

2016-2017 Toward New Destinations Outcomes by College/Unit

College/Unit	Principle	Constituency	Population	Initiative Description	Measures	Outcomes	Status
College of Agriculture & Life Sciences	Composition	Graduate & Professional Students Undergraduate Students	Native American Students	Increase percentage of Native American students in CALS through relationships with targeted high school and higher education institutions; work with American Indian Program for NYS students & land grant institutions for transfers.	Increased CALS contact with targeted Native student audiences; Increased number of Native American student applications; Increased number of Native American students matriculated.	For fall 2016, 106 applications were received (compared to 94 in 2015), 22 students enrolled (20 in 2015), and 16 applicants received a transfer option (12 in 2015).	Institutionalized
College of Agriculture & Life Sciences	Engagement	Graduate and Professional Students Extended Community	Veterans	As Cornell and CALS in particular admits more student veterans, CALS is looking for ways to reach out and better support this small but growing population, through communication, assessment, training and creation of resource library and staff within CALS Student Services Office.	1. Provide support with University function – registrar, Financial Aid, etc. 2. Create trainings for faculty/staff (ideas: “Hiring a Veteran as a Research Assistant? Interpreting a Veteran Résumé?”) 3. Develop tiles in Chatter/DUST for Student Veterans, especially a Career tab with Laurie/Career team, resource tile with links to internal and external regional support and information.	The CALS Student Services Office sent out a Veteran specific email in August notifying them of the activities, groups and resources available on campus to support them throughout their academic journey. Included in this email was a personal connection to a staff member in CALS Student Services. This staff member met with three Veteran Students in the fall semester. Further, the CALS Student Services Office tried holding a special orientation for non-traditional students. Only one student attended. Moving forward new programming will need to be assessed and implemented to connect with this population.	Under Replacement
College of Agriculture & Life Sciences	Achievement	Graduate & Professional Students	First Generation Students, URM	Given an expressed interest of the CALS Advisory Council and members of the CALS Diversity and Inclusion Committee in mentoring millennials, the Committee has decided to investigate ways to best accomplish this.	1. Work with the career team to monitor and increase usage of Evisors by students with a focus on underserved populations. 2. Work with the career team to monitor and increase participation in Evisors by alumni with a focus on underserved populations. 3. Successful implementation of a university-wide mentoring platform.	The CALS Student Services Office (particularly the Career Development Team) continually encourages more alumni to participate in Cvisors (we currently have 1,054 alumni) and more current students to connect with alumni to learn about potential careers and how to prepare themselves for these careers through general conversations or resume critiques. This academic year a total of 236 connections have been made through Cvisors, up from 199 connections made in the previous academic year. These connections might also lead to internships or future employment. Currently we have 45 underrepresented minority students who have used Cvisors to connect with our alumni. Malia Kennedy, an Animal Science major, contributed a testimony about the value of Cvisors to her personally. (Appendix)	Institutionalized
Alliance for Diversity & Inclusion	Composition	Administration and Non-Academic Staff		Alliance for Diversity and Inclusion (ADI) Summer Intern Program: Continue with program and implement enhancements based on feedback; however, for the upcoming year, include students with disabilities. A discussion was held with the Student Disability Center and they have agreed to help us with recruiting and ensuring we can provide the necessary accommodations required for any disabled students we might hire.	The completion of enhancements based on feedback, ensuring there are a substantial number of diverse students participating in the program as well as the development of specific strategies to enable the hiring of disabled students.	The ADI intern program successfully hired 18 interns with one disabled student that is registered with the Student Disability Services Office. This is one of the most diverse groups that has participated in the program with over 60% female and overall diversity of approximately 75% (including women and minority students). Additionally, we were successful in having 10% of the interns return to work at Cornell after their summer program ended last year. We utilized feedback from all participants to make major changes to the program for this year: new learning event speakers (which included two diversity dialogues), enhanced feedback survey, formalized exit feedback, added career guidance information and Geneva field trip, and additional opportunities for dialogue with ADI executives.	Continuing

Alliance for Diversity & Inclusion	Engagement Inclusion	Administration and Non-Academic Staff Off-campus Constituents	LGBTQ Suppliers	The Alliance for Diversity and Inclusion (ADI) Diverse Supplier Initiative: Continue with diverse supplier program; add additional "targeted" suppliers, attempt to find suppliers with the LGBTQ designation and investigate any federal and state plans to implement any new categories including veteran-owned businesses.	Increase in spend, increased number of LBGTO owned businesses, expose different suppliers to the collaboration effort with Johnson School Big Red Consultants, and implement process enhancements with the Johnson School projects.	Two new targeted suppliers were added (O8SB and The Computing Center -TCC). Two suppliers had changes in ownership and there was a supplier merger; therefore, the total number of targeted suppliers is now 17. An additional supplier, (TCC),also became a NY State-certified business which helps with state grant requirements. An increase in spend of \$1.5 million to targeted suppliers is projected this year and an increase is also expected with all other diverse suppliers. The campus units received a total of 23 diverse supplier spend reports for their contributions to either their unofficial/official TND spend goal. The Johnson School Big Red Consulting (BRC) collaboration had four diverse supplier projects this year and The Cornell Chronicle published an article on their event.	Completed and/or Institutionalized
Alliance for Diversity & Inclusion	Composition Inclusion	Administration and Non-Academic Staff		Alliance for Diversity and Inclusion (ADI) Diversity of Thought Initiative: Continue with current activities with website, newsletters; revise posters to incorporate 2017 initiatives, as required. For 2017, add the following activities: a. Create an inventory of all committees with our constituency and ensure that "diversity of thought" is represented (this could be represented through a combination of actions such as adding constituents who have not been included in the past, varying grade levels on the committee, including diverse individuals, etc.) b.Implementation of the Leadership Skills for Success by ensuring engagement in the diversity effort by: i. Having an overarching goal for all constituents within the 2017 Performance Dialogues which require discussion on the completion of diversity training. A "How To" one-pager would be developed to assist supervisors in having this dialogue. ii.Ensuring that there is at least one conversation per year at every leader's staff meeting on diversity which would include the handout of the recruiting/new hire protocol for new hires.	Development of inventory, completion of "tool" to facilitate diversity training dialogues, and coverage of staff meetings with handouts.	Five aspects have been completed: ADI committee presentations held at 100% of VP Staff Meetings; Identification of candidates utilizing the "Diverse Applicant Pool" handout was given to 100% of supervisors; Ensuring supervisors were equipped for diversity conversations was accomplished with 94% of supervisors attending "Having Difficult Conversations" course; Each VP agreed to have a specific dialogue with supervisors on a diversity topic and it was completed by 100% of the VPs; An inventory of decision-making committees and teams across the ADI constituency was achieved. A review of 45 teams was completed and ADI team recommendations were provided. Executive approval was received to distribute a tool entitled "Eliminating Unconscious Bias in the Selection of Team Participants."	Continuing
Alumni Affairs & Development	Engagement Inclusion	Administration and Non-Academic Staff		After our Summer Climate Survey, our initiatives were adjusted to address concerns around bias, lack of feedback, and poor communication. Unconscious Bias. To provide more education and awareness via training opportunities, we offered sessions highlighting "Understanding Implicit Bias" presented by Christopher Dial, '04 (lab manager of the Social Cognition Laboratory and an instructor in Psychology at Harvard U.). The seminar explored mistakes our minds make even when making big, important decisions, and how – without realizing it—our minds can lead us to behave in ways that don't align with personal values (this also applies to the workplace and dealings with alumni). These were mandatory sessions for all AAD staff.	In striving to educate the entire division, attendance for the Dial session was mandatory. Partnering with IEA, a post-survey was done for the Spring session (surveys were also done for the "Depends on the Lens" session).	We held two Dial events & did a post-survey in the Spring. Attendance: 96% 1st session had a total of 295 in attendance w/ 50 attending remotely. 2nd session had a total of 51 AAD staff in attendance w/ 9 attending remotely. 93% agreed that the program helped them better understand concept, scope, & impact of implicit bias; 95% felt that the program will influence the way they think & act at work.  Encouraged staff to attend "It Depends on the Lens" hosted by the IEA. 19 of the 33 attendees were from AAD. 100% participants strongly agreed/agreed w/ 5 of the 6 program indicators. 100% participants strongly agreed/agreed that they will "more likely notice &/or respond to instances of unconscious bias in the hiring process" & that the program will influence the way they think & act in the workplace.	Continuing

Alumni Affairs & Development	Composition Engagement Achievement	Administration and Non-Academic Staff		<p>In response to our Summer Climate Survey, our initiatives were adjusted to address significant concerns around bias, lack of feedback, and poor communication.</p> <p>Performance Dashboard: In the spirit of increasing communication and transparency, AAD has taken on establishing a dashboard that displays metrics in four quadrants: Climate, Engagement, Donors, and Dollars. The first two add value and emphasis towards our inclusion and diversity work. Climate focuses on internal staff, and engagement focuses on our Alumni/Parents/Friends population.</p> <ol style="list-style-type: none"> <li>1.Request design assistance and roll out protocol from our communications, design, and digital media teams. (FY16-17)</li> <li>2.Create small focus groups in select regional cities to both educate and ask for feedback related to the perception of diversity initiatives on and off campus related to all things Cornell. (FY17-18)</li> <li>3.Analyze our measured success, response, and requests for the one-pagers; report out on focus group responses, create last one-pager, and follow up with next steps.(FY18-19)</li> </ol>	Our success measures were based on establishing the categories and baseline metrics, cross-departmental partnerships (AAD's Senior Leadership Team [SLT], IDT, Diversity Alumni Programs, HR, and Business Intelligence), and sharing out to the whole division. FY18 will yield significant information with a year+ of data.	<p>The dashboard was presented to AAD in Sept. '16 as text-only; a designed version was presented by SLT in Feb.'17 w/ monthly updates since then—delivered via AAD's official listserv w/ message from Ben Renberg, Senior AVP. Baselines continue to be developed.</p> <p>Results: raise AAD awareness &amp; show dedication from SLT. Reviewed at every All Staff mtg &amp; used for discussion &amp; awareness w/in AAD, &amp; helping the work teams w/ measurements for success.</p> <p>Climate quadrant: internal diversity &amp; health, w/ metrics on NPS, internal hire rate, internal promotion rate, &amp; employee engagement score.</p> <p>Engagement quadrant: the diversity of Alumni/Parents/Friends, w/ metrics on alumni engagement index, growth population engagement (for young, international, &amp; diverse alumni), digital-only engagements, &amp; alumni NP.</p>	Continuing
Alumni Affairs & Development	Inclusion	Administration and Non-Academic Staff		<p>Feedback Training. In response to the Summer Climate Survey and in the spirit of increasing opportunities for making one's voice heard &amp; giving feedback, AAD held mandatory feedback-training in the Fall, followed by opportunities for discussion, surveys, reports, &amp; a follow-up presentation at our Feb. All Staff mtg.</p> <p>Highlights from Summer Climate Survey:</p> <ul style="list-style-type: none"> <li>• 29% disagree w/ the statement that "information comes to me through the appropriate source rather than the grapevine"</li> <li>• 35% disagree w/ the statement that my manager "asks me for feedback on their performance"</li> <li>• 35% disagree w/ the statement "AAD provides equitable opportunities for job advancement"</li> <li>• An undisclosed % of women &amp; minorities disagree w/ the statement "people speak up when others are being excluded or treated inappropriately"</li> </ul>	Success is measured by attendance at trainings and survey data.	<p>1. Established Climate committee w/in IDT. 2. Started training all staff w/ 2.5-hr feedback trainings (Giving &amp; Receiving Feedback &amp; Holding Aspirational Conversations). 3. Presentation at Feb. All Staff mtg &amp; survey.</p> <p>Climate has both IDT &amp; non-IDT members (for greater representation)—they reviewed AAD's Climate Survey, pulled themes, &amp; made recommendations (some for FY18 actions).</p> <p>Winter Feedback Survey highlights:</p> <ul style="list-style-type: none"> <li>• Staff asking supervisor for intentional productive feedback: None: 15%; 1-2 times: 54%; 3-4 times: 18%; 5 times+: 12%</li> <li>• Supervisors asking direct reports for feedback: None: 28%; 1-2 times: 46%; 3-4 times: 17%; 5 times+: 7%</li> <li>• Staff having career conversations w/ supervisors: None: 36%; 1-2 times: 54%; 3-4 times: 7%; 5 times+: 2%</li> </ul>	Continuing

