Cornell University

Toward New Destinations
Institutional Diversity Planning
University Diversity Council

May 2016

All world-class academic institutions recognize that research, knowledge production, and intellectual and operational pursuits benefit tremendously from full engagement with diverse points of view coming from varied life experiences and ways of interacting with and interpreting the world. To be on the cutting edge of our fields and practices, we are committed to enhancing our culture to provide for the full participation of all members of our community. Recognizing that historical circumstances and social structures produce imbalances in privilege, power, and opportunity, we know that this work in support not just of access, but of deep participation, is a complex, long-term effort. As an enlightened academic community, we boldly pursue full inclusion as a central component of our values and our approach to each other and the world around us. This initiative, designed to realize the values of diversity and inclusion announced in our statement—Open Doors, Open Hearts, Open Minds—provides the tactical framework that senior leaders, department heads, and the Cornell community can use to achieve the excellence derived from full engagement with diversity.

<u>NOTICE</u>

Please note these significant changes regarding the development of 2016-17 TND initiatives and the 2015-16 TND outcomes reporting process:

Annual Initiatives Planning

1. **The Focus-Year Concept— Engagement**
   The Lived Experience of Diversity

2. **Accountability Process and Reporting Requirements**

3. **Annual Diversity Planning Calendar**

Please refer to the document <u>Toward New Destinations 2016-2017 Appendix: University Goals Structures</u> for additional information pertaining to University Diversity Goals, including a Goal Summary Matrix and Measurements and Standards documentation.

1. The Focus-Year Concept— Engagement
The Lived Experience of Diversity

Cornell's commitment to diversity is expressed in the university's statement "Open Doors, Open Hearts, Open Minds" (2000), in the 2010-2015 Strategic Plan, and in the President's statement on diversity goals (February 2012).[1] In keeping with these commitments, and in accordance with the President's 2012 statement, each year the president and provosts support progress toward diversity planned and disseminated through the advice of the University Diversity Council, and managed through the annual reporting process for each college, school, or unit.

The four core principles enunciated by Toward New Destinations—Composition, Engagement, Inclusion, and Achievement—have served to direct the conceptualization of diversity in a way that includes but also goes far beyond Composition, and that advances diversity goals broadly across activities and environments, that reaches across particular groups as well as the entire community, and that supports the institutional commitment to both equity and excellence.

During 2015-16 and 2016-17, the University Diversity Council in consultation with the local diversity councils of each unit seeks to direct learning and effort toward the core principle of Engagement, focusing for these two years on *The Lived Experience of Diversity*. This focused diversity planning effort will support the University Diversity Council and the local diversity councils in understanding and enhancing the institutional interface between long-term changes in composition, and particular efforts to impact the principle of Engagement.

The University Diversity Council defines Engagement as the *reflection of personal, social, and professional commitment to institutional goals and activities. An engaged community is one in which all members seek out and actively pursue opportunities to deepen their involvement with the mission and purposes of the community. Thus, initiatives that support engagement seek to create opportunities and environments where all individuals regardless of background or position are able to play a significant role, take on substantial responsibilities, pursue creative options, and become leaders in their department, field of study, or workplace.*

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[1] http://www.cornell.edu/diversity/statement.cfm; http://www.cornell.edu/strategicplan/; http://www.cornell.edu/statements/2012/20120215-diversity-statement.cfm

The Lived Experience of Diversity brings to focus TND's integration with the major initiatives and projects that support *Engagement* within, across, and beyond the institution. Two recent efforts, the **Internationalization** initiative and **Engaged Cornell**, foster the skills and provide the opportunities to engage with and to work across difference. These initiatives align internal diversity—the inclusive excellence that TND advances across campus constituencies—with the engagement with diversity that arises from experiences within local and global contexts. The programs on campus that survey climate, promote inclusion, address bias, and assess the opportunities of all community members to attain full participation, highlight *Engagement* as an overarching objective and support the implementation of targeted programs to advance that objective. TND provides an explicit, common motive for all these projects, highlights the connections among them, and supports their success locally through the annual initiatives and broadly through this year's emphasis on *The Lived Experience of Diversity*.

