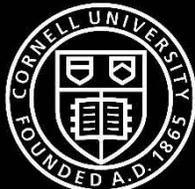


Diversity & Inclusion Report

2016



Department of Inclusion and Workforce Diversity

The 2016 Diversity and Inclusion Report is prepared by Angela Winfield, Director, Department of Inclusion and Workforce Diversity with assistance from and very special thanks to Linda Croll Howell, Director, HR Analytics, and members of the Division of Alumni Affairs and Development including: Fred Van Sickle, Vice President; Ben Renberg, Sr. Associate Vice President; Matthew Carcella, Director of Diversity Alumni Programs; and Business Intelligence Consultants, Jessica Lychalk, Karel Sedlacek and Jason Zausmer.

INTRODUCTION

To improve the experience of students, faculty and staff at Cornell University, there is a wide range of diversity and inclusion programs, projects, lectures, events and initiatives too numerous to list in a single report. Many can be found at [Cornell's diversity website](#) and the newly launched [caring community events calendar](#). Therefore, instead of attempting to provide an exhaustive list of activities that have or will occur as related to each of these populations, this report takes a strategic look at only one purposefully narrow aspect of diversity and inclusion. This report aims to be thorough with respect to the selected aspect. However, it is not a comprehensive analysis of every program or population impacted by or that contributes to diversity and inclusion at Cornell. Specifically, this report focuses on the impact and implications of diversification on the full life cycle of the undergraduate student experience and demonstrates how various stakeholders contribute to the overall outcome. A similar analysis and approach can and should be taken regarding other aspects of Cornell's functions going forward in future reports.

This report is organized into four parts:

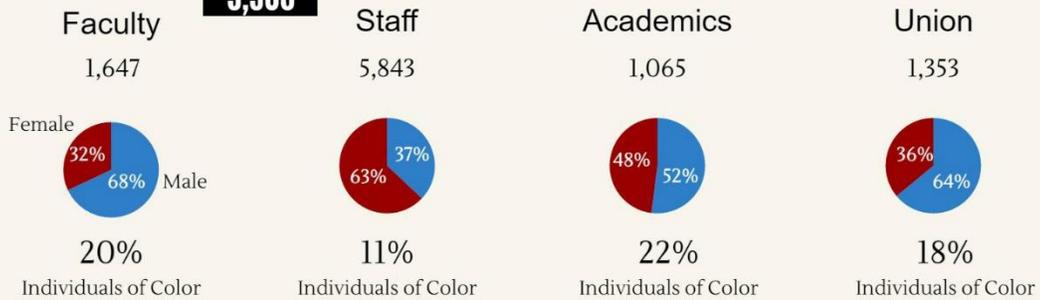
- I. A demographic snapshot of race, gender and generational composition of Cornell's constituent populations;
- II. A demonstration of how diversity and inclusion initiatives impact Cornell from an institutional perspective;
- III. A forecast of an area of opportunity for progress toward a more diverse and inclusive campus; and
- IV. A highlight of a few recent developments/changes in organizational structure, policy or practice as related to diversity and inclusion.

I. Constituent Group Demographics

Cornell's Diverse Workforce

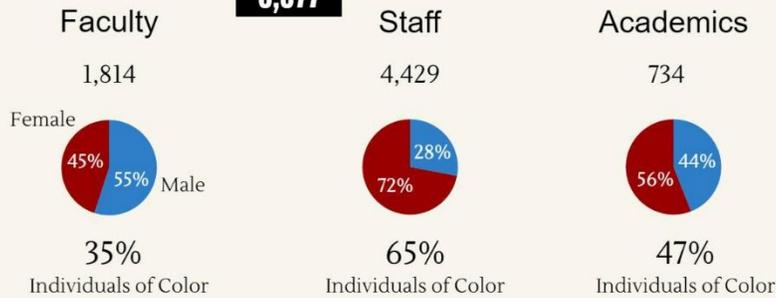
Ithaca Campus

9,908



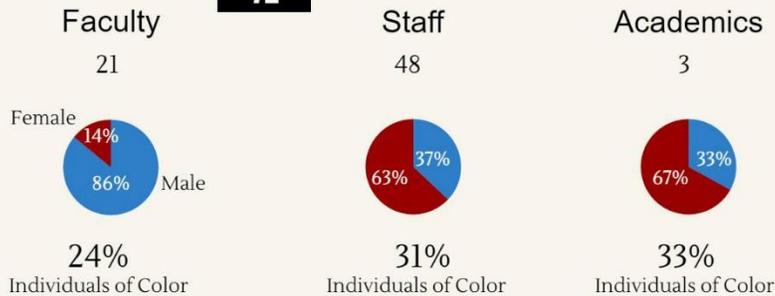
Weill Cornell Medicine

6,977



Cornell Tech

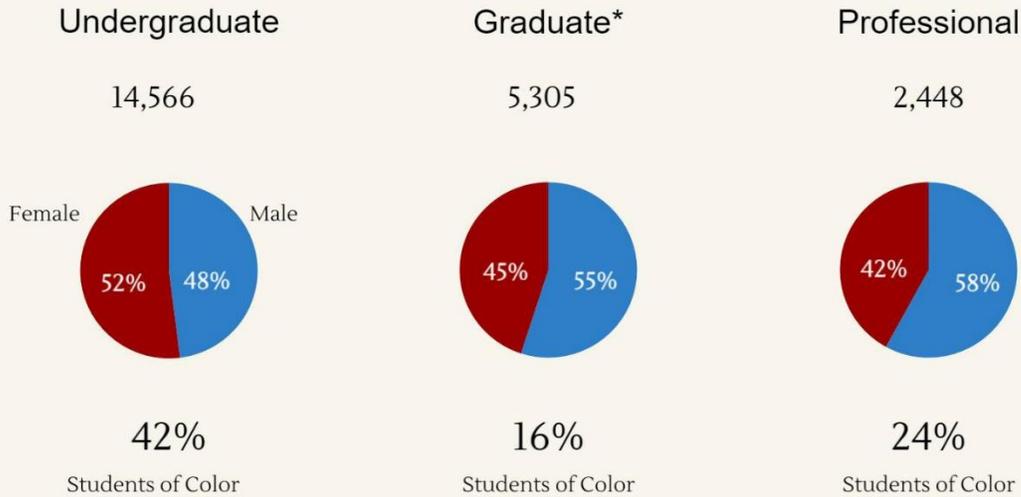
72



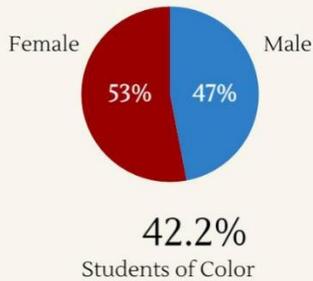
Note. Ithaca and Cornell Tech data based on 9/27/16 data pull from the Workday system. Job family determined based on primary job assignment listed in the Workday system. Thus faculty primarily serving in academic leadership roles are included in staff rather than faculty counts as well faculty with dual appointments in Ithaca and Tech will be reflected in whichever is designated as their primary home. Weill Cornell Medicine data generated from the Weill SAP system based on data pull from 9/27/16. "Individuals of Color" are those identified as Hispanic, Black or African American, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaskan Native descent, or two or more racial/ethnic identities. Percentages rounded to the nearest whole number.

