<table>
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<tr>
<th>College/Unit</th>
<th>Principle</th>
<th>Constituency</th>
<th>Population</th>
<th>Initiative Description</th>
<th>Measures</th>
<th>Outcomes</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture &amp; Life Sciences</td>
<td>Composition</td>
<td>Graduate &amp; Professional Students, Undergraduate Students</td>
<td>Native American Students</td>
<td>Increase percentage of Native American students in CALS through relationships with impacted high school and higher education institutions; work with American Indian Program for NYS students &amp; land grant institutions for transfers.</td>
<td>Increased CALS contact with impacted Native student audiences; increased number of Native American student applications; increased number of Native American students matriculated.</td>
<td>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)</td>
<td>Institutionalized</td>
</tr>
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<td>College of Agriculture &amp; Life Sciences</td>
<td>Engagement</td>
<td>Graduate &amp; Professional Students, Extended Community, Veterans</td>
<td>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.</td>
<td>1. Provide support with University function – registrar, Financial Aid, etc. 2. Create trainings for faculty/staff (ideas: &quot;Hiring a Veteran as a Research Assistant&quot;/&quot;Interpreting a Veteran Resume&quot;) 3. Develop tiles in Chatter/DUST for Student Veterans, especially a Career tab with Lauren/Career team, resource tile with links to internal and external regional support and information.</td>
<td>The CALS Student Services Office sent out a Veteran-specific email in August notifying them of the programs, 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.</td>
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<td>Under Replacement</td>
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<td>College of Agriculture &amp; Life Sciences</td>
<td>Achievement</td>
<td>Graduate &amp; Professional Students, First Generation Students, URM</td>
<td>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.</td>
<td>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.</td>
<td>The CALS Student Services Office (particularly the Career Development Team) continually encourages more alumni to participate in Evisors (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 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.</td>
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<td>Composition</td>
<td>Administration and Non-Academic Staff</td>
<td>Alliance for Diversity and Inclusion (ADI) Summer Intern Program Continues 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 student we might hire.</td>
<td>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.</td>
<td>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.</td>
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2016-2017 Toward New Destinations Outcomes by College/Unit
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 – we 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 "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 AAD constituency was achieved. A review of 48 teams was completed and AAD team recommendations were provided. Executive approval was received to distribute a tool entitled "Eliminating Unconscious Bias in the Selection of Teams Participants."

We held two Dial events & did a post-survey in the Spring. Attendance: 96%. 1st session had a total of 250 staff in attendance w/ 50 attending remotely, 2nd session had a total of 51. AAD staff in attendance at both sessions. 95% 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.

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Encouraged staff to attend "It Depends on the Lens" hosted by the IEA, 19 of the 33 attended from AAD. 100% participants strongly agreed/agreed n=5 of the 6 program indicators. 100% participants strongly agreed/agreed that they will "more likely notice & respond to instances of unconscious bias in the hiring process" & that the program will influence the way they think & act in the workplace.

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In response to our Summer Climate Survey, our initiatives were adjusted to address significant concerns around bias, lack of feedback, and poor communication.

**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.

1. Request design assistance and roll out protocol from our communications, design, and digital media teams. (FY16-17)
2. Create small focus groups in select regional cities to both educate and ask for feedback related to the perceptions of diversity initiatives on and off campus related to all things Cornell. (FY17-18)
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)

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.

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. Baseline data AAD awareness & show dedication from SLT. Reviewed at every All Staff mtg & used for discussion & awareness w/in AAD, & helping the work teams w/ measurements for success. Climate quadrant: internal diversity & health, w/ metrics on NPS, internal hire rate, internal promotion rate, & employee engagement score. Engagement quadrant: the diversity of Alumni/Parents/Friends, w/ metrics on alumni engagement index, growth population engagement (for young, international, & diverse alumni), digital-only engagements, & alumni NP.

**Feedback Training**: In response to the Summer Climate Survey and in the spirit of increasing opportunities for making one’s voice heard & giving feedback, AAD held mandatory feedback training in the Fall, followed by opportunities for discussion, surveys, reports, & a follow-up presentation at our Feb. All Staff mtg. 

