-track faculty	administration & non-acad staff	off-campus	extended com
improve multicultural competency	x	x	x	x	x		x
increase the effectiveness of communication around diversity	x	x	x	x	x	x	x
provide grants in support of diversity programs	x	x	x	x	x	x	
improve internal administrative structures that support diversity			x	x	x		
increase the availability and closer integration of work/life support systems		x	x	x	x		

#### IV. CORE DIVERSITY PRINCIPLE--ACHIEVEMENT

Annual Initiative	under-grad	grad/prof	postdocs & acad prof	t-track faculty	administration & non-acad staff	off-campus	extended com
support and increase educational, personal, academic, or professional achievement for a target area or constituency	x	x	x	x	x		
provide for recognition for innovative research in support of diversity	x	x	x	x			
highlight and advance an understanding of the relevance of diversity to excellence in research and to the production of knowledge	x	x	x	x			x
support career development for a target area or constituency		x	x	x	x		

#### 4. Measurements and Contexts

Cornell's diversity goals are articulated, wherever possible, in relationship to centrally maintained institutional data, and are systematically measured and contextualized as follows:

- Diverse demographic composition refers to racial, ethnic, gender, and socioeconomic identities or backgrounds, as well as to other identities, backgrounds, and abilities where these are systematically measured and tracked. Compositional goals will be implemented consistent with affirmative action regulations and all applicable equal employment laws.
- Measurements of key concepts (i.e. graduation rate, time-to-degree, job satisfaction) are based on clearly defined and widely accepted definitions and practices. Survey measures are drawn from broad and systematic survey efforts.
- Data is contextualized through internal comparisons (such as across units and constituencies within Cornell), trends over time (where possible), and external benchmarking (in relation to specifically defined national, peer, and local data).
  - For students, postdocs, academic professionals, and tenure-track faculty, comparisons are made as percentages and with reference to the populations and pools most relevant to a given constituency. Where possible and appropriate, comparisons should reflect discipline-based differences in available pipelines, affirmative action analysis, and internal or external incumbency.
  - For administrative and non-academic staff, comparisons are made as percentages and, where possible, should refer to nationally recognized sources of data such as that collected and provided through the US Department of Education's IPEDS and information collected from the U.S. Census Bureau.

- For off-campus constituents, comparisons are made in relation to the available range of representation within the relevant populations of participating vendors/businesses identified through the Women's Business Enterprise National Council and/or National Minority Supplier Development Council, community organizations, and institutions.
- For the extended community, comparisons are made in relation to relevant populations and reflect the available range of representation.
- Engagement and inclusion objectives include but are not limited to such contexts as: Cornell-based professional development activities and leadership programs, Graduate School professional development programs, opportunities provided through the administrative support offices of the Graduate school, Cornell governance organizations (i.e. Assemblies, Faculty Senate), and promotion and review opportunities and processes.