Cornell's Diverse Students

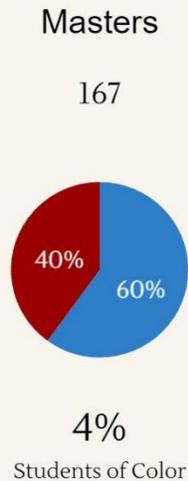
Ithaca Campus



Ithaca Campus: Freshman Class of 2020



Cornell Tech



Notes: "Students of Color" are those identified as Hispanic, Black or African American, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaskan Native descent, or two or more racial/ethnic identities. Percentages rounded to the nearest whole number. Data source: Institutional Research and Planning University Factbook: <http://irp.dpb.cornell.edu/university-factbook>. Student data as of October 7, 2016. All percentages rounded to the nearest whole number. *Includes 34 Cornell Tech Ph.D. students.

II. Implications of Student Diversification on the Endowment

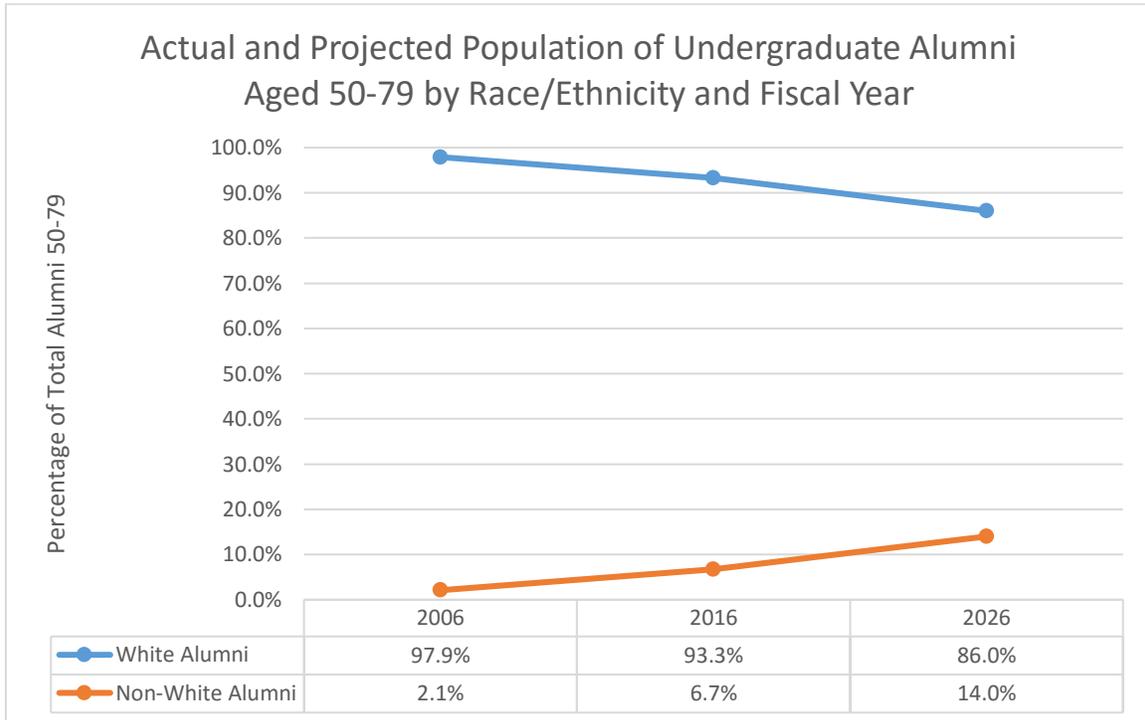
Cornell is becoming increasingly more diverse across all populations, particularly so in the student population. Both to honor Cornell's founding principle, "any person, any study," and as prudent stewardship, it is essential to examine how this aspect of Cornell's continued evolution impacts institutional operations. The foremost example of the interplay of diversity and inclusion on future operations comes from the undergraduate student to alumni to donor life cycle.

The alumni population, the largest Cornell-affiliated constituent population presently at approximately 225,000 living alumni, is the institution's primary donor base. This population consists primarily of former undergraduate students. Therefore, as the undergraduate population diversifies, which is already happening at a very aggressive rate (see Figure 1), the alumni population and donor base necessarily will diversify as well (see Figure 2).

Figure 1: Profile of Class of 2020:

- 53.4% are women; 46.6% are men
- 62.8% attended public high schools
- 16.8% are children of Cornell alumni
- 11.3% are first-generation college
- 23.6% identify themselves as under-represented minorities (URM). URM is defined as American Indian (U.S.), Black (U.S), Hawaiian/Pacific Isle (U.S.) or any combination including one or more of these categories. All students of Hispanic ethnicity, regardless of race, are also considered URM.
- 44.2% identify themselves as students of color. This group includes URM plus Asian (U.S.) and Multi Race non-URM (U.S.).

Figure 2: Actual and Projected Population of Undergraduate Alumni Aged 50-79 by Race/Ethnicity and Fiscal Year



Notes. Alumni actual and projected rates data supplied by Alumni Affairs and Development Business Intelligence team. Uses a default single ethnicity value from the Alumni data warehouse. Given the low number of people reporting multi-ethnicity, particularly for older classes, this impact is minimal. Age is derived based on birthdate and class year is based on preferred class year (not degree year).

Currently, non-white alumni compose 6.7 percent of the alumni cohort aged 50-79, which traditionally is the highest contributing cohort. By 2026, the non-white alumni 50-79 cohort is expected to grow to 14 percent, representing a 110 percent increase in this group’s overall composition. This diversification begs the question, “What are the historical donor participation rates of Cornell’s alumni from diverse backgrounds as compared to their white counterparts?”