College of Architecture, Art & Planning	Composition Engagement	Extended Community Undergraduate Students	First Generation Students, URMs	<p>When our first COD initiative was proposed in 2015-16, it was based on a commitment to increasing the diversity of our applicant pool. We recognized that this would require a creative approach to pipeline expansion. We continue to believe that tapping into our extensive network of professionals to augment our internal admissions staff will be an effective mechanism to guide and execute the college's diversity efforts specifically in the area of pipeline development.</p> <p>Further, historical admissions data demonstrates that the Summer College Introduction to Architecture course is an effective pipeline for applicants to the B.Arch. program, but that there is a lack of diversity in the students that participate in the summer program. This is due largely to the prohibitive cost of the Summer College program, and also due to a lack of exposure to the field of architecture as well as summer college opportunities. The COD and the Cornell Future Architect Award (CFAA) that the COD recently established address these issues.</p> <p>As a result, AAP will continue its COD initiative in 2016-17, and specific action steps will include:</p> <p>Holding ongoing meetings of the COD and continuing to report back the Dean's Advisory Council; Re-evaluating for fit with AAP and the CFAA; Identifying a broader range of appropriate partner institutions from within NYC and expanding to key cities across the country with concentrations of AAP alumni and/or cities with NOMA chapters with pipeline initiatives; Producing promotional materials; Developing a model for outreach to schools and institutions that leverages AAP alumni; Strengthening the development component of the COD and AA&amp;D fundraising efforts to secure sustainable CFAA funding; Expanding the pool CFAA applicants; Evaluating the composition of the COD to ensure that the committee is representative of the diversity within all three AAP disciplines, multigenerational, and geographically diverse.</p>	<ul style="list-style-type: none"> <li>*Number of new partner institutions identified <input type="checkbox"/></li> <li>*Number of high school visits <input type="checkbox"/></li> <li>*Number of URM/First generation applicants to CFAA <input type="checkbox"/></li> <li>*Number of CFAA recipients who are URM <input type="checkbox"/></li> <li>*Number of URM students contacted <input type="checkbox"/></li> <li>*Additional CFAA funding secured <input type="checkbox"/></li> <li>*Number of alumni involved in outreach <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• 100% of 2016 CFAA recipients applied to Cornell (66% to AAP; 33% to A&amp;S)</li> <li>• Reevaluated partnerships for fit with AAP &amp; CFAA: continued 43% of partnerships</li> <li>• Identified broader range of partners: 50% are continuing partner institutions in NYC and Detroit; 50% are new partners from NYC and Chicago</li> <li>• Strengthened the development component of the COD and AA&amp;D fundraising efforts to secure sustainable CFAA funding; current use gift funds increased 100%</li> <li>• Produced new promotional materials through TND grant (video, print, web) <ul style="list-style-type: none"> <li>• Increased number of CFAA applicants by 100%; number of recipients by 133%</li> </ul> </li> <li>• Developed a mentoring model for CFAA recipients leveraging alumni; paired all CFAA recipients with mentors</li> <li>• Introduced proactive outreach to families of CFAA recipients</li> </ul>	Continuing
College of Architecture, Art & Planning	Inclusion	Tenure-track Faculty		<p>Diversity and Inclusion Programming: When we launched our first multicultural competency initiative in 2015-16, it was based on a commitment to cultivate an environment in which all groups are welcome participants. Because our AAP Admissions and Academic Services staff are often a first-point of contact for prospective and current students, last year's initiative was focused on building their skills to promote mutual understanding, respect, and positive interaction between and among identity groups. We continue to believe that increasing understanding and awareness will result in a more inclusive and respectful climate, and the programming available through the Inclusive Excellence Academy is designed to develop an inclusive educational environment and workplace. <input type="checkbox"/></p> <p>For 2016-17, we will remain committed to facilitating diversity and inclusion programming and the new target constituency group will be AAP faculty. In the first year, we will: <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>*Explore college-wide programming offerings at a full-faculty meeting in the Fall semester; <input type="checkbox"/></li> <li>*Pilot three programs with the faculty in the Department of Art. Proposed programs may include: <input type="checkbox"/></li> <li>*Safer People, Safer Places <input type="checkbox"/></li> <li>*Disability Inclusiveness <input type="checkbox"/></li> <li>*Cornell Interactive Theatre Program - Unconscious Bias and Micro-Inequities <input type="checkbox"/></li> <li>*Document of best practices <input type="checkbox"/></li> </ul> <p>In recognition of the critical role that teaching assistants/associates play in fostering a climate of respect in AAP, Notice and Respond training will be offered for all AAP teaching assistants. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>*number of Art faculty who participate in trainings <input type="checkbox"/></li> <li>*number of teaching assistants who participate in Notice and Respond training <input type="checkbox"/></li> <li>*pre- and post-surveys of participants <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Offered two sessions of Notice and Respond for teaching assistants in the departments of Architecture and City and Regional Planning - Over 75% of teaching assistants participated, totaling 64 TAs</li> <li>• Offered Notice and Respond training for Art Department faculty and MFA teaching assistants - 79% of art faculty participated; 42% of graduate MFA teaching assistants participated; 30% of art faculty reported concerns about students after the training</li> <li>• Offered Safer People, Safer Spaces for Art Department faculty - 86% of art faculty participated</li> <li>• Offered Title IX training for Art Department faculty - 43% of art faculty participated</li> </ul>	Continuing

College of Architecture, Art & Planning	Composition Engagement	Graduate & Professional Students	URM Students	<p>New recruitment strategies to increase the diversity of our applicant pools and engage current students: While the COD is focusing on expanding the undergraduate pipeline, there is also a need to increase the diversity of the applicant pools for our professional degree programs and to continue to engage students from diverse backgrounds after they are admitted so that they can become leaders in their fields. For 2016-17, AAP will develop and implement new recruitment strategies for our professional degree programs (M.Arch., M.F.A., and M.R.P.) that strive to increase the diversity of our applicant pools and engage current students. Specific action steps include:</p> <p>On-Campus Recruitment and Engagement Efforts:</p> <ul style="list-style-type: none"> <li>*Holding small information sessions about our fields and opportunities for graduate study at locations such as OADI, the Public Service Center, the Latino Living Center, and Ujamaa</li> <li>*Organizing a Diversity in the Visual Arts Lecture</li> <li>Off-Campus Recruitment and Engagement Efforts</li> <li>*Reaching out to relevant centers at universities with competitive art, design, and/or urban studies programs</li> <li>*Contacting relevant departments at HBCUs</li> <li>*Holding an event at AAP NYC</li> <li>*Participating in recruitment events, including Idealist Fairs and the National Organization of Minority Architects Conference</li> </ul>	<ul style="list-style-type: none"> <li>*Number of information packets mailed to centers and HBCUs</li> <li>*Number of on-campus events</li> <li>*Number of event participants</li> <li>*Number of current students involved in events</li> <li>*Survey feedback from current and prospective students who attend recruitment events</li> <li>*Number of applications received from diverse students</li> </ul>	<ul style="list-style-type: none"> <li>• Off-campus activities: 6 Idealists Fairs; 4 regional fairs; National Organization of Minority Architects conference; AAPNYC film screening/panel discussion-70 Acres in Chicago; Open House New York</li> <li>• On-campus activities: info sessions; development of web-based profiles featuring alumni from diverse backgrounds; equity and inclusion alumni panel; diversity in visual arts lecture</li> <li>• 533% increase in number of recruitment events; 658% increase in attendees</li> <li>• 8% of on-campus info session attendees applied; 100% admitted; 100% matriculating</li> <li>• 12,346 prospect communications were sent to URM students in 1st year of outreach <ul style="list-style-type: none"> <li>• 36% increase in diverse CRP alumni profiles</li> </ul> </li> <li>• 100% increase in URM MFA applicants; 22% increase in URM MRP applicants</li> <li>• Funded campus visit for 4 HBCU students; 75% applied; 100% matriculating</li> </ul>	Under Revision
College of Arts & Sciences	Composition	Tenure-track Faculty	URMs, Women	<p>We will continue efforts to ensure faculty searches and recruiting are carried out with specific attention to diversity. This will be A&amp;S second year of implementing recommendations from 2014 Diversity Task Force, including preliminary meetings with search committees, and interactive reporting to respective senior associate dean from these committees before advertisement, before invitations to interview, and before offers are made.</p>	<p>We will monitor composition and success rates of offers, leading to an ever more diverse faculty that we can describe and quantify.</p>	<p>We followed our established procedure, with the following outcome (as of June 30, 2017): 33% of faculty who started or will start in 2017 are female. 80% of these females recruited to Cornell are coming to departments in which women are under-represented. 19% of the recruited faculty are from other under-represented minorities (Hispanic, African-European, Native American). This year A&amp;S has been or is currently involved in a total of four dual career hires with other colleges (VET, ENG, CALS). Although we consider these hiring outcomes to be good, we will continue to work on increasing our faculty diversity and supporting dual careers efforts.</p>	Continuing
College of Arts & Sciences	Achievement Composition Engagement Inclusion	Administration and Non-Academic Staff Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty Undergraduate Students		<p>We will launch A&amp;S new standing committee, "Diversity and Equity." It is important that this is an active and engaged committee from its beginning in Fall 2016. The committee will establish particular areas of focus and create a plan with measurable objectives. A baseline report is "Growing and Sustaining Diversity in the College of Arts &amp; Sciences' Faculty" (2014). The committee may also consider challenges and progress in diversity, inclusion, and equity among other college groups (students, academic and non-academic staff). For these projects the committee will appoint appropriate representatives for limited terms.</p>	<p>Success measures will include inaugural meeting of committee with election of chair and preliminary plan for year's work. We expect that project will be selected by the time of the second meeting and a plan for implementing determined. Subsequent meeting will involve data gathering and discussion. A report and action plan for selected project will be expected by the spring term such that actions may be approved by deans office for the same year or following year.</p>	<p>Diversity and Equity Committee was established as a new standing committee of the College and met at least monthly throughout the academic year, with Dean Baird in attendance. Initial goal of committee was to understand institutional structure and initiatives of Diversity efforts on campus. Committee focused on accessibility of information available to faculty for advising students, especially in light of new laws for the undocumented and refugees. We met with AT Miller and Kathy Zoner about these issues and followed up with A&amp;S communications director to help increase access and awareness around Diversity on new College website. Upcoming goals are increasing clarity of information on website and advertising this to faculty, as well as developing initiatives for retention of URM faculty.</p>	Continuing

