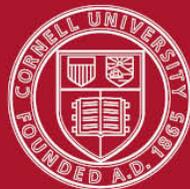


DIVERSITY AND INCLUSION REPORT

“TOWARD NEW DESTINATIONS”



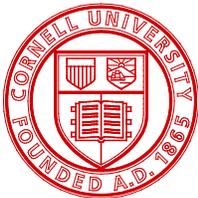
OCTOBER 2014

DEPARTMENT OF INCLUSION AND WORKFORCE DIVERSITY
DIVISION OF HUMAN RESOURCES AND SAFETY SERVICES



“If even one [student of color] offered himself and passed the examinations, we should receive him even if all of our five hundred [white] students were to ask for dismissal on that account.”

Andrew Dickson White
Cornell University’s first president, in an 1874 letter.



Cornell University

10/16/14: Original report sent to Cornell University Board of Trustees

10/31/14: Report revised to include President’s Statement. Posted to web at diversity.cornell.edu

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Table of Contents

Statement from President.....	4
Statement from University Diversity Council Co-Chairs	9
Executive Summary	12
Summary of Composition of Students, Workforce, and Alumni	13
Ithaca Campus Composition	13
Weill Cornell Medical College Campus Composition	16
Report Format.....	17
Ithaca Campus Undergraduate Student Diversity and Inclusion.....	19
Ithaca Campus Student Experience: The Hurtado Survey and Recommendations	19
Students Addressing the University’s Commitment to Diversity and Inclusion	21
Undergraduate Students: The New “Collective Majority”	22
Graduate and Professional Students	25
Weill Medical/Graduate Students	34
Postdoctorates	36
Academic Professionals	37
Faculty.....	39
Administration and Staff	47
Alumni	50
Diversity and Inclusion Efforts in the External Community	54
Increasing Multicultural Skills at Cornell University.....	58
Faculty Institute for Diversity	59
Inclusive Excellence Academy	60
Diversity Areas Impacted by Compliance Regulations	61
Individuals with Disabilities	61
Veterans	69
Lesbian, Gay, Bisexual, and Transgender Proposed Federal Regulations	70
Title IX Compliance Regarding Sexual Harassment, Sexual Assault, and Sexual Violence...	71
Progress Toward Addressing Work/Life for Cornell’s Faculty and Staff	71
President’s Family Life Advisory Council	71
Work/Life Web Portal Development	72
Diversity/Inclusion Efforts at Cornell’s Child Care Center	72
Recognition for Cornell’s Work/Life Programs	73
Cornell’s Supplier Diversity Strategy.....	74
Toward New Destinations 2014-2015: Looking Forward	77
Conclusion: Cornell’s Diversity and Inclusion Initiative – Reflecting Back and Looking Forward ...	78
Report Acknowledgements	82
References	84
Awards and Recognitions	85
Appendix	87

Statement from President David Skorton

As we celebrate the 150th anniversary of Cornell University's founding, we must remain true to the inclusive vision of the university's founders and continue to strive for a more diverse university community. In addition we must renew and strengthen our efforts to create a campus climate in which all feel welcome and valued and in which all may succeed.

I am proud of the advances our university has made in the areas of diversity and inclusion since its founding, while recognizing that we, as an institution and as a society, still have much work to do in this area.

In support of Cornell's founding vision, in keeping with our 2010-2015 strategic plan, and with the leadership of Provost Kent Fuchs and Provost for Medical Affairs Laurie Glimcher, Cornell has been working to enhance its diversity and inclusion efforts in five areas:

New recruitment and enhanced engagement and retention efforts to increase diversity of faculty and staff: Early in my tenure, Cornell's ADVANCE program, funded by the National Science Foundation, took significant steps to increase the representation of women in science and engineering fields within our faculty ranks. The processes developed through CU-ADVANCE have now been institutionalized to address gender and racial diversity through the Office of Faculty Development and Diversity. In fall 2013, women accounted for 29.2% of Cornell faculty, and underrepresented minorities were 7.2% of the faculty. This compares to 26.7% women and 6.3% underrepresented minorities in fall 2010. While these increases represent progress, clearly we must continue our efforts in this regard.

To address the work/life challenges that influence retention of members of the Cornell community, I established the President's Family Life Advisory Council in 2011 to help prioritize responses to the vast array of family issues faced by the Cornell community. I shared these priorities with our senior leaders and obtained their feedback on the programs we should focus on.

Also important to our ability to attract diverse and talented individuals to the university is the quality of life in the larger community of which the university is a part. Cornell strengthened its commitment to addressing a variety of issues in our community through the Local Leaders of Color group, which I co-chair with Marcia Fort, executive director of the Greater Ithaca Activities Center, who developed

the concept. This group of more than 20 individuals from Cornell and the local community meets periodically to discuss issues of concern to Ithaca's diverse community.



Marcia Fort, President Skorton, and Mary Opperman at the September 2014 Local Leaders of Color Meeting.

Stronger efforts to attract, educate, develop, and graduate an excellent and multicultural body of students: Our student body has become more multicultural, with the Class of 2018 being the most diverse undergraduate class in Cornell's history as well as the most selective.

The Office of Academic Diversity Initiatives, formed in 2011, addresses academic issues and provides academic support related to diversity across the university so that students from all backgrounds can reach their academic goals and Cornell can benefit more fully from inclusive excellence.

To enhance the skills of our faculty in supporting inclusive teaching, we have extended our offerings of the Faculty Institute for Diversity, where colleagues from all areas of study share strategies to engage diverse learning styles, audiences, and course materials. More than 140 faculty members have now attended this program and serve as resources for others on campus.

Nonacademic support services for students have been increased through the establishment of the Cornell Center for Intercultural Dialogue at 626 Thurston Avenue. The center also houses the Asian & Asian American Center, the African, Latino, Asian, Native American Students Programming Board, the Lesbian, Gay, Bisexual, and Transgender Resource Center and the Alumni-Student Mentoring Program.

Promotion of a positive campus climate: Significant progress has been made in creating a more positive campus climate through the establishment of several initiatives, including the Intergroup Dialogue Project, which provides students with an opportunity to communicate across difference, and Tapestry of Possibilities, a required interactive program that helps new students understand what it means to be members of a diverse and inclusive community. Students have become more involved in creating an inclusive climate as reflected in the establishment of a student diversity leadership team with accountability measures for implementing diversity initiatives.

To address sexual assault and violence, a concern at Cornell and nationally that has a significant impact on campus climate, we created a Sexual Violence Prevention Council that has made progress in educating our community about sexual assault and how we can reduce its prevalence on our campus. An online training program on preventing sexual violence will be viewed by all new faculty and staff as well as our existing workforce.

Enhanced accessibility of our campuses for individuals with disabilities: Cornell strengthened its commitment to addressing the needs of individuals with disabilities by developing a comprehensive accessibility strategic plan that focuses on communications, education, emergency planning, employment, physical access, and technology. As a result of this plan and the work of the university's three Americans with Disabilities Act coordinators, the university has guidelines for planning accessible events. In addition, significant university communications are closed captioned; accessibility signage has increased throughout the campus; student disability advocacy groups, such as the Cornell Union for Disabilities Awareness, have held accessibility awareness programs; and the university has a Disability Colleague Network Group (employee resource/affinity group) that advises the university on how to better address accessibility issues.

Expansion of the number of returning veterans in our workforce: Although we have not yet seen a significant increase in the number of veterans in our workforce, we have hired a recruiter who has a focus on hiring veterans and implemented recommendations from the Veteran Colleague Network Group to improve our climate. A Department of Veteran Affairs satellite location was established on our campus to make it easier for our veterans to learn more about what is offered to support them.

Administrative Structures to Support Diversity and Inclusion

At the heart of Cornell's diversity effort are five university diversity officers (UDOs), one each for student affairs, human resources, faculty affairs, undergraduate education, and graduate education. These professionals formulate policy, evaluate progress, identify opportunities and locate areas of concern within their responsibility areas, and work closely together to look at the university as a whole.

Moreover, as an academic community, Cornell is committed to full inclusion as a central component of our values. In March 2012, we implemented an institutional framework, Toward New Destinations (TND), that each college and administrative unit now uses to increase its engagement with diversity. TND holds each college and administrative unit accountable for developing, implementing, and measuring the success of five diversity and inclusion initiatives each year. In 2012-13, the first year in which this framework was used, TND resulted in 158 initiatives across the university. TND continues to provide the foundation for "moving the needle" to create the university that was envisioned in the 2000 statement, Open Doors, Open Hearts, Open Minds.

Significant recognitions: Cornell's efforts to promote diversity and inclusion have been recognized beyond our campuses. In 2007, the university was one of five organizations, nationwide, recognized by the Office of Federal Contract Compliance Programs with the Exemplary Voluntary Efforts recognition. For seven years, Cornell was recognized by AARP for its work in addressing the needs of older workers, including being the number one employer in the country twice, something no other employer had accomplished. Cornell has also been recognized by Working Mother Media for addressing the work/life needs of our faculty and staff and by Work and Families Institute for addressing the needs of veterans.

Campus Pride Index has recognized Cornell as a “five star” campus for creating a safe learning environment for our lesbian, gay, bisexual and transgender students. And in 2011, President Obama recognized Cornell’s Diversity Programs in Engineering with one of eight Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring awarded to individuals and organizations.



President Emeritus Rhodes, President-elect Elizabeth Garrett, President Skorton, and former President Lehman.

Going Forward

As far as we have come, there is more we can and must do as a university to become a diverse and inclusive community. In attracting and selecting students, faculty and staff, we must seek out excellence from as broad a pool as possible, in keeping with our heritage and the needs of a globalized world, and enable their success. I look forward to Cornell’s continued progress in this area during the current academic year and under Elizabeth Garrett, who will become Cornell’s 13th president on July 1, 2015.

Statement from University Diversity Council Co-chairs

Cornell University formed a university-wide diversity council in 2006, co-chaired by President Skorton and then provost Biddy Martin, to re-invigorate the university's commitment to Diversity and inclusion that was originally announced in 2000 through the Open Doors, Open Hearts, and Open Minds Statement on Diversity and Inclusiveness.

In fall 2011, the University Diversity Council was restructured to include the president, provosts of the Ithaca and Weill Cornell campuses, five Ithaca diversity professionals, three Weill Cornell diversity professionals, as well as two vice presidents, three vice provosts, the director of institutional research, and the dean of students, with the goal of laying the foundation for the university to remain positioned on the leading edge of education and employment through enhancement of a culture that provides for the full participation of all members of the [Cornell] community.

In 2012, Cornell's University Diversity Council announced the creation of Toward New Destinations—the university's diversity and inclusion framework. This framework called for each college and administrative unit to identify five annual measurable diversity/inclusion initiatives that focused on any of four core areas (composition, engagement, inclusion, or achievement) related to any of seven constituent groups (undergraduate students, graduate and professional students, academic professionals and postdocs, faculty, staff, extended Cornell community members such as alumni and parents, and off-campus constituents, such as the City of Ithaca and Tompkins County). As the university enters its third year of this framework, we are confident that we have generated a sustainable foundation for increasing the diversity of students, faculty, and staff, thereby creating a truly inclusive educational and work climate.

The first two years of Toward New Destinations focused on developing the foundation for implementation of the framework, such as establishing college and unit diversity councils, exploring ways of increasing the representation of the various constituent groups, and determining what was necessary to increase the multicultural competency skills of our students, faculty, and staff. We saw success in these efforts. As a result of Toward New Destinations, for the first time the university's Institutional Research and Planning office has created diversity dashboards for areas beyond composition, now including engagement, inclusion,

and achievement. Also, the selection of multicultural skills development by 13 colleges and administrative units resulted in more than 7,000 staff and faculty participating in education on preventing sexual assault and sexual harassment. The Intergroup Dialogue Project, a successful diversity awareness program for undergraduate students, was implemented and is now expanding to include staff and faculty. The university's child care center, which also adopted Toward New Destinations as their framework, implemented a number of cultural awareness programs for the toddlers and pre-schoolers in the program. And, through this initiative, Weill Cornell initiated an online course, "Avoiding Discrimination and Harassment in the Workplace," for faculty and supervising administration, which had an 89% participation rate.

With the foundation for Toward New Destinations in place, we are prepared to "move the needle" in addressing engagement and the climate for our students, staff, and faculty. Professor Daryl Smith from Claremont University, a Cornell alumna and an expert in implementing diversity initiatives, met with the college and administrative unit diversity councils in March 2014. Professor Smith inspired us to think about how the individual college and administrative unit initiatives are advancing the university's commitment to a diverse student body and workforce and an engaged and inclusive educational and work environment. Feedback from our students, staff, and faculty have made it clear that we need to move beyond composition to focus on engagement and inclusion. As a result, we are encouraging the colleges and administrative units to collaborate to address the diversity/inclusion initiatives, and encourage them to use the Hurtado study, explained later in this report, to identify engagement and inclusion initiatives that enhance the student experience. Collaborations have already begun, for example: 1) the president's office, provost's office, and legal counsel's office have joined forces to engage in a training program; 2) Human Resources, the Hotel School, and the Library are collaborating to host a discussion on the challenges and best practices for recruiting and retaining women military veterans; and 3) the Veterinary College, School of Hotel Administration, Division of Financial Affairs, and College of Human Ecology are collaborating to develop and implement "snip it" training focused on diversity and inclusion topics.

Through Toward New Destinations, during the 2012-2013 academic year, the university's Division of Financial Affairs launched a supplier diversity program that began with six colleges and administrative units, including the Veterinary College, the Hotel School, Library, and President's Office in 2013-2014 and expanded to a

total of twelve colleges and administrative units with the addition of units, such as Alumni Affairs and Development and Continuing Education and Summer Sessions.

Going forward, we will focus on providing an opportunity for Cornell community members to “experience” diversity and to improve the climate by 1) continuing to enhance the diversity of the university’s student body and workforce and provide opportunities for these diverse populations to experience interacting with each other, and 2) continuing to increase an inclusive community for all diverse groups, focusing on the intersectionality of aspects of diversity. This focus is the result of what we learned from the Hurtado project, a climate study based on the outcomes of existing surveys and focus groups of students who were not as satisfied with their Cornell experience. Although the study focused on undergraduate (and to a lesser extent, graduate) students, what we learned was equally applicable to faculty and staff.

Two initiatives are launching this year in support of “living the experience” of diversity. First, the Dean of Students Office will host “Breaking Bread”—a program for undergraduate students introduced by a Teagle Foundation Working Group white paper in September 2006, which has been re-introduced with the goal of bringing student groups together to engage in a dialogue about diversity. Second, staff in a number of administrative units will participate in a training program, “Your Story, My Story,” which allows each individual to understand how he or she contributes to a culture of inclusion.

We are delighted with the sustained interest in advancing our diversity and inclusion efforts and look forward to another productive year.

Laura Brown,
University Diversity Council Co-chair
John Wendell Anderson Professor of
English and Senior Vice Provost for
Undergraduate Education

Lynette Chappell Williams,
University Diversity Council Co-chair
and Associate Vice President,
Inclusion and Workforce Diversity

Executive Summary

The bold vision of Cornell's founders—that an institution of higher education should be a diverse community offering education, discovery, research, leadership, and service to the local community, state, nation, and the world—continues to guide our university today.

Our vision provides the foundation for the university's 2010-2015 strategic plan, and continues through the implementation of Toward New Destinations (TND), the university's institutional diversity and inclusion framework, which began in March 2012. The first year of implementation resulted in 158 initiatives, including significant development of a supplier diversity program and the rollout of a Cornell/local community-wide discussion on "Race: The Power of an Illusion," based on a film series produced by California Newsreel, in association with the Independent Television Service. The 2013-2014 academic year, the second year of TND, resulted in 146 initiatives. We move into the 2014-2015 academic year with 151 initiatives.

In addition to completion of the diversity initiatives, the university continued being "best in class" in addressing diversity and inclusion efforts. This year, Cornell was recognized by the publication, *Insight into Diversity*, as a Higher Education Excellence in Diversity recipient based on its comprehensive approach to diversity and inclusion. The university also received honorable mention in the WorkLife Legacy Military Award in support of Military/Veterans and was recognized as an LGBT-friendly campus by *Campus Pride Index*. In addition, the Diversity Programs in Engineering (DPE) was selected to receive the Claire L. Felbinger Award for Diversity from ABET, a professional accreditation agency providing leadership and quality assurance in applied science, computing, engineering, and engineering technology education.

The university made progress in the composition of its students, staff, and faculty, but its greatest challenge is addressing engagement and inclusion, what we are referring to in this report as the "lived experience of diversity." The foundation for this focus was made possible through a climate study, related to the student experience, completed by Dr. Sylvia Hurtado, a faculty member from the University of California, Los Angeles (UCLA). Details about the study and the recommendations are provided in a later section, but the significant outcome from Hurtado's work will be increased multicultural skills development opportunities for all members of the Cornell community.

Summary of Composition of Students and Workforce

One of the four core principles of Toward New Destinations is increasing the compositional demographics of our students and workforce and reflecting the globalization of U.S. higher education. Nationally, we are becoming more racially and ethnically diverse, which is reflected in the university's move to the new "collective majority" where the population, previously designated as racial/ethnic minorities, will become the majority population. With our Yellow Ribbon Institution designation, the number of individuals returning from military conflicts, and federal regulations that went into effect in March of 2014, our population of military veteran students and workforce is likely to increase, aided by our efforts to increase our dashboards for staff and faculty who are veterans. With 2014 federal regulations establishing hiring goals for individuals with disabilities and better technology to diagnose disabilities, accommodating disabilities, increasing dashboards to track this population, and understanding the needs of this population will contribute to an increase in the number of individuals who identify as having a disability.

Ithaca Campus Composition

From a compositional perspective, for the 2013-2014 academic year, the university made progress in its representational diversity. One significant accomplishment was the hire of a new dean for the Cornell Law School. On July 1, 2014, Eduardo Peñalver began his term as the Allan R. Tessler Dean of Cornell Law School, the 16th dean in the school's history—and the first Latino dean of an Ivy League law school. This increased the diversity of the university's senior academic leadership (referring to the provost and eleven college deans and dean of faculty) from 15.4% to 23% individuals of color. Women represent 15.4% of senior academic leadership.¹

Cornell's total undergraduate student population increased from 50.6% women in 2012 to 51% women in fall 2013. Undergraduate students who identify as individuals of color increased from 37% in 2012 to approximately 38% in fall 2013. International students, who represented 9.2% in 2012, represented 9.4% in 2013. The undergraduate class of 2018, the university's most diverse class in history, boasts 51.1% female, 42.9% individuals of color (up from 40.8% of the class of 2017), and 9.3% international students.

¹ This information is based on the Ithaca provost and the 12 deans, including the new dean of the Law School.

In the fall term of 2013, the graduate/professional student population at the Ithaca campus was 44.1% women (slightly up from 43.9% in 2012) and approximately 20.1% self-identified students of color (up from 19.5% in 2012).²



Funmi Adebayo and Emily Farrar, both graduate students in Biomedical Engineering, explain their project on assessing impacts of a newly created spatial visualization course to visiting speaker

Robert Bodgan, Professor Emeritus from Syracuse University, at the Classroom Research and Teaching Symposium on May 16, 2014. Funmi and Emily were jointly awarded the 2014 Zellman Warhaft Commitment to Diversity Graduate Student Award, and were supported by a Graduate School Teagle Foundation Fellowship to study High-Impact Teaching Practices.