In analyzing the participation rate of alumni by race, it is clear that there is a gap between the participation of alumni of color, and white or unspecified alumni (see Figure 3). Though this gap is gradually closing over time as evidenced by most recent alumni (see Figure 4), it is important to understand the reason for the gap and strategic approaches for helping close the gap.

Figure 3: Overall Alumni Participation Rate by Race/Ethnicity and Fiscal Year

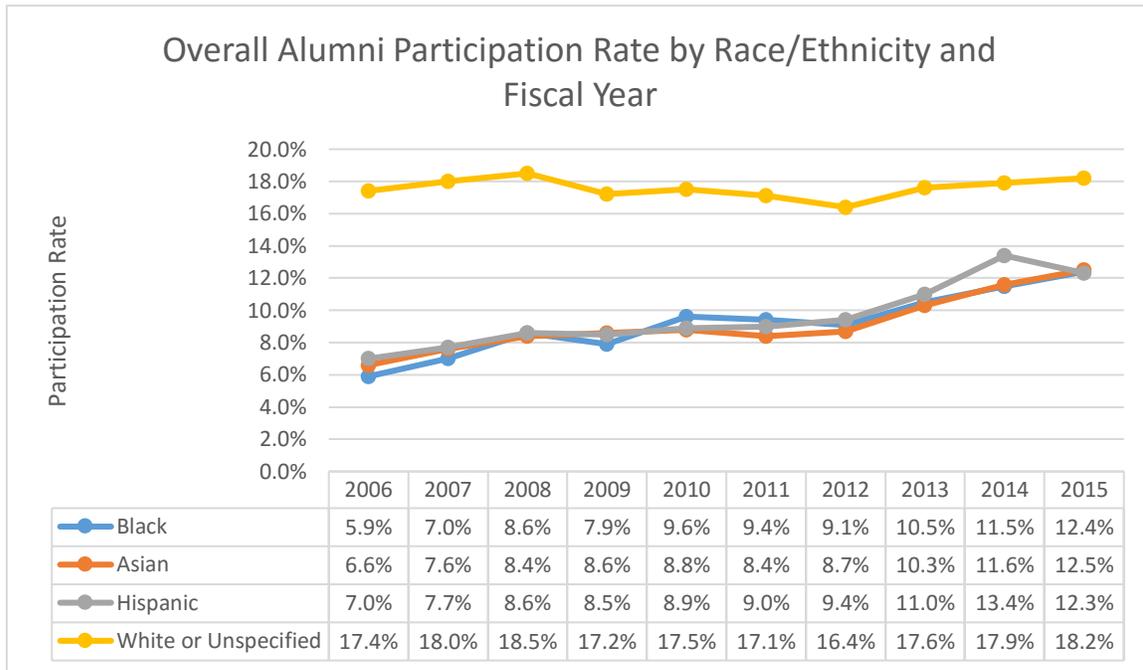


Figure 4: Alumni 20-39 Years Old Participation Rate by Race/Ethnicity and Fiscal Year

