

2016-17 Toward New Destinations Annual Initiatives

College/ Unit	Principle	Constituency	Population	New, Revised, or Continuing	Initiative Description	Measures	Timeline	List all collaborating colleges/units
Agriculture & Life Sciences	Composition	Graduate & Professional Students; Undergraduate Students	Native American students	Continuing	Increase percentage of Native American students in CALS through relationships with targeted high school and higher education institutions; work with American Indian Program for NYS students & land grant institutions for transfers.	<ol style="list-style-type: none"> Increased CALS contact with targeted Native student audiences Increased number of Native American student applications Increased number of Native American students matriculated 	1 additional year	CALS Admissions and the American Indian and Indigenous Studies Program
Agriculture & Life Sciences	Engagement	Administration and Non-Academic Staff; Tenure-track Faculty; Undergraduate Students	Veterans	New	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.	<ol style="list-style-type: none"> Provide support with University function – registrar, fin. Aid, etc. Create trainings for faculty/staff (ideas: “hiring a Veteran as a Research assistance? Interpreting a veteran résumé?” Develop tiles in Chatter/DUST for Student Veterans, especially a Career tab with Laurie/Career team, resource tile with links to internal and external regional support and information. 	3 years - The first year to be used to gather information regarding university services and support. The following years to develop faculty/staff training and resources within the college for information and support.	CALS Diversity and Inclusion Committee, Laura Beth Mlyniec-Beam and CALS Student Services.
Agriculture & Life Sciences	Achievement	Administration and Non-Academic Staff; Extended Community; Tenure-track Faculty; Undergraduate Students	First Generation Students, URMs	Continuing	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.	<ol style="list-style-type: none"> Work with the career team to monitor and increase usage of Evisors by student with a focus on underserved populations. Work with the career team to monitor and increase participation in Evisors by alumni with a focus on underserved populations. Successful implementation of a university-wide mentoring platform. 	2 years - This is the second of a two year initiative. The focus of this year is to increase the usage and participation of specific populations in Evisors and to support the university's implementation of a broad mentoring platform.	CALS Diversity and Inclusion Committee and CALS Student Services Career team.
Alliance for Diversity and Inclusion*	Composition	Administration and Non-Academic Staff		Continuing	Continue with program and implement enhancements based on feedback, however, for the upcoming year, include students with disabilities. A discussion was held with the Student Disability Center and they have agreed to help us with recruiting and ensuring we can provide the necessary accommodations required for any disabled students we might hire.	The completion of enhancements based on feedback, ensuring there are a substantial number of diverse students participating in the program as well as the development of specific strategies to enable the hiring of disabled students.	This revision will be the initial year of the revision to an ongoing initiative.	Central/Campus HR and Student Disability Services
Alliance for Diversity and Inclusion*	Engagement, Inclusion	Administration and Non-Academic Staff; Off-campus Constituents	Women, Minority, Veteran owned businesses	Continuing	Continue with diverse supplier program; add additional “targeted” suppliers, attempt to find suppliers with the LGBTQ designation and investigate any federal and state plans to implement any new categories including veteran-owned businesses.	Increase in spend, increased number of LGBTQ owned businesses, expose different suppliers to the collaboration effort with Johnson School Big Red Consultants, and implement process enhancements with the Johnson School projects.	This will be year 1 of a revision to an ongoing initiative.	Johnson School of Graduate Management, campus units
Alliance for Diversity and Inclusion*	Composition, Inclusion	Administration and Non-Academic Staff		New	Continue with current activities with website, newsletters; revise posters to incorporate 2017 initiatives, as required. For 2017, add the following activities: <ol style="list-style-type: none"> Create an inventory of all committees with our constituency and ensure that “diversity of thought” is represented (this could be represented through a combination of actions such as adding constituents who have not been included in the past, varying grade levels on the committee, including diverse individuals, etc.) Implementation of the Leadership Skills for Success by ensuring engagement in the diversity effort by: <ol style="list-style-type: none"> Having an overarching goal for all constituents within the 2017 Performance Dialogues which require discussion on the completion of diversity training. A “How To” one-pager would be developed to assist supervisors in having this dialogue. Ensuring that there is at least one conversation per year at every leader’s staff meeting on diversity which would include the handout of the recruiting/new hire protocol for new hires. 	Development of inventory, completion of “tool” to facilitate diversity training dialogues, and coverage of staff meetings with handouts.	This is year 1 of a new initiative	Central HR/DFA leadership members

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Alumni Affairs & Development	Inclusion	Administration and Non-Academic Staff		Revised	<p>For Inclusion: Develop, offer and encourage training opportunities for AAD Staff. (Continuing this same initiative we did this year with more education and awareness opportunities)</p> <ul style="list-style-type: none"> • Working with our VP Fred Van Sickle to have more targeted information offered at our Fall Kick-off meeting as well as our February and June Allstaff Days. • Develop Information sessions offered by the AAD Inclusion & Diversity Team every other month with different presenters and/or faculty at each for our division • Continue to update AAD with monthly emails, links to Inclusive Excellence Academy • Book discussion groups several times per year (we are collaborating with Cornell Librarians/directors for this program) 	Not sure yet.	<p>FY17-FY19. We still need to meet with our entire group to formulate plans. We have new members coming on, and we have not had the chance to formulate a plan, therefore we cannot say with 100% certainty what our goals will be -- for ALL initiatives.</p>	
Alumni Affairs & Development	Engagement	Administration and Non-Academic Staff; Extended Community; Off-campus Constituents		Continuing	<p>For Engagement: • Analyze university data related to student demographic data vis-à-vis what we know about our alumni demographics. (FY16-FY17) • Implement a series of one-pagers that are both internal AND external related to diversity and inclusion issues that are relevant to our external audiences. (FY16-FY18) • Engage our communications, design, and digital media teams to assist in roll out of this information. (FY17-FY18)</p> <ol style="list-style-type: none"> 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 perception 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) 	Not sure yet.	<p>We still need to meet with the whole group, including new members, and develop a plan.</p>	
Alumni Affairs & Development	Achievement, Composition, Engagement, Inclusion	Administration and Non-Academic Staff; Extended Community; Off-campus Constituents		Continuing	<p>These are still TBD. We need to meet with our larger group and formulate a plan.</p>	<p>These are still TBD. We need to meet with our larger group and formulate a plan.</p>	<p>TBD.</p>	