Highlights from Summer Climate Survey:
- 29% disagree w/ the statement that “information comes to me through the appropriate source rather than the grapevine”
- 35% disagree w/ the statement that my manager “asks me for feedback on their performance”
- 35% disagree w/ the statement “AAD provides equitable opportunities for job advancement”
- An undisclosed % of women & minorities disagree w/ the statement “people speak up when others are being excluded or treated inappropriately”

Success is measured by attendance at trainings and survey data.

1. Established Climate committee w/in IDT. 2. Started training all staff w/ 2.5-hr feedback trainings (Giving & Receiving Feedback & Holding Aspirational Conversations). 3. Presentation at Feb. All Staff mtg & survey. Climate has both IDT & non-IDT members (for greater representation)—they reviewed AAD’s Climate Survey, pulled themes, & made recommendations (some for FY18 actions)

Winter Feedback Survey highlights:
- Staff asking supervisor for intentional productive feedback: None: 15%; 1-2 times: 54%; 3-4 times: 18%; 5 times+: 12% Supervisors asking direct reports for feedback: None: 28%; 1-2 times: 46%; 3-4 times: 17%; 5 times+: 7%
- Staff/Superior conversation w/ supervisors: None: 28%; 1-2 times: 46%; 3-4 times: 17%; 5 times+: 7%

Continuing
### College of Architecture, Art & Planning

#### Composition Engagement
- Extended Community Undergraduate Students
- First Generation Students, URMs

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. Further, historical admissions data demonstrate 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. As a result, AAP will continue in COD initiative in 2016-17, and specific action steps will include:

- 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 A&ARD fundraising efforts to secure sustainable CFAA funding; Expanding the pool of 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.

*Number of new partner institutions identified:*
- Number of URM/First generation applicants to CFAA
- Number of CFAA recipients who are URM
- Additional CFAA funding secured:
- Number of alumni involved in outreach:

#### Inclusion Tenure-track Faculty

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.

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:
- Pilot three programs with the faculty in the Department of Art. Proposed programs may include:
  - "Bike People, Safer Places!
  - "Disability Inclusiveness"
  - "Cornell Interactive Theatre Program - Unconscious Bias and Micro-Inequities"
- Document of best practices

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.

*Number of Art faculty who participate in trainings:
- Number of teaching assistants who participate in Notice and Respond training:
- Pre- and post-surveys of participants:

#### College of Architecture, Art & Planning

- 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
- Offered Notice and Respond training for Art Department faculty and MFA teaching assistants - 70% of art faculty participated, 42% of graduate MFA teaching assistants participated; 30% of art faculty reported concerns about students after the training
- Offered Safer People, Safer Spaces for Art Department faculty - 56% of art faculty participated
- Offered Title IX training for Art Department faculty - 43% of art faculty participated

*Number of CFAA recipients who are URM
*Number of alumni involved in outreach
*Number of high school visitors
*Number of URM students contacted
*Number of URMs/first generation applicants to CFAA
*Number of CFAA applicants by 100%
*Number of CFAA applicants by 135%
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*Number of new partner institutions identified
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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 our professional degree programs and to continue to engage students from diverse backgrounds who 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:

- Off-campus activities: 6 Idealist Fairs; 4 regional fairs; National Organization of Minority Architects conference; AAPNYC film screening/panel discussion-70 Acres in Chicago; Open House New York
- On-campus activities: info session; development of web-based profiles featuring alumni from diverse backgrounds; equity and inclusion alumni panel; diversity in visual arts lecture
- 85% increase in number of recruitment events: 650% increase in attendees
- 8% of on-campus info session attendees applied; 100% admitted; 100% matriculating
- 12,346 prospect communications were sent to URMs in 1st year of outreach
- 6% of on-campus info session attendees applied; 100% increase in URM MBA applicants; 22% increase in URM MS applicants
- Funded campus visit for 4 HBCU students; 75% applied; 100% matriculating

We will continue efforts to ensure faculty searches and recruiting are carried out with specific attention to diversity. This will be A&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.