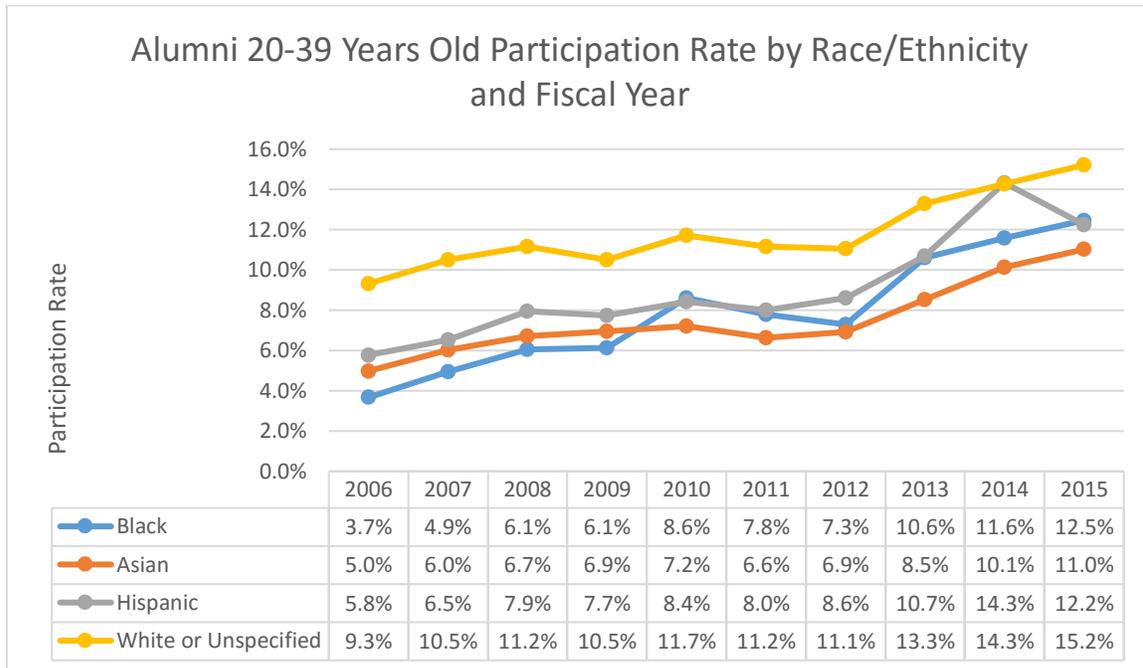


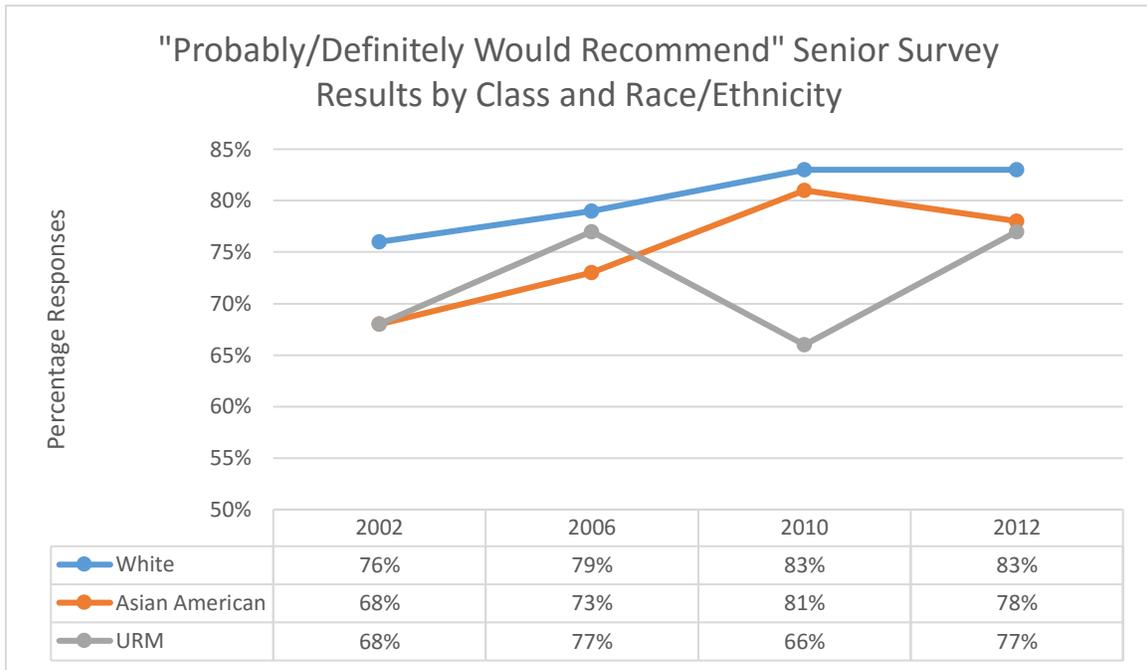
Figure 3 and Figure 4 notes. Alumni actual and projected rates data supplied by Alumni Affairs and Development Business Intelligence team. Uses a default single ethnicity value from the Alumni data warehouse. Given the low number of people reporting multi-ethnicity, particularly for older classes, this impact is minimal. Age is derived based on birthdate and class year is based on preferred class year (not degree year).

Net Promoter Score

The so called “net promoter score” measures loyalty and connectedness of a population. In the context of students in higher education, the “net promoter score” is derived from student and alumni emotional attachment to their alma mater. The difference in the participation rates by race somewhat mirror the difference in the “net promoter score” by race as measured in the senior survey (see Figure 5 and Figure 6 comparing “net promoter scores” by giving behavior for the classes of 2002, 2006 and 2012). The senior survey, which was administered to undergraduate seniors in the classes of 2002, 2006, 2010, 2012 and 2016, asked, “Would you encourage a high school senior who resembles you when you were a high school senior (same background, ability, interests and temperament) to attend Cornell?” Moreover, alumni surveys have consistently found the level of reported “net promoter score” has been significantly related to donating behavior.

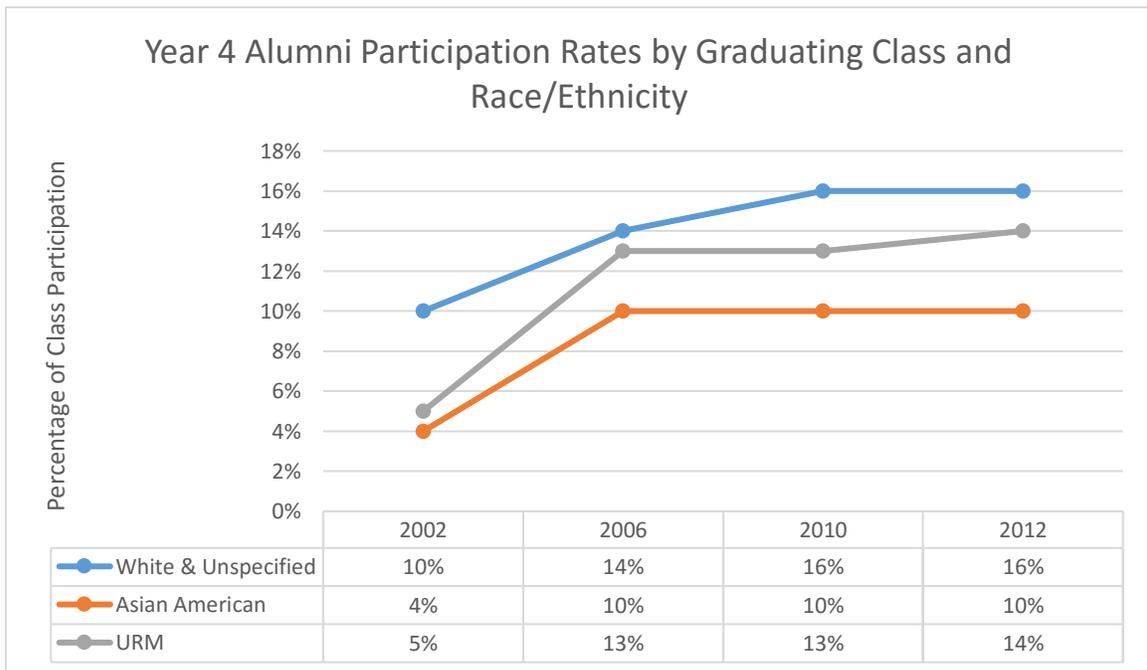
Specifically, in the 2005 Alumni Survey, Cornell’s Institutional Research and Planning reported that “feeling of connectedness and financial contribution — are strongly related: 85 percent of those who feel ‘very connected’ to Cornell contributed some amount of money in 2004, while 70 percent of those who reported that they feel ‘not very connected’ made no contribution to Cornell in that year.” Across all alumni surveys (including 2013 for class of 2002; 2009 for class of 1988; 2005 for class of 1994; and 2000 for classes of 1994 and 1989), a significant difference existed between those who had donated and those who had not for the question, “Would you encourage a high school senior who resembles you when you were a high school senior (same background, ability, interests, and temperament) to attend Cornell?” with those who answered more positively being significantly more likely to have engaged in past giving to the university.

Figure 5: "Probably/Definitely Would Recommend" Senior Survey Results by Class and Race/Ethnicity



Note. Data from Institutional Research and Planning Senior Survey for classes of 2002, 2006, 2010 and 2012.

Figure 6: Year 4 Alumni Participation Rates by Graduating Class and Race/Ethnicity



Note. Alumni participation rates data supplied by Alumni Affairs & Development Business Intelligence team.