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<p>Architecture, Art, and Planning</p>	<p>Composition, Engagement</p>	<p>Extended Community; Undergraduate Students</p>	<p>First Generation Students, URMs</p>	<p>Continuing</p>	<p>in 2015-16, it was based on a commitment to increasing the diversity of our applicant pool. We recognized that this would require a creative approach to pipeline expansion. We continue to believe that tapping into our extensive network of professionals to augment our internal admissions staff will be an effective mechanism to guide and execute the college's diversity efforts specifically in the area of pipeline development.</p> <p>Further, historical admissions data demonstrates that the Summer College Introduction to Architecture course is an effective pipeline for applicants to the B.Arch. program, but that there is a lack of diversity in the students that participate in the summer program. This is due largely to the prohibitive cost of the Summer College program, and also due to a lack of exposure to the field of architecture as well as summer college opportunities. The COD and the Cornell Future Architect Award (CFAA) that the COD recently established address these issues.</p> <p>As a result, AAP will continue its COD initiative in 2016-17, and specific action steps will include:</p> <ul style="list-style-type: none"> • Holding ongoing meetings of the COD and continuing to report back to the Dean's Advisory Council • Reevaluating current partnerships for fit with AAP and the CFAA • Identifying a broader range of appropriate partner institutions from within NYC and expanding to key cities across the country with concentrations of AAP alumni and/or cities with NOMA chapters with pipeline initiatives • Producing promotional materials • Developing a model for outreach to schools and institutions that leverages AAP alumni • Strengthening the development component of the COD and AA&D fundraising efforts to secure sustainable CFAA funding • Expanding the pool CFAA applicants • Evaluating the composition of the COD to ensure that the committee is representative of the diversity within all three AAP disciplines, multigenerational, and geographically diverse 	<ul style="list-style-type: none"> • Number of new partner institutions identified • Number of high school visits • Number of URM/First generation applicants to CFAA • Number of CFAA recipients who are URM • Number of URM students contacted • Addition CFAA funding secured • Number of alumni involved in outreach 	<p>This is year two of a 3 - 4 year initiative. More specifically, in year 2 we will:</p> <ol style="list-style-type: none"> 1. Evaluate Year 1 experiences: Summer 2016 2. Welcome, orient, and support inaugural CFAA recipients: Summer 2016 3. Follow-up with current partner institutions: Summer/Fall 2016 4. Present biannual report to the AAP Dean's Advisory Council: October 2017 5. Identify new partner institutions; cities: Fall 2016/Spring 2017 6. Develop a high school engagement model: Spring 2017 7. Connect with new and continuing partners: Spring 2017 8. Prepare alumni for engagement with prospective students: Spring 2017 	
<p>Architecture, Art, and Planning</p>	<p>Inclusion</p>	<p>Tenure-track Faculty</p>		<p>Revised</p>	<p>Diversity and Inclusion Programming: When we launched our first multicultural competency initiative in 2015-16, it was based on a commitment to cultivate an environment in which all groups are welcome participants. Because our AAP Admissions and Academic Services staff are often a first-point of contact for prospective and current students, last year's initiative was focused on building their skills to promote mutual understanding, respect, and positive interaction between and among identity groups. We continue to believe that increasing understanding and awareness will result in a more inclusive and respectful climate, and the programming available through the Inclusive Excellence Academy is designed to develop an inclusive educational environment and workplace.</p> <p>For 2016-17, we will remain committed to facilitating diversity and inclusion programming and the new target constituency group will be AAP faculty. In the first year, we will:</p> <ul style="list-style-type: none"> • Explore college-wide programming offerings at a full-faculty meeting in the Fall semester; • Pilot three programs with the faculty in the Department of Art. Proposed programs may include: <ul style="list-style-type: none"> • Safer People, Safer Places • Disability Inclusiveness • Cornell Interactive Theatre Program - Unconscious Bias and Micro-Inequities • Document of best practices <p>In recognition of the critical role that teaching assistants/associates play in fostering a climate of respect in AAP, Notice and Respond training will be offered for all AAP teaching assistants.</p>	<ul style="list-style-type: none"> • 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 	<p>Summer 2016:</p> <ul style="list-style-type: none"> • Finalize Art Department pilot and Notice and Respond programming <p>Fall Semester:</p> <ul style="list-style-type: none"> • Notice and Respond Training • Discussion at full-faculty meeting • First Program <p>Spring Semester:</p> <ul style="list-style-type: none"> • Second Program • Third Program • Analyze outcomes, needs, and next steps 	<p>Catherine Thrasher-Carroll for Notice and Respond; Brian Patchcoski for Safer People, Safer Places; and Student Disability Services for Disability Inclusion</p>