For the Ithaca campus' overall workforce (including faculty, staff, and academic professionals), of the 9,946 Ithaca workforce reported on the university's 2014-2015 Affirmative Action Plan,³ 13.6% are designated as individuals of color (compared to 12.2% last year) and 52% are women (compared with 51.7% last year). Based on available data, 72.7% of the workforce are individuals more than 40 years of age; and approximately 3.4% have identified as veterans (compared with 3.2% last year).⁴

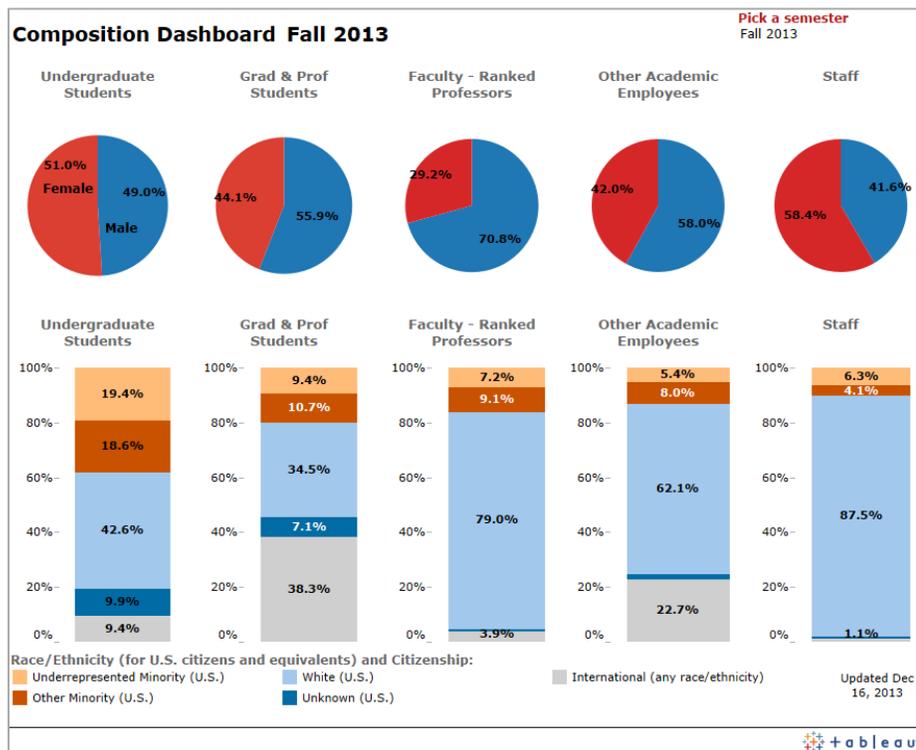
²http://irp.dpb.cornell.edu/tableau_visual/enrollment-at-a-glance

³The 2014-2015 Affirmative Action Plan data was based on a data extract from the Workday system pulled on April 30, 2014. The data was cleaned and efforts were made to identify the race/ethnicity of any employees who had not disclosed this information on the system.

⁴In 2013, of 9,771 staff, faculty and academic professionals covered by the 2013-2014 affirmative action plan, 5,887 or approximately 60.2% responded to an invitation to self-identify with regard to veteran status under 41 CFR 60-300. Of these, 333 employees or 5.7% identified as veterans. Thus, of the total number of employees, 3.4% are identified as veterans.

The Diversity **Composition Dashboard Fall 2013**, provides further information for each of the constituent groups as outlined in Toward New Destinations, as well as information by college. The organizational composition dashboard for 2013 is provided below. Detailed reports for undergraduates, graduate and professional students, faculty, postdocs, and staff can be found in the Appendix section of this report and/or obtained from the university's diversity website at <http://www.diversity.cornell.edu>.

Fall 2014 student composition information will be available on the diversity dashboards in November 2014. The 2014 composition dashboard for university employees will be available on the website in December 2014.

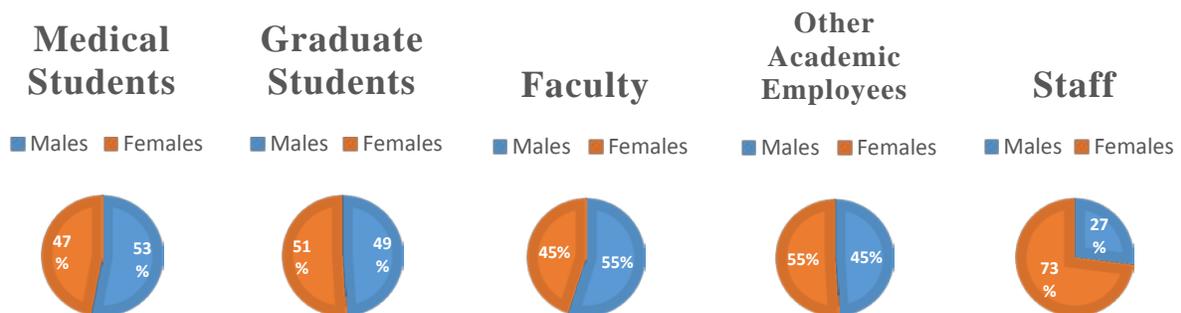


Weill Cornell Medical College Campus Composition

Weill Cornell Medical College’s 2014 medical student composition is approximately 47% women and 33.5% students who identify as individuals of color. The medical student class of 2018 is even more diverse with 50.5% women, and 36.6% being students who identify as individuals of color. Weill’s graduate student population is approximately 51% women and 50% individuals of color.⁵

Of the 6,007 employees (including staff, faculty, and other academic employees) included in the WCMC employee data report generated in October 2014, 52.6% are designated as individuals of color and 63.5% are women. Of the faculty, 45.4% are women and 33.3% are individuals of color.⁶ Weill’s academic professionals are 55% women and 45.9% individuals of color. WCMC’s staff is the most diverse employee group with 72.6% being women and 61.9% being individuals of color.

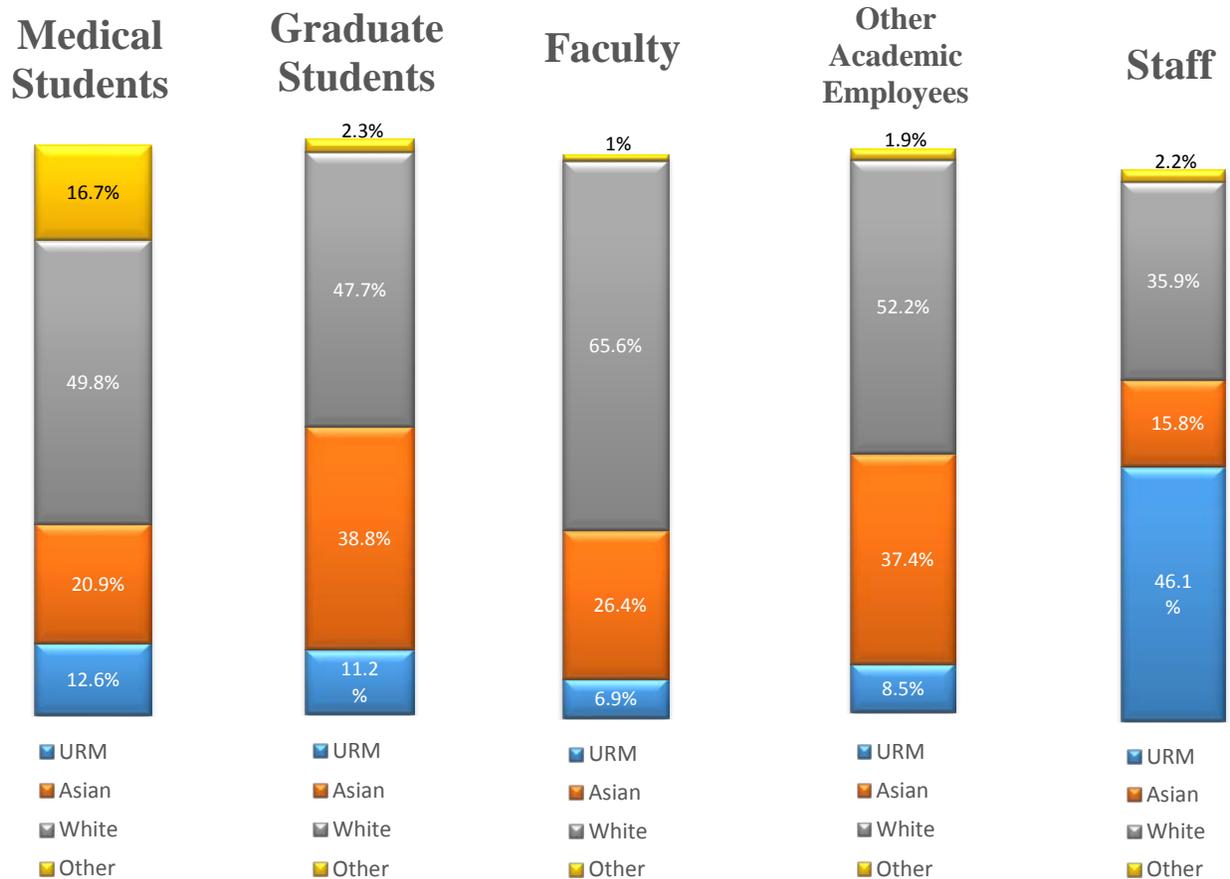
Weill Cornell Medical College 2014 Diversity Dashboard Gender



⁵ The medical and graduate student race/ethnicity data totals may include international students, as they were not delineated in the WCMC data.

⁶ Weill faculty data provided includes both tenure-track and non-tenure-track faculty.

Weill Cornell Medical College Race/Ethnicity



Note: Graduate Student, Faculty, Other Academic Employees and Staff data as of 10/2014. Medical Students includes classes of 2015-2018. All gender percentages are rounded to the nearest whole number, and race/ethnicity to the nearest tenth, thus totals may not add up to 100%. URM includes individuals who have identified as American Indian/Alaskan, Black/Not Hispanic Origin, Hispanic Origin, or Native Hawaiian descent.

Report Format

In previous years, the Inclusion Report focused heavily on composition—the demographic profile of our students, faculty, and staff. This year’s report begins a new focus on engagement—how the university creates a “lived experience of diversity” and how all Cornell community members can benefit from the diversity, thereby cementing their commitment to Cornell’s institutional goals. The report also provides information on what we are doing to address inclusion—how we are improving the climate for diverse individuals.

A significant first step in creating the “lived experience” and addressing the university’s climate was this year’s “Hurtado Report,” a set of recommendations that Sylvia Hurtado, professor and director of the Higher Education Research Institute at the University of California, Los Angeles in the Graduate School of Education and Information Studies, developed after holding student focus groups. The Inclusion Report outlines the outcome of this climate study, action steps already in place to address issues, and those that have been established as a result of the study.

Last year, the Inclusion Report outlined progress in each of the four core principles of Toward New Destinations (composition, engagement, inclusion, and achievement) and the progress made in addressing these principles within each of the framework’s seven constituent groups (undergraduate students, graduate and professional students, academic professionals and postdocs, faculty, staff, off-campus constituents, and extended Cornell Community.) This year, we will report on the diversity/inclusion activities and challenges for the TND constituent groups, taking into account the relevant core principles for each one.

This year has been significant in terms of diversity-related compliance, with increased federal guidance on handling sexual assault/violence matters, proposed regulations establishing affirmative action requirements based on sexual orientation and gender identity, and, for the first time, the establishment of hiring goals for individuals with disabilities and veterans. As a result, the report highlights some of the initiatives and programs affecting the groups impacted by the new legislation—individuals with disabilities, veterans, and the lesbian/gay/bisexual/transgender community, as well as a summary of the progress the university has made in addressing sexual assault/violence, intimate partner violence, domestic violence, and stalking.

The report will also include highlights on two areas that impact the university’s success in addressing diversity and inclusion: work/life and supplier diversity.

As with last year, this year’s report uses a larger, more disability-accessible font for the benefit of our Cornell community members with vision challenges and impairments. This is based on the university’s commitment to being more inclusive of individuals with disabilities.

We hope this report provides information that builds an understanding of the university’s progress in addressing diversity and inclusion. We look forward to your input on how we can continue our success.

Ithaca Campus Undergraduate Student Diversity and Inclusion

Ithaca Campus Student Experience: The Hurtado Survey and Recommendations

Surveys completed by the general population of Cornell students reflect a broad satisfaction with the Cornell experience, but the university recognized that underrepresented students sometimes registered less positive responses around engagement and inclusion than the responses of the general population. With the PULSE survey of spring 2013, the university decided to follow up in the 2013-2014 school year with focus groups of those groups of graduate and undergraduate students led by an outside expert. Professor Sylvia Hurtado of UCLA was selected and a study was commissioned in an effort to better understand the less positive responses, as well as the steps that could be taken to support a more inclusive climate for students. Professor Hurtado and her team engaged in face-to-face interactions with 99 students, and collected individual comments from an additional 298 students. Professor Hurtado also interviewed select student program personnel and senior administrators. This study reflected Cornell's continuous commitment to the development of an ongoing responsiveness to the student constituencies mentioned above, including varied communities of students of color, lesbian/gay/bisexual/transgender (LGBT) students, low-income students, and others. The new, in-depth information is most valuable as it is integrated with ongoing diversity initiatives, particularly through the Toward New Destinations (TND) institutional diversity project. TND provides the conceptual context, structure, and scope that enables units across Cornell, separately and collaboratively, to support the opportunities that Professor Hurtado's research highlighted. In this context, Professor Hurtado's research was directly aligned with the TND core principles of engagement and inclusion. This study, though focusing on student engagement and inclusion, included perceptions around opportunities that could be designed to help staff and faculty continue to develop programs and skills for the benefit of students.

The Hurtado study identifies five key areas and offers specific recommendations in each:

- Move from representation to authentic forms of engagement
- Raise awareness and levels of diversity skills and competencies
- Reduce and eliminate forms of bias, discrimination, and harassment
- Address power dynamics and equity
- Build bridges across diverse communities

The university has already been addressing the need for increased levels of diversity skills and competencies. The Cornell Intergroup Dialogue Project, a structured, peer-facilitated course for students, provides an opportunity to develop skills for dialogue in complex social and institutional contexts. The course has been expanded to offer a pilot Faculty Intergroup Dialogue this past summer and a program of staff intergroup dialogues beginning in November entitled “Creating a Culture of Respect” to build skills and competencies. “Breaking Bread”, a yearlong series of hosted dinners, brings together students from different organizations, communities, and identities that more than likely would not be engaging with each other, for dinner and a facilitated discussion. The dinner discussions are specifically designed to drill down into issues that explore difference: worldviews, customs, belief systems, micro-aggressions, biases, stereotypes, misunderstandings – and common ground. A specific goal of “Breaking Bread” is nurturing future programming between groups.



Breaking Bread Event, March 2014, between Sigma Pi and Alpha Phi Alpha fraternities.

Examples of several dinners in 2014 include: Alpha Phi Alpha and Sigma Pi fraternities; Cornell Hillel and Muslim Educational and Cultural Association; Cornell Progressive and Cornell Review; Pan Hellenic and Multicultural Greek Letter Council.

In addition, staff, faculty, and student organizations across campus have received presentations on the study in order to develop their own programs and initiatives. Other responses to the Hurtado study include:

1. The online instructional course Avoiding Harassment and Discrimination in the Workplace at Weill Cornell Medical College
2. The Annual Pioneers in Diversity Awards, highlighting achievement and best practices at Weill Cornell Medical College
3. Programming for new students, following upon Tapestry of Possibilities new student orientation
4. Programs on micro-inequities and bias, following upon recent speakers: Ernest Hicks, Nancy DiTomaso, Deborah Spar, and Kimberly Crenshaw
5. New Bias Response Team structures to enhance the reporting of bias on the Ithaca campus
6. Bridging activities such as the United Student Body initiative through the Student Assembly
7. The “One Cornell” vision supported through a design competition for the Open Doors insignia sponsored by the University Diversity Council
8. Active implementation of the university’s revised procedure for addressing discrimination and harassment, Policy 6.4, prohibited discrimination, protected status harassment, sexual harassment, and sexual assault and violence

Students Addressing the University’s Commitment to Diversity and Inclusion

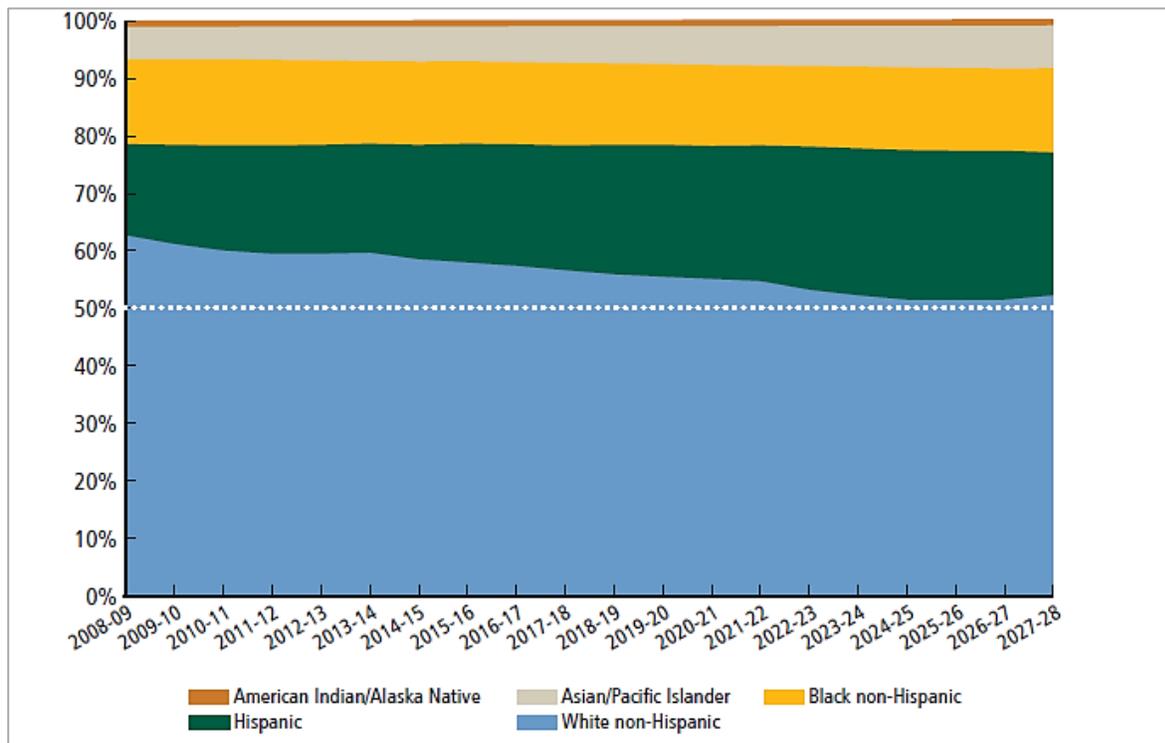
In the spring of 2013, the undergraduate student leadership formed the United Student Body, as a result of Student Assembly Resolution 45, to increase diversity in all aspects of the university in support of Toward New Destinations. The goal was for all student organizations funded by the Assembly to develop diversity initiatives. This year, the Student Assembly modified the United Student Body framework for creating diversity initiatives: 1) the number of organizations required to participate was reduced; 2) a task force under the Student Assembly Committee for Inclusion and Diversity Initiatives was formed; and 3) a more

structured system of evaluating the initiatives, including meetings with group leaders, was developed.

Undergraduate Students: The New “Collective Majority”

Cornell University continues to increase the diversity of its student body, as evident by the composition of the class of 2018. This class mirrors the diverse demographics of the national public school graduation rates: the 2012-2013 high school graduates were reported as 41% individuals of color; Cornell’s class of 2018 is 42.9%. As indicated in the chart below, this diversification trend is expected to continue, with the largest growth expected in the Hispanic population.

Composition of U.S. Public High School Graduates, by Race/Ethnicity, 2008-2009 (Actual) and 2009-2010 to 2027-2028 (Projected)



Source: Knocking at the College Door: Projections of High School Graduates 8th Edition. December, 2012. Western Interstate Commission for Higher Education.

Note: Cornell's Class of 2018 is comprised of 64.6% public high school graduates.

In fact, this fall U.S. school enrollment hit a milestone. The National Center for Education Statistics reported the “new collective majority” of minority school children—projected to be 50.3 percent—is driven largely by dramatic growth in the Latino population and a decline in the white population, and, to a lesser



degree, by a steady rise in the number of Asian-Americans.

In fall 2013, 38% of Cornell’s total undergraduate students identified as a student of color, compared to approximately

37% in 2012. This represents nearly a 39% increase in minority undergraduate representation on campus from 2003, when approximately 27.4% of students identified as a student of color.

The following table, from the Diversity Composition Dashboards, **Student Composition by Race/Ethnicity/Citizenship**, provides a view of this progress. Undergraduate student race/ethnicity composition by individual college over this same period is available on the Diversity Composition Dashboards.