According to Gallup¹, there are six factors closely correlated to the “net promoter score”, three related to support and three related to experiential learning. They are: for support, whether professors cared about the student as a person, whether the student had a mentor that encouraged them and whether at least one professor excited them about learning; and for experiential learning, whether they were active in organizations and extracurricular activities, whether they worked on a project that took a semester or more to complete and whether they had an internship that allowed them to apply what they were learning in the classroom. This means the experience of undergraduate students now, (i.e. the programs, interactions and opportunities they have) directly affects their level of connectedness and whether they will be likely to donate as alumni.

Accordingly, it behooves faculty and staff to develop and engage all students in these sort of interactions and experiences. Given the data, namely that both the “net promoter score” and donor participation rates for minorities are lower than that of whites and the minority alumni population is growing, it is important that undergraduate students from underrepresented backgrounds have these experiences at the same rate as white students.

Although the focus of this section is on donor activity, this certainly is not the only method of alumni engagement. Alumni demonstrate loyalty to Cornell and contribute through volunteerism as well as through their work as Cornell employees. Not insignificantly, approximately 16 percent of Cornell’s Ithaca campus regular workforce (including faculty, staff, academics and union employees) are alumni (see Figure 7).

Figure 7: Percentage of Ithaca Campus Alumni Employees and Temps by Job Family Group

Alumni Status	Faculty	Staff	Union	Academics	Academic Others	Temporary Employees
Alumni	16.2%	15.3%	1.1%	35.9%	22.0%	21.5%
Alumni, Non-Degreed	0.2%	1.2%	0.1%	1.0%	0.5%	0.8%
Not Alumni	83.5%	83.5%	98.7%	63.1%	77.5%	77.8%

Note. Percentages rounded up to the nearest tenth, thus may not add up exactly to 100 percent.

Furthermore, despite not being directed at undergraduate students, it is well worth noting that, there also are a variety of [affinity and diversity programs and associations](#) for the alumni population. These programs allow alumni to connect and engage with Cornell based on interests, activities and communities that were important to alumni when they were students and/or are of interest to them presently.

¹ Alumni Attachment, Giving Linked to Undergraduate Experience, Sept. 1, 2016, http://www.gallup.com/opinion/gallup/195302/alumni-attachment-giving-linked-undergraduate-experience.aspx?utm_source=genericbutton&utm_medium=organic&utm_campaign=sharing.

Targeted Programs and Initiatives

Cornell has a number of programs and resources focused on a variety of aspects of diversity and inclusion for undergraduate students. Some, but not all, of the initiatives that align with the factors associated with supporting higher Gallup “net promoter scores” are outlined in the following chart. The chart lists each of these factors and provides a sampling of specific supporting programs/initiatives Cornell currently has in place or is in the process of implementing. A select subset of these are highlighted following the chart.

Figure 8: Gallup-Purdue Questions with Current Supporting Programs/Initiatives

Gallup-Purdue Items	Current/Planned Supporting Programs/Initiatives
I can't imagine a world without (college)	Currently not specifically measured.
(College) was the perfect school for people like me	Measured in the Senior Survey and the Alumni Survey by asking: <ul style="list-style-type: none"> • Would you encourage a high school senior who resembles you when you were a high school senior (same background, ability, interests, and temperament) to attend Cornell?
My professors at (college) cared about me as a person	<ul style="list-style-type: none"> • Cornell Interactive Theater Ensemble Classroom Climate Program (New) • The Faculty Institute for Diversity
I had a mentor who encouraged me to pursue my goals and dreams	<ul style="list-style-type: none"> • Scholars Working Ambitiously to Graduate (SWAG) program • Building Ourselves through Sisterhood and Service (BOSS) mentorship program • Women Inspiring Sisterhood, Diversity, Outreach & Mentoring (WISDOM) program
I had at least one professor at (college) who made me excited about learning	<ul style="list-style-type: none"> • Center for Teaching Excellence
I was extremely active in extracurricular activities and organizations while attending (college).	<ul style="list-style-type: none"> • Campus Activities Fall/Spring ClubFest
I worked on a project that took a semester or more to complete	<ul style="list-style-type: none"> • Engaged Cornell • Office of Academic Diversity Initiatives (OADI) Research Scholars Program
I had an internship or job that allowed me to apply what I was learning in the classroom	<ul style="list-style-type: none"> • Cornell Alliance for Diversity Internship Program/Toward New Destinations Initiative • Office of Academic Diversity Initiatives (OADI) Scholarship and Internship Database

Cornell Programs in Support of Higher Net Promoter Scores

Cornell Faculty Institute for Diversity

The goal of Cornell’s Faculty Institute for Diversity is to bring faculty together to engage in complex discussions about aspects of diversity, to create a network of teachers and scholars who can serve as a resource to one another on matters of diversity and education, and to incorporate diversity elements into new or revised courses. The idea for a Faculty Institute at Cornell emerged from the 2006 Teagle Foundation study, “Eliminating Racial and Ethnic Disparities in College Completion and Achievement: What Works and Why.” The Institute is a proactive approach to diversity focusing on creating or revising syllabi, not just talking about diversity, and offers a clear mechanism for infusing diverse perspectives and experiences into the classroom curriculum.



Office of Academic Diversity Initiatives (OADI) Research Scholars Program

The OADI Research Scholars Program provides underrepresented students with opportunities for research-oriented academic preparation in their field of study through coursework, mentoring and informative events. The program also prepares participants for successful application to prestigious research-based scholarship programs on campus and beyond. Participants’ scholarship and success are supported through facilitated mentoring relationships with underrepresented graduate students and campus researchers.



Building Ourselves through Sisterhood and Service (B.O.S.S.)

As a women’s peer mentoring program that matches upper-level women with first and second year students, B.O.S.S. is committed to helping young women successfully navigate Cornell and leverage resources and opportunities that enhance their college experience.

Scholars Working Ambitiously to Graduate (S.W.A.G.)

S.W.A.G. is a collaborative support network for African American, Caribbean and African men, that provides mentorship and guidance. S.W.A.G. contributes to academic success and positive adjustment to life at Cornell.

To continue to increase the connectedness for all students, and close the gap in positive campus experiences leading to increasing participation in giving activity for students of color, further investment

in specialized programs in support of students needs is critical. This includes continuing to diversify our workforce to provide role models and individuals who can relate to our diverse student experiences and challenges, continued focus on educating our current workforce to increase customized student support, and investment in programs designed to support student mentoring, applied internships, and projects and diverse extracurricular activities.

