

**2017-18 Toward New Destinations Annual Initiatives**

| College/Unit                           | Principle   | Constituency   | Population                   | Status | Description   | Measurement   | Time Frame  | Collaborators                                       |
|--|-------------|--|------------------------------|--------|---|---|---|---|
| College of Agriculture & Life Sciences | Engagement  | Undergraduate Students<br>Postdocs and Academic Professionals  | Under-represented minorities | New    | <p>Undertake a program of action aimed at increasing the number of URM students by informing/training faculty advisors about common concerns URM students are faced with when attempting to study abroad. Also providing information to URM populations to alleviate stress of wanting to study abroad.</p> <p>Hold information sessions specific to URM students for promoting opportunities and answering concerns (financial, degree planning, cultural issues)</p> <p>Create advising syllabus that includes a conversation in freshman/sophomore year about international off-campus opportunities.</p> <p>Departments create 4-year plan that includes semester abroad (ex: on the DSOC website, they include a 4-year plan), especially the STEM fields. The career team will create a 4-year degree plan for pre-health students.</p> <p>Create international campaign.</p> | Increase by 10% the URM population participating in off-campus opportunities. | Ongoing (if we target the incoming class and second year students, we wouldn't see results until around junior year when they participate in an international off-campus opportunity) | Cindy Tarter<br>(CALS study abroad/Exchange)        |
| College of Agriculture & Life Sciences | Achievement | Undergraduate Students<br>Graduate & Professional Students<br>Tenure-track Faculty<br>Extended Community |                              | New    | <p>Improve students' academic, social, and mental wellbeing through meaningful relationships with upperclassmen, faculty, and alumni. The CALS committee will investigate the programs that currently exist and create a program that best serves our students.</p> <ol style="list-style-type: none"> <li>1. Survey other Cornell colleges, and five universities (agriculture schools) outside of Cornell on their mentoring programs.</li> <li>2. Survey CALS departments to determine what mentoring programs exist.</li> <li>3. Create student focus groups to identify their needs and expectations around establishing an effective mentoring relationship.</li> <li>4. Work with Jeff McCaffrey of the Biology Scholars in using Cvisors, a program currently used by the CALS Career team, as an assignment to connect with alumni.</li> </ol>                             | Feedback that Jeff McCaffrey collects from students on their experience.      | 1 year  | Jeff McCaffrey<br>(Office of Undergraduate Biology) |

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| College of Agriculture & Life Sciences | Inclusion             | Undergraduate Students<br>Graduate & Professional Students<br>Postdocs and Academic Professionals<br>Tenure-track Faculty |           | New        | Increase the quality of interactions between students and faculty/staff by increasing faculty/staff cultural awareness and sensitivity around this population's concerns.<br><br>1. Create an informal and non-intimidating space for faculty and students to interact at a more personal level.<br>2. Attend the department faculty start-of-semester meetings to explain the college TND goals for the 17-18 academic year.<br>3. Hold webinars, create videos, and/or identify workshops for faculty and staff to attend/review.<br>4. Create pre & post surveys to be filled out by CALS undergraduate and graduate students on the state of cultural competency among CALS faculty. | Increased satisfaction among students in the advising report (post surveys)   | 1 year   | All CALS Undergraduate and Graduate departments                            |
| Alliance for Diversity & Inclusion     | Composition Inclusion | Administration and Non-Academic Staff   | All Staff | Continuing | Diversity of Thought - Ensuring the ADI organization's awareness of diversity is broader than race and gender by increasing exposure.  | The specific goals include:<br>- Continuation of annual VP Staff meetings to continue the diversity dialogue within work groups<br>- Seek exposure opportunities for each unit that are different than a constituent's typical workplace (such as facility tours, exposure to faculty presentations, participation in other division programs and the piloting of a dialogue tool). | Year 2 of an ongoing initiative                        |  |
| Alliance for Diversity & Inclusion     | Engagement Inclusion  | Administration and Non-Academic Staff   | All Staff | New        | Cultural Diversity Awareness: Exposure of the ADI organization constituency to other cultures and customs.   | The specific goals include:<br>- Exposure to food from diverse cultures on a bi-annual basis<br>- Exposure to music dance from different cultures<br>- Exposure to social activities which have a "diversity theme"<br>Each member of the organization will be encouraged to attend one of the three activities offered above.  | Year 1 of a new initiative                             |  |
| Alliance for Diversity & Inclusion     | Composition           | Administration and Non-Academic Staff   |           | Revised    | Continuation of the summer intern program across the ADI constituency with a focus on:<br>- Striving to continue to increase the number of diverse students<br>- Continue efforts to hire disabled students (1 was on the 2016-2017 program)<br>- Enhance the weekly learning series based on participant feedback (includes speakers, students and planning team)<br>- Increasing intern exposure to CU Police (ride-along, etc.) to improve relationships  | Continued enhancement of the processes to market the internship program to attract diverse students. Ensuring the items that will be focused upon for 2017- 2018 are achieved. Maximizing the utilization of the program feedback from 2016-2017, as appropriate.   | This revision will be year 1 of an ongoing initiative. | Office of Student Disability Services; Cornell Police; and Human Resources |

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| Alumni Affairs and Development | Composition                        | Administration and Non-Academic Staff |  | Continuing | <p>Moving from awareness of unconscious bias to reducing unconscious bias in the hiring process: Our Composition subcommittee is in Phase III of an initiative they started this past year, described as follows: conduct campus-wide benchmarking to align AAD composition efforts with campus-wide efforts and from which to create a baseline for future initiatives. Provide statistics from 2016-17 learning opportunities and other endeavors to increase diversity within AAD, increase targeted pipelines for AAD and evaluate/reduce attrition of AAD staff.</p> | <p>Goal: share findings from Phase 1 w/ all campus units/colleges in order to share knowledge &amp; to potentially collaborate in areas for staff recruiting</p> <p>Recommendation highlights:</p> <ul style="list-style-type: none"> <li>*Expose entire work groups to the same training as hiring managers (as non-managerial staff participate in the interview process)</li> <li>*Consider adding pipeline from TC3</li> <li>*Focus on retention, promotion, &amp; professional development through focus on workplace culture, norms, &amp; inclusion</li> <li>*Learning Opportunities: allocate time for workshops, newsletters, &amp; videos</li> <li>*Mentoring: facilitate connections w/ affinity groups &amp; create peer networks &amp; support groups to increase retention</li> <li>* Cohorts of Training: building support networks increases retention</li> </ul> <p><b>Depending on the recommendations that are acted upon, measures will be TBD.</b></p> | July 2017-June 2018 | Possible trainings and/or partnerships with IEA. |
| Alumni Affairs and Development | Composition Engagement Achievement | Administration and Non-Academic Staff |  | Continuing | <p>Performance Dashboard. In the spirit of increasing communication and transparency, AAD has taken on establishing a dashboard that displays metrics in four quadrants: Climate, Engagement, Donors, and Dollars. The first two add value and emphasis towards our inclusion and diversity work. Climate focuses on internal staff, and engagement focuses on our Alumni/Parents/Friends population.</p>   | <p>Success measure: positive metrics from the Climate and Engagement quadrants.</p> <p>The Climate quadrant places emphasis on the importance of our internal diversity and health, containing metrics on net promoter score, internal hire rate, internal promotion rate, and employee engagement score. This is followed by the Engagement quadrant which places importance of the diversity of our community of Alumni/Parents/Friends, containing metrics on alumni engagement index, growth population engagement in three categories: young, international, and diverse alumni, digital-only engagements, and alumni net promoter score.</p> <p>We plan to hone some of the dashboard metrics and bring visibility to some of the university HR-dashboard metrics that are tied to AAD.</p>   | July 2017-June 2018 |  |