Student Composition by Race/Ethnicity/Citizenship:
All, All Degrees

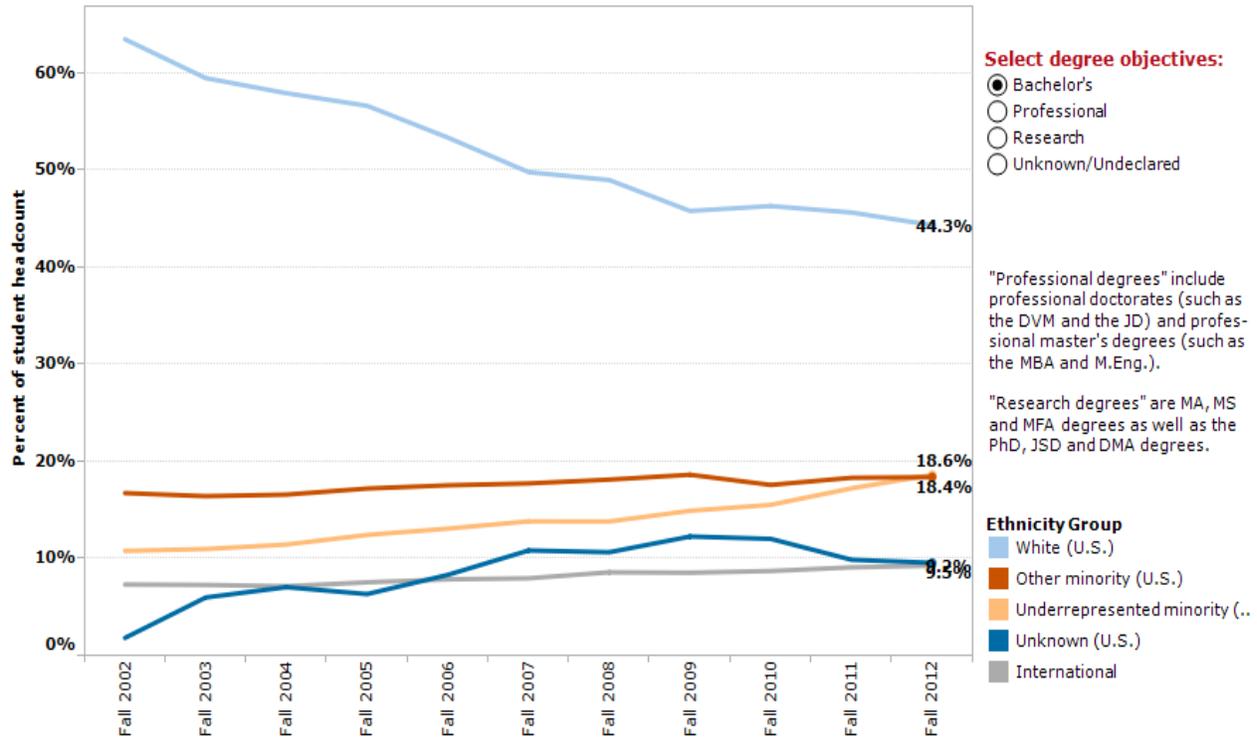
Select student college:
All

Select degree objectives:

- Bachelor's
- Professional
- Research
- Unknown/Undeclared

"Professional degrees" include professional doctorates (such as the DVM and the JD) and professional master's degrees (such as the MBA and M.Eng.).

"Research degrees" are MA, MS and MFA degrees as well as the PhD, JSD and DMA degrees.



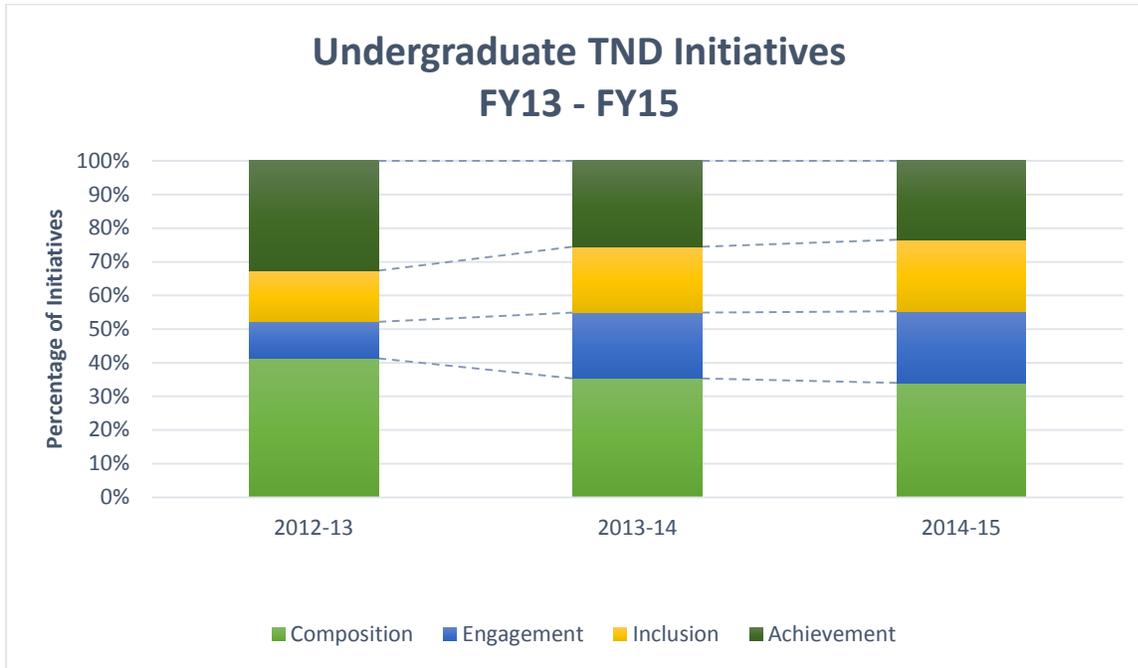
For more detail, hover over "Ethnicity Group" and click on plus sign:

Ethnicity Group	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002
Underrepresented minority..	2,638	2,421	2,148	2,058	1,901	1,858	1,760	1,668	1,549	1,489	1,470
Other minority (U.S.)	2,605	2,574	2,432	2,572	2,496	2,384	2,362	2,311	2,247	2,230	2,284
White (U.S.)	6,290	6,420	6,413	6,329	6,752	6,702	7,193	7,615	7,861	8,087	8,676
Unknown (U.S.)	1,352	1,385	1,662	1,692	1,464	1,454	1,118	848	953	810	245
International	1,311	1,275	1,203	1,176	1,179	1,068	1,055	1,011	966	986	997
Grand Total	14,196	14,075	13,858	13,827	13,792	13,466	13,488	13,453	13,576	13,602	13,672

During the same time period, the representation of women increased slightly from 49.5% in fall 2003 to 51% in fall 2013. Cornell's class of 2018 is comprised of 51.1% women.

Strong progress in the enrollment of both gender and racial/ethnic diversity in the university's student body demonstrates compositional progress; however, the true test of the diversity and inclusion efforts will be success in addressing engagement, inclusion, and achievement for our students.

Through Toward New Destinations, a number of colleges and student-oriented administrative offices are addressing engagement, inclusion, and achievement. The focus on each core principle of the diversity framework is reflected below.

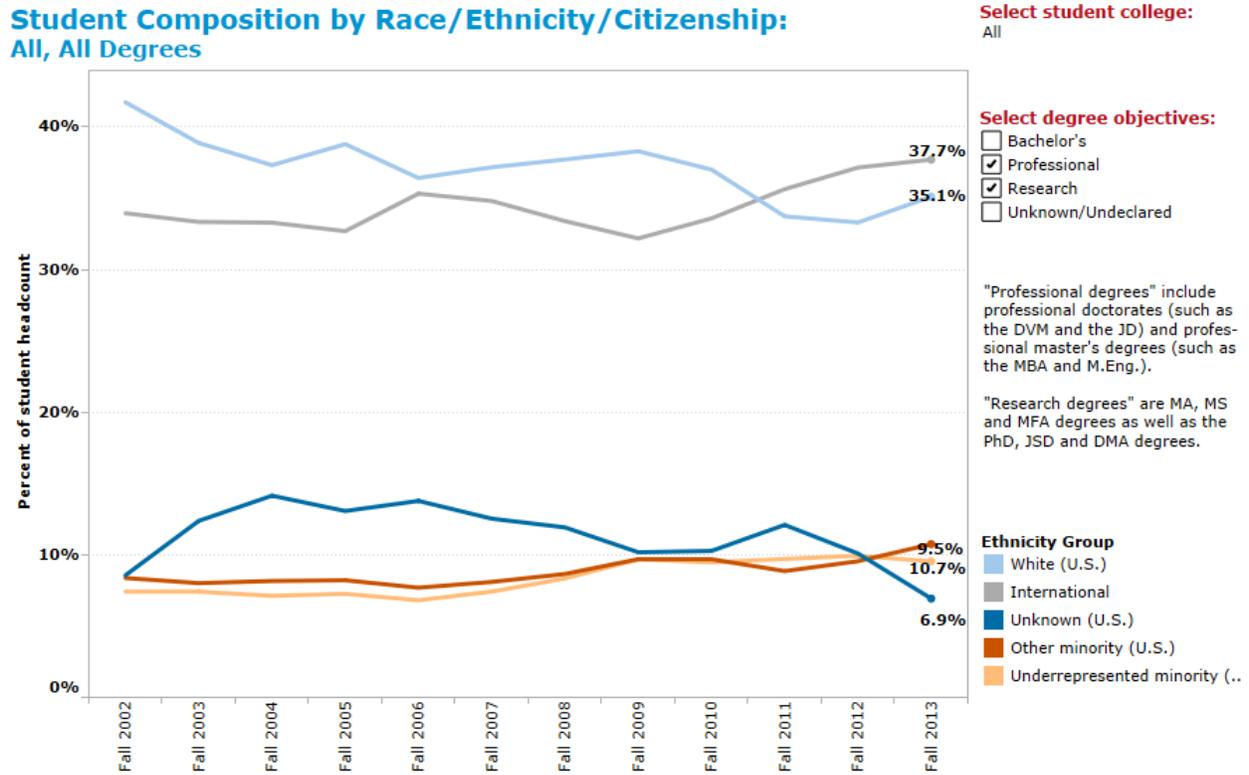


Graduate and Professional Students

For more than a decade, Cornell’s graduate and professional student body has continued to become more diverse, though not at the same pace as the undergraduate population. In fall 2003, approximately 13.9% of graduate (indicated as “Research” below) students identified as students of color (U.S. based). By fall 2013, this number grew to 16.4%, representing nearly an 18% increase. Professional degree students, who are more racially diverse than graduate students, were comprised of 19.7% individuals of color in fall 2003, and grew to 27.6% by fall 2013,⁷ representing a 40% increase in professional students of color.

⁷Of these students, 28.9% of the Law School students, 31.6% of Johnson Graduate School of Management students, and 21.4% of College of Veterinary Medicine identified as students of color.

The following Diversity Composition Dashboard charts, **Student Composition by Race/Ethnicity/Citizenship**, provide more detail on these trends.



There has been a more notable increase in graduate and professional student women than in undergraduate student women, though representation is still less overall. In 2013, 44.3% of graduate students were female, up from 40.3% in 2003, representing about a 10% increase in female graduate student representation.

For professional students, there has been a decline in the total representation of women students over the past decade, although the representation is gradually starting to improve from the 2006 professional student low of 42.5% women. In 2003, 46.3% of the total professional students were women, dropping to 43.6% by fall 2013. The total number of female professional students increased over this time period from 726 out of 1,569 in 2003 to 949 out of 2,177 in 2013. However, this growth did not keep pace with that of their male counterparts. The following charts provide more detail on the trends by gender for graduate and professional students.



Note: Weill Cornell Medical College is excluded. Data extracted on November 1st of each respective year.

Source: University Factbook.



2014 Bouchet Honor Society

The Cornell chapter of the Edward A. Bouchet Graduate Honor Society 2014 inductees. L-R: Victor Bucklew, doctoral candidate in electrical and computer engineering; Cassandravictoria (Cvic) Innocent, a doctoral candidate in molecular biology and genetics; Juan Carlos Gomez, a Ph.D. student in mechanical and aerospace engineering; Florencia Ardón, postdoctoral associate in biomedical sciences; and

Erin Johnson, a doctoral candidate in neurobiology and behavior. Not pictured: Dexter Thomas, Asian literature, religion and culture.

Graduate Students Highly Rate Doctoral Program Experiences

The Graduate School published a Doctoral Student Experience Assessment Report in April, 2014 (<http://www.gradschool.cornell.edu/about/reports-and-surveys>), based on data from doctoral student experience and exit surveys conducted in 2013 and 2014. Over 91% of doctoral students at Cornell rated their academic experience as good to excellent; no significant differences were found based on race/ethnicity or gender. Similarly high percentages of doctoral students rated their student life experience and their overall experience as very good or excellent, with no significant differences based on race/ethnicity or gender. Significant differences were found by race/ethnicity regarding student perceptions of their faculty advisor clearly stating expectations; non-minority U.S. students were more likely to disagree compared to international and underrepresented minority U.S. students. On climate-related questions, no significant differences were found by race/ethnicity or gender for statements regarding students are treated with respect by faculty, interactions with faculty are positive, and the student perceives having the resources needed to succeed; majorities of students in each group generally or strongly agreed with the statements. The Graduate School will continue to monitor, report, and use the results of graduate student surveys and other data to improve the Cornell graduate experience.

Encouraging Graduate/Professional Women Networks

Women graduate and professional students created the group GPWomeN to provide a unified voice for Cornell's graduate and professional student women. The organization serves as an umbrella organization to connect, coordinate, and promote efforts across campus that promote gender equality and support graduate and professional student women at Cornell University and beyond (<https://sites.google.com/a/cornell.edu/gpwomen/>). Graduate School Assistant Dean for Graduate Student Life and the director of Postdoctoral Studies collaborated with GPWomeN to host sessions of the "Voice and Influence" series offered through Stanford University's Clayman Institute for Gender Research, with plans underway to consider those interactive dialogues in 2014-2015.

English Language Support Office Established

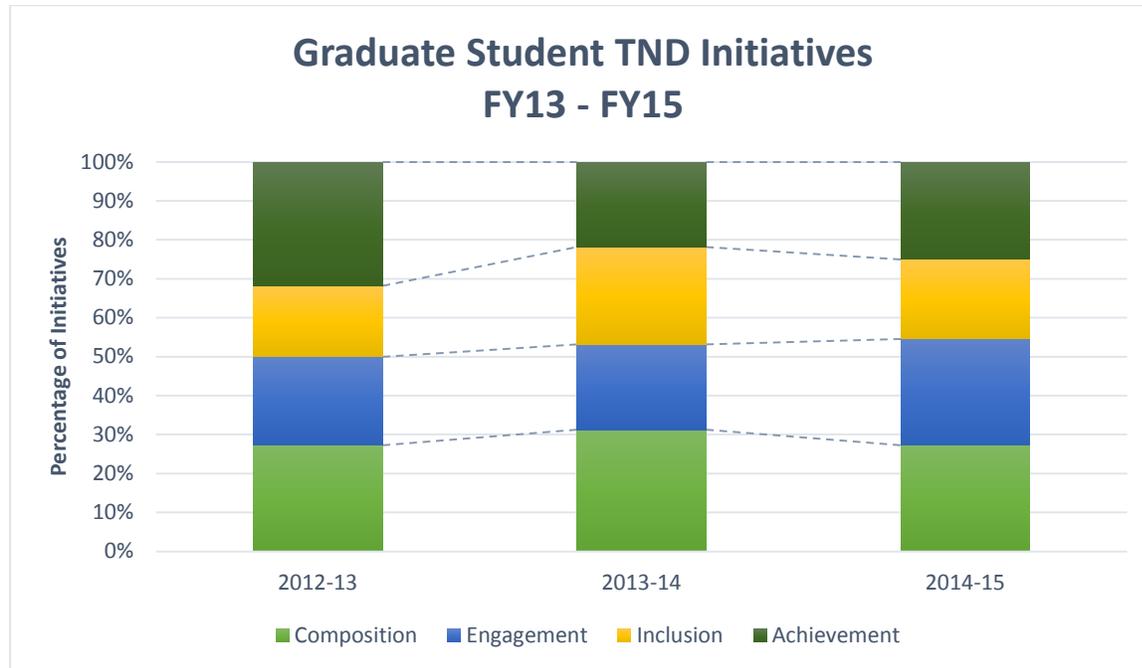
In partnership with the Knight Institute for Writing in the Disciplines, the Graduate School established the English Language Support office whose mission is to create and deliver comprehensive writing and speaking support for Cornell's degree-seeking international graduate and professional students. New programs will launch in 2014-2015.



In July 2014, Cornell hosted the national "Graduate Horizons" conference held once every two years to encourage and facilitate graduate and professional school enrollment of Native American undergraduate students. In four days of workshops and plenary sessions, participants laid the groundwork for this important community capacity-building work among American Indian students. A white pine "tree of peace" was planted on the Cornell campus in recognition of the event and this important partnership on the traditional lands of the Cayuga people.

Graduate Student “Toward New Destinations” Initiatives

Colleges and administrative units are taking action, through Toward New Destinations, to address the representation, engagement, inclusion, and achievement of graduate students. A dashboard of how these initiatives are allocated is provided below.



Each of the professional schools, including business, veterinary medicine, and law, are taking steps to address the diversity and inclusion of their students.

Samuel Curtis Johnson Graduate School of Management

The Samuel Curtis Johnson Graduate School of Management (“Johnson”) was the first top-tier graduate business school to have a separate “Office of Women and Minorities,” focused on attracting and supporting women and underrepresented minorities. This office was formed in 1999; it was renamed subsequently as the Office of Diversity and Inclusion (ODI).

There are many programs and support activities for current and prospective students. Three programs in October include “Johnson Women in Business” or “JWiB” event, “Johnson Means Business” or “JMB” event, and a “Diversity Symposium.”

JWiB is hosting a weekend for prospective women students. JMB is hosting a weekend for underrepresented minority (URM) students. Current students and alumni are involved in the programming. These weekends help Johnson to attract excellent women and URM students, with a goal to increase the number every year. Johnson works with the Forte Foundation to grant scholarships to women students and with The Consortium to attract URM students.

This year there have been targeted opportunities for all women students and for Forte Fellows. For example, an informal brunch meeting with successful women executives was held to discuss how to develop successful careers and lives. The first speaker was Joanne DeStefano, Johnson MBA, 1998, Cornell University's vice president for finance and chief financial officer.

The Diversity Symposium follows JMB and involves corporate partners and other Cornellians, and provides educational and networking opportunities for students. This year marks the 15th anniversary of ODI. Outstanding minority alumni will be honored with the Wilbur Parker Award—named for Johnson's first African-American Alumnus—and the Distinguished Latino Alumni Award. These events will coincide with Johnson's Advisory Council meeting, to give students an opportunity to meet many of Johnson's most distinguished alumni.

Throughout the year, there are many other ways for students to connect with each other, alumni, and corporations including LGBTQ Preview Day, Johnson Women in Technology Conference, and Military Preview Days. A partial list can be found on ODI's website: <http://www.johnson.cornell.edu/office-of-diversity-inclusion>.

During the past fiscal year, the director of ODI, Nsombi Ricketts, left to take a university-wide position at Northwestern University. An outstanding replacement has been hired: Tyi McCray, who was previously associate director, Diversity Programs in Engineering at Cornell. In addition to excellent experiences at Cornell and elsewhere, she has a Cornell Ph.D.

College of Veterinary Medicine

At the College of Veterinary Medicine, two specific initiatives were planned to address diversity and climate issues. Veterinary medicine remains one of the least diverse professions in the U.S. and Cornell is committed to identifying talented URM youth and encouraging them to consider veterinary medicine as a career. As part of this effort, the Vet College developed a pilot high-school summer program

for URM high school students with the goal of identifying feeder schools and expanding the potential student pipeline. As a result of the success of this three-day program with seven URM high school participants, the program has been expanded to 15 participants attending a week-long summer session. One of the seven high school attendees from the pilot cohort chose to enroll in the Animal Science program at Cornell as a result of her positive experiences.

A second initiative focused on enhancing opportunities for formal and informal interactions between minority alumni and veterinary students. As part of this initiative, an initial database was developed including 70 underrepresented minority alumni who expressed an interest in being involved in recruitment efforts and mentoring of current minority students. Three video profiles of alumni have been created to share with prospective and current veterinary students. The Vet College continues to identify minority alumni who will serve as Cornell DVM ambassadors and role models to prospective and current veterinary students.