During 2016-17, each college, school, or unit will designate only three (3) Annual Initiatives to be pursued during the coming year, one in the area of Composition. In designating the other two Annual Initiatives, the University Diversity Council encourages each unit to consider *The Lived Experience of Diversity* as an organizing or focal principle for designing initiatives that might include qualitative or interconnected approaches, utilizing survey reports and data. Colleges, schools, and units are encouraged to include partnerships with other colleges, schools, and units, in order to broaden the reach, extend the planning, and strengthen the impact of all endeavors.

Annual Initiatives and Possible Collaboration Opportunities
Colleges, Schools, Units

COMPOSITION
Composition refers to the demographic make-up of the unit or institution. Initiatives that seek to affect changes in Composition often involve long-term planning.

• **Increase diversity in a target area**—measurably increase diversity for a target dimension of the school/college/unit.

• **Increase targeted pipelines**—develop or enhance relationships with strategic partners, institutions, organizations, and communities.

•**Evaluate and reduce attrition**—develop and implement processes to evaluate attrition and create retention strategies.

POTENTIAL COMPOSITION COLLABORATIONS

•**Support cross-unit innovation around recruiting undergraduate students**—launch a formal collaboration among two or more colleges (and engaging the Admissions Office) to focus on sharing best practices and innovations around recruiting and evaluating non-traditional students.

•**Provide for new cross-unit strategies around staff recruiting**—support hiring managers' awareness of the importance of and strategies for diversity recruiting by creating a cross-unit diversity recruiting workgroup.

ENGAGEMENT

Engagement reflects personal, social, and professional commitment to institutional goals and activities. An engaged community is one in which all members seek out and actively pursue opportunities to deepen their involvement with the mission and purposes of the community. Thus, initiatives that support engagement seek to create opportunities and environments where all individuals regardless of background or position are able to play a significant role, take on substantial responsibilities, pursue creative options, and become leaders in their department, field of study, or workplace.

•**Increase engagement for a target group**—increase participation of a target group in campus and community involvement and in career or professional development activities.

•**Strengthen academic, co-curricular, and professional development initiatives promoting engagement across difference**—increase and enhance courses, offerings, and events that provide exposure to and information on engagement across difference.

•**Develop a reward strategy for groups that are working together to create community in addressing diversity goals**—highlight and increase the visibility across diversity-serving groups, clubs, and organizations with a common calendar of events and shared activities.

•**Support and expand academic research, collaboration, and intellectual initiatives around diversity**—highlight and encourage intellectual work and conference presentations on topics relevant to the study of diversity.

•**Develop administrative mechanisms to record, recognize, and motivate engagement in diversity efforts**—build processes for recognizing engagement in diversity efforts through annual activity reports, university or college/unit sponsored awards, personnel dialogues and promotion reviews, outreach reports, or other initiatives.

POTENTIAL ENGAGEMENT COLLABORATIONS

•**Promote reflection around social identity**—create cross-unit initiatives that support ongoing, sustained conversations promoting self-reflection around social identity issues at the individual level and proactive activity at the institutional level.

•**Provide for cross-unit networking informed by student modes of adaptation**—devise networking plans for groups of schools and colleges, building on students' communication modes and including social networking, programming, and cross-college events.

INCLUSION

Inclusion comprises climate and interpersonal relations. Initiatives supporting inclusion for a particular group are often directed at the population at large, seek to cultivate an environment in which all groups are welcome participants, and can be designed to prevent and address bias.

•**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.

•**Increase the effectiveness of communication around diversity**—increase the visibility and influence of the college's or administrative unit's messaging about excellence, learning, collaboration, and achievement through diversity.

•**Create faculty development activities to support inclusive pedagogies and instructional content**—increase or enhance activities that promote the academic visibility and impact of diversity and inclusion, and develop reward systems for these activities.

•**Provide grants in support of diversity programs**—fund competitive grant opportunities to pursue programs and initiatives relevant to diversity.

•**Improve internal administrative structures that support diversity**—provide opportunities or create processes to review and revise internal departmental structures and practices to support diversity.