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| Alumni Affairs and Development          | Inclusion   | Administration and Non-Academic Staff     |                       | Continuing | <p>AAD will continue feedback-specific training, surveys, &amp; reports. Inclusion subcommittee is implementing the "Fresh Ideas Program."</p> <p>This will provide a confidential space to share thoughts &amp; questions about employee experience &amp; increase transparency w/ a public forum for discussion focused on improvements at AAD. The purpose of this program is to ensure every AAD employee, regardless of background or status, contributes to fulfilling its common mission of learning, discovery, &amp; engagement.</p> <p>Work place studies have found that engaging in an open &amp; inclusive suggestion &amp; feedback program can have many benefits.</p> <p>Goals:</p> <ol style="list-style-type: none"> <li>1. A confidential web-based platform (see above).</li> <li>2. Publicly recognize &amp; address concerns &amp; questions.</li> <li>3. Identify next steps to address feedback, suggestions, &amp; concerns.</li> </ol> | <p>Success will be measured by participation in the program, and by way of survey, measuring whether there's an increased understanding that SLT considers employee feedback valuable.</p>   | <p>July 2017-January 2018 (will be reviewed mid-year, and may continue)</p>   |  |
| College of Architecture, Art & Planning | Composition | Undergraduate Students Extended Community | URM; first-generation | Continuing | <p>Next steps for AAP Committee on Diversity: This is year three of our COD initiative which continues to be based on a commitment to increase the diversity of our applicant pool and the belief that partnering with our extensive alumni network is an effective mechanism to guide and execute the college's diversity pipeline development efforts. The expanded goals for 2017-18 are solidifying gains achieved over the past two years, broadening the conversation beyond architecture to the fields of art and planning, and more widely communicating COD efforts.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>*Further develop partner relationships</li> <li>*Develop/implement outreach model</li> <li>*Enhance mentoring model</li> <li>*Work toward sustainable funding model</li> <li>*Increase visibility of COD</li> <li>*Explore opportunities to expand COD scope beyond architecture</li> </ul>                             | <ul style="list-style-type: none"> <li>*Development and implementation of outreach model leveraging alumni</li> <li>*Increase in number of contacts with partner institutions</li> <li>*Increase in number of applicants to CFAA</li> <li>*Increase of additional CFAA funding and/or sources of funding</li> <li>*Increase in number of alumni involved in efforts</li> <li>*Feedback from CFAA recipients, families, partner institutions, and mentors</li> <li>*Analysis of opportunities to expand to Art and URS</li> </ul> | <p>Summer 2017:</p> <ul style="list-style-type: none"> <li>*Connect SU2017 CFAA recipients with mentors</li> <li>*Support CFAA recipients during the Summer Introduction to Architecture Program</li> <li>*Document SU2017 CFAA experience (profiles, quotes, images)</li> </ul> <p>Fall 2017:</p> <ul style="list-style-type: none"> <li>*Evaluate recruitment, selection, and support model for the SU2017 CFAA cohort</li> <li>*Provide ongoing mentoring to SU17 CFAA recipients</li> </ul> <p>*Outreach to current partner institutions regarding the undergraduate admissions process and CFAA</p> <p>Spring 2018:</p> <ul style="list-style-type: none"> <li>*Prepare alumni for engagement with prospective students</li> <li>*Continue to engage partners regarding Summer 2018 CFAA and support prospective CFAA recipients through the application process</li> <li>*Select SU18 CFAA recipients</li> <li>*Connect new CFAA recipients with mentors</li> </ul> |  |

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| College of Architecture, Art & Planning | Inclusion              | Tenure-track Faculty                                    |  | Continuing | <p>Next Steps in Diversity and Inclusion Programming for Faculty: We continue to believe that providing opportunities for faculty to build skills that promote mutual understanding and respect between and among identity groups will result in a more inclusive and respectful climate for all community members. Based on the successes of our pilot programming with the art department, AAP plans to expand diversity and inclusion programming to faculty and teaching assistants across all three departments in the college, and to develop related reference materials for faculty. Proposed topics include supporting students in distress, Title IX, LGBTQ+, and disability awareness; topics may be adjusted based on feedback from faculty.</p>   | <ul style="list-style-type: none"> <li>*Increase in the number of faculty who participate in trainings</li> <li>*Increase in number of teaching assistants who participate in training</li> <li>*Pre- and post-surveys</li> </ul>   | <p>Summer 2017:</p> <ul style="list-style-type: none"> <li>*Finalize professional development plan and fall calendar</li> </ul> <p>Fall 2017:</p> <ul style="list-style-type: none"> <li>*Offer first program for teaching assistants and faculty</li> <li>*Finalize dates for spring programming</li> </ul> <p>Spring 2018:</p> <ul style="list-style-type: none"> <li>*Offer second program</li> <li>*Offer third program</li> <li>*Conduct post-assessments</li> </ul> <p>*Analyze outcomes, needs, and next steps</p>   | Cornell Health; LGBT Resource Center; Student Disability Services; Title IX Coordinator  |
| College of Architecture, Art & Planning | Composition Engagement | Undergraduate Students Graduate & Professional Students |  | Revised    | <p>Storytelling Campaign: In admissions, a sense of belonging is a primary factor in an individual's decision to apply to and attend their chosen program. For those who identify as non-majority in some aspect of their life, finding social support and connectedness on campus is particularly important. Further, research supports a connection between a student's sense of belonging and persistence in college. As a result, AAP will implement a college-wide storytelling campaign to increase a sense of belonging and engagement in the AAP community. The primary deliverable will be a strategic communication action plan for recruitment and engagement that is unified by and messaged under the theme "We are AAP," consisting of profiles, images, and video highlighting a wide range of AAP experiences.</p> | <ul style="list-style-type: none"> <li>*Development of promotional pieces: profiles, snapshots, video, other</li> <li>*Number of students, faculty, staff who are featured in above pieces</li> <li>*Number of students, faculty, staff who participate in recruitment and yield events</li> <li>*Number of recruitment communications related to storytelling campaign</li> <li>*Positive impact on yield of diverse students</li> </ul> | <p>This is year one of a proposed multi-year initiative.</p> <p>Summer 2017:</p> <ul style="list-style-type: none"> <li>*Meet with college partners to develop strategy and timeline</li> <li>*Develop Open House New York programming as an opportunity for current student and faculty engagement</li> <li>*Develop student worker position responsibilities, post, and hire</li> </ul> <p>Fall 2017:</p> <ul style="list-style-type: none"> <li>*Conduct research and collect documentation and for alumni, current student, faculty, staff and members of the AAP community who were/are pioneers in their field or made significant contributions to their community</li> <li>*Capture spontaneous moments in the student experience (photo and video)</li> <li>*Partner with student organizations to identify opportunities for engagement</li> </ul> <p>*Prepare for and host Open House New York event</p> <ul style="list-style-type: none"> <li>*Identify and hire freelance designer</li> </ul> <p>Spring 2018:</p> <ul style="list-style-type: none"> <li>*Begin producing storytelling materials: profiles, stories, photos, videos</li> <li>*Graduate and undergraduate yield events and activities</li> <li>*Launch web-based components of storytelling communication campaign</li> <li>*Analyze impact of campaign</li> </ul> | AAP Offices of Admissions and Academic Services, Communications, Alumni Affairs and Development, AAP Connect; academic departments (Architecture, Art, and City and Regional Planning); Cornell University Fine Arts Library staff |