III. Faculty and Staff Renewal: An Opportunity to Diversify Our Workforce

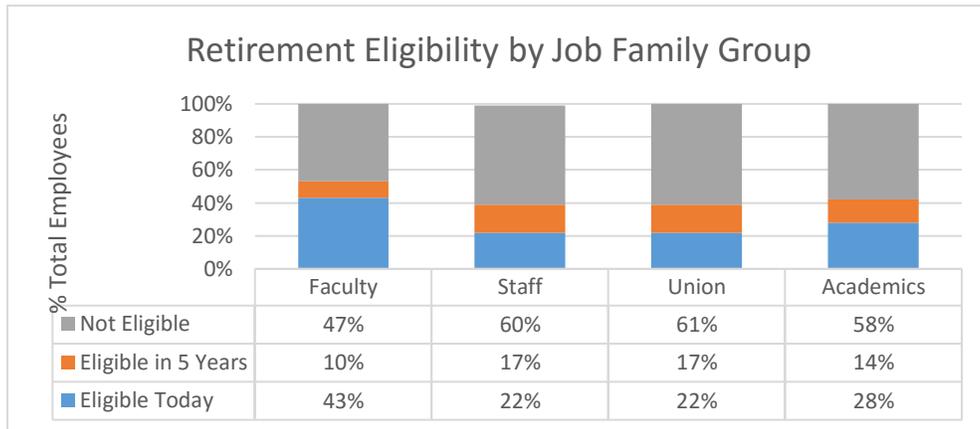
Interim President Hunter R. Rawlings, III articulates the importance of diversifying our workforce well. In his 2016 Statement on Affirmative Action and Diversity in Employment, he says, “The benefits of a diverse and inclusive workplace accrue not only to the individuals for whom opportunities are expanded, but also to the entire university and to society at large. . . . By drawing upon their valuable differences in background and perspective as well as shared goals, our faculty and staff can best advance the university’s mission: to ‘discover, preserve, and disseminate knowledge; produce creative work; and promote a culture of broad inquiry throughout and beyond the Cornell community.’”

Thus, a key component of supporting our students of color is developing a workforce which more closely reflects the diversity of our student body. Cornell is on the cusp of a significant shift in our workforce, due to impending retirements. As Figures 9 and 10 (Ithaca Campus Retirement Eligibility by Job Family Group and Job Family) illustrate, a sizable portion of our Ithaca workforce is either currently eligible for university retirement or will be within five years. These openings will provide a large window of opportunity to diversify our workforce. This diversification has already begun to occur with the faculty renewal program, with faculty of color growing to 20 percent of the active faculty in 2016.

Cornell is currently advancing strategies to prepare for this staff workforce shift as well. One of these strategies is to continue focusing on connecting with our students as a potential source of new staff hires. In addition to having received a world-class education, our students bring their own student experience to the table as they work to advance the university’s goals and mission. Additionally, our recent graduates bring a high level of racial/ethnic diversity as a talent pool, something we have already seen in the most recent millennial alumni hires (see Figure 11: Racial/Ethnic Diversity of Alumni vs. Non-Alumni Millennials in the Regular Ithaca Workforce).

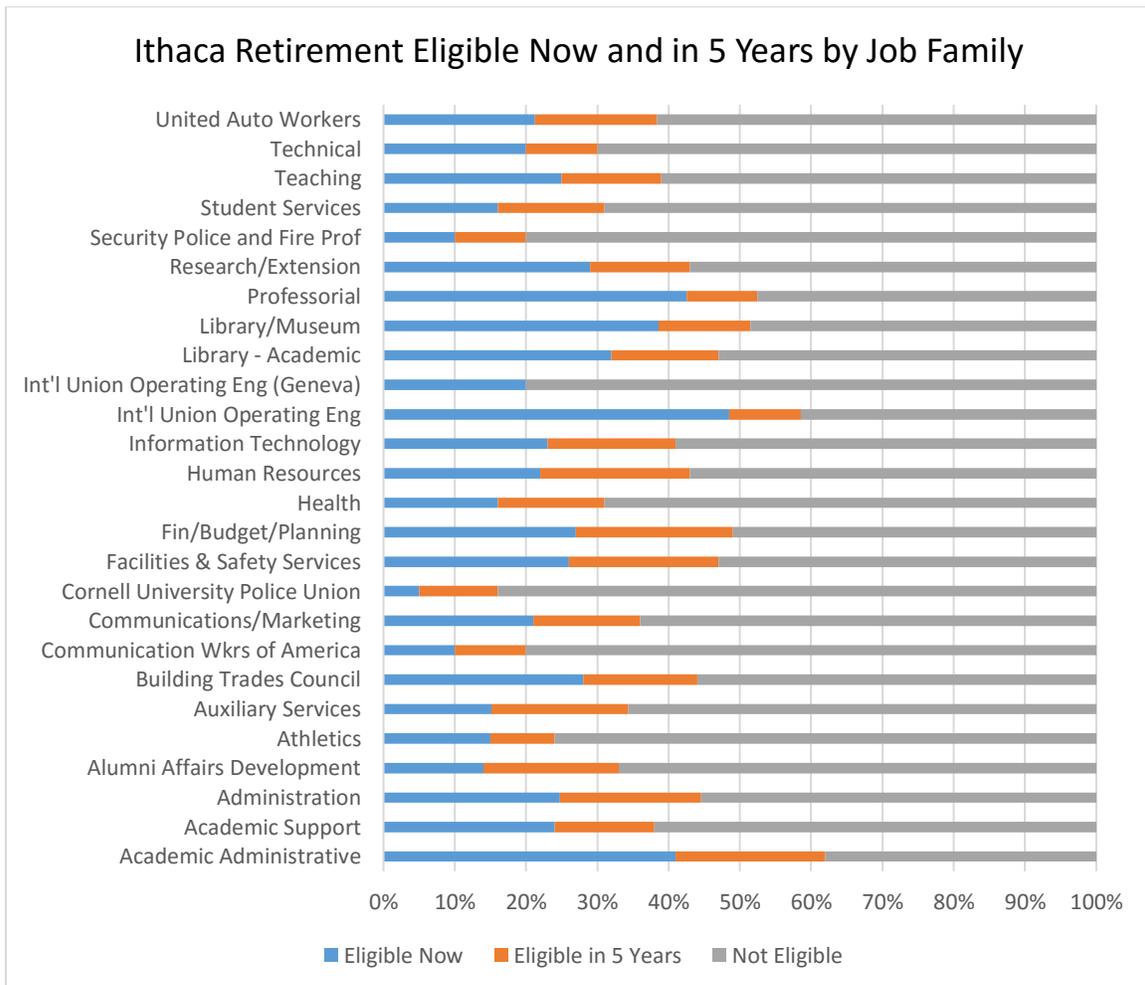
Our plan to increase this student engagement with Cornell’s workforce is part of the campus “living lab” approach which includes more campus student internships, providing campus-related class projects, as well as supporting applied research opportunities. This “living lab” approach has already been occurring with a variety of campus units including Infrastructure Properties and Planning, the Division of Human Resources and the Division of Financial Affairs. This applied experience approach also aligns well with activities shown to help increase the “net promoter scores” for students.