College of Arts & Sciences	Achievement Engagement	Undergraduate Students	Disadvantaged Under-graduates	<p>Note that this initiative for 2016-17 combines two initiatives for 2015-16. We will monitor and seek ways to enhance preparatory and support programs for undergraduates who have challenges beyond those of most Cornell students. These would include first generation students, students with limited background academics. Under-represented minority students will factor in larger proportion in this group. This initiative is directed toward primarily the Posse, pre-freshman summer (PSP) and HHMI (chemistry) programs and will be led by the deans office; the Diversity and Equity (D&amp;E) committee will also participate. Although these programs are currently run by able administrators, we will be interested in the differences, best practices, and how some aspects may be integrated. For the first year we will read annual reports, meet with administrators and become familiar before determining how A&amp;S may enhance or build on these programs.</p>	<p>Measures of success will include a good understanding by senior associate dean and D&amp;E committee. This will result in documents appraising these programs from A&amp;S perspective, and possibly recommendations for enhancement and integration.</p>	<p>Much of this effort was carried out by the College's Admissions and Advising office, which was reorganized extensively during the past year. Successful appointments of new directors John Morganelli (Admissions) and Bonnie Comella (Advising) allows more focus on Pre-freshman summer program (PSP) and a new initiative focused on first generation undergraduates. In addition, Professor Rachel Bean was appointed as a new Senior Associate Dean for Undergraduate Education, and she will also contribute to these efforts including better communication with faculty as they are involved with these students.</p>	Continuing
Faculty of Computing & Information Science	Composition Inclusion	Undergraduate Students	URMs, Women	<p>Undertake a program of actions aimed at improving the climate for URM and women students. Elements of the program include continued improvement of our faculty led training program for Computer Science undergraduate T.A.s and course consultants, including exposing implicit bias issues. A new effort includes trying out a follow-up program focusing on T.A.s and course consultants for a single class, CS 2112 in fall of 2016. We will continue a program of actions aimed at increasing the number of current and prospective women and URMs in our undergraduate programs.</p>	<p>Program survey for all students in CS courses, evaluation after TA training. Number of women and URMs in CIS majors. Number of admitted women/URM students interested in computer science.</p>	<p>We partnered with COE to produce a video featuring a female CS undergrad. The video was delivered via email to 35,104 high school senior women. We continued TA training with 151 TAs participating. CIS supported the development of a new URM student group. We are sponsoring 32 women and 28 URMs to attend diversity conferences.</p> <p>Result: Women in CIS majors have increased to 30% and URMs to 11%. Computer science females increased from 208 to 252 from 2016 to 2017; URMs increased from 75 to 84. Statistical Science females declined from 40 to 33; URMs increased from 3 to 5. Information Science females rose from 94 to 120; URMs increased from 43 to 44. In addition, 50% of the 2017 matriculating Engineering students expressing an interest in computer science are female.</p>	Continuing
Faculty of Computing & Information Science	Engagement	Administration and Non-Academic Staff Graduate & Professional Students Tenure-track Faculty		<p>Continue the production and pilot delivery of the interactive theatre program, MY VOICE, MY STORY - Lived Experiences of Graduate &amp; Professional Students. With the preliminary surveys completed, continue work with CITE to develop the content of this interactive theatre piece and to produce a DVD, which will include up to eight monologues highlighting a diversity of perspectives and experiences. We will identify a team of facilitators from across the collaborating partners, to be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion.</p>	<p>My Voice, My Story: Pre and post-program surveys; number of participants; facilitation of at least one pilot session in each collaborating school/college.</p>	<p>In year 2 of the MVMS project, the video was created. Initial pilot sessions with student focus groups and with staff/faculty focus groups took place. The feedback from these pilot sessions was used to inform the development of the framework for the lead facilitator training.</p> <p>Three lead facilitators were trained by CITE: Sara Xayarath Hernandez, Colleen McLinn, and Rehana Huq.</p> <p>Outcome: The lead facilitator team facilitated two MVMS sessions with CIS &amp; COE PhD students in June 2017. The sessions were led by representatives from the two project partners outside of the colleges, the Graduate School and CU-CIRTL. Post-program surveys from these sessions are being used to assess learning outcomes and changes in attitude.</p>	Continuing

Faculty of Computing & Information Science	Composition	Tenure-track Faculty	URMs, Women	Undertake a program of actions aimed at increasing the number of URM and women faculty. Elements of the program include: improved diversity oversight for searches, search committee training. We will also expand on the traditional faculty mentoring program, adapting the new environment with a large junior faculty cohort.	Numbers of URM and women in the applicant pool, interviewed, offered and accept positions.	( <b>Note:</b> outcomes have been edited to remove identifying information and absolute values): The DSS faculty applicant pool was 19% female and 5% URM and the interview pool was 38% female and 13% URM. Offers were made to URM and women. One offer was accepted and the applicant will be joining DSS in the fall as a visiting professor. The IS faculty applicant pool was 28% female and 11% URM and the interview pool was 14% female with no URMs. No offers were made to female or URM interviewees. The CS faculty applicant pool consisted of 13% female applicants and 6% URMs. The interview pool was 17% women and no URMs. One offer was made and declined because another institution offered a better position to the applicant's partner.	Continuing
School of Continuing Education & Summer Session	Inclusion	Extended Community Graduate & Professional Students Undergraduate Students	Non-matriculated, visiting high school students, undergraduate students, and graduate students and program participants	Improve protected status discrimination, sexual harassment, and sexual assault and violence communication to students and program participants taking Cornell courses on Cornell campus, off-campus, and or online. Focus of this communication is to increase awareness of responsibilities and resources available and ensure compliance with university policy 6.4.	(a) Investigate if able to track # of visits to webpage where video and relevant material has been posted. (b) Reduction in or lack of Title IX complaints or concerns brought forward.	(a) Developed a new SCE Diversity and Inclusion web page at the top level of our site. (b) Updated diversity and inclusion language and links on SCE web pages based on recommendations made by Laurel Parker, Work Force Policy and Labor Relations. (c) SCE management met with Sarah Affel, University Title IX Coordinator. Based on conversations, SCE performed detailed analysis of student, participant, and visitor population. Forwarded the results back to Sarah for review and recommendation on the mode and frequency of communications. We anticipate that we will be fully able to implement the goal during our previously reported target time frame of FY17-18.	Continuing
School of Continuing Education & Summer Session	Engagement Inclusion	Administration and Non-Academic Staff		Increase awareness and engagement of Diversity council members in the School of Continuing Education and Summer Sessions (SCE). Diversity lead will work with A. Winfield to identify training opportunities, including Inclusive Excellence Academy workshops, in the coming year. Diversity lead will facilitate and monitor registration of SCE diversity council members.	Number of SCE diversity council members who attend training and # of training workshops attended.	(a) Met with the Diversity Committee and SCE Department Directors on February 15, 2017, to discuss the process. Based on conversations, added another member, the Communications and Marketing Director, to the Diversity Committee. (b) Two regular SCE Diversity Committee meetings have been scheduled, one for March and the other for August, for planning goals and evaluating outcomes. (c) Diversity Lead reached out to Vivian Relta, CITE, on 12/9/16 to request a CITE workshop to SCE. CITE was fully booked to be able to present in Spring 2017. Plan is to schedule this for Fall 2017 or Spring 2018. (c) Two of six Diversity Committee members attended the skill-based diversity training pilot program on March 6, 2017, and made follow-up recommendations to the committee.	Completed and/or Institutionalized
School of Continuing Education & Summer Session	Composition Engagement	Extended Community Graduate & Professional Students Postdocs and Academic Professionals Undergraduate Students	Cornell and visiting students including high school students	Identify, collect, and use diversity metrics to inform strategic direction. Evaluate available information and determine additional data points needed for current organizational goals. For example, identify metrics related to students and participants from rural communities and use this baseline information to measure progress towards goal of expanding pipelines to rural communities. Formalize the reporting process to inform management decision-making.	Standardized and approved set of metrics identified and articulation of strategy that will use the metrics.	No specific and significant progress to report. We are continuing to research metrics available in Peoplesoft student system that are relevant to our efforts and can be extracted for this purpose. Furthermore we are also beginning to work on optional ethnicity reporting on non-credit program registration forms to help establish benchmarks.	Under Revision