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| College of Arts & Sciences | Composition Engagement Inclusion | Tenure-track Faculty  |  | Continuing | <p>We will continue efforts to ensure faculty searches and recruiting are carried out with specific attention to diversity. This will be A&amp;S third year of building on 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. This year we will place additional focus on retaining our URM faculty, which includes both ensuring the additional support they may need as a member of a minority group and being prepared to ward off highly attractive offers from other institutions. We intend to be pro-active in these efforts, with input from the Diversity and Equity Committee.</p>    | <p>We will monitor composition and success rates of offers, leading to an ever more diverse faculty that we can describe and quantify. We will evaluate year-to-year changes in faculty diversity in A&amp;S departments. In addition to successful hires, this will take stock of our successes or losses in retention efforts.</p>   | <p>Although we expect our search process to be firmly implemented in the next year, we will continue to monitor our success toward continually increasing our faculty diversity, and work with individual departments on their specific challenges. We will begin to draw from efforts of A&amp;S Diversity and Equity Committee to expand on this initiative. During the upcoming year this committee will examine issues around supporting the success potential of our URM faculty and keeping them at Cornell. We will continue, and intend to improve upon, cross-college dual career hiring efforts.</p> | <p>Yael Levitte's office. In dual career hiring efforts, A&amp;S will partner with other Cornell Colleges.</p> |
| College of Arts & Sciences | Composition Engagement Inclusion | Undergraduate Students<br>Tenure-track Faculty<br>Administration and Non-Academic Staff<br>Extended Community |  | Continuing | <p>A&amp;S Diversity and Equity has been launched successfully, spent its first year exploring the broader range of diversity efforts at Cornell, and determined that an important goal for this year is to make information easily accessible to faculty who interact directly with diverse students, especially in times of need. The committee will work with A&amp;S Director of Communications to provide a clear road map on primary webpage, directing faculty to "Caring Community" and all diversity web page links as well as instructions for emergency contacts. This will be accompanied by information campaign to faculty to take advantage of this resource. A second goal will be to gather information from departments and individual faculty about improving support and retention of URM faculty.</p> | <p>Two goals are described above. We will evaluate the success of using the A&amp;S website to improve and encourage faculty access to current diversity information at Cornell by monitoring these additions and usage. The primary page will include a clear link to "roadmap" page and will also highlight updates in Cornell responses to current events (e.g., threats to undocumented students, travel curtailment for international students). We will evaluate D&amp;E committee participation in efforts to support and retain URM faculty in terms of discussions with deans office leading to pro-active steps.</p> | <p>We expect A&amp;S website enhancements related to diversity issues (and related emergency situations) to begin immediately, in conjunction with our Director of Communications, and continue throughout the year. The information campaign to faculty will proceed in parallel via e-mail, and college chairs and faculty meetings. For URM faculty support and retention concerns, the D&amp;E committee will first consider how best to mediate information exchange between faculty and departments to deans office and proceed with most promising ideas for taking pro-active measures.</p>            | <p>University diversity and "caring community" offices and websites</p>  |

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| College of Arts & Sciences                 | Composition<br>Engagement<br>Inclusion<br>Achievement | Undergraduate<br>Students  | URM, first-<br>generation<br>college students | Continuing | We will continue to monitor and seek new ways to enhance preparatory and support programs for undergraduates who have challenges beyond those of most Cornell students. These will include first generation students, students with limited background academics. URM students are typically in larger proportion in this group. This initiative is directed toward primarily the Posse, pre-freshman summer program (PSP) and HHMI (chemistry) programs and will be led by the deans office, largely through the efforts of the restructured admissions and advising offices. New for this year is a A&S pilot first-generation student program, which has been seed funded by philanthropy.                                | The Posse, PSP, HHMI, and first-generation program each has a set of specific goals which are based on the student population being served, as well as the resources identified to fund these programs. The main goal for this year is to launch the first generation program, wherein highly qualified/high potential students are identified and recruited by the admissions office and then supported appropriately with guidance by the advising office. The needs of these students will likely overlap but have some special needs compared to the other URM or under-prepared students that the other programs serve. An overarching goal for all of these programs, as led by reorganized admissions/advising office, is to evaluate as a group, share best practices, possibly integrate some aspects for greater good. | During this year's admissions cycle we will launch the First-Generation program; advising structures will be set up as part of recruiting the first set of students and in preparation for their arrival in summer 2018. The Senior Associate Dean serving as Diversity Lead will work together with new Senior Associate for Undergraduate Education and Directors for Admissions and Advising in monitoring the development of this new program and in evaluating together with our ongoing programs for URM and under-prepared students. | Partnership with AT Miller's, Renee Alexander's, and Vijay Pendakur's offices |
| Faculty of Computing & Information Science | Inclusion   | Undergraduate<br>Students  | URMs  | Continuing | Undertake a program of actions aimed at improving the climate for URM and women students. This year we are going to focus on strengthening support for URMs in the program, as well as increasing recruitment. 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. We will continue a program of actions aimed at increasing the number of current and prospective women and URMs in our undergraduate programs.   | Number of URMs in CIS majors. Number of admitted URM students interested in computer science. Student and faculty participation in Grace Hopper and Tapia conferences.   | Ongoing initiative continued during AY 2017-18 (since AY 2014).   | COE   |
| Faculty of Computing & Information Science | Engagement  | Graduate & Professional<br>Students<br>Tenure-track<br>Faculty<br>Administration<br>and Non-<br>Academic Staff |   | Continuing | Broader dissemination of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate & Professional Students. In year 3, we will continue to identify prospective facilitators from across the partnering colleges to be trained by the lead facilitators to help deliver this program. Identification and training of facilitators is projected to be an ongoing activity and potential challenge due to the required intensive training. Deployment of this program will begin to take place more broadly in FY18 at a central level through the Graduate School and CU-CIRTL and at the local level as colleges develop capacity through the identification and training of internal facilitators. | Program post-program surveys. Identification and training of facilitators from at least two more of the colleges collaborating on this project, and deployment of sessions in at least one graduate field connected to each of the college partners.   | Year 3 of a multi-year project  | ENG, CALS, VET, HE, CU-CIRTL  |