We will monitor composition and success rates of offers, leading to an even more diverse faculty that we can describe and quantify.

We will launch A&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 & 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.

Success measures will include inaugural meeting of committee with selection of chair and preliminary plan for year’s work. We expect that project will be solicited by the end of the current academic year for implementation 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 dean’s office for the same year or following year.

Diversity and Equity Committee was established as a new standing committee of the College and not 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&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.

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&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 career efforts.

Diversity and Equity Committee

Composition, Tenure-track Faculty

URMs, Women

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<td><strong>Composition</strong></td>
<td><strong>Inclusion</strong></td>
<td><strong>URMs, Women</strong></td>
<td><strong>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 lead 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 2122 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.</strong></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td><strong>Inclusion</strong></td>
<td><strong>URMs, Women</strong></td>
<td><strong>Program survey for all students in CS courses, evaluation after TA training. Number of women and URMs in CS majors. Number of admitted women/URM students interested in computer science.</strong></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td><strong>Inclusion</strong></td>
<td><strong>URMs, Women</strong></td>
<td><strong>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, be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion.</strong></td>
</tr>
</tbody>
</table>
Faculty of Computing & Information Science
Composition
Tenure-track Faculty
URMs, Women
Understand 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.
(Note: outcomes have been edited to remove identifying information and absolute values. The DSS faculty applicant pool was 15% female and 3% URM and the interview pool was 16% 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 19% 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.)

School of Continuing Education & Summer Sessions
Inclusion
Extended Community Graduate & Professional Students Undergraduate Students
Non-matriculated, visiting high school students, undergraduate students, and graduate students
U characterize the student, participant, and visitor population. In addition to tracking diversity, we will use this baseline information to measure progress towards goal of expanding pipelines to rural communities. Formalize the reporting process to inform management decision-making.
(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 Abel, 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.

School of Continuing Education & Summer Sessions
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. Wardfield 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. (d) 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 Sessions
Composition Engagement
Extended Community Graduate & Professional Students 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. (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. (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.

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 underrepresented 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.

We believe it is difficult (impossible) to capture the benefits 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).

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 some sense, this is a 50% success rate. (NOTE: Edited to remove identifying information and absolute values)

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.

Number of students in program who earn grades needed to affiliate. Graduation min.: 1st and 2nd year retention and affiliation.

We hope to provide an opportunity for students, faculty, and staff within graduate fields and continuing partners, to be trained by CITE to help deliver this program to graduate fields or departmental seminar series. If there is a match to the other groups. Sessions will include a screening followed by facilitated discussion. Year 3 & Beyond: deploy program broadly.

To diversify 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.

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.

Deployment in two of the partnering colleges (CIT & COE) will take place by the end of FY17. These sessions will be led by representatives from the two projects partners outside of the colleges, the Graduate School and CU-CIRTL. Past-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.)

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 Kaye, Hernandez, Collin McLean, and Ruhana Haq. 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.
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.). 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 intercollegiate/college-level 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 Ambassadors team will participate in at least one activity focused on engagement with admitted students who visit campus during the field-level hosting weekends.

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.

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.

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.

Completed and/or Institutionalized

<table>
<thead>
<tr>
<th>The Graduate School</th>
<th>Composition</th>
<th>Graduate &amp; Professional Students, First Generation Students, LGBTQ Students, URMs, Women</th>
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<tbody>
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<td>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.</td>
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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.

This project was deployed in two of the partnering colleges (CIS & 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.

Continuing

| The Graduate School | Engagement | Administration and Non-Academic Staff Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty |

This program provides 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.
**The Graduate School Achievement Engagement**

Graduate & Professional Students, Postdocs and Academic Professionals

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.

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.

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.