College of Engineering	Composition	Tenure-track Faculty	URMs, Women	<p>One of the major hurdles to diversification of our faculty is in the application talent pool for open positions. For example, in the last cycle we had less than 3% of the applicants from under-represented minority groups. Our proposal is to partially fund visits from top talent to a departmental seminar series (called "Dean's Excellence Seminars"). If there is a match to the current search, the speaker would then be encouraged to apply to those searches. This is the most desirable outcome. It is also possible that the department is sufficiently impressed with the seminar speaker that they would like to pursue the speaker as a target of opportunity hire. This would then move to a discussion between the department and the dean of engineering.</p>	<p>We believe it is difficult (impossible) to capture the benefit of having the more diverse speakers in our departmental seminar series. As stated, the demographics of the faculty certainly shapes the environment of the department. In a less significant, but still important way, so does the demographics of the speakers that are invited to speak in the seminar series. The success measure, then, will be the number of added seminar speakers from under-represented groups (we anticipate being able to partially fund 5 such speakers).</p>	<p>We encouraged the directors to submit names of potential hires from under-represented groups and to invite them for seminars. Two such directors did so. It appears that ___ applicants will receive an offer to join the faculty, while ___ others did not meet the bar for hiring. In sense then, this is a 50% success rate. <i>(NOTE: Edited to remove identifying information and absolute values)</i></p>	Continuing
College of Engineering	Achievement	Undergraduate Students	First Generation Students, URMs	<p>A series of research proven interventions will be implemented with the goal of increasing the retention rate of URM and first generation undergraduates in the college of engineering to a rate equal to the overall student population. Key elements are spatial visualization during PSP, enhanced tutoring in courses needed to affiliate to engineering majors and support for summer math courses, coupled with collaborative learning groups and research.</p> <p>Increase retention to graduation for URM and FGC students. Increase the fraction of URM and FGC students who are able to affiliate to engineering majors by 5th semester.</p>	<p>Number of students in program who earn grades needed to affiliate. Graduation rate. 1st and 2nd year retention and affiliation.</p>	<p>The program includes three (3) interventions addressing barriers to the success of Cornell engineers. These programs include: a spatial reasoning course; an engineering summer math institute (ESMI); and an enhanced tutoring program. The spatial visualization course impacted 39 students. ESMI included 15 participants. Further, 34 students received enhanced tutoring. A direct outcome of the programs is that ALL ESMI earned grades high enough to affiliate with their choice major.</p> <p>Fall14, 774 students:  1 Yr Retention- URM 93%; FGC, 99%  2 Yr Retention- URM 86%; FGC, 88%  3 Yr Retention- URM 95%; FGC, 90%</p> <p>Fall15, 740 students:  1 Yr Retention- URM 93%; FGC, 94%</p> <p>Fall16 cohort, 790 students:  1 Yr Retention- URM 95% enrolled; FGC, 100% enrolled</p>	Continuing
College of Engineering	Engagement	Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty		<p>Production and pilot delivery of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate &amp; Professional Students. In year 1, we worked with CITE to develop the content of this interactive theatre piece. In year 2, we will work with CITE to produce a DVD, which will include at least eight monologues highlighting a diversity of perspectives and experiences. We will identify a team of facilitators from across the collaborating partners, to be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion. Year 3 &amp; beyond: deploy program broadly.</p> <p>We hope to provide an opportunity for students, faculty, and staff within graduate fields and professional schools to hear, explore and experience each other in a way that illuminates their similarities rather than their differences.</p>	<p>Deployment in two of the partnering colleges (CIS &amp; COE) will take place by the end of FY17. These sessions will be led by the representatives from the two projects partners outside of the colleges, the Graduate School and CU-CIRTL. Post-program surveys are being used for the sessions taking place in June 2017 to assess learning outcomes and changes in attitude. (Data from these surveys might not be organized and analyzed in time for the FY17 TND report submission.)</p>	<p>In year 2 of the MVMS project, the video was created. Initial pilot sessions with student focus groups and with staff/faculty focus groups took place. The feedback from these pilot sessions was used to inform the development of the framework for the lead facilitator training.</p> <p>Three lead facilitators were trained by CITE, Sara Xayarath Hernandez, Colleen McLinn, and Rehana Huq. Identification of prospective facilitators has taken place in the College of Vet Med. Other project partners are being encouraged to identify additional prospective facilitators. The lead facilitator team will facilitate two MVMS sessions with PhD students in June 2017.</p>	Continuing



The Graduate School	Composition	Graduate & Professional Students	First Generation Students, LGBTQ Students, URMs, Women	<p>The Graduate School's Recruitment Office will further expand the Graduate Student Ambassador Program by adding new Ambassadors to the existing team and by providing no-cost and low-cost ways of reaching out to prospective students at minority and female-serving institutions and those that are members of pipeline programs (i.e. McNair, MARC, PREM, etc.).</p> <p>The Ambassadors will participate in information sessions, panels and recruitment events that focus on attracting students from groups traditionally underrepresented in higher education. The Recruitment Office, its designated advisors and interested current Ambassadors will review new Ambassador applications that resulted from the "broader call for nominations" that went out in June 2016 and will interview and make selections as appropriate. New (and existing) Ambassadors will participate in a formal orientation and training session. A welcome and networking reception will also be held. During the Spring 2017 semester, the Ambassador team will participate in at least one activity focused on engagement with admitted students who visit campus during the field-level hosting weekends.</p> <p>By expanding the Graduate Student Ambassador Program, we seek to increase the engagement of current Cornell graduate students who are URMs and women in certain fields. We aim to include in the Ambassador program additional first generation college students, LGBTQ+ students, students who identify as having a disability, and military veterans. The ultimate goal is to use the Ambassador Program and its representatives to increase diversity within the Graduate Student population at the University across all disciplines.</p>	Success will be measured in two ways; by the number of new ambassadors nominated by the graduate fields, selected by the Recruitment Office and yielded to join the program and the number of activities the Ambassadors engage in, both on and off campus.	<p>GS Ambassadors participated in 23 off campus events through which they engaged with 630 prospective students predominately from underrepresented backgrounds. They also participated in six on-campus events with pipeline programs such as McNair, LSAMP, and CSTEP. Faculty nominated 27 students in response to the call of GS Ambassador nominations. Of those nominated, 14 students were inducted into the program. GS Ambassadors in the Departments of Ecology and Evolutionary Biology (EEB) and Neurobiology and Behavior (NBB) organized and implemented a diversity focused pre-admissions visitation program for prospective students. GS Ambassadors also actively engaged with students participating in the yield programs for admitted students in four STEM Fields.</p>	Completed and/or Institutionalized
The Graduate School	Engagement	Administration and Non-Academic Staff Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty		<p>Production and pilot delivery of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate &amp; Professional Students. In year 1, we worked with CITE to develop the content of this interactive theatre piece. In year 2, we will work with CITE to produce a DVD, which will include at least eight monologues highlighting a diversity of perspectives and experiences. We will identify a team of facilitators from across the collaborating partners, to be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion. Year 3 &amp; beyond: deploy program broadly.</p> <p>This program will provide an opportunity for students, faculty, and staff within graduate fields and professional schools to hear, explore and experience each other in a way that illuminates their similarities rather than their differences.</p>	Program evaluations and numbers of participants, pre- and post-program surveys. Identifying and training facilitators from each of the collaborating units and pilot deployment in at least three of the units will be counted as successes.	<p>This project was deployed in two of the partnering colleges (CIS &amp; COE) in June 2017 with 29 PhD students. These sessions were facilitated by the lead facilitators from the Graduate School and CU-CIRTL. A beta version of the post-program survey was used for these sessions to assess learning outcomes and changes in attitude. Data from these surveys was not organized and analyzed in time for the FY17 TND report submission. However, the written and verbal feedback provided after each of the sessions informed the refinement of the program facilitation protocol, which is also informing the development of the facilitator training protocol. This feedback also informed the revisions to the post-program survey so that it more accurately aligns with intended learning outcomes.</p>	Continuing

The Graduate School	Achievement Engagement	Graduate & Professional Students Postdocs and Academic Professionals		<p>The Intergroup Dialogue Project (IDP) seeks to transform the campus climate at Cornell through courses for undergraduate and graduate students, faculty, and staff. In FY17, we are working with IDP to launch the first course for graduate students and postdoctoral scholars. The first offering of this course will take place in July and second offering will take place in late fall or winter. In addition to exploring the tenets of critical dialogue, social oppression and privilege, and current conflicts, these courses will focus on how to apply particular principles and skills to the academic environment.</p> <p>Our goal is to enable graduate students and postdoctoral scholars to learn from each other about issues related to their social identities and how these might influence their experience as graduate students and as future scholars and academic leaders.</p>	<p>Number of students and postdocs that express an interest in participating in the IDP courses for graduate students and postdoctoral scholars, as this will confirm the interest in this new program offering. Course evaluations will provide feedback on the participants experiences in the course and will inform whether the course will continue beyond this pilot year.</p>	<p>Total number of applications for each short-course offering:  Summer 2016: 18  Winter 2017: 35</p> <p>Total number of participants for each short-course including breakdown of the number of participants that identified as doctoral students, research master degree students, professional degree students, and postdocs:  Summer 2016: 13  PhD Students: 11  Professional Master: 1  Postdocs: 1  Research Master: 0  Winter 2017: 17  PhD Students: 11  Professional Master: 3  Postdocs: 2  Research Master: 1</p> <p>Number of participants from each short-course (July 2016 and January 2017) that have become facilitators for subsequent courses and/or workshops: 7 (one other should be involved in facilitation in FY18)  Other outcomes include participants embedding IDP principles and practices in other courses and projects</p>	Continuing
School of Hotel Administration	Composition	Administration and Non-Academic Staff Tenure-track Faculty	Individuals with Disabilities, URM, Veterans, Women	<p>A.Continue to build on recent success in faculty hiring</p> <p>B. Increase pool of qualified diverse applicants to staff hiring pools by expanding and building on existing search strategies</p>	<p>The goal of these efforts is to work to ensure that faculty and staff at SHA more closely represent to populations with which we compete for these positions. We will continue to see increases in the numbers of diverse hires and women among the SHA faculty. We will see an increase in the number of URM applicants in our staff hiring search pools.</p>	<p>A search was conducted for one faculty position in the Hotel school. The pool was diverse in gender and ethnicity. 48% of the candidate pool was female. 60% was Asian, 28% white, 4% black or African American, and 3% international. The results of this search is not completed.</p>	Continuing