•**Increase the availability and closer integration of work/life support systems**—provide for a review and revision of the approach to support a more flexible work and educational environment, and to the structuring of operations to support individuals from diverse backgrounds.

POTENTIAL INCLUSION COLLABORATIONS

•**Advance current research around forms of bias**—support students, faculty, and staff across units to achieve a broad understanding of forms of bias, and make visible and available the rigorous research tradition across fields of study that defines forms of bias, discrimination, and harassment.

•**Increase multicultural competency skills by promoting cross-unit collaborations focusing on the development of these skills**—identify corollary areas of focus and leverage expertise and resources so as to create adjunct programming, and to share materials and approaches.

ACHIEVEMENT
Achievement reflects levels of attainment for underrepresented individuals or groups. Initiatives supporting achievement usually first identify differential levels of achievement for a target group, as compared to those of the whole population, then design activities to narrow that difference.

•**Support and increase educational, personal, academic, or professional achievement for a target area or constituency**—improve the achievement of a target group, area, or constituency in relationship to academic honors and awards, leadership or service, research, fellowships, publications, participation in specialty programs, or career/professional outcomes.

•**Provide for recognition for innovative research in support of diversity**—highlight and recognize outstanding or innovative intellectual contributions in the area of diversity.

•**Highlight and advance an understanding of the relevance of diversity to excellence in research and to the production of knowledge**—promote inquiry on the significance of diversity in knowledge creation and support awareness of the catalyzing effects of difference.

•**Support career development for a target area or constituency**—increase the diversity of participants in leadership training, conference participation, rewards and recognitions, strategic planning, and job rotational assignments.

POTENTIAL ACHIEVEMENT COLLABORATIONS

• **Improve attainment for a particular constituency through partnerships that share and leverage successful models**—using comparative data to identify the most effective outcomes in regard to promotion, honors, awards and other achievement, build partnerships around successes, that develop strategies for achievement across units.

• **Increase achievement for an identified constituency through commonly designed and supported programs across related units**—collaborate across units to offer joint programs of campus-based workshops, leadership training, or job rotational assignments.

2. Accountability Process

Each year the president and provosts will include a request for a report on progress toward diversity in the guidelines for annual reports for each college, school, or unit. <u>In the annual report, each college, school, or unit will provide a brief narrative summary of their 2015-16 TND outcomes and 2016-17 TND initiatives</u> that includes the following:

1. Report on Outcomes 2015-16

   As an appendix to the report, each college, school, or unit will detail 2015-16 outcomes, as well as successes and/or challenges for each of the Annual Initiatives designated for the previous year, and indicating whether the initiative is complet-ed, under revision/ replacement, or continuing.

2. Annual Initiative Designation 2016-17

   Each college, school, or unit will detail the goals and objectives, accountability, measures, and timeline for each Annual Initiative for 2016-17, and will indicate whether each initiative is continuing, revised, or new. Please refer to Section 1 of this document for details on the number of initiatives to include; the requirement that one initiative focus on Composition; and the 2016-17 thematic focus on "the lived experience" of diversity.

The president and provosts support the development of Annual Initiatives that tackle challenging concerns and embark upon meaningful efforts, and where applicable feature measurable metrics of outcomes. Accordingly, colleges, schools, and units are encouraged to undertake ambitious plans of action, with the understanding that not all efforts will be quick, easy, or even successful. In designing and reporting on initiatives, units are encouraged to take risks and report on lessons learned.

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An individual designated by the unit leader within each college, school, or unit will be responsible to communicate and consult with the University Diversity Council. The University Diversity Council is prepared to provide further information and suggestions regarding strategies, processes, measurements, tools, and resources for each of the Annual Initiatives.

3. Annual Diversity Planning Calendar

July 1	Annual reports – progress to date and annual initiatives for the coming year
July	Analysis of reports, evaluations of progress, approval/posting of initiatives
August/Sept	Support meetings for unit diversity representatives
September	Senior Leadership Diversity Retreat
January	Support meeting for unit diversity representatives
March	Convening of diversity councils, re: annual reporting, expectations for next year
March - May	Support meetings for unit diversity representatives, consultation with individual units on new initiatives and progress reports