<table>
<thead>
<tr>
<th>Number of applications for each short-course offering</th>
<th>Summer 2016: 18</th>
<th>Winter 2017: 35</th>
</tr>
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<tbody>
<tr>
<td>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:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2016: 13</td>
<td>PhD Students: 11</td>
<td>Postdocs: 1</td>
</tr>
<tr>
<td>Research Master: 0</td>
<td>Winter 2017: 15</td>
<td>Professional Master: 3</td>
</tr>
<tr>
<td>PhD Students: 12</td>
<td>Postdocs: 2</td>
<td>Research Master: 1</td>
</tr>
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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.

| 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) | 7 |
| Other outcomes include participants embedding IDP principles and practices in other courses and projects: | |
| Total number of applications for each short-course offering: | | |
| Summer 2016: 18 | Winter 2017: 35 |

**School of Hotel Administration Composition Administration and Non-Academic Staff**

Tenure-track Faculty

Individuals with Disabilities, URMs, Veterans, Women

A. Continue to build on recent success in faculty hiring:

- Increase pool of qualified diverse applicants to staff hiring pools by expanding and building on existing search strategies.

The goal of these efforts is to work to ensure that faculty and staff at SHA more closely represent 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.

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. 16% was Asian, 20% white, 8% black or African American, and 3% international. The results of this search is not completed.

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| Number of participants from each short-course: (July 2016 and January 2017) | 7 |
| That have become facilitators for subsequent courses and/or workshops: | 7 |
| Other outcomes include participants embedding IDP principles and practices in other courses and projects: | | |

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.
A) Create workshop that partners with Johnson Women in Business to connect with undergraduate women in the CCB.
B) Work with CITE to create student roundtable discussions based on lived experiences of Cornell Students.
We will track attendance and conduct surveys to measure the impact of these programs.

Undergraduate
1. The Johnson Graduate School Women in Business organization were introduced to the Hotel School Female Leadership in Hospitality (FLiH).
2. The D&I Director in collaboration with ROTC conducted a 1.5 hr. Diversity in Leadership workshop.
3. The university LGBTQ Director has established the D&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.

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.

Continuing

School of Hotel Administration
Engagement
Administration and Non-Academic Staff, Tenure-track Faculty
Continue to build on last year's program, "Your Story, My Story" 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.
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.
B. Collaborate with CITE and/or other university resources to create experiential learning for non-academic staff. Specific focus on creating an engaging and inclusive work environment.
C. Continue to encourage all current SHA faculty and staff to view "Building a culture of Respect."

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.

Short term success measure is to continue to develop relationships with community partners and to successfully place 3 interns this year.

Long Term success measures:
1) Track number of searches in these two job families in which the diversity of the pool equaled or exceeded the availability data. Increase the number of URMs in the first interview step and hired compared to previous years data.
2) Maintain contact with interns upon completion of internship to follow their career progression for 3 years and assess overall impact of internship experience.

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 – Tempestan Corfand Community College and the Hospitality Employment Training Partnership.

Continuing
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. 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.

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.

Session 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 those 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. 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.

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 2017.

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.

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.

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.

In the first year, the Office of Workforce Recruitment & Retention identified organizations with which the Division could collaborate. These organizations include the National Gay & 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.
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.

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.

In December 2016, a pilot program was offered to staff who had completed the Leadership Academy through Organizational & 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.

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.