Cornell Law School

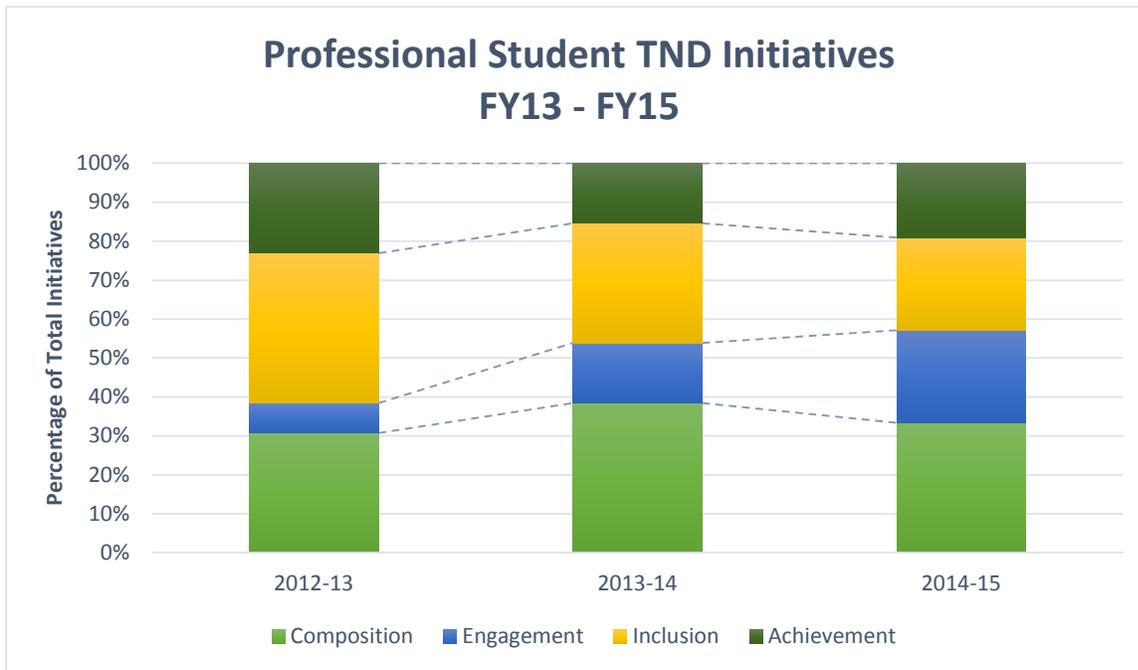
Cornell Law School's recent diversity initiatives focus on engaging diverse alumni and enhancing the law-school experience for both racially diverse students and women students.

In an effort to engage diverse alumni, the Cornell Black Lawyers Alumni Network (CBLAN), founded in March 2014, outlined a work plan for 2014-15. The plan includes hosting at least three networking events in cities with high concentrations of Cornell alumni, coordinating CBLAN members' participation in Cornell Law School's Black Law Students Association, and assessing how CBLAN can assist Cornell Law School with recruitment of diverse students. This past summer, CBLAN held a social gathering in New York City and an alumni breakfast in conjunction with the National Bar Association's Annual Convention in Atlanta. Cornell Law School's annual Alumni and Student diversity mixer is scheduled for January 9, 2015, in New York City.

This past September, Dean Peñalver hosted a "brainstorming" dinner with a small group of Latino alumni to explore ways to engage the Latino alumni community and enhance the Latino student experience at Cornell Law School. A board member is now spearheading the organization of a new alumni network, the Cornell Hispanic Lawyers Alumni Network, and Cornell Law School will host alumni events in Latin America in spring 2015.

To improve the law-school experience for women students, the Law School’s Diversity Committee is currently collecting demographic data for a twelve-year period to study whether/why women law students are underrepresented at the top of their graduating class.

A dashboard for Toward New Destinations activity related to professional students for the past three years is provided below.



Weill Medical/Graduate Students

Weill Cornell Medical College has 406 medical students representing an increasingly diverse group. In 2013, female medical students were 46% of the total population; this has grown to 46.6% in 2014. In terms of medical students of color, 33.5% of the 2014 medical students identified as individuals of color. The medical student class of 2018 is even more diverse with 50.5% women and 36.6% being students who identify as an individual of color. Weill Graduate students are an even more diverse student body with 51% being females and 50% identifying as students of color.

Weill has been involved in a number of initiatives related to the recruitment and retention of students. For the second year, they sponsored the Weill Ithaca Summer Experience in Research (WISER) with five Cornell Ithaca students.



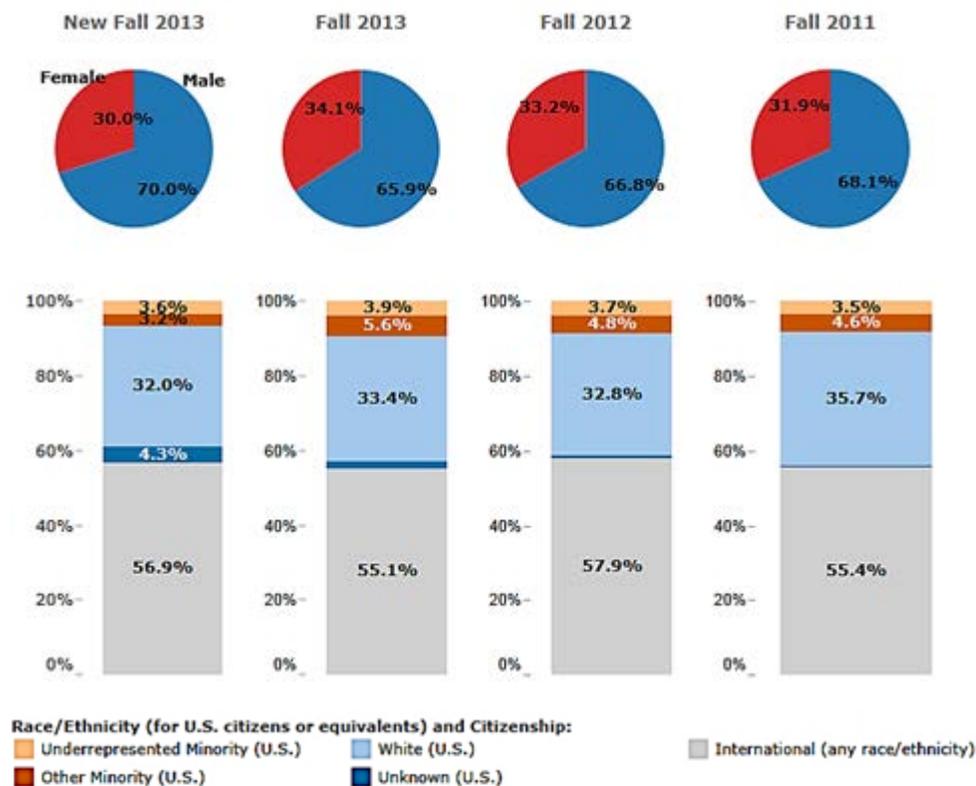
Weill Cornell Medical College in NYC. Center for Health Disparities Research staff and summer students with Dr. Carla Boutin-Foster (Director, Center for Health Disparities Research and Community Engagement) and Dr. Mary E. Charlson (Chief, Division of Clinical Epidemiology and Evaluative Sciences Research; Executive Director, Center for Integrative Medicine)

Weill also held their 4th annual Successful and Productive Academic Research Careers (SPARC) conference in May of 2014. The conference provided an opportunity for students, trainees, and junior faculty who are conducting research in the fields of basic science, translational, clinical, community, and policy to share their work with their peers. The theme of this year's conference was: *Advancing Diversity and Inclusion in the Translational Research Workforce*. The target audience for SPARC was students, postgraduate trainees, and junior faculty, especially women and underrepresented minorities (URMs) interested in developing an academic research career. The day-long conference was supported by Weill Cornell's Office of Faculty Diversity, Memorial Sloan Kettering Cancer Center's Office of Diversity, Rockefeller University's Clinical Translational Science Center, and Weill's Center of Excellence in Disparities Research. The keynote address was given by Dr. Raja Flores, Chief of Thoracic Oncology Surgery at Mt. Sinai.

Postdoctorates

Cornell has more than 800 postdocs including about 300 at Weill Graduate School of Medical Sciences and 500 located throughout the Ithaca campus. The Ithaca campus postdocs have a large international representation, with approximately 55% in 2013 being from outside the United States, representing 33 different countries from around the world. As of 2013, approximately 34.1% of the Ithaca campus postdocs were female. Of the 45% of U.S. resident/citizen postdocs, approximately 21% have identified as individuals of color (or 9.5% of the total postdocs). The following chart from the Diversity Composition Dashboards provides more detail on this population.

Post Doctorates by Gender and Race/Ethnicity 2011-2013 (Ithaca Campus)



Headcounts of non-professional employees and staff, primary appointment only. "New" employees are those who do not appear on prior years extract. All data from Nov 1st extract each year. Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these. Postdocs (Postdoctorals) are persons with doctoral degrees who are pursuing additional research, training or teaching; the term of employment is limited.



Dr. Christa Heyward, Postdoctoral Fellow. Heyward received her Ph.D. in 2011 in Cell and Molecular Biology from the University of Pennsylvania. At Cornell, she investigates the immune contribution to the development of preeclampsia using the BPH/5 mouse model.

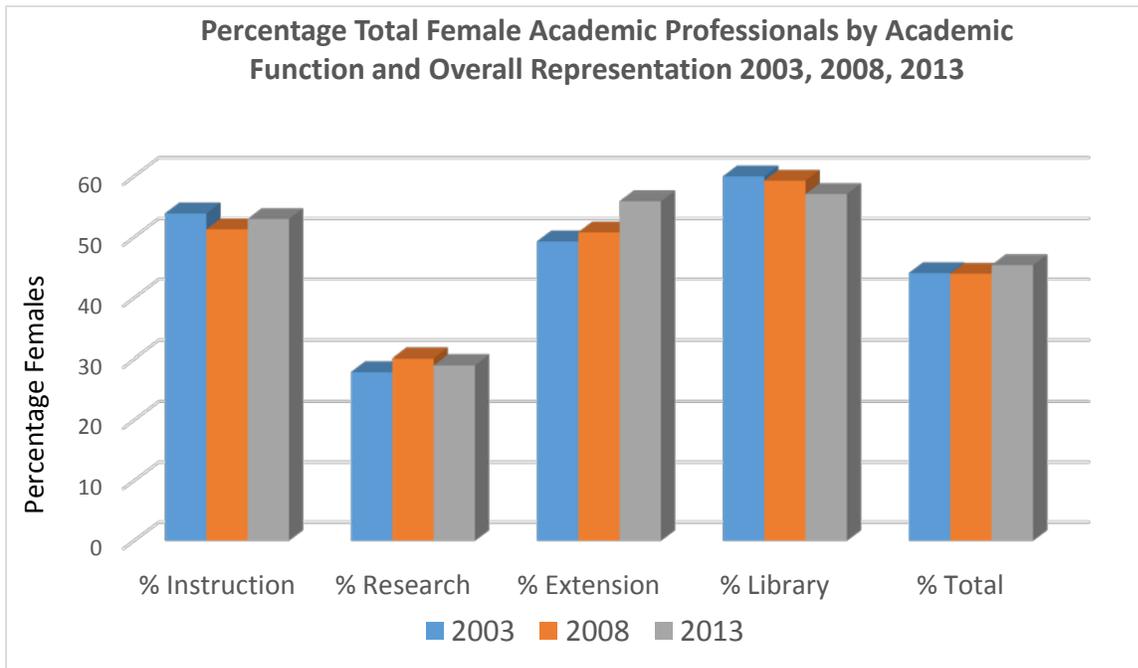
A number of TND initiatives for 2014-15 continue to focus on professional development opportunities for postdocs. Cornell Graduate School is developing, refining, and evaluating a series of professional development programs addressing the various phases of graduate student/professional

student/postdoc progression, focusing primarily on underrepresented students in terms of race and ethnicity, first-generation college students, and women. Weill is also adapting its 2013-14 program on “avoiding harassment and discrimination in the workplace” for both students and postdocs. The College of Arts and Sciences will once again select URM postdoc fellows to participate in the Society for the Humanities seminar.

Academic Professionals

Academic professionals include these titles: instructor, lecturer, senior lecturer, teaching associate, research and senior research associate, research scientist and principal research scientist, extension and senior extension associate, librarian, associate librarian, senior assistant librarian and assistant librarian, and archivist. The percentage of female academic professionals increased modestly over the past decade, with 44.1% being female in 2003 and 45.4% female in 2013.

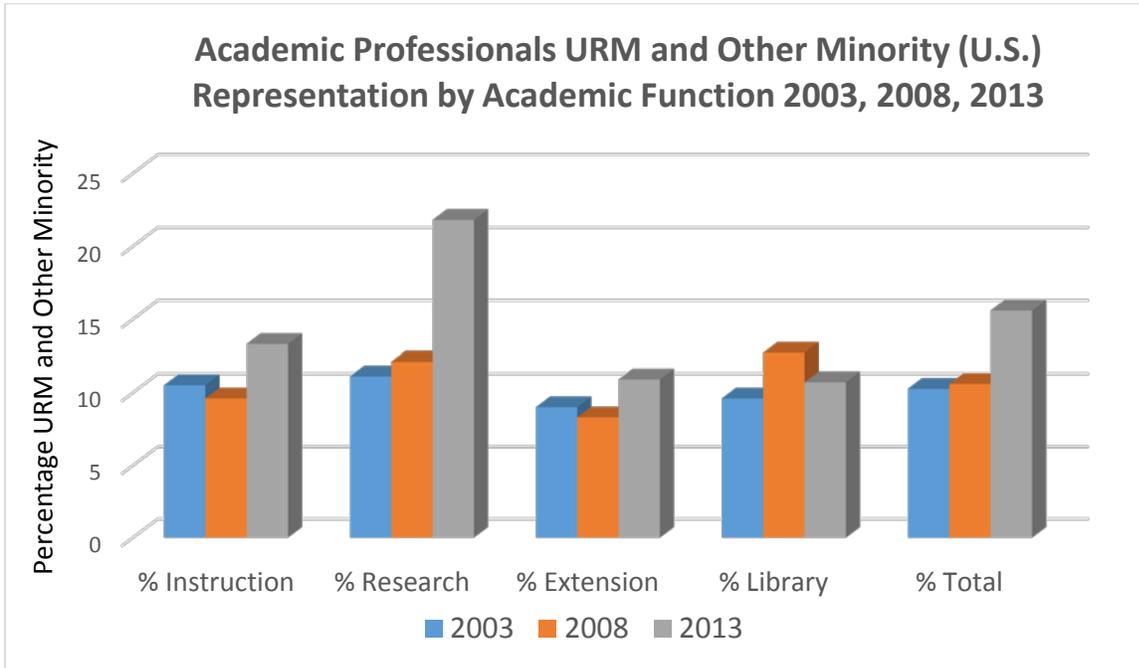
As the chart below **Percentage Total Female Academic Professionals by Academic Function and Overall Representation 2003, 2008, 2013** illustrates, female representation remains highest in Libraries (57.1% in 2013), although Extension (55.9% in 2013) has been quickly catching up over the past decade.



Note: Primary academic appointment only. Weill Cornell Medical College is excluded. Data extracted on November 1st of each respective year. Source: University Factbook.

Cornell’s academic professionals are the university’s second most diverse employee group with about 15.6% in 2013 identifying as individuals of color (up from about 10.3% in 2003) and 9% international professionals. One academic professional function, research, has nearly doubled in the representation of employees identifying as individuals of color over the past decade growing from 11% in 2003, to nearly 22% in 2013. With research being the largest academic function, this growth has had a large impact on the overall academic professional group. This population is typically more fluid than the staff and tenure-track/tenured faculty since many are on grant-based monies.

The following chart shows **Academic Professionals URM and Other Minority (U.S.) Representation by Academic Function 2003, 2008, 2013**.



Note. Primary academic appointment only. Weill Cornell Medical College is excluded. Data extracted on November 1st of each respective year. Source: University Factbook.

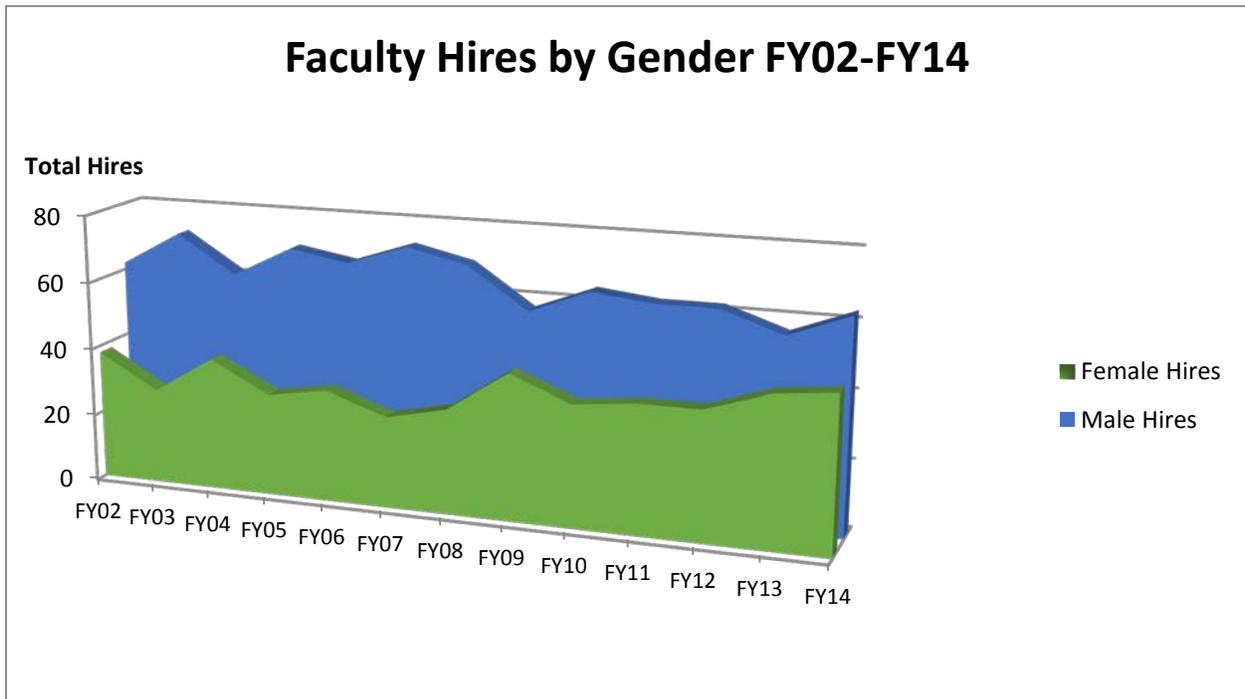
Faculty

Cornell University continues to make progress in diversifying its faculty. Since 2003, the university increased its representation of tenure-track and tenured female faculty from about 23.3% to 28.8% in 2013 (29.1% including non-tenure track female faculty), representing nearly a 24% increase in female faculty.