School of Hotel Administration	Inclusion	Graduate & Professional Students Undergraduate Students	Individuals with Disabilities, LGBTQ, URMs, Veterans	Create an inclusive environment by providing undergraduate and graduate students with an opportunity to improve and deepen their understanding of what it means to have an inclusive and engaging culture.	<p>A) Create workshop that partners with Johnson Women in Business to connect with undergraduate women in the CCB. □</p> <p>B) Work with CITE to create student roundtable discussions based on lived experiences of Cornell Students □</p> <p>We will track attendance and conduct surveys to measure the impact of these programs.</p>	<p>Undergraduate-1.The Johnson Graduate School Women in Business organization were introduced to the Hotel School Female Leadership in Hospitality (FLiH). 2.The D&amp;I Director in collaboration with ROTC conducted a 1.5 hr. Diversity in Leadership workshop 3.The university LGBTQ Director has established the D&amp;I Director as an extended resource for student support. 4. A diversity leadership workshop was established for the President and VP of each club; 40 student leaders participated 5. 85 students participated in the Intergroup Dialogue Project workshop</p> <p>Graduate- 45 MMH students and 47 Baker students participated in an orientation session that included how to build a healthy and inclusive community and how to report a Bias Incident.</p>	Continuing
School of Hotel Administration	Engagement	Administration and Non-Academic Staff Tenure-track Faculty		Continue to build on last year's program, <i>Your Story, My Story</i> and <i>Disability Inclusiveness</i> as the foundation for the next level development for faculty and staff. Idea is to deepen their understanding of how, why and importance of creating an engaging and inclusive environment.	<p>A. Collaborate with The Center for Teaching Excellence and Cornell Interactive Theater Ensemble (CITE) to create experiential learning for faculty. Specific focus on creating and engaging and inclusive learning environment.□</p> <p>B. Collaborate with CITE and/or other university resources to create experiential learning for non-academic staff. Specific focus on creating and engaging and inclusive work environment.□</p> <p>C. Continue to encourage all current SHA faculty and staff to view "Building a culture of Respect."</p>	<p>A. The SCJ transition involved faculty more than anticipated. The reporting lines and meetings involving faculty governance required full participation. B. CITE performed <i>Your Story, My Story</i> for 55 SC Johnson non-academic staff. 89% strongly agreed the program was effective and over 90% indicated the program help them better recognize bias. Monthly Brown Bag lunch series for staff and faculty provided a casual environment to engage around diverse topics; many university and SCJ faculty and staff were guest presenters. The D &amp; I Director distributed bi-weekly diversity articles from the Chronicle of Higher Education to faculty and administration. C. New SCJ system used to track "building a culture of respect;" we will update at a later time.</p>	Continuing
College of Human Ecology	Composition	Administration and Non-Academic Staff Off-campus Constituents		Develop pipeline for recruiting underrepresented minorities in two job families (administrative assistants and account representatives). It is through these two job families that we have the most opportunity to hire and thus to increase numbers of underrepresented minorities in entry level positions. These positions serve as feeder positions for multiple career paths, both in the college and throughout the university. This was a new initiative in 2015-16, and will be continued for two additional years.	<p>Short term success measure is to continue to develop relationships with community partners and to successfully place 3 interns this year.</p> <p>Long Term success measures:</p> <p>1) Track number of searches in these two job families in which the diversity of the pool equals or exceeds the availability data. Increase the number of URMs in the first interview step and hired compared to previous years data.</p> <p>2) Maintain contact with interns upon completion of internship to follow their career progression for 3 years and assess overall impact of internship experience.</p>	<p>We sponsored seven (7) interns; 57% were underrepresented minorities. Interns worked in a variety of departments: Human Resources, Alumni Affairs and Development, Student Services, the Business Service Center, Information Technology, the State 4-H office, and the New York City Cooperative Extension Office. In addition, a 2016 intern returned to work on a temporary basis during her summer break in 2017. A college advisory committee was established and meets several times per year to help inform this effort. As part of this engagement, Human Resources delivered job search and interview training to two of its partners – Tompkins Cortland Community College and the Hospitality Employment Training Partnership.</p>	Continuing

College of Human Ecology	Engagement	Graduate & Professional Students Postdocs and Academic Professionals		<p>Provide an opportunity for students, faculty, and staff within graduate fields and professional schools to hear, explore and experience each other in a way that illuminates their similarities rather than their differences.</p> <p>Production and pilot delivery of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate &amp; Professional Students. In year 1, we worked with CITE to develop the content of this interactive theatre piece. In year 2, we will work with CITE to produce a DVD, which will include at least eight monologues highlighting a diversity of perspectives and experiences. We will identify a team of facilitators from across the collaborating partners, to be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion. Year 3 &amp; beyond: deploy program broadly.</p>	Program evaluations and numbers of participants, pre- and post-program surveys. Identifying and training facilitators from each of the collaborating units and pilot deployment in at least three of the units will be counted as successes.	<p>In year 2 of the MVMS project, the video was created. Initial pilot sessions with student focus groups and with staff/faculty focus groups took place. The feedback from these pilot sessions was used to inform the development of the framework for the lead facilitator training.</p> <p>Three lead facilitators were trained by CITE, Sara Xayarath Hernandez, Colleen McLinn, and Rehana Huq. Project partners are being encouraged to identify additional prospective facilitators. The lead facilitator team will facilitate two MVMS sessions with PhD students in June 2017.</p>	Continuing
College of Human Ecology	Engagement Inclusion	Administration and Non-Academic Staff Postdocs and Academic Professionals		<p>The primary objective is to stimulate discussion about the opportunities for greater understanding of diversity and inclusion. The program will be a means for attendees to hear, explore, and experience each other in a way that illuminates their similarities rather than their differences. We will follow this general offering with opportunities for small group sessions to explore further into social-identities.</p>	We will measure our success by the number of participants attending the sessions offered as well as utilizing pre and post survey data to assess the impact of the sessions on participants.	<p>We had scheduled the Your Story, My Story presentation from CITE for late in the academic year. Unfortunately, due to unforeseen circumstances the CITE team was unable to deliver the program. We are in the process of rescheduling and will be offering the program to all college staff and academics in October of 2017.</p>	Continuing
Division of Human Resources	Composition	Administration and Non-Academic Staff	Veterans, Individuals with Disabilities, LGBTQ	<p>The HR Diversity Council seeks to increase the number of veterans, individuals with disabilities, and LGBTQ+ people that are hired in the Division and at the University; and to create an inclusive staff hiring and search toolkit and supporting training module. In collaboration with the Recruitment and Employment Center, the Council seeks to (1) increase the number of strategic partnerships with local, state, and national organizations focused on hiring from these target populations; (2) increase the number of applicants and hires made from the LGBTQ+, veteran, and disability populations; and (3) assess and determine any "bottlenecks" in the search and hiring process in order to create a toolkit for the staff search process.</p>	An increase in partnerships with organizations; an increase in the number of postings sent to these organizations for advertising; an increase in the number of applicants from these populations; and ultimately, an increase in hires made from these populations.	<p>In the first year, the Office of Workforce Recruitment &amp; Retention identified organizations with which the Division could collaborate. These organizations include the National Gay &amp; Lesbian Chamber of Commerce, the Consortium of Higher Education LGBT Resource Professionals, and others. Additionally, WRR identified free tools that could be implemented to align military occupational specialty codes with Division postings. Resource guides for recruiting veterans and individuals with disabilities were identified and will be updated as part of the toolkit.</p>	Continuing

Division of Human Resources	Engagement	Administration and Non-Academic Staff		<p>In partnership with Organizational Workforce Development, the Department of Inclusion and Workforce Diversity, and HR Analytics, the HR Diversity Council seeks to develop a professional development program aimed at addressing generational differences in the workplace. The workshops/sessions will be piloted to the HR Community in the fall and offered through the Inclusive Excellence Academy for all University staff in the spring.</p>	<p>The defined learning goals for the program are: 1) Shed tendencies toward generational stereotyping by bringing to light generational similarities; 2) Understanding personality preferences mold the way we act on the world; 3) Communicate cross generational work style norms and needs to collaboratively and effectively work together; and 4) Learn how to engage the “whole person” in helping team members from every generation apply their unique talents and contributions. In collaboration with HR Analytics and Organizational Workforce Development, a mechanism for measuring program effectiveness (i.e. measuring knowledge gains and extent to which learning goals were met) will be developed. This may be pre-post surveys or another means of measurement. This will be determined once the content and structure of the program are fully developed.</p>	<p>In December 2016, a pilot program was offered to staff who had completed the Leadership Academy through Organizational &amp; Workforce Development. Based on program evaluations, a pilot program occurred in April 2017 for the broader staff population. The program was not as widely attended as hoped, with only 10 of the 22 registered attending. Only 7 program participants completed the post-survey. Four indicated that they would be interested in a longer version of the pilot, as opposed to the 90-minute version, and 3 indicated that they neither agreed nor disagreed with that statement. Program participants did indicate that they found value in elements of the session, particularly the group discussion.</p>	Continuing
Division of Human Resources	Inclusion	Administration and Non-Academic Staff	Individuals with Disabilities	<p>This initiative seeks to measure the percentage of HR staff who currently qualify for protections under the Americans with Disabilities Act (ADA). This will enable the division to establish a baseline for measuring our growth in recruiting, hiring, and retaining qualified IWDs. The survey will also be utilized to tap into the firsthand experience of our colleagues with disabilities, so that we can learn specific information about what we are doing well and where we might make improvements to provide an even more disability-inclusive work environment. Survey results will be compiled and analyzed by HR Analytics, and shared with HR leadership. The HR Diversity Council will use the findings from the survey to tailor future disability professional development to the specific needs of our division.</p>	<p>Administration of the survey and the successful identification of trends and patterns that will be the topics for programs, as well as the identification of policies or practices that can be implemented within the Division.</p>	<p>89 staff participated in the survey (about half). 30% of participants indicated that they were IWDs. The percentage of individuals with invisible disabilities far exceeds that of individuals with visible disabilities (78% invisible, 15% visible, 7% both). Half of the individuals who indicated they had a disability said they disclosed their disability to their supervisor, and 92% indicated they had a “very positive” or “positive” experience. In contrast, 54% indicated their experience was “very positive” or “positive” when they disclosed to their previous employer. While 64% of HR IWDs strongly agree that their current supervisor treats all members of the workgroup fairly, only 42% strongly agree Cornell strives to be inclusive of IWDs; only 25% strongly agree Cornell treats IWDs fairly.</p>	Continuing