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 97% indicated they had a “very positive” or “positive” experience. In contrast, 54% indicated that their previous employer had a “very positive” or “positive” experience. 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 23% strongly agree Cornell treats IWDs fairly.
<table>
<thead>
<tr>
<th>School of Industrial and Labor Relations</th>
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<tbody>
<tr>
<td><strong>Engagement</strong></td>
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<td>Undergraduate Students</td>
<td>Administration and Non-Academic Staff</td>
</tr>
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<td>First Generation Students</td>
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</tr>
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<td>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 FGCS, 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.</td>
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<td>Under Replacement</td>
<td><strong>Year 1</strong>: Determine focus areas (titles that reflect the highest percentage of underrepresentation) and develop outreach plans for these IPP focus areas. <strong>Year 2</strong>: Implement the outreach plans and evaluate metrics to determine if applicant pools reflect an increase in underrepresented candidates. <strong>Measure of Success</strong>: Complete the evaluation of each IPP job title to ensure alignment with appropriate job group. <strong>Measure of Success</strong>: Select and document the top three focus areas/job titles based on availability/utilization data. <strong>Measure of Success</strong>: Finalize and document an outreach plan for each focus area. <strong>Completed and/or Institutionalized</strong></td>
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<td><strong>Year 1</strong>: Determine focus areas (titles that reflect the highest percentage of underrepresentation) and develop outreach plans for these IPP focus areas. <strong>Year 2</strong>: Implement the outreach plans and evaluate metrics to determine if applicant pools reflect an increase in underrepresented candidates. <strong>Measure of Success</strong>: Complete the evaluation of each IPP job title to ensure alignment with appropriate job group. <strong>Measure of Success</strong>: Select and document the top three focus areas/job titles based on availability/utilization data. <strong>Measure of Success</strong>: Finalize and document an outreach plan for each focus area chosen. <strong>Completed and/or Institutionalized</strong></td>
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<tr>
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<td><strong>Under Replacement</strong></td>
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### 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 reviewed 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.

### 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.**

- 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.

### SC Johnson Graduate School of Management

**Engagement Graduate & Professional Students**

- ODI plans to increase its programming with the goal to provide an inclusive climate for LGBT students and to promote meaningful 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 training workshops 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.

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<tr>
<th>SC Johnson Graduate School of Management</th>
<th>Composition</th>
<th>Graduate &amp; Professional Students</th>
<th>Undergraduate Students</th>
<th>URM, Women</th>
<th>We will measure the number of women and people of color in the incoming class.</th>
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<tr>
<td>The Office of Diversity and Inclusion in conjunction with the Admissions Office seeks to maintain or increase the percentage of URM 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.</td>
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<td>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.</td>
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<th>URM, Women</th>
<th>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.</th>
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<tr>
<td>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 participation in the Forte Foundations Rising Star initiative toward the path to an MBA, (b) &quot;A Day in the Industries,&quot; 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.</td>
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<td>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.</td>
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| Cornell Law School | Inclusion | Administration and Non-Academic Staff | LGBTQ, URM, Women | 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 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. |
|------------------------------------------|-------------|---------------------------------|-----------------------|------------|------------------------------------------------------------------|
| 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. |
| 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. |
| Completed and/or Institutionalized |
| Cornell Law School | Composition | Postdocs and Academic Professionals/Tenure-track Faculty | URM, 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 URM 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, LinkedIn 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 Librarians and 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. |

| Cornell University Library | Engagement Graduate & Professional Students Undergraduate Students | 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. |

| Research Division | Achievement Composition Graduate & Professional Students | 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. |

<p>| Completed and/or Institutionalized | | | | |</p>
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<th>Research Division</th>
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<td><strong>Initiative Description:</strong> 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. This video will also be shared on the respective program websites, the graduate school's website and in various additional locations.</td>
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<td><strong>Measure(s):</strong> 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.</td>
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<td><strong>Initiative Description:</strong> 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. We will review the data received to determine how Depend on the Lens changes people's perceptions of bias. Once we have gathered and reviewed the data we will look for ways to optimize the information and utilize Depend on the Lens for additional trainings if funding is available, or to develop an internal training to impact peoples bias in searches.</td>
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<th>Division of Student &amp; Campus Life</th>
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<td><strong>Create opportunities for SCL staff to increase their multicultural competency/humility through training and programming.</strong> 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. Collaborate with other units outside of SCL to host a diversity keynote speaker on campus. Include at least one session geared toward SCL staff. 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.</td>
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<td><strong>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. An improvement in student assessment of the campus climate on the 2017 PULSE survey (as compared to 2013 and 2015 surveys). Ongoing assessment of BART data.</strong></td>
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<td>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). We helped promote the Dr. David Rice speaker on &quot;A Buck Fifty&quot; Black Lives Matter and Alt Right age discussion. We advertised it to the Division.</td>
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### Division of Student & Campus Life: Composition Administration and Non-Academic Staff

Increase recruitment and hiring of diverse staff.
- 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.
- 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.
- 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.
- 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.
- An improvement in metrics including time-to-fill, representation in pools, and overall composition by 10% over four years.
- Maintain and/or exceed candidate pool, hiring, and representation goals for job classifications that have already been met.
- Improve and/or meet candidate pool, hiring, and representation goals for job classifications that have not already been met.