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Architecture, Art, and Planning	Composition	Graduate & Professional Students	URM students	New	<p>New recruitment strategies to increase the diversity of our applicant pools and engage current students: While the COD is focusing on expanding the undergraduate pipeline, there is also a need to increase the diversity of the applicant pools for our professional degree programs and to continue to engage students from diverse backgrounds after they are admitted so that they can become leaders in their fields. For 2016-17, AAP will develop and implement new recruitment strategies for our professional degree programs (M.Arch., M.F.A., and M.R.P.) that strive to increase the diversity of our applicant pools and engage current students. Specific action steps include:</p> <ul style="list-style-type: none"> • On-Campus Recruitment and Engagement Efforts <ul style="list-style-type: none"> • Holding small information sessions about our fields and opportunities for graduate study at locations such as OADI, the Public Service Center, the Latino Living Center, and Ujamaa • Organizing a Diversity in the Visual Arts Lecture • Off-Campus Recruitment and Engagement Efforts <ul style="list-style-type: none"> • Reaching out to relevant centers at universities with competitive art, design, and/or urban studies programs • Contacting relevant departments at HBCUs • Holding an event at AAP NYC • Participating in recruitment events, including Idealist Fairs and the National Organization of Minority Architects Conference 	<ul style="list-style-type: none"> • Number of information packets mailed to centers and HBCUs • Number of on-campus events • Number of event participants • Number of current students involved in events • Survey feedback from current and prospective students who attend recruitment events • Number of applications received from diverse students 	<p>Summer 2016:</p> <ul style="list-style-type: none"> • Finalize Fall Calendar of Events <p>Fall 2016:</p> <ul style="list-style-type: none"> • Recruit current students to support event • Attend off-campus fairs/conferences • Attend NOMA Conference • Hold AAP NYC Film Screening and Panel Discussion - 70 Acres in Chicago • Hold on-campus recruitment events • Outreach to universities <p>Spring 2017:</p> <ul style="list-style-type: none"> • Follow-up with prospective students • Analyze results based on applications, admissions decision, and yield 	
Arts and Sciences	Composition	Tenure-track Faculty	URMs, Women	Continuing	<p>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.</p>	<p>We will monitor composition and success rates of offers, leading to an ever more diverse faculty that we can describe and quantify.</p>	<p>We expect firm implementation of this process in the next two years such that it will be routine in subsequent years, and we will progress to more expansive initiatives in conjunction with A&S Diversity and Equity Committee.</p>	CALS, ILR, CHE
Arts and Sciences	Achievement, Composition, Engagement, Inclusion	Administration and Non-Academic Staff; Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty; Undergraduate Students		New	<p>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 measureable objectives. A baseline report is "Growing and Sustaining Diversity in the College of Arts & Sciences" (2014). The committee may also consider challenges and progress in diversity, inclusion, and equity among other college groups (students, academic and non-academic staff). For these projects the committee will appoint appropriate representatives for limited terms.</p>	<p>Success measures will include inaugural meeting of committee with election of chair and preliminary plan for year's work. We expect that project will be selected by the time of the second meeting and a plan for implementing determined. Subsequent meeting will involve data gathering and discussion. A report and action plan for selected project will be expected by the spring term such that actions may be approved by deans office for the same year or following year.</p>	<p>We expect this committee to be active every year going forward. Each year at least one project will be planned, and execution of projects planned in previous year will be monitored.</p>	Depending on project, we expect these projects will involve collaborations with other colleges and units
Arts and Sciences	Achievement, Engagement	Undergraduate Students	disadvantaged undergraduates	New	<p>Note that this initiative for 2016-17 combines two initiatives for 2015-16. We will monitor and seek ways to enhance preparatory and support programs for undergraduates who have challenges beyond those of most Cornell students. These would include first generation students, students with limited background academics. Under-represented minority students will in larger proportion in this group. This initiative is directed toward primarily the Posse, pre-freshman summer (PSP) and HHMI (chemistry) programs and will be led by the deans office and the Diversity and Equity (D&E) committee will also participate. Although these programs are currently run by able administrators, we will be interested in the differences, best practices, and how some aspects may be integrated. For the first year we will read annual reports, meet with administrators and become familiar before determining how A&S may enhance or build on these programs.</p>	<p>Measures of success will include a good understanding by senior associate dean and D&E committee. This will result in document appraising these programs from A&S perspective, and possibly recommendations for enhancement and integration.</p>	<p>The first year will be focused on becoming sufficiently knowledgeable to summarize key programs and make recommendations. If the report recommends action items, they will be pursued in subsequent years. We expect to continue to monitor these related programs in the future and make new recommendations as appropriate</p>	CALS, CHE, ENG
Assemblies (EA)	Composition	Administration and Non-Academic Staff		Continuing	<p>The Employee Assembly will create a communications strategy to increase participation in EA committees, particularly from employees on alternative schedules and the various Colleague Network Groups (LGBT, Veterans, Disability, Women of Color, Men of Color), following the successful restructuring of the Assembly. Fully staffing all EA committees will be encouraged by uncapping membership constraints in the bylaws, increasing participation in all open committees.</p>	<p>An increase in the number of individuals staffed and actively participating, via the Office of the Assemblies dashboard and staffing system.</p>	<p>Bylaws to be updated during the fall; staffing to be completed in the fall.</p>	

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Assemblies (EA)	Engagement	Administration and Non-Academic Staff		New	In collaboration with the Division of Human Resources and Institutional Research & Planning, analyze the results of the Employee Survey and conduct follow-up focus groups; and create a 5-year employee strategic engagement initiative similar to the Graduate & Professional Community Initiative, focused on key areas of importance to staff and based on the results of the survey.	Successful analysis of all collected data; focus groups scheduled and held; employee engagement initiative drafted and passed by the Employee Assembly.	Employee Survey to be completed in the fall, with results to be analyzed and shared in January. Focus groups conducted by March. Employee engagement initiative drafted and passed in May.	Division of Human Resources; Institutional Research & Planning
Assemblies (EA)	Engagement, Inclusion	Administration and Non-Academic Staff		New	The Employee Assembly will create a committee dedicated to diversity and inclusion, via the bylaws, which will focus on strategic diversity initiatives as they relate to all staff, and explore options for administering a grant for sustainable employee-sponsored initiatives that focus on fostering a climate of inclusion for the workforce.	Successful updates to the bylaws and the passing of a grant proposal framework, modeled from the TND grant, the diversity grant in CALS, and the Student Assembly's Diversity Innovation Fund.	Update bylaws in the fall; develop proposed grant framework in the spring.	
Computing & Information Science	Composition, Inclusion	Undergraduate Students	URMs, Women	Continuing	Undertake a program of actions aimed at improving the climate for URM and women students. Elements of the program include continued improvement of our faculty led training program for Computer Science undergraduate TAs and course consultants, including exposing implicit bias issues. A new effort includes trying out a follow-up program focusing on TAs and course consultants for a single class, CS 2112 in fall of 2016. We will continue a program of actions aimed at increasing the number of current and prospective women and URMs in our undergraduate programs.	Program survey for all students in CS courses, evaluation after TA training. Number of women and URMs in CIS majors. Number of admitted women/URM students interested in computer science.	Ongoing initiative continued during AY 2016-17 (since AY 2014).	College of Engineering
Computing & Information Science	Engagement	Administration and Non-Academic Staff; Graduate & Professional Students; Tenure-track Faculty		Continuing	Continue the production and pilot delivery of the interactive theatre program, MY VOICE, MY STORY - Lived Experiences of Graduate & Professional Students. With the preliminary surveys completed, continue work with CITE to develop the content of this interactive theatre piece and to produce a DVD, which will include up to eight monologues highlighting a diversity of perspectives and experiences. We will identify a team of facilitators from across the collaborating partners, to be trained by CITE to help deliver this program to graduate fields or other groups. Sessions will include a screening followed by facilitated discussion.	My Voice, My Story: Pre and post-program surveys; number of participants; facilitation of at least one pilot session in each collaborating school/college.	Filming for the project and development of the facilitated discussion questions and facilitator training resources will take place during summer 2016. The first round of facilitator training will take place during the fall and by pilot program.	ENG, CALS, VET, HE, CU-CIRTL
Computing & Information Science	Composition	Tenure-track Faculty	URMs, Women	Continuing	Undertake a program of actions aimed at increasing the number of URM and women faculty. Elements of the program include: improved diversity oversight for searches, search committee training. We will also expand on the traditional faculty mentoring program, adapting the new environment with a large junior faculty cohort.	Numbers of URM and women in the applicant pool, interviewed, offered and accept positions.	Ongoing initiative continued during AY 2016-17	
Continuing Education and Summer Sessions	Inclusion	Extended Community; Graduate & Professional Students; Undergraduate Students	Non-matriculated, visiting high school students, undergraduate students, and graduate students and program participants	New	Improve protected status discrimination, sexual harassment, and sexual assault and violence communication to students and program participants taking Cornell courses on Cornell campus, off-campus, and or online. Focus of this communication is to increase awareness of responsibilities and resources available and ensure compliance with university policy 6.4.	(a) Investigate if able to track # of visits to webpage where video and relevant material has been posted. (b) Reduction in or lack of Title IX complaints or concerns brought forward.	FY 16-17: 1. Fine-tune the visiting population list and determine the mode and type of communication that we will utilize. 2. Review if the graduate and professional student video currently being developed may be used to disseminate this information to our targeted population. 3. Update course enrollment forms, web information (including link to video) and messaging to participants. 4. Implement in FY17-18 or earlier.	Office of Workforce Policy and Labor Relations
Continuing Education and Summer Sessions	Engagement, Inclusion	Administration and Non-Academic Staff		Revised	Increase awareness and engagement of Diversity council members in the School of Continuing Education and Summer Sessions (SCE). Diversity lead will work with A. Winfield to identify training opportunities, including Inclusive 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.	FY 16-17: -SCE Diversity Council members will attend university provided training on diversity topics. -SCE Diversity Council Members will plan on training topics for all SCE staff. - Bring training to SCE staff. This may happen in year 2, i.e. FY17-18.	Department of Inclusion & Workforce Diversity