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| Faculty of Computing & Information Science      | Composition | Tenure-track Faculty   | Women; URM  | 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. We will also expand on the traditional faculty mentoring program, adapting the new environment with a large junior faculty cohort. CIS is also participating in an NSF grant program to diversify future leadership in the professoriate in computing at research universities. This grant will address the challenge of faculty diversity by increasing the diversity of the PhD graduates at the institutions like Cornell that are the top producers of faculty at research institutions. The project will focus on the following underrepresented groups in computing: African Americans, Hispanics, Native Americans, and People with Disabilities. | Numbers of URM and women in the applicant pool, interviewed, offered and accepted positions  | Ongoing initiative continued during AY 2017-18   |  |
| School of Continuing Education & Summer Session | Inclusion   | Undergraduate Students Graduate & Professional Students Extended Community | Non-matriculated part-time and visiting students and program participants | Continuing | 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.   | Specific goal: Establish content, method, and schedule for communication.<br><br>Success measures:<br>(a) Deliver information through optimal method identified. Track number of visits to web page where video and relevant material has been posted.<br><br>(c) Reduction in or lack of Title IX questions, complaints, or concerns brought forward. | -Fall 2017 - Finalize method(s) to be used for communicating this information.<br><br>-Winter 2017 - Pilot implementation with Winter Session students and participants<br><br>-Summer 2018 - Full Implementation  | Office of Workforce, Policy, and Labor Relations, and Cornell Title IX Coordinator |
| School of Continuing Education & Summer Session | Composition | Undergraduate Students Graduate & Professional Students Extended Community | Non-matriculated part-time and visiting students and program participants | Revised    | 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 and to measure progress towards goal of expanding pipelines to rural communities.) Formalize the reporting process to inform management decision-making.   | (a) Identification of standardized and approved set of metrics linked to SCE strategic diversity goals.<br><br>(b) Collection and evaluation of the data/metrics to inform strategic decision-making.  | FY 17-18: a) Identification of standardized and approved set of metrics linked to SCE strategic diversity goals. (b) Begin collection of the data/metrics to inform strategic decision-making.<br><br>FY18-19 and future years: Evaluate data/metrics collected to inform and measure progress on SCE diversity goals. Refine metrics as needed. |  |



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| School of Continuing Education & Summer Session | Engagement  | Undergraduate Students<br>Graduate & Professional Students<br>Postdocs and Academic Professionals<br>Tenure-track Faculty<br>Administration and Non-Academic Staff<br>Extended Community |   | New        | <p>(1) Develop and deliver pilot workshops on academic strategies for Summer faculty and Summer College High students with the goal of bolstering students' success at Cornell. To begin with, initiatives will focus on international students. We will offer workshops for (a) International students - focus on American educational paradigms and classroom approaches, and (b) Faculty and TAs - focus on strategies for teaching international students</p> <p>(2) Evaluate results and refine workshops, with an eye towards expanding initiative and developing workshops for students and participants from other backgrounds, such as rural communities and URM groups.</p>   | <p>(a) Number of faculty and student participants in workshop.</p> <p>(b) Feedback from participants.</p> <p>(c) Reduction in student/faculty questions, concerns, and complaints.</p> <p>(d) Increase in student success (grades/course evaluations).</p> | FY17-18: Deliver pilot workshops in Summer 2017. Evaluate results. |  |
| College of Engineering                          | Composition | Graduate & Professional Students<br>Tenure-track Faculty   | Women and URM                             | Continuing | <p>One of the major hurdles to diversification of our faculty is in the application talent pool for open positions. We need and aim to encourage even more proactive approaches to diversifying that pool. Further we will address a lack of diversity in departmental seminar series--each of which is quite often attended by the graduate student body.</p> <p>Invited Seminar Series:<br/>Host/co-sponsor diverse top talent in 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.</p> | <p>Increase the number of added seminar speakers from under-represented groups.</p> <p>Co-sponsor 5 diverse speakers.</p>  | Year 2 of a 3 year project   |  |
| College of Engineering                          | Achievement | Undergraduate Students   | URM and First Generation College Students | 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 needed to affiliate to engineering majors and support for summer math courses, coupled with collaborative learning groups and research.</p>   | <p>Program evaluations and numbers of participants, pre- and post-program surveys. Pilot deployment in each collaborating unit will be counted as a success.</p>   | Year 3 of multi-year project                                       | Graduate School + CIS, CALS, VET, HE, CU-CIRTL |

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| College of Engineering | Engagement  | Graduate & Professional Students<br>Postdocs and Academic Professionals<br>Tenure-track Faculty<br>Administration and Non-Academic Staff | All  | Continuing | Broader dissemination of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate & Professional Students. In year 3, we will continue working on identifying prospective facilitators from across the partnering colleges to be trained by the lead facilitators to help deliver this program. Identification and training of a facilitators is projected to be an ongoing activity. Deployment of this program will begin to take place more broadly in FY18 at a central level through the Graduate School and CU-CIRTL and at the local level as colleges develop capacity through the identification and training of internal facilitators.  | Program post-program surveys. Identification and training of facilitators from at least two more of the college collaborating on this project, and deployment of sessions in at least one graduate field connected to each of the college partners (CIS, COE, VET, CALS, and HE).  | Year 3 of multi-year project            | Graduate School & CU-CIRTL College Partners: COE, CIS, CVM, CALS, HumEc |
| The Graduate School    | Engagement  | Graduate & Professional Students<br>Postdocs and Academic Professionals<br>Tenure-track Faculty<br>Administration and Non-Academic Staff | Graduate & Professional students and faculty are the primary focus populations; others are the secondary focus                     | Continuing | Broader dissemination of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate & Professional Students. In year 3, we will continue working on identifying prospective facilitators from across the partnering colleges to be trained by the lead facilitators to help deliver this program. Identification and training of a facilitators is projected to be an ongoing activity. Deployment of this program will begin to take place more broadly in FY18 at a central level through the Graduate School and CU-CIRTL and at the local level as colleges develop capacity through the identification and training of internal facilitators. We also seek to develop a My Voice, My Story session for new faculty as a follow up activity to New Faculty Orientation. | 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. To use MVMS as a means to generate greater awareness about the breadth and depth of the experiences of graduate and professional degree students, and to draw connections to other programs that focus more on skill development.<br><br>Measures: Program post-program surveys. Identification and training of facilitators from at least two more of the colleges collaborating on this project, and deployment of sessions in at least one graduate field connected to each of the college partners (CIS, COE, VET, CALS, and HE). | Year 3 of a multi-year project          | Graduate School & CU-CIRTL College Partners: COE, CIS, CVM, CALS, HumEc |
| The Graduate School    | Composition | Graduate & Professional Students   | Under-represented students in terms of race and ethnicity; first generation college students; LGBTQ students; women in some fields | New        | In response to increasing requests from Directors of Graduate Studies, Admissions Chairs, and Graduate Field Assistance for written guidance, create a guide of recruitment best practices for graduate fields on increasing the number of students from populations historically underrepresented in graduate education. For future years, use this best practice guide as a template for companion guides focused on other topics such retention, persistence, and mentoring.   | Facilitate the information sharing of best practices and concise resources to help guide graduate fields in their recruitment and admissions practices.<br><br>Measures: Production of the guide, which will be made available via a pdf and online. If completed in time to solicit feedback within FY18, feedback from Directors of Graduate Studies, Admissions Chairs, and Graduate Field Assistants on the utility and application of this new resource.  | Year 1 of possibly a multi-year project |   |