Figure 9: Ithaca Campus Retirement Eligibility Now and in 5 Years by Job Family Group



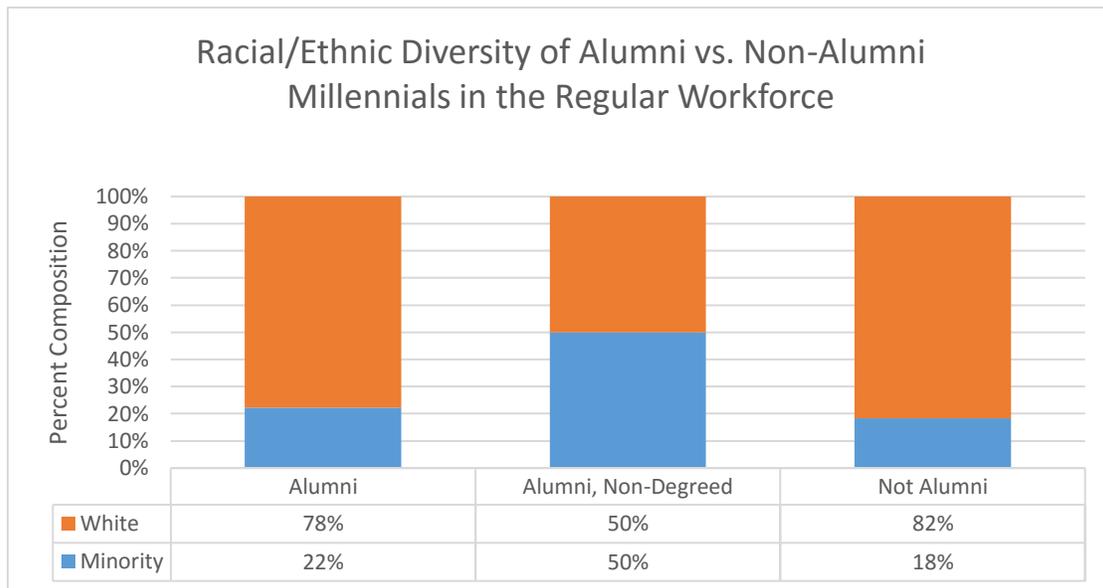
Note. Percentages are rounded up to the nearest whole number, thus may not add up exactly to 100%.

Figure 10: Ithaca Campus Retirement Eligibility Now and in 5 Years by Job Families



Notes. Ithaca/Geneva Campus employees. Based on a total of 9908 employees including 1065 Academics, 1647 Faculty, 5843 Staff and 1353 Union employees. Information extracted from the Workday Human Resources system as of Sept. 27, 2016.

Figure 11: Racial/Ethnic Diversity of Alumni vs. Non-Alumni Millennials in the Regular Ithaca Workforce



Notes. Data is based on Cornell’s regular workforce including faculty, staff, union, and academic professional employees. Total millennials in the workforce is 2092 employees including 310 alumni, 6 non-degreed alumni and 1776 non-alumni. Racial/Ethnic “minority” employees are those identified as Hispanic, Black or African American, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaskan Native descent, or two or more racial/ethnic identities. “White” employees are those identified as Non-Hispanic and white. Percentages are rounded up to the nearest whole number.

IV. Recent Developments/Changes in Organizational Structure, Policy or Practice

Office of the Dean of Students

The Division of Student and Campus Life has been reorganized to enhance and emphasize an inclusive student experience. In March 2016, Ryan Lombardi, vice president for student and campus life re-conceptualized the Dean of Students position to focus predominantly on inclusion, identity development, advocacy and support. Vijay Pendakur, a scholar and national expert on these issues, will begin January 3, 2017, as the Dean of Students and will serve as Lombardi’s chief deputy on all student life matters. Under the new structure, the Office of the Dean of Students consists of Cornell United Religious Work, Student Development Diversity Initiatives, the Asian and Asian-American Center, the LGBT Resource Center, the Women’s Resource Center, Student and Community Support, and the International Students and Scholars Office. Additionally, to support the realignment, there were four new positions created and five new hires: Aiden Cropsey, assistant director, LGBT Resource Center; Kate Harding, assistant director, Women’s Resource Center; Vigor Lam, assistant director, Asian and Asian-American Center; Tynesha Wright-Lindo, assistant director, Student Development Diversity Initiatives; and Evelyn Ambriz ’11, M.P.A. ’15, assistant dean of students, Student Development Diversity Initiatives.

Lombardi is “convinced that Cornell is exactly the kind of university that can reframe the diversity and inclusion conversation so that it speaks to our students’ sense of the world and their place in it.”²

Title IX

This past spring, Cornell created an Office of the Title IX Coordinator dedicated solely to Title IX concerns, furthering the university’s long-standing commitment to promoting a safe and nondiscriminatory environment for all members of the Cornell community, in which incidents of sexual misconduct have no place. These incidents include any occurrence of gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation or other forms of sexual misconduct committed by or against students, staff or faculty. Figure 12 provides an overview of the reported sexual misconduct activity in FY16.



Title IX office staff, from left: Elizabeth McGrath, Kareem Peat, Jessica Reynolds and Sarah Affel.