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Continuing Education and Summer Sessions	Composition, Engagement	Extended Community; Graduate & Professional Students; Postdocs and Academic Professionals; Undergraduate Students	Cornell and visiting students including high school students	Revised	<p>1. Further evaluate diversity metrics for Cornell matriculated and visiting, including Summer College students, to determine how and what we will use to inform strategic direction. Identify additional and or new data points to include in metrics reporting, as needed.</p> <p>2. 2. In the coming year we will continue to evaluate barriers to progress and reevaluate strategy as it relates to expanding pipelines to rural communities.</p>	Standardized and approved set of metrics identified and articulation of strategy that will use the metrics.	FY 16-17	
Engineering	Composition, Engagement	Tenure-track Faculty, Graduate and Professional Students	URMs, Women	New	<p>One of the major hurdles to diversification of our faculty is in the application talent pool for open positions. For example, in the last cycle we had less than 3% of the applicants from under-represented minority groups. This means two things. First, top talent from these groups is not making it into the talent pool and second, we need to encourage even more proactive approaches to diversifying that pool. In addition, we anecdotally have noticed a lack of diversity in each the departmental seminar series; each of which is quite often attended by the graduate student body.</p> <p>Our proposal is to partially fund visits from top talent to a departmental seminar series. If there is a match to the current search, the speaker would then be encouraged to apply to those searches. This is the most desirable outcome. It is also possible that the department is sufficiently impressed with the seminar speaker that they would like to pursue the speaker as a target of opportunity hire. This would then move to a discussion between the department and the dean of engineering.</p>	The number of added seminar speakers from under-represented groups (we anticipate being able to partially fund 5 such speakers).	3 years	
Engineering	Achievement	Undergraduate Students	First Generation Students, URMs	Continuing	<p>A series of research proven interventions will be implemented with the goal of increasing the retention rate of URM and first generation undergraduates in the college of engineering to a rate equal to the overall student population. Key elements are spatial visualization during PSP, enhanced tutoring in courses need to affiliate to engineering majors and support for summer math courses, coupled with collaborative learning groups and research.</p> <p>Increase retention to graduation for URM and FGC students. Increase the the fraction of URM and FGC students who are able to affiliate to engineering majors by 5th semester.</p>	Number of students in program who earn grades needed to affiliate. Graduation rate. 1st and 2nd year retention and affiliation.	This is year 4 of a 5 year program.	
Engineering	Engagement	Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty		Continuing	<p>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 CIT to produce 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</p> <p>We hope to provide an opportunity for students, faculty, and staff within graduate fields and professional schools to hear, explore and experience each other in a way that illuminates their similarities rather than their differences.</p>	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.	Year 2 of multi-year project	Graduate School + CIS, CALS, VET, HE, CU-CIRTL

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Graduate School	Composition	Graduate & Professional Students	First Generation Students, LGBTQ students, URMs, Women	Continuing	<p>The Graduate School's Recruitment Office will further expand the Graduate Student Ambassador Program by adding new Ambassadors to the existing team and by providing no-cost and low-cost ways of reaching out to prospective students at minority and female-serving institutions and those that are members of pipeline programs (i.e. McNair, MARC, PREM, etc.). The Ambassadors will participate in information sessions, panels and recruitment events that focus on attracting students from groups traditionally underrepresented in higher education. The Recruitment Office, its designated advisors and interested current Ambassadors will review new Ambassador applications that resulted from the "broader call for nominations" that went out in June 2016 and will interview and make selections as appropriate. New (and existing) Ambassadors will participate in a formal orientation and training session. A welcome and networking reception will also be held. During the Spring 2017 semester, the Ambassador team will participate in at least one activity focused on engagement with admitted students who visit campus during the field-level hosting weekends.</p> <p>By expanding the Graduate Student Ambassador Program, we seek to increase the engagement of current Cornell graduate students who are URMs and women in certain fields. We aim to include in the Ambassador program additional first generation college students, LGBTQ+ students, students who identify as having a disability, and military veterans. The ultimate goal is to use the Ambassador Program and its representatives to increase diversity within the Graduate Student population at the University across all disciplines.</p>	Success will be measured in two ways; by the number of new ambassadors nominated by the graduate fields, selected by the Recruitment Office and yielded to join the program and the number of activities the Ambassadors engage in, both on and off campus.	2016-17 academic year	
Graduate School	Engagement	Administration and Non-Academic Staff; Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty		Continuing	<p>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 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.</p> <p>This program will provide an opportunity for students, faculty, and staff within graduate fields and professional schools to hear, explore and experience each other in a way that illuminates their similarities rather than their differences.</p>	Program evaluations and numbers of participants, pre- and post-program surveys. Identifying and training facilitators from each of the collaborating units and pilot deployment in at least three of the units will be counted as successes.	multi-year project of at least three years	Graduate School, College of Engineering, Computer & Information Science, CALS, VET, HumEc, CU-CIRTL
Graduate School	Achievement, Engagement	Graduate & Professional Students; Postdocs and Academic Professionals		New	<p>The Intergroup Dialogue Project (IDP) seeks to transform the campus climate at Cornell through courses for undergraduate and graduate students, faculty, and staff. In FY17, we are working with IDP to launch the first course for graduate students and postdoctoral scholars. The first offering of this course will take place in July and second offering will take place in late fall or winter. In addition to exploring the tenets of critical dialogue, social oppression and privilege, and current conflicts, these courses will focus on how to apply particular principles and skills to the academic environment.</p> <p>Our goal is to enable graduate students and postdoctoral scholars to learn from each other about issues related to their social identities and how these might influence their experience as graduate students and as future scholars and academic leaders.</p>	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.	1 year to pilot the initiative; multiple years of the pilot year is successful	
Hotel Administration	Composition	Administration and Non-Academic Staff; Tenure-track Faculty	Individuals with Disabilities, URMs, Veterans, Women	Continuing	<p>A. Continue to build on recent success in faculty hiring B. Increase pool of qualified diverse applicants to staff hiring pools by expanding and building on existing search strategies</p>	The goal of these efforts is to work to ensure that faculty and staff at SHA more closely represent to populations with which we compete for these positions. We will continue to see increases in the numbers of diverse hires and women among the SHA faculty. We will see an increase in the number of URM applicants in our staff hiring search pools	This is an ongoing goal that will continue to be work in progress.	Working with Central Talent Acquisition and Director of Diversity and Inclusion
Hotel Administration	Inclusion	Graduate & Professional Students; Undergraduate Students	Individuals with Disabilities, LGBTQ, URMs, Veterans	New	Create an inclusive environment by providing undergraduate and graduate students with an opportunity to improve and deepen their understanding of what it means to have an inclusive and engaging culture.	<p>A) Create workshop that partners with Johnson Women in Business to connect with undergraduate women in the CCB. B) Work with C.I.T.E. 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.</p>	These programs will be completed in FY 17. The intent is to create a sustainable model that we can build on each year.	Dyson, Johnson and SHA