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| The Graduate School            | Engagement Achievement | Graduate & Professional Students<br>Postdocs and Academic Professionals<br>Tenure-track Faculty |  | Continuing | <p>In FY18, we are working with IDP to refine and expand the short-course offerings for graduate and professional students and postdocs. In summer 2017, we will expand this initiative by moving from 1 to 2 short-course offerings. We will continue to offer a short-course in January, and will seek the opportunity to offer a second course if feasible. In addition to exploring the tenets of critical dialogue, social oppression and privilege, and current conflicts, these courses focus on how participants can apply particular principles and skills to the academic environment.</p> <p>In FY18, the initiative will also include a pilot offering of a workshop for faculty focused on how they can employ IDP principles and skills to strengthen their mentoring and advising practices.</p> | <p>Our 1st goal is to enable graduate and professional students and postdocs 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. Our 2nd goal is to introduce faculty to IDP principles and skills and how they can apply these to strengthen their mentoring and advising practices.</p> <p>Measures: Number of short-course and workshop applicants. Course and workshop evaluations will provide feedback on the experiences of the participants in the courses and will inform how the course and workshop can be further refined. For the short-course, number of course participants that go on to become facilitators for future courses and/or other IDP related initiatives.</p> | Year 2 of a multi-year project   |  |
| School of Hotel Administration | Inclusion              | Undergraduate Students<br>Graduate & Professional Students                                      |  | Continuing | <p>Improve multicultural competency and communication across differences; Create or enhance initiatives designed to build inter-cultural skills and/or to promote mutual understanding, respect, and positive interaction between and among identity groups.</p>  | <p>Create opportunity for graduate and undergraduate affinity groups to build relationships and network. Implement a needs assessment tool, track attendance and create opportunities to celebrate one another. Utilize experiential tools such as interactive theater to bring an awareness around micro-regressions, implicit bias and stereotype threat. Track number of participants, conduct survey to measure impact of programs.</p>   | The start of these programs began last semester we plan to build upon them in FY 18.   | Dyson, Johnson and Hotel                                 |
| School of Hotel Administration | Engagement             | Tenure-track Faculty<br>Administration and Non-Academic Staff                                   |  | Continuing | <p>Continue to build on last year's program, "Your Story, My Story" as the foundation for the next level development for staff. For faculty undertake a program of actions to provide interactive development opportunities around diversity, inclusion and equity for faculty members.</p>   | <p>Collaborate with CITE and other university resources to create experiential learning for non-academic staff. Specific focus: implicit bias, microaggressions, stereotype threat and tokenism. Implement assessment tools and track participation. Continue to encourage all current and new staff to view "building a culture of respect."<br/>Collaborate with the Center for Teaching Innovation, off campus and on campus partners to create experiential learning for faculty. Collaborate with new SCJ CDO officer on strategies that build sustainable diversity training models.</p>  | This is an ongoing goal that we will continue to build upon in FY18 for staff. We will reintroduce and create new opportunities for engagement for faculty. This is an ongoing goal that will continue to be a work in progress. | Hotel focus could include selected SCJ staff and faculty |

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| School of Hotel Administration | Composition | Tenure-track Faculty Administration and Non-Academic Staff                                | Individuals with disabilities, URMs, Veterans, Women | Continuing | Continue to focus on strategies that increase the pool of diverse applicants for faculty search. Continue to increase pool of 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 the Hotel school more closely represent the populations with which we compete for these positions. Results: we will continue to see an increase in the number of diverse hires and women among the Hotel faculty and 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 a work in progress   | Central Talent Acquisition, SCJ CDO, Dir. of D&I, and Affinity organizations |
| College of Human Ecology       | Composition | Administration and Non-Academic Staff   |  | 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.<br><br>The addition of a college advisory committee has broadened the interest in internships and with this we hope to be able to expand the number of job families involved in the program.  | In 2017-18, we plan on continuing this effort to include other entry level positions, and will maintain a goal of three (3) interns per year. We will continue to track interns after they complete our internship program and will gather feedback from interns and mentors after each internship. |  |
| College of Human Ecology       | Engagement  | Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty |  | Continuing | Broader dissemination of the interactive theatre program, MY VOICE, MY STORY: Lived Experiences of Graduate & Professional Students. In year 3, we will continue working on identifying prospective facilitators from across the partnering colleges to be trained by the lead facilitators to help deliver this program. Identification and training of a facilitators is projected to be an ongoing activity. Deployment of this program will begin to take place more broadly in FY18 at a central level through the Graduate School and CU-CIRTL and at the local level as colleges develop capacity through the identification and training of internal facilitators. | Program post-program surveys. Identification and training of facilitators from at least two more of the colleges collaborating on this project, and deployment of sessions in at least one graduate field connected to each of the college partners (CIS, COE, VET, CALS, and HE).<br><br>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. To use MVMS as a means to generate greater awareness about the breadth and depth of the experiences of graduate and professional degree students, and to draw connections to other programs that focus more on skills development. Examples of such programs include the Intergroup Dialogue courses for graduate students. | Year 3 of a multi-year project  | Graduate School & CU-CIRTL College Partners: COE, CIS, CVM, CALS, HumEc      |