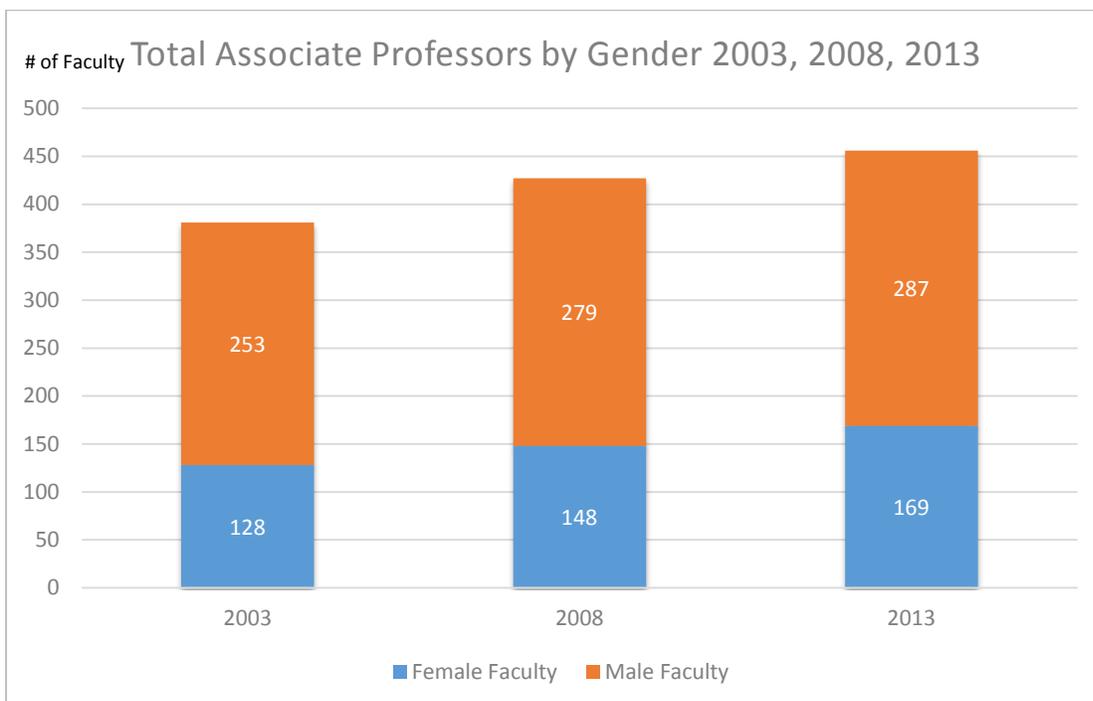
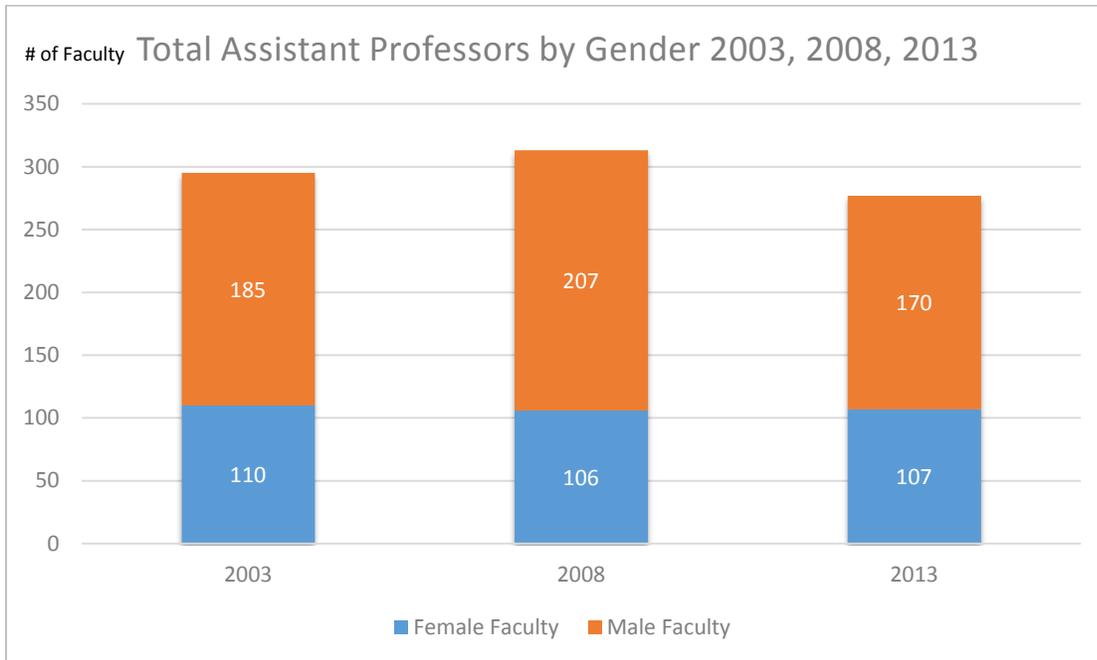
Sheri Kimes, professor of service operations management in the School of Hotel Administration, was selected as a 2014-15 Menschel Distinguished Teaching Fellow to leverage technologies to give students a virtual international experience.

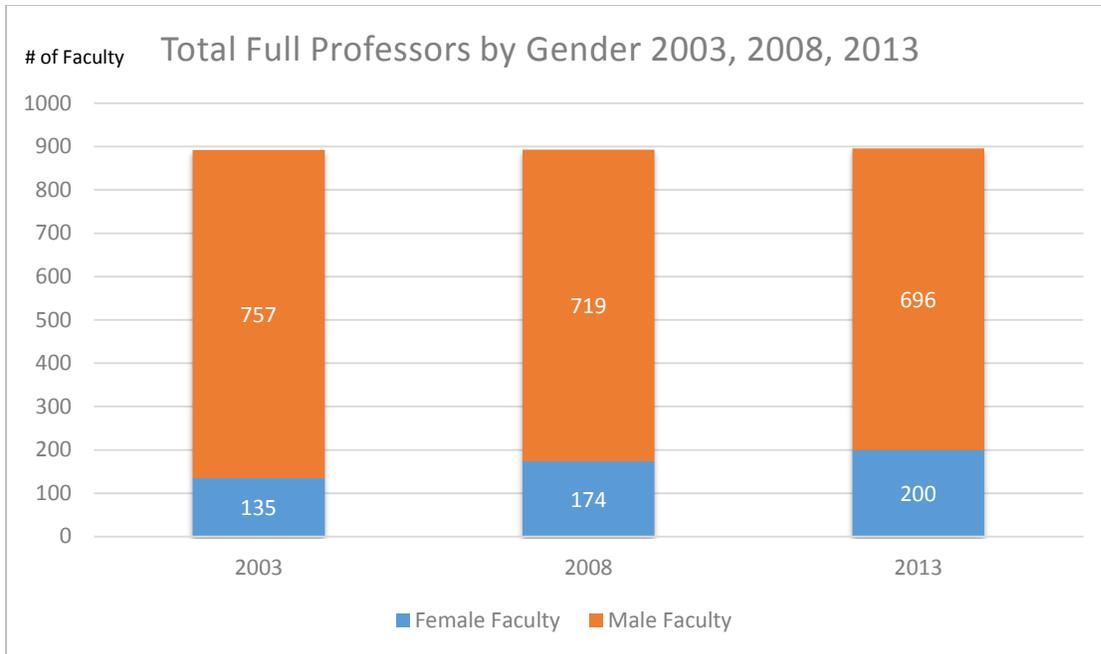
Female faculty hires continue to increase as a proportion of overall hiring, as illustrated in the chart below, with the FY14 new faculty hires being 42.2% female.



Overall, female tenured/tenure-track faculty numbers have increased, suggesting progress in both recruiting and retention. In FY12, 28.3% of the total tenured/tenure-track faculty were female, in FY13, 29.2% were female.

The charts below illustrate the gender breakdown for each professorial rank including 2003, 2008, and 2013.





Source: Institutional Research & Planning and Office of Faculty Development & Diversity

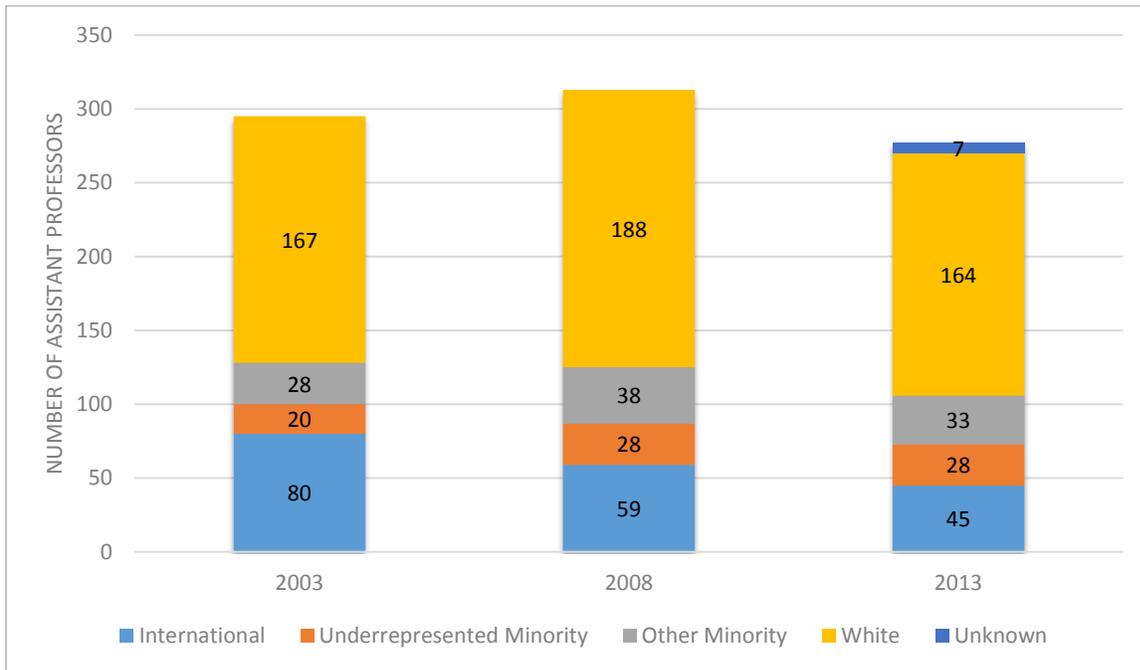
Cornell’s faculty of color increased from 11.4% in 2003 to 16.3% as of 2013, representing nearly a 43% increase in the number of minority faculty over the past decade.

Professor Michael Spencer, an electrical engineer, computer scientist and engineering professor in the College of Engineering will be included in the landmark “The HistoryMakers” collection archived at the Library of Congress, joining the ranks of Maya Angelou, Barack Obama, and B.B. King.

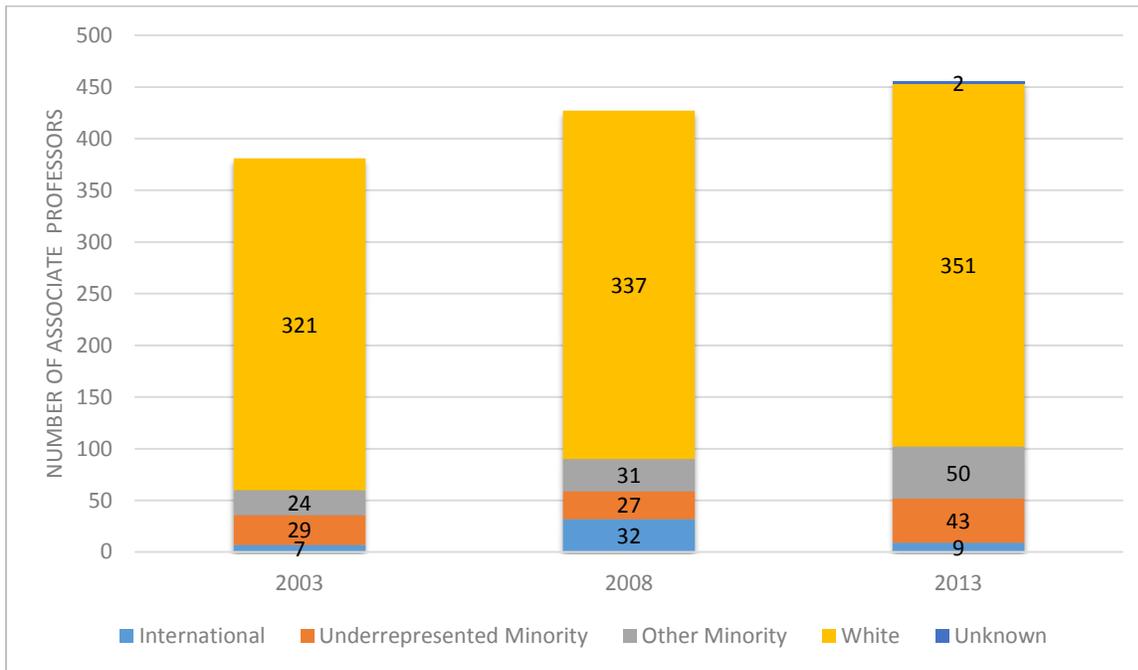


The following series of charts provide a longitudinal view of faculty race/ethnicity by professorial rank for 2003, 2008, and 2013.

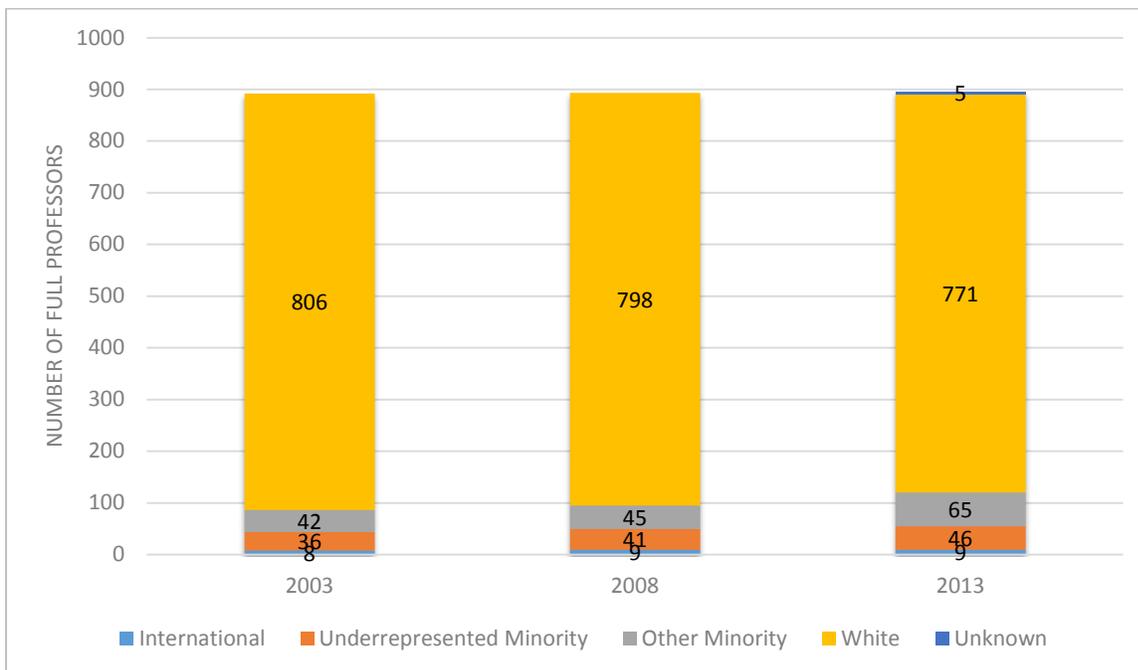
Assistant Professors by Race/Ethnicity 2003, 2008, 2013



Associate Professors by Race/Ethnicity 2003, 2008, 2013



Full Professors by Race/Ethnicity 2003, 2008, 2013



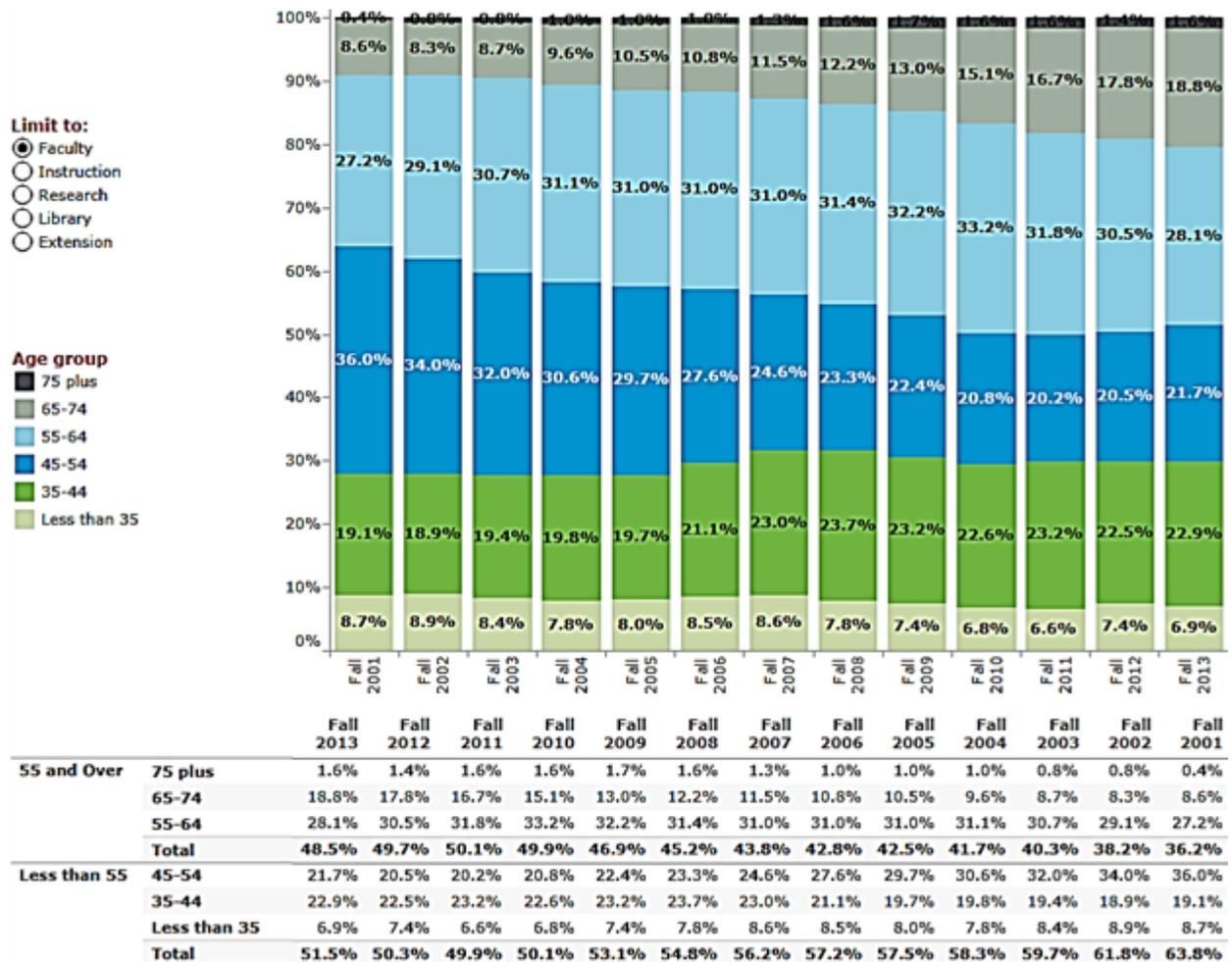
Faculty are defined as the three professorial ranks including part-time, clinical, and acting. Adjunct, visiting, courtesy, and emeritus appointments are excluded. Primary academic appointment only. Weill Cornell Medical College is excluded. Source: University Factbook:

http://irp.dpb.cornell.edu/tableau_visual/factbook-academics

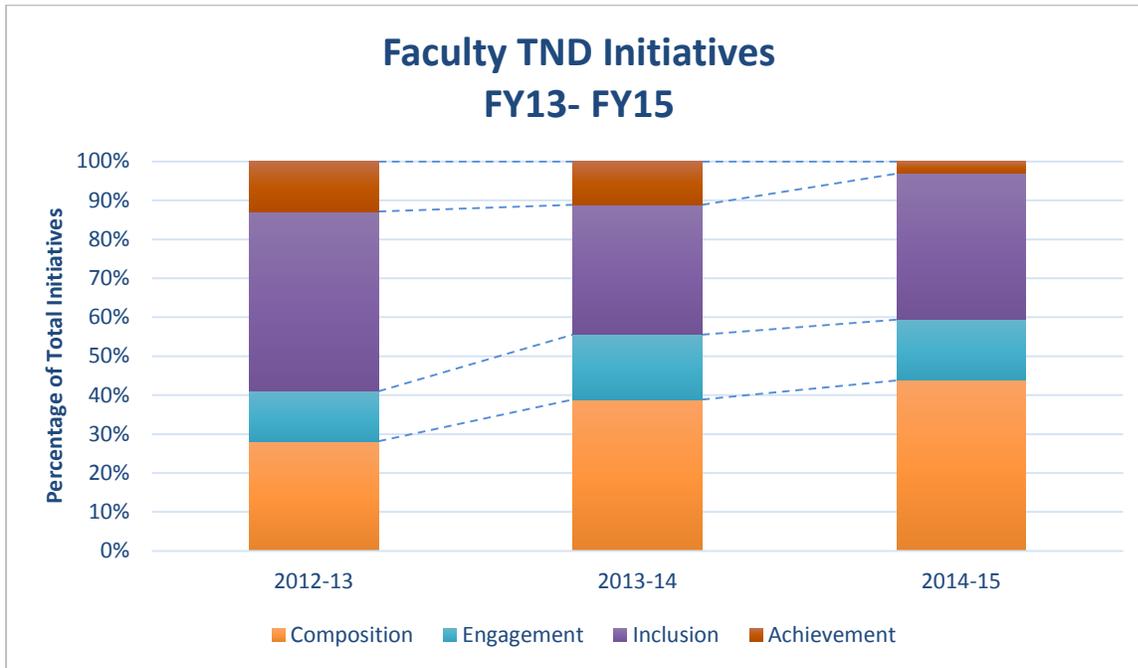
Counts as of November 1st of each respective year. Source: University Factbook.