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Hotel Administration	Engagement	Administration and Non-Academic Staff; Tenure-track Faculty		Continuing	Continue to build on last year's program, Your Story, My Story and Disability Inclusiveness 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 (C.I.T.E.) to create experiential learning for faculty. Specific focus on creating and engaging and inclusive learning environment B. Collaborate with C.I.T.E. and or other university resources to create experiential learning for non-academic staff. Specific focus on creating and engaging and inclusive work environment. C. Continue to encourage all current SHA faculty and staff to view "Building a culture of Respect".	These three will be substantially completed in FY 17.	SHA focus could include selected CCB staff
Human Ecology	Composition	Administration and Non-Academic Staff; Off-campus Constituents		Continuing	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 equals or exceeds 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.	This will be year 2 of what we expect to be a 3 year initiative.	
Human Ecology	Achievement, Engagement	Graduate & Professional Students; Postdocs and Academic Professionals		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. 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 CIT to produce 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.	Year 2 of multi-year project	College of Engineering, School of Computer & Information Science, College of Agriculture & Life Sciences, College of Veterinary Medicine, College of Human Ecology
Human Ecology	Engagement, Inclusion	Administration and Non-Academic Staff; Postdocs and Academic Professionals		New	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.	This is a one year initiative.	
Human Resources	Composition	Administration and Non-Academic Staff		New	The HR Diversity Council seeks to increase the number of veterans, individuals with disabilities, and LGBTQ+ people that are hired in the Division and at the University; and to create an inclusive staff hiring and search toolkit and supporting training module. In collaboration with the Recruitment and Employment Center, the Council seeks to (1) increase the number of strategic partnerships with local, state, and national organizations focused on hiring from these target populations; (2) increase the number of applicants and hires made from the LGBTQ+, veteran, and disability populations; and (3) assess and determine any "bottlenecks" in the search and hiring process in order to create a toolkit for the staff search process.	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.	Multi-year.	

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Human Resources	Engagement	Administration and Non-Academic Staff		New	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.	Program developed and piloted to supervisors and others, HR Analytics to devise mechanism for program assessment, pilot program to the HR Community in the fall. Rollout through Inclusive Excellence Academy in Spring 2017.	
Human Resources	Inclusion	Administration and Non-Academic Staff	Individuals with Disabilities	Revised	This initiative seeks to develop HR personnel’s understanding of disability, and to help create an inclusive culture that encourages individuals to self-identify without fear of repercussions. Using the Disability Inclusiveness Professional Development Program Guide, the HR Diversity Council will identify two (2) programs to be offered to the division in Spring 2017. The first will be focused on disability awareness and understanding, while the second will be focused on being an ally and actions that can be taken to create an inclusive environment that encourages people to self-identify.	The successful identification of programs and offerings through the Inclusive Excellence Academy will be the first measure of success. All IEA programs have a measurement component that assesses the effectiveness of the program (i.e. knowledge gains, changes in behavior over time, etc.).	Multi-year. Year 1: In the fall, identify programs to be offered in the spring. Create a communications plan for the programs, and hold programs in the spring. Year 2: Focus on developing and distributing a survey tool to determine how many people have voluntarily self-identified or not, and why/why not.	
Industrial & Labor Relations	Engagement	Undergraduate Students	First Generation Students	Continuing	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.	2016-17 and ongoing.	
Industrial & Labor Relations	Inclusion	Graduate & Professional Students; Undergraduate Students	URM students	Continuing	Our aim is to have a school where all students have equal access to full participation in ILR sponsored activity outside of the classroom. The idea is to adopt programs/techniques to encourage more participation among all economic/demographics in research opportunities, which necessarily involve one-on-one interactions with faculty, credit internships, study abroad, and honors theses. While increasing faculty-student interactions is a goal for our entire student body, students from all demographic/economic groups must see these interactions as a realistic option.	We intend to assess participation across our range of out-of-class activities including credit internships, study abroad, honors theses. We will compare numbers of students doing research projects with faculty, credit internships, study abroad, and honors theses in “16-17 (and in future years) to the baseline. This must start with a new, coordinated system for keeping track of ILR student experiences across offices.	2016-17 and ongoing	
Industrial & Labor Relations	Composition	Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty	URM faculty and PhD students	Revised	It is important that we continue to hire and retain a more diverse faculty and increase diversity in our PhD program. Our intent is to increase the pipeline of potential URM applicants for faculty positions by encouraging departments to invite URM professors or graduate students to make a workshop presentation (by completely subsidizing the financial costs of their visits).	We intend to compile data on numbers of URM applicants for faculty positions and to our PhD program and compare it to baseline numbers. We intend to compile data on the numbers of URM professors and graduate students presenting in ILR workshops.	2016-17 and ongoing	