School of Industrial and Labor Relations	Engagement	Undergraduate Students	First Generation Students	ILR has the highest fraction of first-generation students among the undergraduate colleges at Cornell. We will interview first generation students, gathering information on their academic/non-academic experiences with a view toward removing barriers to participation in activities outside classroom hours, and in off campus internship and international programs. Information will be used to produce videos students can view that address the challenges faced by FGCS.	The goal of this initiative is enhance engagement of first-generation students in academic and non-academic experiences at ILR. We will use our ongoing interviews of first-generation students to collect information directly from them on their experiences at ILR.	We are replacing this initiative with a new one directed at enhancing opportunities for FGC, Low-SES, and Veteran students and staff at ILR and ensuring these groups are included within the ILR community. We are in the process of adopting new Salesforce software in the summer of 2017 that will allow us to track data on these groups.	Under Replacement
School of Industrial and Labor Relations	Inclusion	Graduate & Professional Students Undergraduate Students	URM Students	Our aim is to have a school where all students have equal access to full participation in ILR sponsored activity outside of the classroom. The idea is to adopt programs/techniques to encourage more participation among all economic/demographics in research opportunities, which necessarily involve one-on-one interactions with faculty, credit internships, study abroad, and honors theses. While increasing faculty-student interactions is a goal for our entire student body, students from all demographic/economic groups must see these interactions as a realistic option.	We intend to assess participation across our range of out-of-class activities including credit internships, study abroad, honors theses. We will compare numbers of students doing research projects with faculty, credit internships, study abroad, and honors theses in '16-17 (and in future years) to the baseline. This must start with a new, coordinated system for keeping track of ILR student experiences across offices.	We do not have data on student participation in research, but are in the process of adopting new Salesforce software in the summer of 2017 that will allow us to track data on this.	Under Replacement
School of Industrial and Labor Relations	Composition	Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty	URM Faculty and PhD Students	It is important that we continue to hire and retain a more diverse faculty and increase diversity in our PhD program. Our intent is to increase the pipeline of potential URM applicants for faculty positions by encouraging departments to invite URM professors or graduate students to make a workshop presentation (by completely subsidizing the financial costs of their visits).	We intend to compile data on numbers of URM applicants for faculty positions and to our PhD program and compare it to baseline numbers. We intend to compile data on the numbers of URM professors and graduate students presenting in ILR workshops.	We introduced new diversity procedures in faculty hiring modeled on the procedures used in Arts & Science, where we required departments to report to the Associate Dean the three leading female and URM candidates for each search and why they did or did not make the short list. Of the tenure-track faculty hires in ILR in 2016-17, 50% were female, 25% were African-American and 25% were Asian-American.	Under Replacement
Infrastructure, Properties & Planning	Composition	Administration and Non-Academic Staff		Year 1: Determine focus areas (titles that reflect the highest percentage of underrepresentation) and develop outreach plans for these IPP focus areas. Year 2: Implement the outreach plans and evaluate metrics to determine if applicant pools reflect an increase in underrepresented candidates.	Measure of Success: Complete the evaluation of each IPP job title to ensure alignment with appropriate job group. Measure of Success: Select and document the top three focus areas/job titles based on availability/utilization data. Measure of Success: Finalize and document an outreach plan for each focus area chosen.	Donna-Marie and Darren Jackson met on numerous occasions to evaluate IPP job titles and ensure proper alignment with job categories. Once finalized, the IPPDC identified two focus areas that were the highest percentage of underrepresentation for IPP. They are: Facilities Administrators and Facilities Professionals. IPPDC is working with Davine Bey to identify opportunities for outreach and to develop a video that informs and attracts a diverse candidate pool for IPP positions. Among other factors, this video aims to highlight attributes of IPP that would be of interest to a diverse multigenerational workforce.	Completed and/or Institutionalized

Infrastructure, Properties & Planning	Inclusion	Administration and Non-Academic Staff		(1) Assess culture of IPP and identify three topics that would make IPP a more inclusive organization. (2) Identify two training options (videos, speakers, materials) for each topic that can be previewed by IPPDC subcommittee(s). Upon completion of items (1) and (2), this goal will be successfully achieved. This initiative will be continued in 2017 beginning with supervisor buy-in.	Measure of Success: Goal (1), establish 3 topics based on documented inputs from no less than 20% of all IPP staff. Goal (2), This goal will be successfully completed once all training materials are "in-hand" and/or when contact has been made with speaker/presenter.	This initiative did not appear on IPP's Outcomes Report, and it appears this is due to a glitch in the Qualtrics program sent to IPP. IPP was asked to resubmit the missing data, but was unable to locate it. Because the problem originated in the software and not with IPP, it was not pursued further -- although the UDOs may choose to do so.	Continuing
Infrastructure, Properties & Planning	Engagement	Administration and Non-Academic Staff Off-campus Constituents		Continuing outreach to underrepresented and diverse groups within Ithaca and surrounding communities to increase awareness of apprenticeship programs and employment opportunities within IPP.	IPP participates in one outreach event in first year, and two events in the second year. Metrics – Track percentage of outreach participants applying for positions within IPP. Since this metric will lag outreach events and will not be used for success criteria; however, the percentage of outreach participant job applications may be used to evaluate if the outreach initiative was effective. Follow up survey with the IPP staff that participate in the outreach events about what they learned and how this helped their personal and professional growth (goals and learning outcomes). Measurement on the growth of the programs over the two years.	IPPDC outreach in 2017 included: (1) Met with Building Trade Council (BTC) and United Auto Workers (UAW) presidents to gain an understanding of their diversity initiatives and promote partnership. (2) Met with BOCES to promote partnerships and develop career fair opportunities, classroom participation and internships. (3) Developed and hosted a "Bring Your Child to Work" session which engaged the IPP staff in outreach and exposed youth to IPP operations. (4) We conducted a lunch and learn with the women in trades and apprentices to review what interested them in the trades and what they found to be barriers or roadblocks to their career path. We also collected their suggestions with how we could make that path easier or more accessible.	Continuing
SC Johnson Graduate School of Management	Engagement	Graduate & Professional Students	LGBTQ Students	ODI plans to increase its programming with the goal to provide an inclusive climate for LGBT students and to promote sustained discourse between people of different identities. ODI is launching a peer to peer program called "How to be an Ally to the LGBT Community." ODI will provide training to the current executive board of the LGBT student group Out for Business, to allow them to conduct peer trainings on allyship. Peer to peer ally training is a great way to scale up diversity training efforts and to promote sustained dialogue on diversity issues throughout the student body.	We plan to measure participation and student satisfaction with survey data.	The student groups (Black Graduate Business Association, Hispanic American Business Leader Association, Out for Business, Women's Management Council and Student Council) hosted 2 Ally trainings in the fall semester. Attendance was low. We are hoping to host a similar ally training workshop and incorporate a feedback survey to identify what worked and what we can improve upon. We also want to host a workshop in the spring as the workload is intense and the spring might allow more students to attend.	Under Revision

SC Johnson Graduate School of Management	Composition	Graduate & Professional Students	URMs, Women	<p>The Office of Diversity and Inclusion in conjunction with the Admissions Office seeks to maintain or increase the percentage of URMs and women in the 2-year MBA program. The director and the associate director of the Office of Diversity will work closely with all departments in Johnson to promote an inclusive community with shared values and mutual respect. In addition to the ongoing programming that is run through the Office of Diversity and Inclusion, ODI staff will consult on the programming for Executive Presence Day (EP Day). In its new form, EP Day is a collaboration among several offices including Student Services, leadership programs, and the Career Management Center. It takes place during the three week pre-term orientation. During EP Day, workshops and training sessions on professionalism and discussions on diversity issues are provided.</p>	We will measure the number of women and people of color in the incoming class.	<p>The number of women and under-represented minorities in the incoming class increased by 5% for the class of 2018. We are waiting on admission results to be final before we can report on the incoming class of 2019. Survey results for EP day shows that when asked how useful the students found the session on a scale of 1-6, the 3 sessions received a 4.38 and 2 sessions received a 3.67.</p>	Under Revision
SC Johnson Graduate School of Management	Composition	Graduate & Professional Students Undergraduate Students	URMs, Women	<p>The Office of Diversity and Inclusion seeks to strengthen the pipeline of women and students of color who are encouraged and prepared to pursue an MBA. This initiative will leverage the new relationships among all units within the newly formed College of Business involving close work with Dyson and the School of Hotel Administration. This initiative will include three events through the academic year: (a) a lunch presentation in the fall for Dyson women in conjunction with Dyson's participation in the Forte Foundations Rising Star initiative toward the path to an MBA, (b) "A Day in the Industries," an on-campus workshop, to explain post MBA careers to students, and (c) presentations in Dyson classes and with XYZ. Current Johnson students will have the opportunity to take a leadership role to present and informally mentor Dyson and SHA undergraduate students.</p>	We will measure the number of students that participate in this programming and use surveys at each event to measure effectiveness and student response to the programs.	<p>The Johnson Forte women were able to speak with the undergrad Forte program at the Dyson school. We were not able to execute the other initiatives (Day in the industries, lunch presentation etc.) but will look to see if that is something we can execute in the fall.</p>	Continuing
Cornell Law School	Inclusion	Administration and Non-Academic Staff	LGBTQ, URMs, Women	<p>The diversity committee will meet with staff to investigate climate issues, and to inform staff of another group to whom they may turn with inclusion issues. In part, we are undertaking this initiative because of the results of our meetings with students on inclusion issues; those meetings both brought to light issues of which we had previously been unaware, and generated good will. Moreover, although staff have other options for complaints, we wanted to reach out to staff who might not ever complain, but for whom the climate could be improved. Events at another top law school involving sexual harassment of staff also motivated this initiative.</p>	The first measure of success is simply whether the meetings occur, and how broad participation in the meetings is. We do not have other specific goals for this initiative yet because we have less information about the diversity challenges that staff face.	<p>We had three meetings for different levels of staff, and have reported on those meetings to the dean. The committee will report to the faculty in the fall.</p>	Completed and/or Institutionalized



Cornell Law School	Composition	Postdocs and Academic Professionals Tenure-track Faculty	URMs, Women	Explore new recruitment methods to increase the diversity of the faculty. For example, having a faculty appointments committee member responsible for identification of URM candidates; expanding the Visiting Assistant Professor program; creating a program to pursue URM clinical teachers, particularly Cornell alumni; considering diversity in selection of adjunct faculty; assessing quality of life/climate for URMs and women faculty.	Percentage of new hires that are from underrepresented groups. Percentage of offers made to members of those groups. Percentage of on campus interviews that are of members of those groups.	50 percent of our new tenure/ tenure track hires were women. Of the tenure/ tenure track offers we made, 50 percent were made to women, and 25 percent were made to persons of color. 100 percent of our clinical offers were made to women of color. The dean has designated a person with ongoing responsibility for identification of URM candidates.	Continuing
Cornell Law School	Inclusion	Extended Community	URM Alumni	Support and increase professional achievement and development opportunities for URM students and alumni. Develop strategies for maintaining positive relationships with alumni of color and greater participation of URMs at alumni events.	Participation in alumni events by URMs. Participation in the two existing URM alumni organizations will continue to be monitored, and a first event for Native American alumni will be organized.	Three alumni of color organizations are now functioning. Work continues on developing an organization for Native American alumni. In addition, Linked-In groups are being organized for the various affinity groups.	Continuing
Cornell University Library	Composition	Postdocs and Academic Professionals Administration and Non-Academic Staff	Women	We will use a \$15,000 grant award from the President's Council of Cornell Women to create internal opportunities for female librarians to advance their careers in digital scholarship.	We will double the number of women who are able to participate in our Digital Scholarship Fellowship Program.	A series of discussions were held with the candidates to understand their training and mentorship needs. We were able to support 13 women to participate in important technology and leadership training and conferences such as the Digital Library Forum, Symposium on New Directions for Libraries & Scholars, Franklin Covey Project Management Essentials Workshop, Sound & Vision Preservation Workshop, and the World Conference on Online Learning. The staff developed and enhanced leadership and technology skills that are critical to our future, especially in developing and managing digital library services. One of the women who participated in this fellowship was recently promoted from a Library assistant position to an IT position within the Library.	Completed and/or Institutionalized