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| College of Human Ecology    | Engagement  | Postdocs and Academic Professionals<br>Tenure-track Faculty<br>Administration and Non-Academic Staff |  | Continuing | 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.  | We will be offering Your Story, My Story in October of 2017 and we will be hosting small group sessions in the fall and the spring of 2018 to further explore identities. |  |
| Division of Human Resources | Composition | Administration and Non-Academic Staff  | Veterans, Individuals with Disabilities, LGBTQ | Continuing | 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. | Successful partnerships with identified organizations; implementation of tool for translating military occupational specialty codes; development of a process map and designated audit points for the search process; pilot of tool to write more inclusive position descriptions; an increase in the number of postings sent to organizations for advertising; an increase in the number of applicants from these populations; an increase in hires made from these populations. | Multi-year: Year 2  |  |
| Division of Human Resources | Engagement  | Administration and Non-Academic Staff  |  | Continuing | The pilot programs launched in 2016-17 received mixed reviews. While participants favored the opportunity to discuss generational differences with colleagues, they found the content presented to be less applicable and not specific to their roles. Using the feedback and the lessons learned from the pilot programs, we will revise both programs to shift the focus to understanding the business case for hiring and retaining millennials, reviewing workforce trends both nationally and at Cornell, and identifying specific actions that HR professionals should take in order to ensure they are creating a welcoming workplace environment for millennials.   | The successful development and delivery of a workshop focused on the business case for millennials in the workplace; revision of the pilot program launched through OWD to focus on specific action items for professionals to undertake in order to create a welcoming environment for new generations entering into the workforce; feedback for both programs.  | Multi-year: Year 2  |  |

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| Division of Human Resources              | Inclusion   | Administration and Non-Academic Staff                      | Individuals with Disabilities | Continuing | <p>Thirty percent of respondents to the HR staff survey self-identified as individuals with disabilities, and 85% of these indicated their disabilities were invisible. Participants who indicated they were apprehensive about disclosing their disabilities in the workplace cited concerns that co-workers would perceive them as lazy or unable to do the work required of them. Using the firsthand experience of our colleagues with disabilities, we will design a training program for all HR staff focused on understanding invisible disabilities and creating a more welcoming workplace. Additionally, we will develop and implement a set of standard procedures to be followed for all division-wide or large meetings within HR to proactively ensure we are creating an inclusive environment for IWDS.</p>  | <p>The successful development and implementation of standard procedures to make all large HR meetings disability-inclusive; the percentage of requests for accommodations received for large HR meetings; feedback on accommodations. The development and delivery of a training focused on invisible disabilities. Survey measuring satisfaction with the training; self-identified gains in awareness; and knowledge gains. The self-identification rate of 30% will be used as baseline for measuring our growth in recruiting, hiring, and retaining qualified IWDS. This will also be compared to the division's voluntary self-identification rate on the university-wide survey that will be conducted in the fall.</p> | Multi-year: Year 2   |  |
| School of Industrial and Labor Relations | Composition | Tenure-track Faculty Administration and Non-Academic Staff |                               | New        | <p>Recruitment and retention of diverse faculty and staff:</p> <ol style="list-style-type: none"> <li>1. Task each unit at ILR with developing an affirmative action strategy for recruiting to address underrepresentation in that unit.</li> <li>2. Develop a protocol for faculty recruiting focused on enhancing diversity. Include requiring search committees to identify and report leading female and URM candidates for open positions and why they did or did not make short lists for on campus interviews.</li> <li>3. Develop a template for staff position recruiting focused on enhancing diversity in applicant pools and among finalists for positions.</li> <li>4. Develop a packet of recruiting materials to provide to faculty and staff job candidates that highlights the advantages of Ithaca as a location to live and raise families, with a focus on diverse applicants.</li> </ol> | <ol style="list-style-type: none"> <li>1. Assessment of the numbers of target population candidates at each stage of the recruitment process.</li> <li>2. Yield rate for hiring of diverse candidates to whom offers are extended.</li> <li>3. Retention rate for diverse faculty and staff hires.</li> </ol>  | New procedures to be introduced in 2017-18 and used for future searches. |  |

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| School of Industrial and Labor Relations | Inclusion   | Postdocs and Academic Professionals<br>Tenure-track Faculty<br>Administration and Non-Academic Staff   |  | New | <p>Develop and implement a program of activities to educate and train the ILR community about diversity and inclusion:</p> <ol style="list-style-type: none"> <li>1. Conduct professional development sessions focused on D&amp;I for faculty and staff; build D&amp;I components into our existing professional development programming.</li> <li>2. Develop workshops in conjunction with CITE to illustrate scenarios relating to diversity and inclusion: Inclusive behavior in the classroom; Office hour discussions focused on supporting students who may be experiencing stressors.</li> <li>3. Video record workshops and vignettes so that materials are developed for future training sessions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Number of individuals who participate in professional development sessions and workshops.</li> <li>2. Program evaluation to measure knowledge gains, understanding of key concepts, changes in perceptions, and changes in behavior.</li> </ol> | Programs to be undertaken in 2017-18.  |   |
| School of Industrial and Labor Relations | Engagement  | Undergraduate Students<br>Graduate & Professional Students<br>Postdocs and Academic Professionals<br>Tenure-track Faculty<br>Administration and Non-Academic Staff |  | New | <p>Develop an improved set of voice mechanisms for members of the ILR community to share their stories about both successes and opportunities for improvement at ILR:</p> <ol style="list-style-type: none"> <li>1. ILR's HR office will establish mechanisms that provide avenues for confidential or anonymous sharing of stories about experiences at ILR.</li> <li>2. Collect examples of both micro-aggressions and micro-affirmations.</li> <li>3. Provide diverse ways of communicating, including online and physical dropboxes for messages.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Rates of usage of voice mechanism.</li> <li>2. Data on topics of concern being raised.</li> <li>3. Changes made in response to concerns expressed.</li> </ol>   | To be initiated in 2017-18 and used as an ongoing mechanism for voice.   |   |
| Infrastructure, Properties & Planning    | Composition | Administration and Non-Academic Staff  |  | New | <p>In 2016, IPPDC aligned IPP titles with appropriate AA/EEO job groups to ensure accurate Availability Data. Based on updated Availability Data, we selected focus areas and developed an outreach plan to diversify applicant pools. In 2017, the IPPDC will: Implement the outreach plan that was developed in 2016. This includes, among other efforts, creating a video that emphasizes a sense of belonging to IPP and the Cornell community and educates interview committees on unconscious bias. In 2018, evaluate metrics for identified titles to determine the one-year impact of the outreach efforts on the diversity of our applicant pools.</p>  | <p>Measurement for Success: Meet or exceed the available applicant pools for 90% of the recruitments for focus area chosen. Increase applicant pools for focus areas chosen.</p> <p>Recruitment data will be compared to availability data.</p>   | <ol style="list-style-type: none"> <li>(1) Video development - Fall 2017</li> <li>(2) Successful metrics - 2020</li> </ol> | Office of Inclusion and Workforce Diversity |