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Infrastructure Properties and Planning	Composition	Administration and Non-Academic Staff	Pipeline Diversity	Continuing	Year 1: Determine focus areas (titles that reflect the highest percentage of underrepresentation) and develop outreach plans for these IPP focus areas. Year 2: Implement the outreach plans and evaluate metrics to determine if applicant pools reflect an increase in underrepresented candidates.	Measure of Success: Complete the evaluation of each IPP job title to ensure alignment with appropriate job group. Measure of Success: Select and document the top three focus areas/job titles based on availability/utilization data Measure of Success: Finalize and document an outreach plan for each focus area chosen	<p>(1) Work collaboratively with the Office of Inclusion and Workforce Diversity, evaluate availability data for IPP titles, which includes evaluating the AA/EEO Job Groups to categorize IPP Job Titles appropriately. Responsible party: Donna-Marie and Darren Jackson from IWD (estimated completion: Dec. 2016)</p> <p>(2) Upon completion of #1 above, evaluate the updated data and determine focus areas (specific titles that reflect the highest percentage of underrepresentation). Responsible party: IPPDC Subcommittee</p> <p>(3) Develop an outreach plan for the focus areas chosen. Responsible party: IPPDC Subcommittee</p> <p>* Long term plan: Part 2 (2017) • Implement the outreach plan and evaluate metrics to determine if the outreach plan impacted the diversity of applicant pools and/or interview pools for the focus areas chosen.</p>	Department of Inclusion & Workforce Diversity
Infrastructure Properties and Planning	Inclusion	Administration and Non-Academic Staff		New	(1) Assess culture of IPP and identify three topics that would make IPP a more inclusive organization. (2) Identify two training options (videos, speakers, materials) for each topic that can be previewed by IPPDC subcommittee(s). Upon completion of items (1) and (2), this goal will be successfully achieved. This initiative will be continued in 2017 beginning with supervisor buy-in.	Measure of Success: Goal (1), establish 3 topics based on documented inputs from no less than 20% of all IPP staff. Goal (2), This goal will be successfully completed once all training materials are “in-hand” and/or when contact has been made with speaker/presenter.	<p>• Is expected to take 24 months to fully develop and implement</p> <ul style="list-style-type: none"> • Will include inclusiveness training on topics that are both relevant to our current culture (i.e. current events and modern times), and are deemed necessary and appropriate for IPP based on direct feedback from IPP staff. Topics may include, but are not limited to: <ul style="list-style-type: none"> o LGBTQ (to include All-Gender, Male, Female bathroom use by transgender individuals) o Religious/Cultural Acceptance (to include stereotypes and fear resulting from foreign & domestic terrorism) o Generational Differences <ul style="list-style-type: none"> o Race and Ethnicity o Veterans o Disabled • Will collaborate with other college units • Will assess IPP culture and identify topics that should be prioritized • Will identify or develop the actual training event (e.g. video, IPP guest speaker, resource). This 	

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Infrastructure Properties and Planning	Engagement	Administration and Non-Academic Staff; Off-campus Constituents		New	Continuing outreach to underrepresented and diverse groups within Ithaca and surrounding communities to increase awareness of apprenticeship programs and employment opportunities within IPP.	IPP participates in one outreach event in first year, and two events in the second year. Metrics – Track percentage of outreach participants applying for positions within IPP. Since this metric will lag outreach events and will not be used for success criteria; however, the percentage of outreach participant job applications may be used to evaluate if the outreach initiative was effective. Follow up survey with the IPP staff that participate in the outreach events about what they learned and how this helped their personal and professional growth (goals and learning outcomes). Measurement on the growth of the programs over the two years.	<ul style="list-style-type: none"> • Is expected to take 2 years to fully develop and implement • Will collaborate with Cornell's Recruitment and Employment Center <ul style="list-style-type: none"> • (2016) Will explore opportunities within the surrounding counties and communities to promote Cornell careers within IPP and solicit Cornell IPP Staff volunteers who can engage with potential diverse candidates • (2016) Will explore the possibility of developing IPP mentor/shadow program for local high school and trade school participants • (2017) Will develop IPP Staff speaking engagement programs at local schools, trade schools and Community Colleges that highlight career paths, prerequisites, and skills • (2017) Will develop a basic "road map" to help people pursue a career within IPP 	
Johnson	Engagement	Graduate & Professional Students	LGBTQ students	New	ODI plans to increase its programming with the goal to provide an inclusive climate for LGBT students and to promote sustained discourse between people of different identities. ODI is launching a peer to peer program called "How to be an Ally to the LGBT Community." ODI will provide training to the current executive board of the LGBT student group Out for Business, to allow them to conduct peer trainings on allyship. Peer to peer ally training is a great way to scale up diversity training efforts and to promote sustained dialogue on diversity issues throughout the student body	We plan to measure participation and student satisfaction with survey data.	This initiative will begin during orientation and programming will continue over the course of the entire academic year.	
Johnson	Composition	Graduate & Professional Students	URMs, Women	Continuing	The Office of Diversity and Inclusion in conjunction with the Admissions Office seeks to maintain or increase the percentage of URMs and women in the 2-year MBA program. The director and the associate director of the Office of Diversity will work closely with all departments in Johnson to promote an inclusive community with shared values and mutual respect. In addition to the ongoing programming that is run through the Office of Diversity and Inclusion, ODI staff will consult on the programming for Executive Presence Day (EP Day). In its new form, EP Day is a collaboration among several offices including Student Services, leadership programs, and the Career Management Center. It takes place during the three week pre-term orientation. During EP Day, workshops and training sessions on professionalism and discussions on diversity issues are provided.	We will measure the number of women and people of color in the incoming class.	The overall initiative is ongoing. Planning for EP day will begin on June 10 and the training program will take place on August 8. Learning objectives from this initiative will be reinforced throughout the fall programming run through the Office of Diversity and Inclusion.	
Johnson	Composition	Graduate & Professional Students; Undergraduate Students	URMs, Women	New	The Office of Diversity and Inclusion seeks to strengthen the pipeline of women and students of color who are encouraged and prepared to pursue an MBA. This initiative will leverage the new relationships among all units within the newly formed College of Business involving close work with Dyson and the School of Hotel Administration. This initiative will include three events through the academic year: (a) a lunch presentation in the fall for Dyson women in conjunction with Dyson's participation in the Forte Foundations Rising Star initiative toward the path to an MBA, (b) "A Day in the Industries," an on-campus workshop, to explain post MBA careers to students, and (c) presentations in Dyson classes and with XYZ. Current Johnson students will have the opportunity to take a leadership role to present and informally mentor Dyson and SHA undergraduate students.	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.	This initiative will involve programming throughout the academic year, two events in the fall and one event in the spring.	Collaboration with the new units of the college of business