Cornell University Library	Inclusion	Administration and Non-Academic Staff Postdocs and Academic Professionals	LGBTQ	We will offer two programs, "Trans 101" and "Safer People, Safer Places," with facilitated discussions aimed at opening up more conversations around LGBTQ issues in the Library.	We will partner with the Department of Inclusion and Workforce Diversity to administer pre and post tests to assess the impact of the program on the participants.	"Trans* 101", had 18 people attend the program. "Safer People, Safer Places: LGBTQA Support Network," had 19 people attend the program. Both of the program satisfaction indicators were extremely high, with 100% of participants indicating they "strongly agree" or "agree" that the program was informative; the facilitator helped foster connections between the material presented and the program participants; and the individual and small group activities led to better understanding of LGBTQA and Trans experiences. Additionally, 100% of participants indicated they would recommend the program to a colleague.	Completed and/or Institutionalized
Cornell University Library	Engagement	Graduate & Professional Students Undergraduate Students		Participate in an Andrew W. Mellon Foundation nationwide survey and research report on issues of equity, diversity and inclusion in the academic library sector.	The survey will collect data and assess current attitudes toward equity, diversity, and inclusion. With Human Resources' participation, we will be able to analyze the demographics of library staff in relation to our peer groups.	We submitted our responses to the survey on 7/26/16. We have not received the final report with the findings to see how we compare yet.	Completed and/or Institutionalized
Research Division	Achievement Composition	Graduate & Professional Students		Initiative Description: Work with appropriate graduate fields to expand the populations of underrepresented minority and women graduate students enrolled in masters and PhD programs at the University. Identify and cultivate relationships with diverse prospective undergraduates who may consider Cornell for graduate study and promote applications of those that do apply to Cornell's graduate programs.	Measure(s): Each entity is responsible for determining which methods of recruitment to engage in and will subsequently be responsible for collecting and compiling their own programmatic data. All data will be compiled to create a comprehensive picture of graduate student recruitment efforts across the Research Division. Overall success will be determined by diversity of incoming graduate and professional student body.		

Research Division	Composition	Undergraduate Students		<p>Initiative Description: Improve preparedness, quality, and diversity of students pursuing graduate education in STEM fields, and encourage them to consider Cornell. REU and other undergraduate summer research programs will target students from Primarily Undergraduate Institutions; institutions that do not offer extensive research opportunities. In conjunction with this initiative, we have applied for a TND grant to produce a professional-quality video highlighting the summer research opportunities at Cornell available to diverse undergraduate students from other institutions. If funded, we will be able to share the video with 5000+ prospective undergraduate students we meet at recruitment events and through direct communications. The video will also be shown on the respective program websites, the graduate school's website and in various additional locations.</p>	<p>Measure(s): Each program will collect demographic data on applying, admitted, and matriculated students. Longitudinal data on former students/interns who matriculate to a Cornell graduate program will also be pursued.</p>		
Research Division	Composition	Administration and Non-Academic Staff Postdocs and Academic Professionals Tenure-track Faculty		<p>Initiative Description: We will be sending out one survey to those who attend Depends on the Lens in FY16 and a separate survey to those involved in recruitment who have not attended Depend on the Lens. We will review the data received to determine how Depend on the Lens changes people's perceptions of bias.</p>	<p>Once we have gathered and reviewed the data we will look for ways to optimize the information and utilize Depends on the Lens for additional trainings if funding is available, or to develop an internal training to impact peoples bias is searches.</p>		
Division of Student & Campus Life	Engagement	Administration and Non-Academic Staff		<p>Create opportunities for SCL staff to increase their multicultural competency/humility through training and programming.</p> <ul style="list-style-type: none"> <li>•By increasing the multicultural competency/humility of staff, create a more inclusive and supportive community for our students. This will be accomplished by offering at least two training programs per semester that provide staff with language, tools, resources, and support needed to identify, discuss, and address barriers to access/success.</li> <li>•Collaborate with other units outside of SCL to host a diversity keynote speaker on campus. Include at least one session geared toward SCL staff.</li> <li>•Review the most recent information about campus climate to gain further understanding of areas our students, faculty, and staff have identified as needing more attention. Items for review may include the 2015 BSU letter to the president, aggregated data from the BART team, and data from the 2015 PULSE survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate training to measure the degree to which staff understand content and are able to use it in their work (pre- post- and later surveys like those used for the Inclusive Excellence Academy). Expectation is that 75% of staff who attend trainings will show evidence of applying content from training into their work.</li> <li>• An improvement in student assessment of the campus climate on the 2017 PULSE survey (as compared to 2013 and 2015 surveys). <ul style="list-style-type: none"> <li>• Ongoing assessment of BART data.</li> </ul> </li> </ul>	<p>The fall semester was spent building a team and developing a plan. The spring semester was spent creating recommendations for the future. These recommendations were shared with the Dean of Students and VP for SCL as well as the Divisional Leadership Team (April, 2017).</p> <p>We helped promote the Dr. David Rice speaker on "A Buck Fifty" Black Lives Matter and Alt Right age discussion. We advertised it to the Division.</p>	Under Replacement

Division of Student & Campus Life	Composition	Administration and Non-Academic Staff		<p>Increase recruitment and hiring of diverse staff.</p> <ul style="list-style-type: none"> <li>• Evolve our current recruitment practices to be more proactive in building pipelines of diverse candidates. Focus on professional networking, including conferences, meetings, events, social media, etc., to build interest in Student and Campus life with potential employees. To support this, create a brochure that we could provide to candidates that highlights the unique and diverse benefits to living in Ithaca and the surrounding communities. <ul style="list-style-type: none"> <li>o Train hiring managers using the CITE video, "It Depends on the Lens," offering training to teams prior to a search, providing direct feedback to individuals when appropriate. <ul style="list-style-type: none"> <li>• Educate hiring managers on the importance of the candidate experience through the recruitment and selection process. This includes requiring hiring managers to develop and share their plan to meet diversity goals prior to the beginning of the search.</li> <li>• Improve overall diversity of candidate pools and new hires. This includes reviewing the candidate pool prior to initiating contact with applicants to determine effectiveness of diversity search plan.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An improvement in metrics including time-to-fill, representation in pools, and overall composition by 10% over four years.</li> <li>• Maintain and/or exceed candidate pool, hiring, and representation goals for job classifications that have already been met.</li> <li>• Improve and/or meet candidate pool, hiring, and representation goals for job classifications that have not already been met.</li> </ul>	We have implemented the process of improving the overall diversity of candidate pools and new hires broadly but haven't established a consistent response. In addition, we met with Angela Winfield and Davine Bey to gain a better understanding of the University's approach to recruiting and retaining a diverse workforce.	Under Revision
Division of Student & Campus Life	Inclusion	Administration and Non-Academic Staff		<p>Improve retention of staff from under-represented minorities and non-majority demographic populations.</p> <ul style="list-style-type: none"> <li>• Examine data from HR Analytics to gain a better understanding of new staff motivation to remain at Cornell.</li> <li>• Collect information from staff about the climate in SCL and their recommendations for improvement. <ul style="list-style-type: none"> <li>• Develop initiatives based on results above.</li> <li>• Connect staff to Cornell colleague network groups and encourage participation.</li> </ul> </li> <li>• Provide training for management staff about new staff orientation, recognition, succession planning, leadership opportunities, and other areas critical to retaining a diverse workforce.</li> <li>• Host Real Talk conversations focused on topics that emerge from climate survey, HR Analytics, and current events to create an environment where staff can speak about their experiences and learn about the experiences of others.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in retention of staff from under-represented minorities and non-majority demographic populations by 5% over four years.</li> <li>• An improvement in measures of climate for staff in SCL over four years. <ul style="list-style-type: none"> <li>• More staff from under-represented minorities and non-majority populations participating in university leadership training programs (Hal Craft Leadership Program, Turning Point, etc.).</li> <li>• An increase in promotions for entry-level staff.</li> </ul> </li> </ul>	Analyzed hiring and retention data for exempt, non-exempt, and union staff. Reviewed data with committee. Results from Employee Survey have been delivered to senior staff in division. At the two new staff orientation events this year, the Colleague Network Groups were introduced to new staff both in writing and verbally. Staff were encouraged to participate in the groups. Drafted guidelines for staff to have conversations with returning/new students in August and early September about all of the violence that occurred in the summer of 2016. Hosted two sessions of Real Talk conversations called "Microaggressions in the Workplace" on November 14 and 17, and invited all SCL staff. About 50 staff attended one of the two sessions.	Under Revision
Cornell Tech	Engagement Inclusion	Administration and Non-Academic Staff		As we grow and campus operations change significantly for our move to Roosevelt Island in 2017 it will be critical that all staff experience and support an inclusive climate while fully engaged in their professional and personal success as well as the success of Cornell Tech.	High rate of participation in a staff climate survey and town hall meeting with leadership, collaboratively developed action items implemented, and continued emphasis on diversity and inclusion.		
Cornell Tech	Composition	Tenure-track Faculty	URMs, Women	Women and under-represented minorities are particularly under-represented among the faculty in digital technologies and business fields. Our aim is to be above the national norms in each field.	Percentage of women and URM candidates in applicant pool, interview pool, offer pool and that accept offers.		