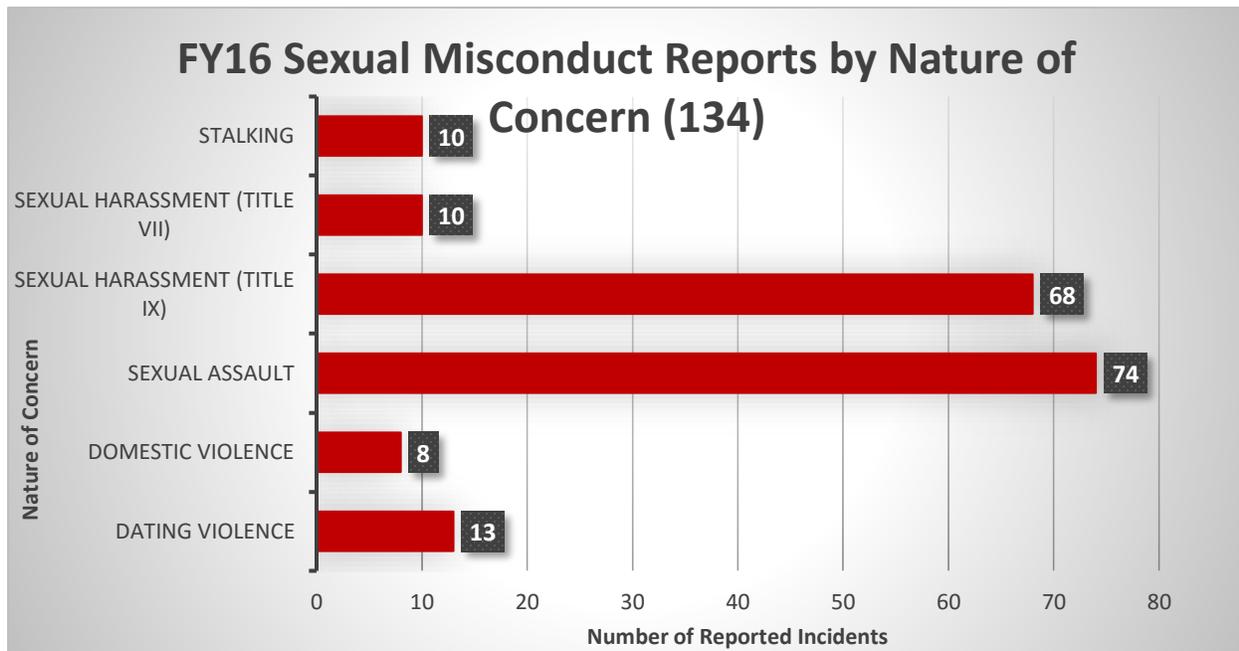
Sarah Affel was appointed to head the new office, and as Title IX coordinator, Affel oversees the university’s response to, and investigation of complaints against students accused of sexual misconduct. Her office, in 150 Day Hall, also includes two Title IX investigators, Elizabeth McGrath and Kareem Peat, and a case coordinator, Jessica Reynolds.

The Title IX coordinator oversees the university’s compliance with Title IX, New York State Education Law Article 129-B, and related federal and state laws and regulations; its ongoing education and primary prevention efforts; its investigation, response and resolution of all reports of sexual and related misconduct under university Policy 6.4; and its efforts to eliminate sexual misconduct, prevent its recurrence and remedy its effects. Enacted in 1972, Title IX is a landmark federal civil rights law that prohibits sex discrimination in education; 129-B addresses college and university sexual assault, dating violence, domestic violence and stalking prevention and response policies and procedures.³

² Quote taken from Cornell Chronicle, Dean of Students Office Reorg Reflects VP’s Inclusive Vision, Sept. 15, 2016, <http://www.news.cornell.edu/stories/2016/09/dean-students-office-reorg-reflects-vps-inclusive-vision>.

³ Excerpted from “University creates office dedicated to Title IX concerns” Cornell Chronicle, Aug. 31, 2016, <http://www.news.cornell.edu/stories/2016/08/university-creates-office-dedicated-title-ix-concerns>.

Figure 12: Sexual Misconduct Annual Snapshot of Activity



Notes. The data shown above represents the number of reports that have been made to the university in the period July 1, 2015 – June 30, 2016. A report is when an incident is brought to the attention of a “responsible employee” whether oral, written, formal, or informal. A report may include multiple offenses, so the total number of concerns will exceed the total number of reports. A report is not a formal complaint. The data above does not specify how many reports have yielded formal complaints and/or resulted in a formal investigation under Policy 6.4 or the Campus Code of Conduct. This data excludes all matters reported directly to any of the designated confidential resources, who do not have a duty to consult with a university official.

Gender-friendly Restrooms

In keeping with the university’s policy of nondiscrimination and the commitment to inclusion, the university allows students, staff, faculty and visitors to use the restroom or facility that corresponds to their gender identity. In addition, the university maintains a number of universal restrooms across campus to address restroom facility access not necessarily related to gender identity, such as access for parents with children and for other attendants/caregivers. These facilities are all-gender, accessible spaces, which may include amenities for families such as baby changing stations. Single-occupancy gender-specific restrooms on campus will be converted to all-gender restrooms, and all members of the Cornell community and campus visitors will have access to restrooms that correspond to their gender identity.

The move results from a resolution passed by the University Assembly (UA) Dec. 1, 2015, and supported by President Elizabeth Garrett in January 2016. Additionally, the president approved the resolution’s request for consistent signage for restroom, locker and shower space.

“The resolution is a welcome contribution to our ongoing efforts to provide a campus environment that is free of discrimination based on gender identity,” Garrett wrote in her response to the UA Jan. 8, 2016. “The outcomes of the resolution will help further strengthen inclusion on campus to the benefit of the greater Cornell community and the public at large.”

Garrett wrote that the Division of Infrastructure Properties and Planning (IPP) will convert single-occupancy gender-specific restrooms to all-gender restrooms with standardized signage that is compliant with the Americans with Disabilities Act (ADA) of 1990 by the beginning of the fall 2016 semester. An online map indicating existing inclusive restroom locations will be available online by the middle of March, with new ones added to the map as they become available.⁴

CONCLUSION

As a university, Cornell continues to make sustained strides toward realizing the founding vision of Ezra Cornell and Andrew Dickson White. As demographic markets shift, society becomes more global and cultural norms progress, it is imperative that Cornell proactively and strategically evolves to remain on the cutting edge. Maintaining a strong focus on, commitment to, and investment in diversity and inclusion is key to not only our founding, but to our future success. Further, it is critically important to think about diversification of the student body through the full life cycle of the student experience – from prospective student, to undergraduate and/or graduate student, to alumni to donor, volunteer and/or employee. Consequently, collaboration and partnership between all parties involved in the student experience is essential. We must purposefully work together to maximize engagement throughout the life cycle of the student experience.

⁴ Excerpted from “University to Provide Inclusive Restrooms, Consistent Signage,” Cornell Chronicle, Feb. 25, 2016, <http://www.news.cornell.edu/stories/2016/02/university-provide-inclusive-restrooms-consistent-signage>.