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| Infrastructure, Properties & Planning    | Engagement            | Administration and Non-Academic Staff |                                 | Continuing | <p>(1) Identify two training options (video, speakers, materials) for each topic that can be previewed by IPPDC subcommittee(s). Training content will incorporate a sense of belonging.</p> <p>(2) Identify and arrange the actual training event (e.g. video, IPP/guest speaker, resources). Will arrange for and offer training to all IPP staff (i.e. including front-line staff). Will establish a process to monitor participation, obtain feedback, assess effectiveness, and modify training as necessary. IPPDC training program will include a "Train-the-Trainer" approach.</p>         | <p>(1) Fully develop all three training topics identified in 2016-2017.</p> <p>(2) Facilitate one topic with 90%-100% participation.</p>  | <p>(1) Develop Training Topics - December 2017</p> <p>(2) Facilitate first IPP wide training - June 2018</p> <p>(3) Obtain feedback and assess effectiveness - December 2018</p> | ADI, Inclusive Excellence Academy |
| Infrastructure, Properties & Planning    | Engagement            | Administration and Non-Academic Staff |                                 | Continuing | <p>(1) Develop IPP Staff speaking engagement programs at local schools, trade schools and Community Colleges that highlight career paths, prerequisites, and skills. Will develop a basic "road map" to help people pursue a career within IPP.</p> <p>(2) Outreach to underrepresented and diverse groups within Ithaca and surrounding communities to increase awareness of apprenticeship programs and employment opportunities within IPP, and encourage participants to apply for jobs at Cornell. Support TNDs objective of cultivating a sense of belonging during all outreach events.</p> | <p>(1) IPP participates in two outreach events.</p> <p>(2) Create and make "road map" available to community.</p>   | <p>(1) First outreach event - December 2017</p> <p>(2) Second outreach event - April 2018</p>  | Recruitment Office                |
| SC Johnson Graduate School of Management | Engagement            | Graduate & Professional Students      | LGBTQ Students, URMs, and Women | Revised    | <p>ODI plans to increase its programming with the goal to provide an inclusive climate for LGBT, URMs and women students and to promote sustained discourse between people of different identities. Some programming we plan to implement is workshops on various diversity and inclusion topics such as identity, unconscious bias and "How to be an Ally." These workshops will help contribute to building an inclusive experience at Johnson.</p>  | <p>We plan to measure participation and student satisfaction with survey data.</p>  | <p>This initiative will begin during orientation and programming will continue over the course of the entire academic year.</p>  |                                   |
| SC Johnson Graduate School of Management | Composition Inclusion | Graduate & Professional Students      | URMs, Women                     | Continuing | <p>The Office of Diversity and Inclusion in conjunction with the Admissions Office seeks to increase the percentage of URMs and women in the 2-year MBA program. We will work with our current students and alumni to share their experiences at Johnson with prospective candidates. We seek to re-engage URM alumni and women alumnae to reconnect with Johnson, ODI, and the student through a series of webinars, on and off campus events.</p>  | <p>We will measure the number of women and people of color in the incoming class. We will track the engagement of URM and women alumni at ODI recruitment events to hopefully see that alumni who have not engaged in previous years are re-engaging.</p> | <p>The overall initiative is ongoing through the recruitment cycle which goes from July 2017 to July 2018.</p>   |                                   |



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| SC Johnson Graduate School of Management | Engagement Inclusion | Administration and Non-Academic Staff  |             | Continuing | Build on the integration of the college by looking at our own identities and our own unconscious biases. Build off the CITE presentation from the previous year.  | 1. Attendance as well as a breakdown of participation from each school. 2. Survey post event to measure impact of programming 3. schedule to allow max participation  | These programs will be completed in FY 18. The goal is to do a program each semester.                              | S.C. Johnson College of Business, Hotel School and Dyson School |
| Cornell Law School                       | Inclusion            | Postdocs and Academic Professionals Tenure-track Faculty   |             | New        | The faculty (both tenure/ tenure track and clinical) will be interviewed by the diversity committee for climate issues. We are embarking on it because our previous interviews with students and staff have been productive in revealing issues and ameliorating actions. We are expecting to conduct many of these interviews individually.  | We hope to speak to every member of the faculty in a setting in which they are comfortable, and to provide opportunity for anonymous feedback as well. We expect to formulate concrete goals after we have surveyed the faculty.                                      | One year (but expect that it may be repeated in the future).   |   |
| Cornell Law School                       | Composition          | Postdocs and Academic Professionals Tenure-track Faculty   | URMs, women | Continuing | Increasing the gender and racial diversity of the faculty. Composition of the faculty affects scholarship and teaching. Our location presents obstacles to hiring women and URMs.   | We continue to monitor both our efforts (interviews and offers) and our successes (hires.)  | One year (for evaluation, but may be continued next year.)   |   |
| Cornell Law School                       | Engagement Inclusion | Extended Community   |             | Continuing | 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 affinity group alumni events for the three established groups. A first event for Native American alumni.   | One year.  |   |
| Cornell University Library               | Engagement Inclusion | Postdocs and Academic Professionals Administration and Non-Academic Staff                        |             | New        | With the absence of a University Librarian, we are hesitant to create anything official, but we are creating a grassroots Diversity & Inclusion committee. After a recent talk by Ulysses J. Smith about Building Bold Narratives for Success, which focused on how to cultivate talents and bold ideas to contribute towards individual and community success, some of the Library staff have asked what they can do to keep this moving forward. We are stronger together, and we will rise together as a community when individuals are encouraged to celebrate unique perspectives. This group of individuals is talking to see what we can do to foster a more diverse and inclusive culture in the Library. | Our measures of success will be how many and what kind of activities we come up with to get the Library community more engaged around diversity and inclusion issues.   | We plan to meet and come up with some ideas to share with the new University Librarian when he starts in the fall. |   |
| Cornell University Library               | Engagement Inclusion | Undergraduate Students Postdocs and Academic Professionals Administration and Non-Academic Staff |             | New        | Once our new University Librarian starts, we will host 2 open forum meetings on Diversity and Inclusion. We will ask Reginald White to facilitate a discussion on ways we can make the library more inclusive for both staff and patrons (e.g. diversity council for library, discussion groups, etc.). The sessions will be open and engaging for the whole Library community.   | Our measures of success will be how many staff participate in the kick off events. If we get 10% of our staff to attend one of the sessions, that would be viewed as successful. Hopefully they will result in some good suggestions that we can move forward in CUL. | We plan to hold these sessions in October, 2017.   |   |