Though the most diverse of all the ranks, the composition of the assistant professor rank has remained relatively the same over this period of time, whereas the associate and full professor ranks have gradually become more diverse. As the assistant rank is the main feeder pool for the others, more efforts will need to be made to increase the diversity of faculty hiring pools to ensure continued diversity in the other ranks. This is particularly important considering the large percentage of faculty who are eligible to retire at any time. The table below, **Faculty Age Distribution 2001-2013**, illustrates this with 48.5% of the faculty being eligible for university retirement as of fall 2013.

Faculty Age Distribution 2001-2013



Colleges are working, through Toward New Destinations, to address composition, engagement, inclusion, and achievement opportunities for faculty. A dashboard on the initiatives for the past three years is provided below.



Weill Cornell Medical College Faculty Initiatives

Weill has expanded the Minority House Staff Committee (MHC) activities to include residents from other departments.

During the annual SPARC conference, three research prizes were awarded to diverse faculty engaged in research for their work. SPARC is a networking academic event during which diverse faculty have the opportunity to share their research.

The MHC was established by residents in the Department of Medicine with the goal of establishing a house staff that closely mirrors the population cared for at New York Presbyterian Hospital (NYPH). The program has successfully increased the number of applicants and residents in the Department of Medicine. However, similar programs do not exist in any departments. Thus there is a need to expand the existing MHC as well as identify the barriers to and successes of recruiting and retaining residents to foster a diverse resident and faculty body.

Several meetings with residency directors throughout Weill Cornell Medical College have taken place with the purpose of building diversity and equity as a quality initiative at Weill Cornell/New York Presbyterian Hospital. Thus far, all directors are in support of this initiative. Outreach to Residency Directors throughout Weill will continue as well as ongoing meetings throughout the year.

Several MHC activities have been extended to residents from other departments. The First Annual Minority Student, Faculty and Housestaff Mixer was held on October 15, 2013. With over 80 individuals in attendance, effectiveness in connecting people at various points in their training was apparent.

In an effort to increase diversity in academic leadership, the Office of Faculty Diversity and the Dean's office sponsored two junior faculty members to attend the 2014 Minority Faculty Career Development Seminar hosted by the Association of American Medical Colleges. This was the first year that the conference was broadcasted to chairs across the college. The rationale was to raise awareness of opportunities for minority faculty development.

Dr. Laura Palermo, instructor of Microbiology and Immunology in Pediatrics, was the first faculty member sponsored to attend this conference. Additionally, Dr. Palermo was accepted into a K-Award Grant Writers workshop held in conjunction with the conference. Dr. Francine E. Garrett-Bakelman, instructor in Medicine, was the second faculty member sponsored to attend the conference.

Administration and Staff

Per Cornell's 2014-2015 Affirmative Action Plan, the university's total female staff representation is about 58.4%, representing about a 3.4% increase since 2003, when female staff represented 56.5% of the total population. Staff of color representation increased from 6.7% in 2003⁸ to 11.13% in 2014 (up from 9.59% in 2013). This increase occurred due to escalated hiring efforts, with approximately 16.9% of all new banded staff and particularly noteworthy, 25.52% of all new bargaining unit staff hired in FY14 identifying as an individual of color.

As of last year, the largest number of individual unit FY14 Toward New Destinations' initiatives are focused on the administration/staff constituent group, so continued diversification of Cornell's staff population is well supported.

⁸ As per University Factbook. Ithaca campus full-time head count as of November 1, 2003.

Of the 106 staff employees currently enrolled in the Employee Degree Program, 13.2% have identified as staff of color and 61.3% are female, which shows a greater participation rate for these two populations as compared to their overall staff representations (11.1% and 56.5% respectively).

Cornell staff continues to increase in age, as evidenced in the following chart. As more staff begin to retire, there will be more opportunity to diversify the workforce. However, as with the university’s aging faculty population, many staff may choose to remain in the workforce rather than take advantage of the university’s retirement program eligibility at age 55.

This makes the focus on disability access management more critical than ever.

Distribution of Non-Academic Staff by Age

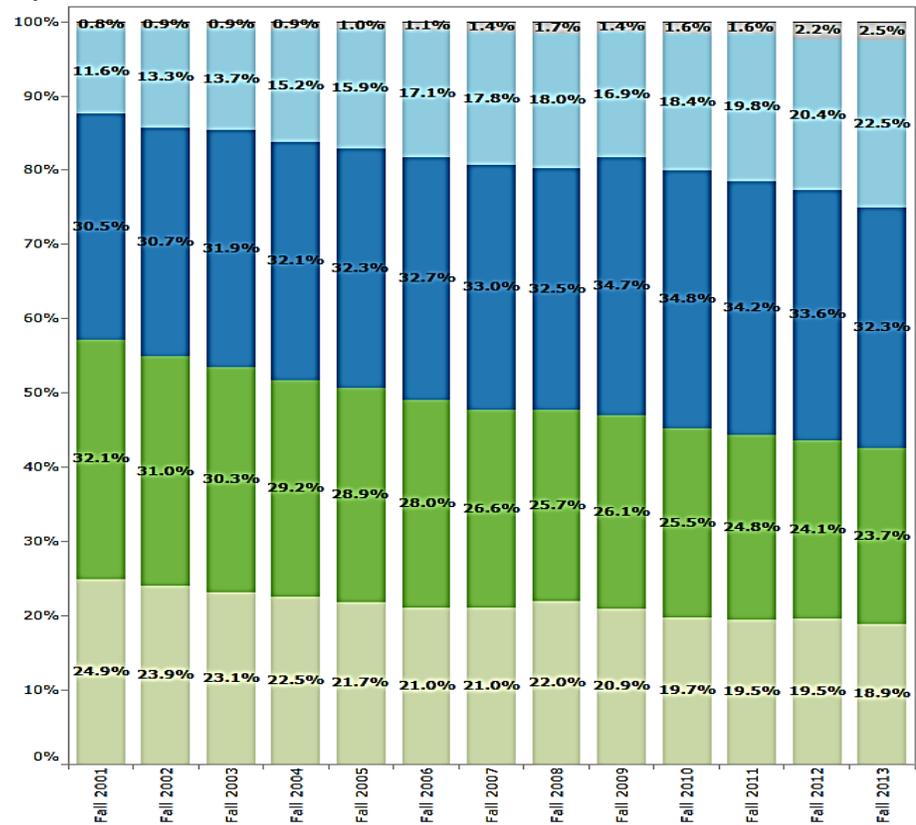
Headcounts are as of November 1st of each year. Student employees, temporary employees, casual employees, and those on layoff or leave status are not included. Academic employees are not reported on this page. Weill Cornell Medical College is not included.

Full or Part Time:
All

Staff, Sector: All

Organizational sector:
All

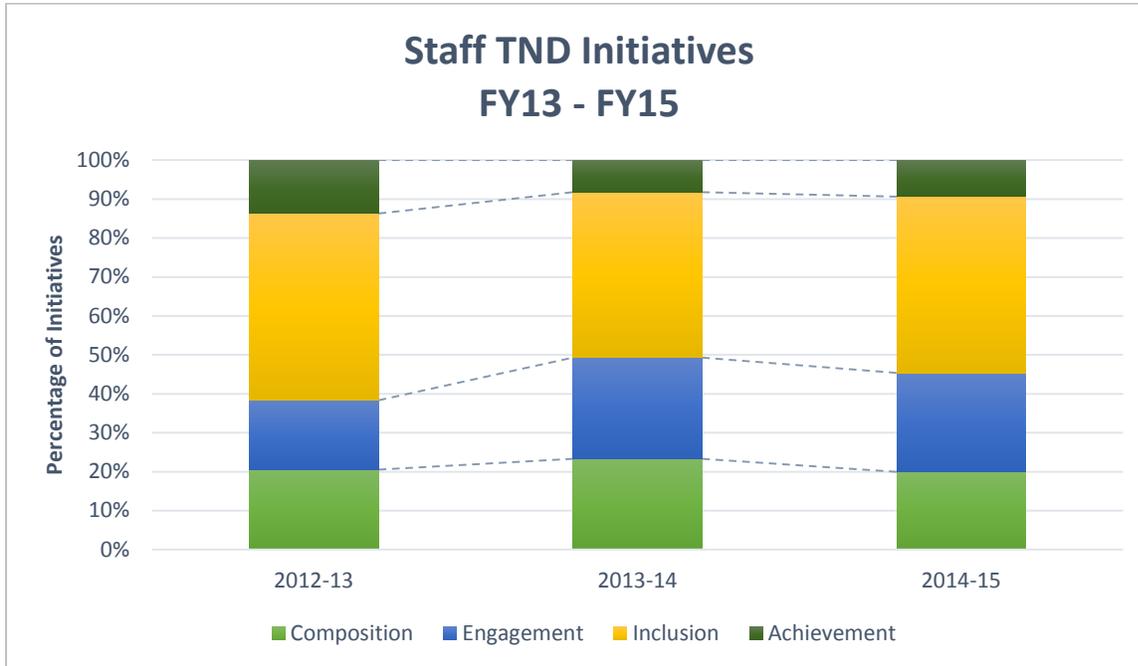
Age in ten year groups:
 75 plus
 65-74
 55-64
 45-54
 35-44
 Less than 35





The Men of Color CNG participated in the annual fundraising campaign of the local charity Loaves and Fishes called, "Empty Bowls." They offered set-up, serving, and clean-up support to the local organization.

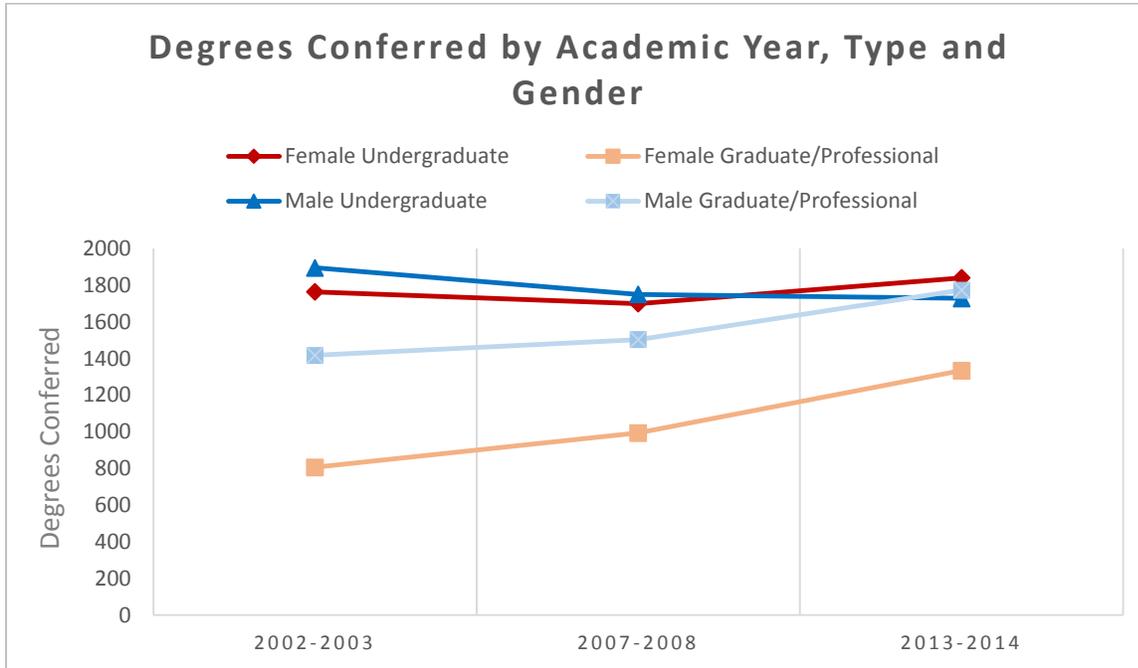
Toward New Destinations initiatives for staff for the past three years is provided in the chart below.



Alumni

As Cornell's student body continues to become more diverse, so too will Cornell's alumni. The university's new alumni class grew from about 43.7% female in 2002-2003 to 47.6% of Cornell's new alumni class in the 2013-2014 academic year. As with the composition of our student body, the most significant increase was with the new female alumni having just received graduate and professional degrees growing from 36.3% in 2002-2003 to 42.9%, representing an 18% increase.

The chart below, *Degrees Conferred by Academic Year, Type and Gender*, provides more details of this increasing trend in female alumni.



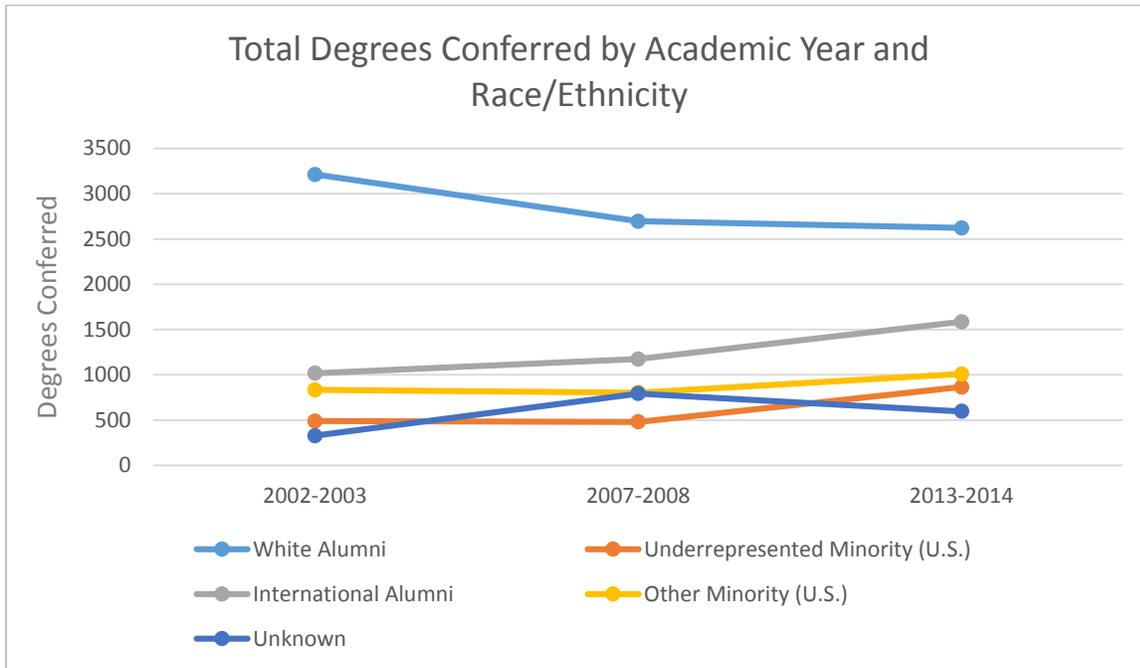
Source: University Factbook: Institutional Research and Planning. Degrees conferred between July 1 and June 30 for each academic year. Weill Cornell Medical College is excluded.



Reunion 2014: Cornell University Gay and Lesbian Alumni (CUGALA) group.

In terms of ethnic/racially diverse alumni, underrepresented minority alumni have grown from 8.3% of the graduating new alumni in the 2002-2003 academic year to 12.95% of the new alumni graduating in the 2013-2014 academic year. Persons identifying as individuals of color (including both underrepresented and other minorities) have grown from 22.5% of the new alumni class of 2002-2003 to a full 28% of the 2013-2014 graduating class.

The following chart, **Total Degrees Conferred by Academic Year and Race/Ethnicity**, illustrates this trend. This trend will only continue to grow as the increasingly diverse current student population graduates.



Source: University Factbook: Institutional Research and Planning Note. Degrees conferred between July 1 and June 30 for each academic year. Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities (U.S.) include Black, Hispanic, American Indian, and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these. Other minority (U.S.) includes persons identifying as Asian or multiple racial categories including Asian and White.

Several Toward New Destinations initiatives have been designed to connect Cornell alumni with current students. The College of Veterinary Medicine established the Minority Alumni Mentoring Program, which was mentioned in the College of Veterinary Medicine section of this report. In 2014-15, the Vet School will expand outreach to alumni who graduated prior to 1991, and feature alumni speakers in programming on career pathway choices and on the college website.



Reunion 2014: Members of the Law School Class of 1994.

Cornell Law School is engaged in an ongoing initiative designed to develop strategies for maintaining relationships with alumni of color and increasing

participation of URM's at alumni events. The Law School is exploring collaborating with Alumni Affairs on initiatives such as the newly established Cornell Black Lawyers Alumni Network. The Office of Alumni Affairs and Development (AA&D) identified over 250 alumni engaged in diversity work as their full-time occupation, or who serve in a leadership capacity on a diversity/inclusion council or committee for their employer. AA&D is in the process of establishing connections with these alumni in the interest of exploring and fostering best practices and obtaining guidance for an organizational paradigm shift.

Diversity and Inclusion Efforts in the External Community

Cornell’s Toward New Destinations diversity initiative includes a focus on the university’s external community partners. Partnering with the local municipalities in addressing diversity and inclusion enhances our collective ability to be successful. Cornell has created collaborative partnerships with Tompkins County and the City of Ithaca, the latter being only one of several municipalities within the county. In addition to the City of Ithaca, there are nine towns and six villages within Tompkins County. Tompkins County’s current population statistics are shown below.



Tompkins County New York Population Statistics 2000 – 2013⁹

	2000	2010	2013
Women	50.6%	50.7%	50.7%
Individuals of Color (Racial Minorities)	16.2%	19.8%	21.3%
Total Population	96,501	101,564	103,617

Tompkins County government is committed to creating a diverse and fully inclusive workplace that strengthens its organization and has implemented diversity recruitment and retention policies. In addition, they have created several diversity and inclusion programs for staff.

The Workforce Reading and Discussion Program (WR&D) was launched in 2013 in response to County staff’s desire for more informal professional development opportunities with a specific focus on diversity and inclusion. The program also meets a staff development goal as outlined in the County’s Diversity and Inclusion Policy (adopted December, 2013) that calls for “ongoing learning and development through formal and informal education that addresses issues of diversity, inclusion, and nondiscrimination.”

⁹Sources for 2000, 2010, and 2013 numbers: U.S. Department of Commerce: U.S. Census Bureau, Census 2000, and U.S. Census Bureau, Census 2010, Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Non-Employer Statistics, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report. Numbers for 2013 are U.S. Census Bureau estimates.

The WR&D Program provides a “neutral” setting—for all levels of the County organization—in which to improve and enrich the diversity conversation. The WR&D Program follows a well-developed model used by the New York Council for the Humanities (NYCH) and involves a County government participant group of 7–15 members, led by a local facilitator, exploring a common theme through the lens of the humanities—that is, by relating readings (and other media) to current events, historical trends, local needs and issues, ethical considerations, and everyday life experience. The group meets for four consecutive dialogue sessions, scheduled for an hour-and-a-half each. The intent is facilitated dialogue, involving analysis and healthy open debate that leads to knowledge transfer, connection, and a strengthening of the diversity conversation in the workplace.

In November 2013, the County received a grant from the Community Foundation of Tompkins County via its Social Justice Fund to continue the WR&D Program through 2015. The funding provides for the implementation of an evaluation component—developed with the help of Cornell Institute for Public Affairs (CIPA) graduate fellows—that tracks program performance in these following areas: program design/content, coordination, facilitation, and participant satisfaction. Recent results indicate that 85% of participants found the WR&D Program to provide a safe space for discussing diversity issues. Additionally, 80% of participants found that they were more socially and culturally conscious in their interactions with others as a result of the program, and 100% of participants would recommend the program to another member of the County workforce.

From both a staff development and an organizational development standpoint, the WR&D Program is an opportunity for improved communications around issues related to diversity, inclusion, and equity. Over time, it is anticipated that WR&D Program participation will lead to enhanced cultural awareness and effectiveness, particularly as this relates to culturally responsive programming and service delivery, along with improved relationships among staff and with the clients they serve every day.