Cornell Tech	Composition	Graduate & Professional Students	URMs, Women	Degree programs in digital technologies fields have a dearth of women and students from under-represented groups. Our aim is to develop programs that over time have demographics that mirror that of the general population. This will come from a mix of increasing and broadening our applicant pool and improving our yield of targeted students.	Increase diversity of candidate pool while significantly growing the campus with highly qualified students; increase diversity of students enrolled. □ □ Data: □ Percentage of women and URM students in applicant pool, admit pool, and matriculated students, for each degree program. Particular focus on masters programs. Year-over-year increases until mirrors general population.		
Office of University Counsel and Secretary of the Corporation	Composition	Administration and Non-Academic Staff		To develop best practices for hiring practices tailored for the Office of University Counsel to use next time there is an opening. (Kay Ford to reach out to HR for best practices.)	A best-practices document.	100% of new hires in 2016-17 were veteran or women hires.	Continuing
Office of University Counsel and Secretary of the Corporation	Engagement	Administration and Non-Academic Staff		Provide educational training and legal guidance in June 2016 Fisher v. Texas Supreme Court decision regarding affirmative action in college admissions. Clients require legal guidance in order to comply with legal mandates and in order to implement their diversity initiatives.	Meet with clients as appropriate, provide preventative counseling and education sessions, and provide written guidance as appropriate. We will track to whom advice is provided.	University Counsel provided guidance to admissions staff and other relevant administrators and met with them in advance of the June 2016 Supreme Court decision to discuss various potential outcomes. Once the decision was released in June, University Counsel attorney discussed again with admission staff a strategy for ongoing compliance in the months following. University Counsel also assisted University Relations staff with crafting Cornell's public statement about the case.	Completed and/or Institutionalized
Office of University Counsel and Secretary of the Corporation	Engagement	Administration and Non-Academic Staff		Develop an ongoing plan for increasing professional development opportunities for staff, in particular, non-exempt staff. The office hopes to continue to send 1-2 staff members per year to Turning Point.	Completion of five-day program and receipt of Certificate of Graduation.	One staff member completed the five-day Turning Point program and received the certificate of completion in the Fall of 2016. Another staff member completed the New Supervisor Orientation Certificate Program in January/February 2017.	Continuing

University Relations	Composition	Administration and Non-Academic Staff	Individuals with Disabilities, LGBTQ, URM, Veterans	The UR Diversity Council wishes to facilitate best practices for effective hiring and retention of diverse staff. The vision is to have all staff serving on hiring committees to have prior training and knowledge on how to conduct a search and interview process that ensures a diverse candidate pool.	Affected parties (mainly senior leaders and others serving on hiring committees) can be trained, with tracking of numbers of participants. Hiring of staff going forward can be compared with existing UR affirmative action goals.	This initiative has not yet been completed and will be carried over to next year for completion and implementation.	Continuing
University Relations	Inclusion	Administration and Non-Academic Staff	Individuals with Disabilities	Continuation of our 2015-16 initiative aimed at staff training on the topic of disability awareness and inclusiveness in the workplace. Building on the successful engagement of the division on this topic during our June program, we will continue working with Ruth Katz in HR, and will be meeting with Erin Sember-Chase to review the outcomes and determine how best to keep 'moving the needle' within our division. We had concern (internally) with an outcome that indicated no measurable shift in attitude related to the notion that people with disabilities should be viewed as "inspirational" for living normal lives. We hope to delve into that outcome to better understand the reasons/rationale/resistance for the minimal shift in attitude.	Whether through another program ("Part 2") or a different forum altogether, we hope to use this particular conversation as a beginning to broaching diversity topics with our colleagues. We will further the training to consider how we can make our environment and attitudes more naturally welcoming, accessible, and inclusive to our diverse community which includes individuals with various disabilities. Understanding that, if our division, as the story-tellers for the university, has a different/ better/ richer/ broader understanding of disability, it may change the next story we write/ tell/ photograph/ script/ pitch/ etc.	This initiative was not completed, and will continue as a priority in the next year. We concentrated our efforts on the timely and responsive campus-wide event in support of the ongoing Federal Administration's changes in policies around immigration and undocumented status.	Continuing
University Relations	Engagement	Administration and Non-Academic Staff Extended Community Graduate & Professional Students Off-campus Constituents Postdocs and Academic Professionals Tenure-track Faculty Undergraduate Students		The URDC plans to work with the UDOs and colleagues in our Marketing/Communications groups to collaborate on the diversity.cornell.edu website. As the "experts in the field," our division has much to offer the broader Cornell community who would go to that site for information. The URDC will serve as the liaison between the UDOs and the division leadership for reporting and status-update purposes, being stewards of the partnership towards mutually expressed goals of presenting "Diversity" at Cornell effectively, engagingly, cohesively, intuitively and clearly!	To be determined as project develops.	This initiative was not completed, and is under review for whether to move it forward in the new year.	Under Replacement
College of Veterinary Medicine	Composition	Graduate & Professional Students	URM in STEM PhD Program	Utilize Graduate School Recruitment Grant entitled "Increasing Diversity among BBS Graduate Students" which was received April 2016. The funds will be used to expand marketing and outreach to prospective URM students with an aim to increase URM applications to the Biological and Biomedical Science (BBS) Graduate Program for the 2017-18 admissions cycle.	Analyze the percentage of URM who apply as well as matriculate into the BBS PhD program.	During the 2017-18 admissions cycle, the BBS Program procured over 4,686 prospective PhD students' biographical information. These 4,686 prospective students were emailed a series of 5 marketing emails. Faculty, staff, and students attended over fifteen in person recruitment events this past admission cycle. These included the NIH Internship fair, Florida A&M University Grad Fair, UMass Amherst, SACNAS, ABRCMS, and the Florida International University Grad fair. Of the 213 applicants in the 2016-18 admissions cycle, 39 (18%) identified themselves as under-represented minorities. We also saw an increase in URM student percentage matriculation. For the incoming Fall 2017 class -29% identified as URM, for this coming Fall 2016 class there will be 33% of our PhD students who identify as a URM.	Continuing

College of Veterinary Medicine	Engagement	Administration and Non-Academic Staff Graduate & Professional Students Postdocs and Academic Professionals		Production and pilot delivery of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate & Professional Students. In year 1, we worked with CITE to develop the content of this interactive theatre piece. In year 2, we will work with CITE to produce a DVD, which will include at least eight monologues highlighting a diversity of perspectives and experiences. We will identify a team of facilitators from across the collaborating partners, to be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion. Year 3 & beyond: deploy program broadly.	Program evaluations and numbers of participants, pre- and post-program surveys. Identifying and training facilitators from each of the collaborating units and pilot deployment in at least three of the units will be counted as successes.	In year 2 of the MVMS project, the video was created. Initial pilot sessions with student focus groups and with staff/faculty focus groups took place. The feedback from these pilot sessions was used to inform the development of the framework for the lead facilitator training. Three lead facilitators were trained by CITE, Sara Xayarath Hernandez, Colleen McLinn, and Rehana Huq. Identification of prospective facilitators has taken place in the College of Vet Med. Other project partners are being encouraged to identify additional prospective facilitators. The lead facilitator team will facilitate two MVMS sessions with PhD students in June 2017.	Continuing
College of Veterinary Medicine	Engagement Inclusion	Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty Administration and Non-Academic Staff		We will have a 2-hour session for CVM students, faculty and staff to initiate dialogue about climate and diversity at CVM. Our goal is to encourage students, administrators and professors alike to think critically about what we, as a community, can do to break down barriers that make our institution so exclusive and to make the experience of all Cornell DVM students as welcoming as possible. We also hope that the town hall will be a platform for actionable change. The session will be facilitated by Dr. Lisa Greenhill, Associate Executive Director for Institutional Research and Diversity for the Association of American Veterinary Medical Colleges (AAVMC). Dr. Greenhill will focus the dialogue on the following questions: 1. What do you feel is the state of diversity and inclusion at CUCVM?	Success will be measured by attendance as well as a post-session survey. We will be collecting information on the format of the session, the topics discussed as well as any actionable suggestions received.	The overall response to the Town Hall was positive, with over 90% of participants indicating they "strongly agreed" or "agreed" that the program helped the community to think critically about creating a more welcoming environment at CUCVM and that the facilitated small group discussion helped raise key issues and concerns reflecting experiences of program participants. Over 90% of participants indicated they would recommend a town hall meeting like this to a fellow student or colleague. Extremely few participants (less than 10%) "disagreed" with any of the program satisfaction indicators. Town Hall participants felt they gained a great deal of awareness of diversity and inclusion issues and climate at CUCVM. While some participants also felt they gained ideas regarding how to move forward.	Completed and/or institutionalized
Weill Cornell Medicine	Composition	Graduate & Professional Students	URM Students	Creation of a Visiting Clerkship Fellowship for URM medical students: Establish a visiting clerkship fellowship for 4th year URM medical students in an effort to recruit a diverse student to trainee population. The visiting clerkship program is designed to give URM students a chance to experience the exceptional training that WCM has to offer. In addition, it provides WCM attending faculty and residency directors a chance to meet and recruit an increased pool of URM medical students as potential trainees at NYPH.	Success will be measured through the number of applications and accepted URM students for trainee programs at NYPH. A long-term success measure will exist in tracking recruitment and retention of URM trainees as faculty at WCMC.	There are two medical students that were accepted and will participate in the program summer 2017. It is anticipated that with more housing availability in future years the program can be expanded. Data on these students and if this program creates a pipeline for more diverse residency programs and junior faculty will be followed.	Completed and/or Institutionalized

Weill Cornell Medicine	Engagement Inclusion	Tenure-track Faculty		<p>Creation of a Work-life faculty survey at WCM to foster a culture of respect and inclusive environment. This survey will allow assessment of current work-life climate which can be compared to a previous faculty survey 2010 and benchmarked with peer institutions through American Association of Medical Colleges (AAMC).</p> <p>We hope to achieve this by encouraging participation of faculty, students, post-docs and trainees, as well as through assessment of current work-life climate.</p>	Success of participation by faculty and creation of new programs once data is analyzed.	<p>The participation of faculty was 66% (goal was 65%). The data is currently being evaluated and will be compared to our previous faculty survey from 2010 and benchmarked to our peer institutions. These data will help develop and modify existing programs to improve the faculty work environment.</p>	Continuing
Weill Cornell Medicine	Achievement Composition	Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty	URMs, Women	<p>Enhancing recruitment and retention efforts by creating a "Diversity Networking Series" for medical and graduate students who are interested in coming to WCM for residency and post-graduate/doctoral training. Students from surrounding schools/training centers will be invited to attend events with our URM and Women academic staff, faculty, residents, trainees and post-docs throughout the recruitment season during the fall/winter.</p> <p>The goal is to create an environment that will attract and retain a vibrant and diverse workforce that mirrors the patient population. This initiative was influenced by the positive reception of the internal "Annual Diversity Networking" event and the recruitment and retention efforts of the graduate school which resulted in an 238% increase from 2015 to 2016's incoming class.</p>	Attendance at events, post-event feedback, increased URM and Women application pool resulting in an increase in matriculation.	<p>The Department of Medicine and the Minority Housestaff Committee hosted "Making Your Match Conference" on 9/20/16. Approximately 100 medical and premedical students attended panels, workshops and other activities, including a panel discussion "The Residency Application Process and What Do Residencies Look For?" Students participated in a hospital tour and networking luncheon; a Premed workshop and Mock Group Interviews done by faculty; and a resident panel, "Day in the Life of a Resident," followed by closing remarks and a networking reception. This will continue as an annual event.</p>	Completed and/or institutionalized