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| Cornell University Library        | Engagement Inclusion | Postdocs and Academic Professionals Administration and Non-Academic Staff |                      | New     | <p>We will create a Library Diversity &amp; Inclusion Wiki that will be accessible by all Library staff. We are finding that there are so many different things happening on campus that pertain to diversity &amp; inclusion efforts.</p> <p>The grassroots group has committed to sharing university and other local events, articles, TED Talks, webinars, etc. related to diversity &amp; inclusion and providing a space for employees to suggest other ideas for programming.</p>   | <p>We will measure by how many people are engaging with the site. If we get 10% of the staff engaging by sharing events, articles, etc. that would be viewed as successful.</p> <p>Since this is a grassroots effort, we hope to see the engagement and participation grow over time.</p>   | We hope to unveil the wiki and some pre-populated content at the open forum discussions in October. |  |
| Research Division                 |                      |   |                      |         |   |   |   |  |
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| Division of Student & Campus Life | Inclusion            | Administration and Non-Academic Staff                                     | SCL Divisional Staff | Revised | <p>1. <del>I</del>ncrease the sense of belonging among divisional staff to improve job satisfaction and retention of a quality workforce.</p> <p>Inspired by the TND vision of a genuine sense of belonging for all members of our community, we will focus our efforts specifically on staff, those who are new to the organization as well as those who have been a part of our community for many years. By creating an environment that is more inclusive and responsive to the needs of community members, developing programs and communication tools that are nimble and scalable, we believe we can improve the sense of belonging for our staff.</p> | <p>a. <del>E</del>xplore the feasibility of developing "Red Talk" an online platform or clearinghouse for diversity-related talks and programs which members of the division or Cornell community at large can view for training purposes.</p> <p>b. <del>D</del>evelop a curriculum for new staff orientation that provides an introduction to the culture of Cornell and SCL, its values, and its people.</p> <p>c. <del>H</del>ost small group Real Talk sessions for individual departments.</p> <p>d. <del>P</del>ublish a monthly newsletter about diversity-related topics and events.</p> | This initiative will be completed within the next two years.  |  |
| Division of Student & Campus Life | Composition          | Administration and Non-Academic Staff                                     | Potential New Staff  | Revised | <p>2. <del>F</del>ocus our outreach/recruitment to attract individuals with different backgrounds and ideas. Tell the story of SCL in a more inclusive way so that people of diverse backgrounds can see themselves working for SCL.</p>  | <p>a. <del>D</del>evelop consistent and inclusive language for job postings that describes Cornell and SCL in a way to attract a more diverse candidate pool.</p> <p>b. <del>E</del>xpand the recruitment pipeline to include additional tools for attracting a more diverse candidate pool. Some examples include referrals, conferences, and being more outreach focused.</p> <p>c. <del>T</del>rain hiring managers on expectations for the search process, including appropriate language, what to look for in a resume, and how to recruit at conferences.</p>                               | This work will be completed within the next two years.  |  |



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| College of Veterinary Medicine | Composition          | Graduate & Professional Students  | URM in STEM Fields  | Continuing | Continue the CVM Graduate Education initiative for Increasing Diversity among Biological & Biomedical Sciences (BBS) Graduate Students. This initiative includes continuation of marketing and outreach initiatives to prospective URM students with an aim to increase URM applications to the Biological and Biomedical Science (BBS) Graduate Program for the 2018-19 admissions cycle (i.e. attendance at SACNAS, ABRCMS, FIU McNair conference, purchase of URM GRE scores, hosting University of Puerto Rico (UPR) undergrad student for summer research experience, financial and administrative support of BBS peer mentor program).               | Analyze the percentage of URM who apply as well as matriculate into the BBS PhD program.   | 2018-19 admissions cycle with final outcomes available after April 15, 2018 matriculation deadline |   |
| College of Veterinary Medicine | Engagement           | Graduate & Professional Students Postdocs and Academic Professionals Tenure Track Faculty Administration and Non-Academic Staff | Graduate students (primarily), faculty, postdoctoral scholars and staff (secondary)                                       | 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. To use MVMS as a means to generate greater awareness about the breadth and depth of the experiences of graduate and professional degree students, and to draw connections to other programs that focus more on skills development. Examples of such programs include the Intergroup Dialogue courses for graduate students and postdocs, and Cornell Health's newly launched Bystander Intervention Training.               | Post-program surveys. Identification and training of facilitators from at least two more of the colleges collaborating on this project, and deployment of sessions in at least one graduate field connected to each of the college partners (CIS, COE, VET, CALS, and HE).   | Year 3 of multi-year project   | Graduate School & CIS, COE, VET, CALS, and HE   |
| College of Veterinary Medicine | Engagement Inclusion | Graduate & Professional Students Postdocs and Academic Professionals Tenure-track Faculty Administration and Non-Academic Staff | Undergraduate, graduate and professional students, postdoctoral associates and academic professionals, faculty, and staff | New        | Invite Dena Simmons to give a campus-wide keynote talk, as well as breakout sessions with students, faculty and staff. Dena researches educational equality and is an excellent speaker. She has given a Ted talk on the impostor syndrome and "learning while black." Impostor syndrome is felt by many, but few realize how widespread the feelings are, and fewer have tools to deal with it. We would like to bring her to campus with a goal to improve feelings of inclusiveness and belonging. By bringing a high profile speaker, we seek to generate broad interest across campus and reach as many individuals in our target groups as possible. | We will conduct a post-session evaluation via an email distributed Qualtrics survey. We will ask 1) general impressions about the speaker and topic; 2) what were the most useful "action items" provided by the speaker; and 3) if they have suggestions for implementation of action items and future topics on both impostor syndrome and professional development of interest to them. | Spring of 2018   | Dr. Cynthia Leifer is the lead on this project, but will work with CVM Office of the Dean (Dr. Susie Fubini), Office of Graduate Student Life (Janna Lamey), Office of Academic Diversity Initiatives (Carlos Gonzalez), Office of Faculty Development and Diversity (Yael Levitte), and their administrative assistants as needed. |

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| Weill Cornell<br>Medicine | Composition             | Postdocs and<br>Academic<br>Professionals<br>Tenure-track<br>Faculty  | All Minority<br>Groups | New        | Unconscious Bias Training for Admissions<br>Committees, Hiring Chairs/Division Chiefs/Lab Heads,<br>and all members of search committees.   | Success will be measured through the<br>participation and training of the<br>constituents. Long term success would be<br>measured with increased diversity of<br>students, trainees and faculty. | Training has already begun with a<br>department chair search committee<br>May 2017 and will continue over<br>academic year 2017-2018. | N/A |
| Weill Cornell<br>Medicine | Engagement<br>Inclusion | Tenure-track<br>Faculty   | All Minority<br>Groups | Continuing | AAMC Faculty Engagement Survey at WCM was<br>conducted with 66% participation by faculty. We now<br>plan to evaluate the results specifically regarding our<br>areas of strengths and challenges compared to our<br>2010 WCM faculty survey and benchmarked with<br>several peer institutions who have also participated in<br>AAMC Faculty Engagement Surveys. | Comparison of previous data from work-life<br>survey done in 2010 and benchmarking<br>with peer institutions. Creation of new<br>programs and policies based on these<br>results.                | July 2017-onward  |     |
| Weill Cornell<br>Medicine | Engagement<br>Inclusion | Undergraduate<br>Students<br>Graduate &<br>Professional<br>Students<br>Postdocs and<br>Academic<br>Professionals<br>Tenure-track<br>Faculty<br>Administration<br>and Non-<br>Academic Staff | All Minority<br>Groups | New        | Creation of a new centralized physical home for the<br>Office of Diversity and Inclusion.   | Completion of new office.  | July 2017 - December 2017   |     |