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Law School	Inclusion	Administration and Non-Academic Staff	LGBTQ, URMs, Women	New	The diversity committee will meet with staff to investigate climate issues, and to inform staff of another group to whom they may turn with inclusion issues. In part, we are undertaking this initiative because of the results of our meetings with students on inclusion issues; those meetings both brought to light issues of which we had previously been unaware, and generated good will. Moreover, although staff have other options for complaints, we wanted to reach out to staff who might not ever complain, but for whom the climate could be improved. Events at another top law school involving sexual harassment of staff also motivated this initiative	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.	One year.	
Law School	Composition	Postdocs and Academic Professionals; Tenure-track Faculty	URMs, Women	Continuing	Explore new recruitment methods to increase the diversity of the faculty. For example, having a faculty appointments committee member responsible for identification of URM candidates; expanding the Visiting Assistant Professor program; creating a program to pursue URM clinical teachers, particularly Cornell alumni; considering diversity in selection of adjunct faculty; assessing quality of life/climate for URMs and women faculty.	Percentage of new hires that are from underrepresented groups. Percentage of offers made to members of those groups. Percentage of on campus interviews that are of members of those groups.	This initiative is evaluated each year.	
Law School	Inclusion	Extended Community	URM alumni	Revised	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.	One year.	
Library	Composition	Postdocs and Academic Professionals	Women	New	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.	2016-2017	
Library	Inclusion	Administration and Non-Academic Staff; Postdocs and Academic Professionals	LGBTQ	New	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.	One session in the fall semester (2016) and one session in the spring semester (2017).	LGBT Resource Center
Library	Engagement	Graduate & Professional Students; Undergraduate Students		New	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.	2016-2017	
NYC Cornell Tech	Engagement, Inclusion	Administration and Non-Academic Staff		Revised	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.	Internal staff climate survey followed by town hall discussion with Dean and CAO in summer 2016. Action items developed and implemented during academic year. Professional development for staff collectively and individualized. Follow up survey 2017 to track progress.	
NYC Cornell Tech	Composition	Tenure-track Faculty	URMs, Women	Revised	Women and under-represented minorities are particularly under-represented among the faculty in digital technologies and business fields. Our aim is to be above the national norms in each field.	Percentage of women and URM candidates in applicant pool, interview pool, offer pool and that accept offers.	This is a long-term and on-going initiative.	COE, CALS, Johnson, Law & CIS
NYC Cornell Tech	Composition	Graduate & Professional Students	URMs, Women	Continuing	Degree programs in digital technologies fields have a dearth of women and students from under-represented groups. Our aim is to develop programs that over time have demographics that mirror that of the general population. This will come from a mix of increasing and broadening our applicant pool and improving our yield of targeted students.	Increase diversity of candidate pool while significantly growing the campus with highly qualified students; increase diversity of students enrolled. Data: Percentage of women and URM students in applicant pool, admit pool, and matriculated students, for each degree program. Particular focus on masters programs. Year-over-year increases until mirrors general population.	This is a long-term initiative.	
Research Division	Achievement, Composition	Graduate & Professional Students		Continuing	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.	This is an initiative that we hope to continue for some time. It cannot be institutionalized as it is supported by grant funds	Research Division and the graduate school

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Research Division	Composition	Undergraduate Students		Continuing	<p>Initiative Description: Improve preparedness, quality, and diversity of students pursuing graduate education in STEM fields, and encourage them to consider Cornell. REU and other undergraduate summer research programs will target students from Primarily Undergraduate Institutions; institutions that do not offer extensive research opportunities. In conjunction with this initiative, we have applied for a TND grant to produce a professional-quality video highlighting the summer research opportunities at Cornell available to diverse undergraduate students from other institutions. If funded, we will be able to share the video with 5000+ prospective undergraduate students we meet at recruitment events and through direct communications. The video will also be show on the respective program websites, the graduate school's website and in various additional locations.</p>	<p>Measure(s): Each program will collect demographic data on applying, admitted, and matriculated students. Longitudinal data on former students/interns who matriculate to a Cornell graduate program will also be pursued.</p>	<p>This program will continue as long as we continue to receive NSF funds to support it.</p>	
Research Division	Composition	Administration and Non-Academic Staff; Postdocs and Academic Professionals; Tenure-track Faculty		Revised	<p>Initiative Description: We will be sending out one survey to those who attend Depends on the Lens in FY16 and a separate survey to those involved in recruitment who have not attended Depend on the Lens. We will review the data received to determine how Depend on the Len's changes people perceptions of bias.</p>	<p>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 is searches.</p>	<p>One Year</p>	
Student and Campus Life	Engagement	Administration and Non-Academic Staff		Revised	<p>Create opportunities for SCL staff to increase their multicultural competency/humility through training and programming. What do you hope to achieve?</p> <ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> • 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. 	<p>This is a two-year initiative that will involve both action (initiating and co-sponsoring programming) and review (existing data, collecting new data). All three of our committees will be coordinating efforts so that there is cohesion in the work we are doing.</p>	
Student and Campus Life	Composition	Administration and Non-Academic Staff		Revised	<p>Initiative Description: Increase recruitment and hiring of diverse staff.</p> <p>What do you hope to achieve?</p> <ul style="list-style-type: none"> • 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. o Train hiring managers using the CITE video, "It Depends on the Lens," offering training to teams prior to a search, providing direct feedback to individuals when appropriate. • 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. 	<p>How will you measure success?</p> <ul style="list-style-type: none"> • 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. 	<p>This is a two-year initiative.</p>	<p>Division of Human Resources</p>