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

Improve retention of staff from under-represented minorities and non-majority demographic populations.
- Examine data from ITH Analytics to gain a better understanding of new staff motivation to remain at Cornell.
- Collect information from staff about the climate in SCL and their recommendations for improvement.
- Develop initiatives based on results above.
- Connect staff to Cornell colleague network groups and encourage participation.
- Provide training for management staff about new staff orientation, recognition, succession planning, leadership opportunities, and other areas critical to retaining a diverse workforce.
- Host Real Talk conversations focused on topics that emerge from climate survey, ITH Analytics, and current events to create an environment where staff can speak about their experiences and learn about the experiences of others.
- An increase in retention of staff from under-represented minorities and non-majority demographic populations by 5% over four years.
- An improvement in measures of climate for staff in SCL over four years.
- More staff from under-represented minorities and non-majority populations participating in university leadership training programs (Hal Craft Leadership Program, Turning Point, etc.).
- An increase in promotions for entry-level staff.

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 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 URMs candidates in applicant pool, interview pool, offer pool and that accept offers.

### Under Revision
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<tr>
<th>Office of University Counsel and Secretary of the Corporation</th>
<th>Composition</th>
<th>Administration and Non-Academic Staff</th>
<th>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.)</th>
<th>A best-practices document.</th>
<th>100% of new hires in 2016-17 were veteran or women hires.</th>
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<tr>
<td>Office of University Counsel and Secretary of the Corporation</td>
<td>Engagement</td>
<td>Administration and Non-Academic Staff</td>
<td>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.</td>
<td>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.</td>
<td>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 attorneys 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.</td>
<td>Completed and/or institutionalized</td>
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<td>Office of University Counsel and Secretary of the Corporation</td>
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<td>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.</td>
<td>Completion of five-day program and receipt of Certificate of Graduation</td>
<td>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.</td>
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<tr>
<td>University Relations Composition</td>
<td>Administration and Non-Academic Staff</td>
<td>Individuals with Disabilities, LGBTQ, URM, Veterans</td>
<td>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 have prior training and knowledge on how to conduct a search and interview process that ensures a diverse candidate pool.</td>
<td>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.</td>
<td>This initiative has not yet been completed and will be carried over to next year for completion and implementation.</td>
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| University Relations | Inclusion | Administration and Non-Academic Staff | Individuals with Disabilities | 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/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 Composition | Administration and Non-Academic Staff | Individuals with Disabilities | 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 4,000 prospective PhD students’ biographical information. These 4,000 prospective students were emailed a series of 5 marketing emails. Faculty, staff, and students attended over fifteen in person recruitment events this year 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 incoming Fall 2016 class there will be 33% of our PhD students who identify as a URM. | Continuing |
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 Klayuth Hernandez, Colleen McLinn, and Rohan Hoag. 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.

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 1%) “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.

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.

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 WCM.

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.
| Weill Cornell Medicine | Engagement Inclusion | Tenure-track Faculty | 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). 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. | Success of participation by faculty and creation of new programs once data is analyzed. | 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. |
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| Weill Cornell Medicine | Achievement Composition | Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty | 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 postgraduate/doctoral training. Students from surrounding school/training centers will be invited to attend events with our URMs and Women academic staff, faculty, residents, trainees and post-docs throughout the recruitment season during the fall/winter. 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. | Attendance at events, post-event feedback, increased URMs and Women application pool resulting in an increase in matriculation. | 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 Panel 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. |