Tompkins County continues to be an active member of the Diversity Consortium of Tompkins County (DCTC), playing a key role in helping the DCTC establish its new education program. The program involves a workshop series that will run in the off-year of the DCTC’s biennial Roundtable event. The County collaborated with the Human Services Coalition to provide logistics support for the workshop series. The County also served on the DCTC Education Committee helping with program design and workshop content.

Earlier this year, the Deputy County Administrator met with representatives from Cornell's Department of Inclusion and Workforce Diversity to discuss opportunities for sharing resources to support the County's diversity training needs, particularly the needs of leadership and senior-level staff. This ongoing collaboration will allow for more County representation at various Cornell diversity-related events, such as the Annual Cornell Diversity Update Conference, and help inform future professional development program planning.

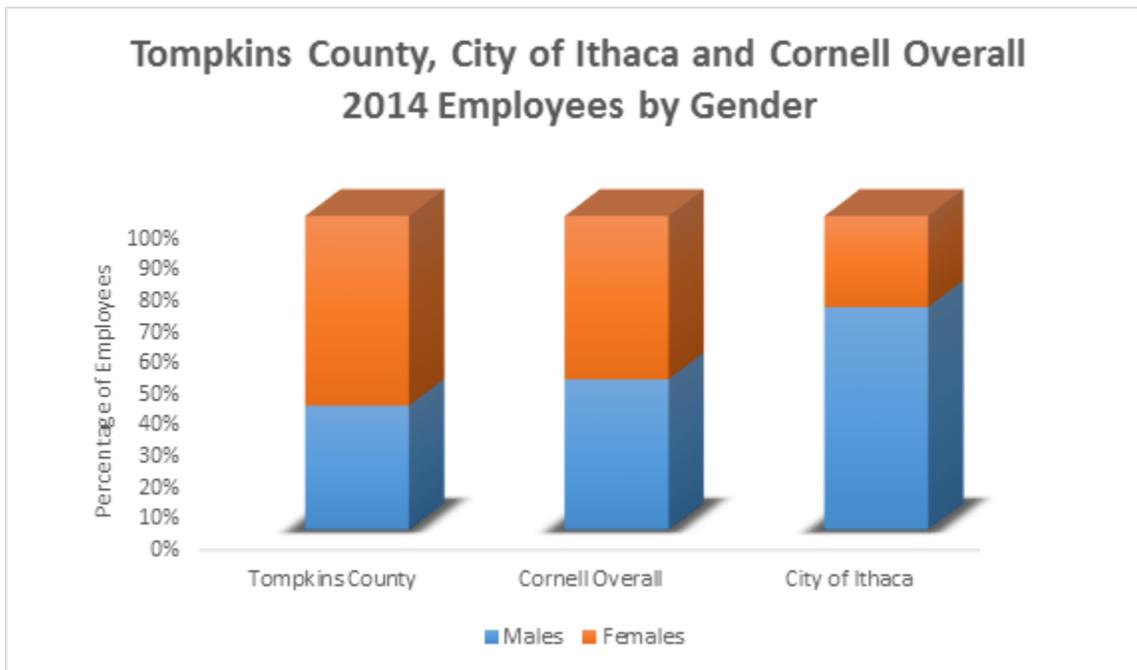
In addition, Tompkins County issued an RFP to develop and conduct a Workplace Climate Survey for Tompkins County Government, including survey development, implementation, analysis, and a final report with recommendations. The intent is to gain in-depth understanding of the existing organizational culture, including strengths and opportunities for development, and to provide County leadership guidance on best practices for ensuring an equitable and respectful workplace. The results of the Workplace Climate Survey will gauge how employees feel about the County organization in terms of work satisfaction, leadership effectiveness, inclusiveness and diversity, effective communication, access to opportunities for professional development, and accountability. With proposal review underway, the County plans to launch the initiative within the next few months.

According to the 2013 Estimated Census, the City of Ithaca's ethnic makeup is even more diverse than Tompkins County, with an estimated 66.7% individuals reporting as white (not Hispanic or Latino), 16.2% Asian, 6.9% Hispanic, 6.6% Black, 4.3% two or more races, and 0.4% American Indian and Alaskan Native.

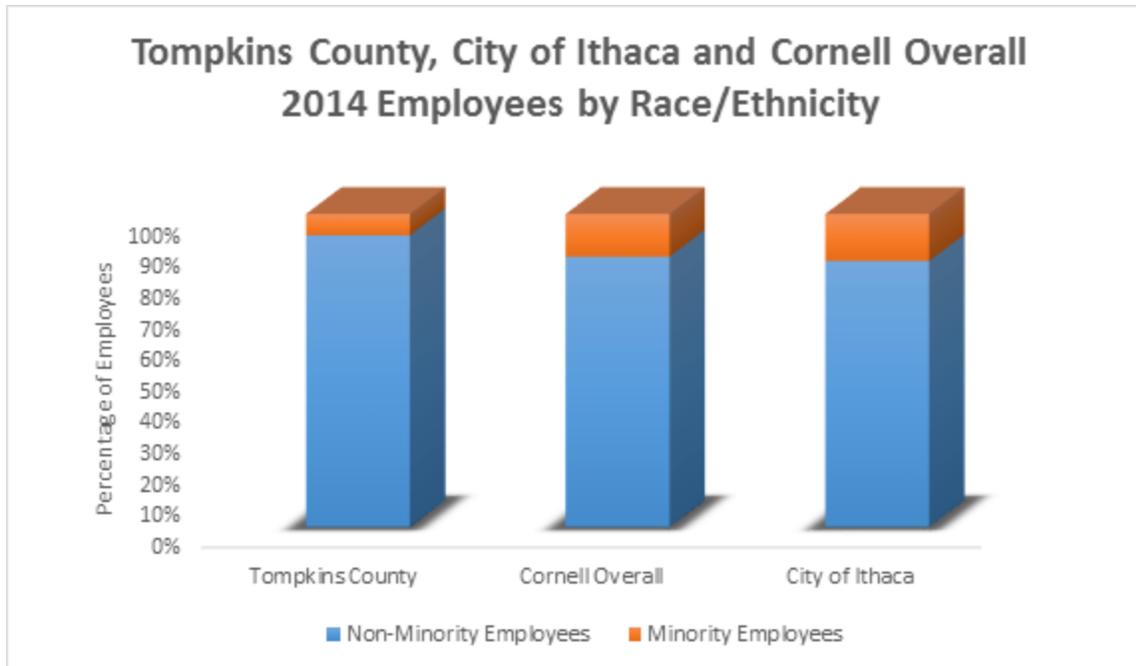
Tompkins County and the City of Ithaca are each working to diversify their respective workforces. In addition, both county and city governments look for ways to collaborate and share resources.

The following charts show the 2014 Tompkins County and City of Ithaca workforce compositions as compared to the Cornell workforce, first by gender and then by race/ethnicity.

These data are important to consider both from the perspective of the local labor pool as well as the many Cornell employees who relocate to Ithaca with dual-career considerations.



Note: Cornell's data is based on data generated from the Workday system in April, 2014 for the university's 2014-2015 Affirmative Action Plan.



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Increasing Multicultural Skills at Cornell University

Cornell's Intergroup Dialogue Project (IDP), winner of the 2014 James A. Perkins Prize for Interracial Understanding and Harmony, supports educational excellence for all undergraduate students while helping to further an atmosphere of engagement and inclusion. Launched at Cornell in the fall of 2012, IDP was first developed at the University of Michigan in 1988, and incorporates 25 years of research and teaching experience into an effective practice for enhancing group dynamics, improving active listening skills, deepening empathic relations, and developing alliance formation for more equitable, ethical, and just relations in the complex global society of the 21st century.

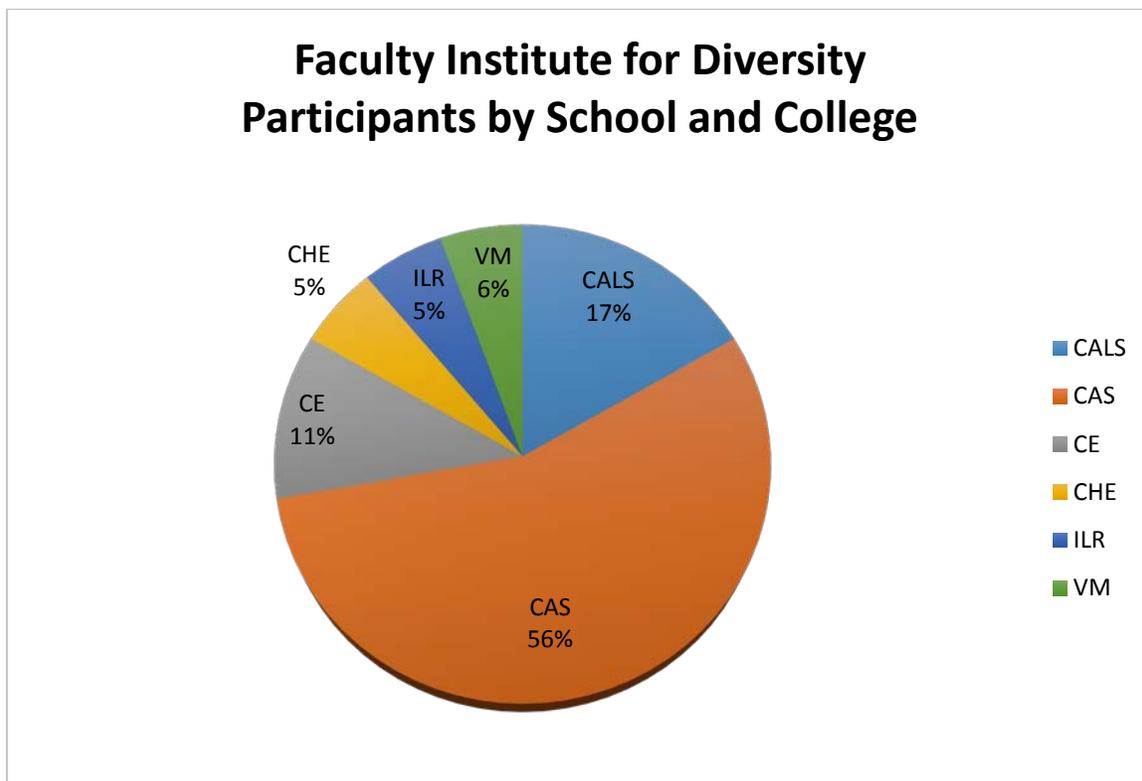
The Intergroup Dialogue Project at Cornell is a structured, peer-facilitated course, in which students are assigned to small discussion groups with equal numbers of white students and students of color. IDP is constructed to enable students to engage in frank, constructive discussions about such issues as race and ethnicity, socio-economic status, gender, religion, and sexual orientation. Students read significant analyses and participate in a number of in-class exercises to be able to learn from each other's lived experiences and perspectives, as well as explore how society has taken a role in forming these experiences and perspectives. The

students then proceed to work through their differences in perspectives to bridge cultural and social understandings, and develop and carry out effective community projects.

IDP at Cornell is designed to develop a campus climate of understanding, build relationships across differences, help participants learn to work through conflicts, and strengthen individual and collective capacities to work for social justice in varied contexts. To date, 207 undergraduates—approximately half of whom have been students of color—have participated in the course. Enrollment in the course has grown 450% over the past four semesters.

Faculty Institute for Diversity

The Faculty Institute for Diversity (FID) was created for full-time tenure-track and tenured faculty to engage in complex discussions on diversity, to create a network of teachers and scholars who can serve as a resource for one another on matters of diversity and education, and to encourage participants to incorporate diversity and address the needs of diverse learners in new or revised courses. During the 2013-2014 academic year, the FID—a three-day retreat—was held on January 13-17, 2014 and then again on June 24-26, 2014. There were 19 faculty participants with 16 unique departments. Since 2008, 140 faculty have completed the FID.



Through readings and discussions, faculty began the process of transforming their courses to create more diverse and inclusive classroom environments. Guest speakers included Dr. Wendy S. Harbour, the Lawrence B. Taishoff Professor for Inclusive Education at Syracuse University, and Dr. Frank Tuitt, associate provost for inclusive excellence at the University of Denver, and author of *Race and Higher Education*. Participants discussed mechanisms for infusing diverse perspectives, methods, and experiences into their new or revised courses. As a result of the institute, participants engaged in discussions on pedagogical approaches to promote inclusive classroom environments. This year's Institute was co-facilitated by Sofia Villenas, Associate Professor of Anthropology.



Leah Hollis, author of "Bully in the Ivory Tower: How Aggression and Incivility Erode American Higher Education," was one of three keynote speakers for the 15th annual diversity update meeting held November 18, 2013 and attended by more than 150 people.

Inclusive Excellence Academy

With a focus on the development of multicultural fluency, Cornell University's Inclusive Excellence Academy, launched in August 2013, offers programs designed to advance an inclusive educational environment and workplace. The Academy features customized workshops designed for senior leadership, administrative/college diversity councils, human resource professionals, supervisors and program managers, university constituent leaders, faculty and academic teaching staff, graduate students and postdocs, community partners, and extended community members. Specific workshops, prioritized based on the university's needs, are offered each year. These various learning opportunities will empower our community to take an active role in improving composition, engagement, achievement, and inclusion at Cornell University.

Examples of programs offered through the Inclusive Excellence Academy are shown in the following table.

Constituent Group	Workshop Topic	Presenter
Administration and Staff HR Professionals Faculty Diversity Institute Members	Proactively Addressing Unconscious Bias in the Workplace and Understanding Micro-inequities	Ernest Hicks Xerox Corporation (retired)
Graduate Students, Professional Students and Postdocs, Staff Members	Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms	Dr. Frank Tuitt University of Denver
Univ. Constituent Group Leaders	Planning Accessible Events at Cornell	Erin Sember-Chase Cornell ILR EDI
Individual Contributors	Wonder Women: Sex, Power, and the Quest for Perfection	Debora L. Spar Barnard College
Senior Leadership Individual Contributors	Inequality Without Racism	Nancy DiTomaso Rutgers University
HR Professionals	Inclusive Recruiting Strategies for Embedding Diversity Into Your Overall Recruitment Strategy	Davine Bey Cornell Human Resources Linda Croll Howell Dept. Inclusion & Workforce Diversity
Graduate Students, Professional Students and Postdocs	Culturally Inclusive Labs and Research Groups (co-sponsored by CIRTL)	Derina Samuel Cornell Center For Teaching Excellence

Colleges and administrative units, through the Toward New Destinations framework, also implemented multicultural skills development programs.

Diversity Areas Impacted by Compliance Regulations

This year, there have been new and proposed regulations that impact individuals with disabilities, veterans, and lesbian/gay/bisexual/transgender individuals.

Individuals with Disabilities

According to the 2012 Disability Compendium, in 2011, 10.3% of Americans between the ages of 18 and 64 had a disability; 5.3% with an ambulatory disability, 4.3% with a cognitive disability, 2.1% with a hearing disability, and 1.8% with a vision disability. The employment rate of individuals with disabilities between the ages of 18 and 64 in 2011 was 32.6%, compared with the

employment rate of individuals without disabilities of 72.8%. Of the population of employed individuals between the ages of 18 and 64, approximately 15% have some type of a work limitation, which may or may not require a workplace accommodation (according to disabilitystatistics.org).

The number of Cornell undergraduate, graduate, and professional students who have self-identified and requested disability accommodations in academics and campus life has increased dramatically over the past decade from 788 students in 2003 to 1,184 students at the end of FY 2013. This represents approximately 5% of the student body. New students have the opportunity to self-identify by submitting a form on the new students website; and current students self-identify by contacting Student Disability Services (SDS). SDS follows up with each student by reviewing student requests and the disability documentation submitted to support these requests, and meeting with students to discuss the impact of the disability in all aspects of university life. Disability services and accommodations for students include academic modifications, such as course materials in an alternate format and testing accommodations. Auxiliary aids are provided, such as captioning services and assistive listening devices. Accessible housing and dining options are available for students and are provided to address the impact of a disability in campus living. The CULift shuttle service provided over 6,500 rides for students with temporary and permanent disabilities last year.

The Cornell faculty is significantly involved in the provision of academic accommodations for students. In FY12, over 2,800 accommodation letters were prepared for instructors regarding the academic modifications that students required for access. The faculty implements accommodations within their courses. Many instructors are incorporating a Universal Design approach to instruction by making their courses inherently accessible for all students.

Student Disability Services offered many workshops throughout the year to educate the campus community about disability issues. Student groups are also quite active in disability awareness initiatives. In November 2013, President Skorton, Vice President Susan Murphy, Police Chief Kathy Zoner, and Dean of Students Kent Hubbell were among the participants in a disability awareness program organized by the Cornell Union for Disability Awareness (CUDA) to highlight accessibility challenges around campus. One of their presentations was in the Cornell Store which has added a lift to travel between floors to afford greater accessibility. CUDA and Delta Alpha Pi (DAPI), a disability honorary society, collaborated with the Office of Academic Diversity Initiatives (OADI) to

host a dining discussion about disability issues in February 2014. In addition, new student groups supporting persons with diabetes and multiple sclerosis were started this year.

Since 2007, the university has developed a yearly Access Plan in six strategic areas: Physical Access, Employment, Educational Programs and Services, Technology, Communications, and Emergency Preparedness/Evacuation. The Team Leads in the six areas develop goals for the year and work collaboratively to advance accessibility on campus and to educate the campus community on ways that we can improve accessibility for all in our daily work.

Physical Access:

The university is striving to make the physical campus fully accessible and has accomplished the following access improvements this year:

- In collaboration with the Office of the Dean of Students, changes to the Event Registration Form (ERF), formerly referred to as the UUP, were made and staffing allocation plans have been initiated to ensure that every applicable event will be reviewed to assure that accessibility for the event is part of the plan. Student Assembly and Student Disability Services are partnering with Facilities Services to allow for staffing assistance for review of the ERF parameters to assure that accessibility for all people who would like to participate in any public program is being considered.
- A number of efforts related to Assistive Listening Systems (ALS) were accomplished this year.
 - A training program was developed and delivered for IT and Facilities Personnel within colleges and units on January 10, 2014 with more than 80 people in attendance. This training program was a joint venture with Facilities Services, CIT, and Student Disabilities Services and highlighted the importance of ALS testing and having the units in working order and available at all times. Judith Reppy from Cornell Association of Professors Emeriti (CAPE) participated in an opening video that personalized the importance of ALS.
 - Signage was installed for every ALS available in meeting rooms and lecture spaces on campus. Prior to this project, there were few signs that announced the availability of the systems. Over 120 signs were installed notifying people of the existence of the ALS across campus.

- A mini-grant program was initiated for colleges and units to apply for funds to cover ALS in small and large lecture spaces on campus, including the installation of a FM loop system in the School of Hotel Administration.
- Monthly testing procedures to assure that ALS are always available and in working order have been developed and are being implemented with colleges and units across campus.
- An accessible route was created from the rear parking lot into Willard Straight Hall and improvements were made on the ramp into the building from Ho Plaza.
- An exterior accessible route for the Mann Library Plaza was developed, reducing numerous barriers to accessibility for three connecting buildings.
- Exterior path of travel improvements were made from B Lot into the College of Veterinary Medicine, loading zones at Bartels Hall, Rhodes Hall, and sections of Tower Road.
- The “Accessibility Blitz,” a new approach to barrier removal that improves accessibility from parking and entrances through the building, including restroom access, was accomplished at Bartels Hall and included automatic operators at two main entrances and toilet room modifications.
- Feasibility studies/design documents to improve access are currently underway at Sage Chapel, Teagle Hall, Plant Sciences, and Uris Library.

Employment:

The Medical Leaves Administration facilitated 48 accommodation requests from faculty and staff this year. In addition, the following initiatives were completed:

- Developed the “Just-In-Time” (JIT) Toolkit—using Respect@Cornell as a model. Incorporating the Just-in-Time Toolkit for Managers, the team developed a training program for those in supervisory roles to raise awareness of obligations under the Americans with Disabilities Act (ADA). This training is designed to broaden awareness about the important role that supervisors play in the ADA and Accommodation Process.