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Student and Campus Life	Inclusion	Administration and Non-Academic Staff		Revised	<p>Initiative description: Improve retention of staff from under-represented minorities and non-majority demographic populations.</p> <p>What do you hope to achieve?</p> <ul style="list-style-type: none"> Examine data from HR 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Host Real Talk conversations focused on topics that emerge from climate survey, HR Analytics, and current events to create an environment where staff can speak about their experiences and learn about the experiences of others. 	<ul style="list-style-type: none"> 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.). <ul style="list-style-type: none"> An increase in promotions for entry-level staff. 	This initiative is ongoing.	Division of Human Resources
University Counsel	Composition	Administration and Non-Academic Staff		New	To develop best practices for hiring practices tailored for the Office of University counsel to use next time there is an opening. (Kay Ford to reach out to HR for best practices.)	A best-practices document.	2016-2017 academic year	
University Counsel	Engagement	Administration and Non-Academic Staff		New	Provide educational training and legal guidance in June 2016 Fisher v. Texas Supreme Court decision regarding affirmative action in college admissions. Clients require legal guidance in order to comply with legal mandates and in order to implement their diversity initiatives.	Meet with clients as appropriate, provide preventative counseling and education sessions, and provide written guidance as appropriate. We will track to whom advice is provided.	After June 2016 decision.	
University Counsel	Engagement	Administration and Non-Academic Staff		Continuing	Develop an ongoing plan for increasing professional development opportunities for staff, in particular, non-exempt staff. The office hopes to continue to send 1-2 staff members per year to Turning Point.	Completion of five-day program and receipt of Certificate of Graduation.	2016-2017 academic year	
University Relations	Composition	Administration and Non-Academic Staff	Individuals with Disabilities, LGBTQ, URMs, Veterans	Continuing	The UR Diversity Council wishes to facilitate best practices for effective hiring and retention of diverse staff. The vision is to have all staff serving on hiring committees to have prior training and knowledge on how to conduct a search and interview process that ensures a diverse candidate pool.	Affected parties (mainly senior leaders and others serving on hiring committees) can be trained, with tracking of numbers of participants. Hiring of staff going forward can be compared with existing UR affirmative action goals.	Our HR liaison, Jess Cisco, has reached out to Davine Bey, the director of recruiting at Cornell, to come talk with University Relations at our next division meeting (Fall 2016). The URDC will have a framework of a "best practices" policy in place by that meeting so that moving forward, all members of the division will be aware that we do have a policy and they will be expected/encouraged to work within it to ensure all searches/interview processes include a diverse candidate pool.	
University Relations	Inclusion	Administration and Non-Academic Staff	Individuals with Disabilities	Continuing	Continuation of our 2015-16 initiative aimed at staff training on the topic of disability awareness and inclusiveness in the workplace. Building on the successful engagement of the division on this topic during our June program, we will continue working with Ruth Katz in HR, and will be meeting with Erin Sember-Chase to review the outcomes and determine how best to keep 'moving the needle' within our division. We had concern (internally) with an outcome that indicated no measurable shift in attitude related to the notion that people with disabilities should be viewed as "inspirational" for living normal lives. We hope to delve into that outcome to better understand the reasons/rationale/resistance for the minimal shift in attitude.	Whether through another program ("Part 2") or a different forum altogether, we hope to use this particular conversation as a beginning to broaching diversity topics with our colleagues. We will further the training to consider how we can make our environment and attitudes more naturally welcoming, accessible, and inclusive to our diverse community which includes individuals with various disabilities. Understanding that, if our division, as the story-tellers for the university, has a different/better/richer/broader understanding of disability, it may change the next story we write/tell/photograph/script/pitch/etc.	It will be further detailed as the incoming chair (Gary Frank) convenes the URDC in this new academic year, and we meet with Erin Sember-Chase to review the outcomes and metrics from the June program.	

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University Relations	Engagement	Administration and Non-Academic Staff; Extended Community; Graduate & Professional Students; Off-campus Constituents; Postdocs and Academic Professionals; Tenure-track Faculty; Undergraduate Students		New	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.	by end of FY2017	
Veterinary Medicine	Composition	Graduate & Professional Students	URM in STEM PhD program	Continuing	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.	2017-18 admissions cycle with final outcomes available after April 15, 2017 matriculation deadline.	
Veterinary Medicine	Engagement	Administration and Non-Academic Staff; Graduate & Professional Students; Postdocs and Academic Professionals		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 CIT to produce 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.	Year 2 of multi-year project.	Graduate School + CIS, CALS, VET, HE, CU-CIRTL
Veterinary Medicine	Engagement, Inclusion	Graduate & Professional Students		New	We will have a 90 minute session for the first year veterinary students to initiate dialogue about inclusion and provide examples of challenging situations they could face in their living and learning environment for the duration of their Cornell career. Current veterinary student (from the 2nd, 3rd and 4th year classes) will be enlisted to help our Veterinary Students as One in Culture and Ethnicity (VOICE) group perform three skits related to diversity in veterinary medicine. Following the three skits, there will be a 45 minute discussion facilitated by Dr. Lisa Greenhill, Associate Executive Director for Institutional Research and Diversity, Association of American Veterinary Medical Colleges (AAVMC). Unconscious bias and prejudices will be discussed. Coping mechanisms and appropriate responses for our students will be debated.	Pre- and post-training survey will be developed and administered to assess the student's attitudes and impressions regarding prejudices they may face in their profession and the tools (provided during training) to deal with these biases.	Development of program (skits), discussion topics, pre- and post-assessments during Fall 2016. Present program to 1st year DVM students during Spring 2017.	
Weill Cornell Medicine	Inclusion	Graduate & Professional Students	URM students	New	Creation of a Visiting Clerkship Fellowship for URM medical students. Establish a visiting clerkship fellowship for 4th year URM medical students in an effort to recruit a diverse student to trainee population. The visiting clerkship program is designed to give URM students a chance to experience the exceptional training that WCM has to offer. In addition, it provides WCM attending faculty and residency directors a chance to meet and recruit an increased pool of URM medical students as potential trainees at NYPH.	Success will be measured through the number of applications and accepted URM students for trainee programs at NYPH. A long-term success measure will exist in tracking recruitment and retention of URM trainees as faculty at WCMC.	Acceptance of first students to begin Fall 2017.	
Weill Cornell Medicine	Composition, Engagement, Inclusion	Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty		New	Creation of a Work-life survey at WCM to foster a culture of respect and inclusive environment. This survey will be tailored to the specific constituent groups (faculty, graduate and medical students, post-docs and trainees), respectively. 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.	Use of online forms created by Cornell- Ithaca, and streamlined process. Comparison of previous data from work-life survey done in 2009	July 2016-June 2017	
Weill Cornell Medicine	Achievement, Composition	Graduate & Professional Students; Postdocs and Academic Professionals; Tenure-track Faculty	URMs, Women	New	Enhancing recruitment and retention efforts by creating a "Diversity Networking Series" for medical and graduate students who are interested in coming to WCM for residency and post-graduate/doctoral training. Students from surrounding schools/training centers will be invited to attend events with our URM and Women academic staff, faculty, residents, trainees and post-docs throughout the recruitment season during the fall/winter. 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 URM and Women application pool resulting in an increase in matriculation.	Coordinating with the recruitment season- October 2016 through March/April 2017.	

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*The Alliance for Diversity & Inclusion is comprised of the Office of the President, Commencement, Provost, Dean of the Faculty, Judicial Administrator, Ombudsman, Investments, Audit, Cornell Information Technology, Division of Financial Affairs, Budget and Planning, Cornell University Police Department, and Environmental Health and Safety