- The Employment Team created a video featuring Professor Thomas Golden in ILR titled “Leading in a Disability Inclusive Workforce.” The video presents the research and background for the toolkit, as well as a 30-60 minute facilitated follow-up session.
 - A web page was created with disability information for managers at <https://www.hr.cornell.edu/managers/disability.html>.
 - Training programs were adopted as goals under Toward New Destinations by the Division of Human Resources and Safety Services, the Johnson School, and Vice-Provost Research.
 - “Just-In-Time” was presented to the Disability Colleague Network on October 31, 2013.
 - Just-In-Time was incorporated into Supervisory Development Training.
 - Disability websites were synched with links to the JIT Toolkit.
- Hosted the Annual Disability Service Providers event, which connects local disability service providers and Cornell University hiring managers in an effort to hire individuals with disabilities. A training was conducted on April 10, 2014 in the ILR Conference Center with 16 Disability Service Providers and 21 Cornell hiring managers attending, an increase of 60% and 162%, respectively, over the previous year. In addition, the “Ticket to Work” program was promoted at the event by the testimonial of an individual who used the program in the process of obtaining a position at Cornell.
 - A collaboration between the Employment Team and Career Services staff resulted in the development of the *Career Fair Guide to Employers* distributed in fall 2013 to Cornell University students. The guide promoted employers (including Cornell) who make an intentional effort to hire individuals with disabilities and who design their work environment to be inclusive of people with disabilities.
 - A “Lunch and Learn” was held for Career Services staff with Erin Sember-Chase in January 2014 titled, “How Career Services can Best Serve Students with Disabilities.” The purpose of this session was to provide training to Career Services staff about the legal and practical considerations that students with disabilities encounter in their career exploration.
 - The university continues to support the Disability Colleague Network Group (DCNG) and other groups on campus with a focus on disability as a part of the broader initiatives around diversity and inclusion.

Educational Programs and Services:

The university is responsible for affording an equal opportunity to participate fully in all of the programs and services that Cornell offers to students, faculty, staff, and visitors. Education about disability issues is an important component to understanding the access needs of our community.

- Dr. Marisela Huerta, a faculty member of the Weill Cornell Center for Autism and the Developing Brain visited campus on October 23, 2013 and made several presentations on Autism Spectrum Disorder (ASD), including a presentation for the Gannett Health Center Staff titled, “The Diagnosis and Care of Young Adults with ASD,” a workshop for Faculty which was co-sponsored by the Center for Teaching Excellence titled, “Amazing Things are Happening Here, Academic Support for Students with ASD,” and a presentation for student service professionals titled, “Advising Students with Autism Spectrum Disorders.”
- Mr. Ari Ne’eman, the president of the Autistic Self-Advocacy Network, visited campus on February 11, 2014. He presented a workshop for the professional staff of Residential Programs on creating an inclusive environment for students with ASD in residential living. He gave a public lecture in G10 Biotech titled, “The Politics of Neurodiversity” which will be available on Cornell Cast.
- Student Disability Services (SDS) sponsored a series of weekly workshops for student leaders called “CUnique” from February 4 to March 4, 2014 on neurodiversity topics. The workshops have been planned to promote understanding among student leaders about neurodiversity issues among students.
- SDS published the *Bulletin on Student Disability Issues for Cornell Students*, which can be accessed on the SDS website. Dean of Faculty Joe Burns sent a link to the Bulletin on the Faculty listserv.
- A workshop on Universal Design for Learning was incorporated into the Faculty Institute for Diversity, held by the Center for Teaching Excellence.
- A panel presentation of persons with disabilities was held on January 31, 2014 in G10 Biotech to provide information to CIT and web developers regarding barriers encountered when using technology at Cornell.

- A partnership with the Cornell Library, SDS, and the Medical Leaves Administration resulted in a process whereby members of the Cornell community with print-related disabilities could access the Hathi Trust, a digitized library holding.
- SDS, Cornell Library, and CIT will install Window-Eyes screen reading software on all public computing stations.
- In addition to the implementation of the strategic plan, the university's Disability Colleague Network Group meets monthly on campus with an average of ten participants. More details on Colleague Network Groups (CNGs) are included in the Appendix.

Technology:

Access to technology is an essential component of university life. The Technology Team provided many opportunities for the campus community to learn about how to design accessible technologies and how essential it is to maintain accessible features.

- Information has been made available on IT@Cornell in the web accessibility primer.
- CIT staff were key contributors to the January workshop on Assisted Listening Devices entitled, "Critical Ways We Make Cornell Accessible."
- A new Learning Technology document has been revised and promoted which identifies best practices in accessible learning spaces.
- CIT conducted a workshop in May 2014 titled, "Video Captioning: How and Why." This workshop provided training on creating and using captioned video.

Communications:

The Communications Team has increased disability awareness by including several articles about disability topics in the *Cornell Chronicle* and *Pawprint* during the past year. The articles included the following:

- The Hathi Trust, which provides access to digitized library holdings for patrons with print-related disabilities (October 31, 2013).

- Barriers that voters with disabilities encounter at polling places due to inaccessible voting machines (November 5, 2013).
- The disability awareness program held by the Cornell Union for Disabilities Awareness that exposed university administrators, employees, and alumni to the experience of navigating campus using crutches, wheelchairs, and motorized scooters (December 3, 2013).
- The disability awareness program developed by communications senior lecturer Kathy Berggren (December 4, 2013).
- The importance of accessibility for students, highlighting a student with low vision (February 11, 2014).

Emergency Preparedness and Evacuation:

- Emergency Preparedness is essential for members of our community with disabilities. This team has been a leader in providing information about evacuation procedures and how to plan effectively.
- Collaborations with EH&S staff and HR staff have resulted in a change in the onboarding process to inform new hires of how to notify EH&S that they may need assistance in the event of an emergency.
- Incorporated concerns for individuals with accessibility needs within all emergency management drills, tabletops and exercises, including creating and practicing scenarios for each exercise component, and using the Homeland Security Exercise and Evaluation Program (HAEEP) database.

Employment and Physical Access:

Representatives of the Employment and Physical Access team explored a project to improve transportation options for staff and faculty by benchmarking peer institutions and analyzing services provided by Cornell University. A pilot project for the 2014-2015 year was proposed.

Veterans

In March of 2014, new federal regulations went into effect that created, for the first time, an annual hiring benchmark for U.S. military veterans, including implementation of more effective recruitment/outreach efforts. The university was already required by federal regulations to collect U.S. veteran compositional



data, so this new regulation provides an opportunity to identify where, within our workforce, we can enhance recruitment efforts of military veterans.

Steve Shirley and Jeffrey Montesano of the Cornell University Police pose for a photo with Edgar Johnson, Staffing Consultant, Cornell Recruitment and Employment Center and U.S. Army veteran, at a Fort Drum career fair for veterans.

The university has already taken steps to address the employment needs of military veterans and has been recognized for its efforts (<http://news.cornell.edu/stories/2013/05/cornell-recognized-its-support-veterans>). The university has established an informational web page for military personnel/veterans with resources available on the campus and in the community (https://www.hr.cornell.edu/diversity/communities/military_community_resources.html). The university's Veteran Colleague Network Group (VCNG), <http://vcng.cornell.edu/category/news/>, has been instrumental in identifying where the university can improve its efforts in addressing the recruitment, retention, and climate for military veterans. This group has also partnered with the student military veterans through the Office of Academic Diversity Initiatives' Trailblazer program for veterans and their families: <http://vcng.cornell.edu/2014/10/08/trailblazers-networking-event/>.

This year, the university will be increasing awareness of its efforts to increase employment and address the needs of faculty, staff, and student military veterans. Through grants from the President’s Council of Cornell Women and Toward New Destinations, three university units in conjunction with the VCNG will be hosting a roundtable to develop best practices for the recruitment, retention, and climate for women veterans in the workforce. Representatives from the Department of Veterans Affairs, Families and Work Institute, and JPMorgan Chase will be participating as well as Professor Brian Leidy, the Principal Investigator for the Military Projects in the Bronfenbrenner Center for Translational Research in the College of Human Ecology. Dawn Rochow-Balden Seymour, class of ’39 and a military veteran—“Women Air Service Pilots (WASP) WWII Class 43-5,” will also be participating in this event. In addition, the university, in conjunction with the Navy ROTC, and the VCNG, will be hosting a presentation by Admiral Michelle Howard, the 38th Vice Chair of Naval Operations and the first female four-star general in the history of the Navy.

Lesbian, Gay, Bisexual, and Transgender Proposed Federal Regulations

In July of 2014, Executive Order 13672 was proposed to prohibit discrimination based on sexual orientation and gender identity in employment by federal contractors, including adding a statement on job postings that applicants for employment will be considered regardless of sexual orientation or gender identity. Cornell University’s equal employment and education statement already prohibits discrimination based on sexual orientation and gender identity and expression. The university has also already taken a number of steps to create a more inclusive environment for LGBT employees. The university’s endowed health plans provide benefits for transgender, transsexual, and gender nonconforming staff and faculty, including therapy and medical procedures related to gender-identity conformation procedures. The university has also established “universal restrooms” throughout the campus to provide gender-free facilities. The university also has a gender-inclusive housing policy.

The university has also launched an LGBT Colleague Network Group (LGBT CNG) that will continue to provide guidance on how we can better support our LGBT community.

Title IX Compliance Regarding Sexual Harassment, Sexual Assault, and Sexual Violence

In April of 2011, the Department of Education Office of Civil Rights issued its “Dear Colleague Letter” to reinforce steps to prevent discrimination based on gender and to detail the Title IX requirements for sexual harassment, assault, and violence. Since that time, the Department of Education has issued an “FAQ” with additional guidance to address sexual assault/violence matters, and President Obama signed into law the Violence against Women Reauthorization Act (VAWA), including the Campus Sexual Violence Act provisions. In addition, the White House Task Force provided “best practices” in addressing sexual assault on college campuses in its document, *Not Alone*, <https://www.notalone.gov/>.

Cornell University has been working aggressively to implement strategies to address sexual assault/violence on both the Ithaca and Weill campuses. The four Title IX coordinators for both campuses meet monthly to determine best steps for compliance with the federal regulations. There were 3,743 new students who participated in a program, “Speak About It,” as part of their orientation program, to understand what constitutes sexual assault/violence and their role in addressing it. New Law School students participated in a program on sexual violence prevention with more than 95% of the students attending.

The Sexual Violence Prevention Council has provided leadership in a number of areas, including developing recommendations for training for all segments of the university community and coordinating communications about the university’s efforts related to sexual assault/violence. A website has been developed to house all of Cornell’s response to sexual violence prevention at share.cornell.edu.

Progress Addressing Work/Life for Cornell’s Faculty and Staff

President’s Family Life Advisory Council

In response to a University Assembly resolution, President Skorton formed the President’s Family Life Advisory Council in 2011, to advise him on dependent care and related issues impacting the Cornell community. The Council consists of national experts, such as Ellen Galinsky of Families and Work Institute, as well as experts within Cornell. Together, they are responsible for presenting to the president best practices/innovative ideas that will support the Cornell community

with their dependent care needs; bring to the president's attention current policies and practices that interfere with a faculty or staff member's ability to fully contribute to Cornell; and to identify gaps in programs and services that, if addressed, would enhance the ability of faculty and staff to fully contribute to Cornell while balancing responsibilities outside of work.

In the fall of 2013, the President's Family Life Advisory Council (chaired by Ombudsman Charles Walcott) conducted surveys of its membership and senior administration. The purpose of these surveys was to identify what work/life issues were most critical to address in their respective organizations. In both surveys, workplace flexibility was rated as the most critical. Second most critical for senior administration was enhancing the strategy for addressing dual career issues for faculty. The members of the President's Family Life Advisory Council identified improved website communications on issues pertaining to family life (inclusive of faculty, staff, and student parents) as their second most critical issue.

Work/Life Web Portal Development

There are various initiatives that are in the process of assessment or implementation to address the top critical issues raised by the surveys. Several partners across the university are working together to develop strategies to support the workplace flexibility, dual career concerns, and enhancement of the website and overall communication of family/life communications. For example, Human Resources and University Communications are partnering in evaluation of the effectiveness of the family life information on the HR website. A survey is being used to determine what information visitors expect to see and the results of this survey will inform the redesign. As a part of the redesign, it is anticipated a web page will be established that will serve as a portal to help current and prospective faculty, staff, and students find family life information more quickly.

Diversity/Inclusion Efforts at Cornell's Child Care Center

In the fall of 2013, the Cornell Child Care Center (CCCC) hosted a Diversity and Inclusion Open House for current parents and future parents within the Cornell workforce. During the Open House the participants learned about programs and activities at the CCCC that also align with the university's diversity and inclusion initiative. The visitors learned about "Our World: A Bright Horizons Approach to Appreciating Diversity and Caring for the Environment." The parents had an opportunity to talk with diversity committee members from each program, and learned how they appreciate the richness of diversity of children and families. The

visitors also saw learning activities that have helped children explore their identities and culture. The visitors were also introduced to the Second Step Program which features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving to young children.

The Cornell Child Care Center's Diversity Committee leads the center's efforts to create an environment where each person is fully supported and celebrated. The committee stresses the importance of developing mindfulness around interacting, communicating, and working with one another and with the families they serve at Cornell University. Other inclusive activities at the CCCC include the Great Kindness Challenge, which is one school week devoted to performing as many acts of kindness as possible. They also participated in the national program Kids for Peace, whose mission is to cultivate every child's innate ability to foster peace through cross-cultural experiences and hands-on arts, service, and environmental projects.

Recognition for Cornell's Work/Life Programs

When Work Works National Partners, Families and Work Institute, and The Society for Human Resource Management, along with our regional Community Partner jointly congratulated Cornell University on being a winner of the 2014 When Work Works Award (formerly known as the Alfred P. Sloan Award) for our excellence in workplace effectiveness and flexibility. Cornell University has distinguished itself as a leading employer of choice by demonstrating success in using flexibility as part of an effective workplace strategy to achieve business goals and benefit employees by helping them meet their responsibilities on and off the job. The selection process is rigorous, involving an evaluation of employers' programs and practices, and a confidential employee survey. Cornell University ranked in the top 20% of employers nationally in terms of its programs, policies, and culture for creating an effective and flexible workplace.

Cornell's Supplier Diversity Strategy

Progress and Outreach on Diverse Supplier Engagement Strategy

Cornell Procurement Services worked with senior executives to establish a university diverse supplier engagement strategy, which included support of Toward New Destinations, development of a targeted diverse supplier program, and identification of minority-, woman-, and veteran-owned businesses. Over the course of fiscal year 2014, the university saw an increase of \$2.2 million, or 7.3%, in purchases with minority-, veteran-, and woman-owned businesses.

Toward New Destinations

The effort to enhance awareness of and interaction with diverse suppliers is a component of President Skorton's Toward New Destinations initiative.

In June 2013, data on spending patterns with diverse suppliers was shared with the senior finance and senior business leaders of the colleges and administrative units, with the request that they adopt a Toward New Destinations goal of increasing purchase volume from diverse suppliers. Six colleges and administrative units adopted such goals in fiscal year 2014. Throughout fiscal year 2014, Cornell Procurement Services assisted these six college and administrative units by providing tools for both analysis and for identifying suppliers. Cornell Procurement Services met with each of these units to identify strategies and opportunities for growth. These six units had an increase of nearly \$500,000 in purchases from diverse suppliers.

Business Type	FY 2012 Spend	FY 2013 Spend	FY 2014 Spend
Minority-owned	\$3,031,288	\$4,123,767	\$5,518,305
Veteran-owned	\$4,444,938	\$4,421,271	\$4,442,805
Women-owned	\$20,750,678	\$21,525,429	\$22,294,755
Totals	\$28,226,905	\$30,070,468	\$32,255,865

Twelve colleges and administrative units have established goals for increasing purchase volume from diverse suppliers in fiscal year 2015. Cornell Procurement Services will meet with each unit to review opportunities and strategies.

Targeted Diverse Supplier Initiative

The targeted diverse supplier strategy, which was developed and reviewed with the Senior Finance Group (SFG) and Senior Business Group (SBG) in February 2013 and with the University Diversity Council in March 2013, focuses on increasing our purchase volume with a select group of suppliers through the use of quarterly reviews, information sharing, and introductions to key campus buyers. The efforts were very successful with over \$1 million in growth in FY14 for these select suppliers. These thirteen targeted suppliers were featured in the Annual Supplier Show on June 12, 2014.

Given the success of the targeted diverse supplier initiative, Cornell Procurement Services is not only continuing the project, but inviting six new suppliers to join the program in fiscal year 2015. In addition, Cornell Procurement Services will host match-maker events to introduce these targeted diverse suppliers to potential customers across the Ithaca campus.

Johnson Graduate School of Management students partnered with five suppliers to increase earnings for the suppliers and to yield real-world experiences for the students, and provide insightful consulting recommendations for the businesses. This initiative will continue in fiscal year 2015 with two second-phase projects and two new projects. To learn more about the Johnson School's Big Red Consulting projects, please read the *Cornell Chronicle* article at <http://news.cornell.edu/stories/2014/05/mba-students-boost-sales-cornells-diverse-suppliers>.

Campus Outreach Efforts

Cornell Procurement Services' supplier diversity program provides a resource to assist the university community in locating and establishing relationships with small and disadvantaged businesses and to assure compliance with applicable federal regulations for sponsored fund reporting. Unit business reviews, which were conducted for fifteen colleges and administrative units during fiscal year 2014, included discussions on spending patterns with diverse suppliers and opportunities to increase business with diverse suppliers. Reviews will be scheduled during fiscal year 2015 with select Small Business Group units.

Identification of Diverse Suppliers

To increase campus interaction with diverse suppliers, during fiscal year 2014, Cornell Procurement Services undertook a project to classify diverse suppliers and

to identify New York State certified diverse suppliers. This project resulted in the classification of 19 minority-, 109 woman-, and 11 veteran-owned businesses. During fiscal year 2015, Cornell Procurement Services will work to better understand the social responsible purchasing activities of our preferred and contract suppliers.

In October 2014, Cornell Procurement Services will launch an automated supplier information form. This form, which greatly improves the data collection process from suppliers, includes supplier diversity information and will also simplify our annual certification process.

New York State Certified Diverse Suppliers

New York State issued Executive Order 15A which requires that agencies allocate a percentage of discretionary spending on each contract to be spent with a New York State certified minority- or woman-owned business entity, and that they demonstrate a good-faith effort to identify potential vendors. Cornell Procurement Services has been working with the campus to provide improved access to New York State certified suppliers. As part of this effort, Cornell developed a web page for New York State certified diverse suppliers, which includes a listing of suppliers and links to New York State resources.

On June 27, 2014, Cornell Procurement Services hosted the first-ever New York State Diverse Supplier Certification Workshop aimed at helping minority- and woman-owned business enterprises secure New York State certification. Shown below is a picture of one of the presenters at the workshop. To learn more about this workshop, please read the news article on the Cornell Procurement Services website at

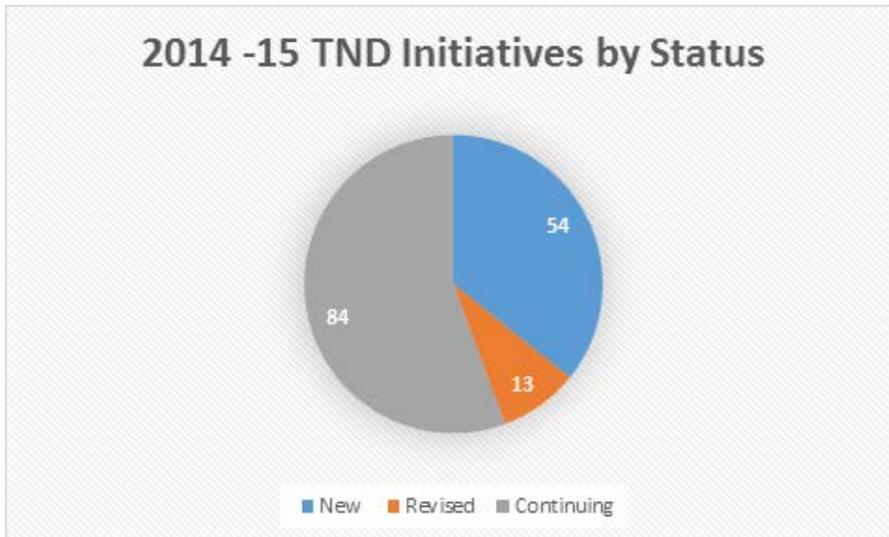
http://www.dfa.cornell.edu/procurement/success_stories.cfm?spotlight_id=242207&spotlight_back.



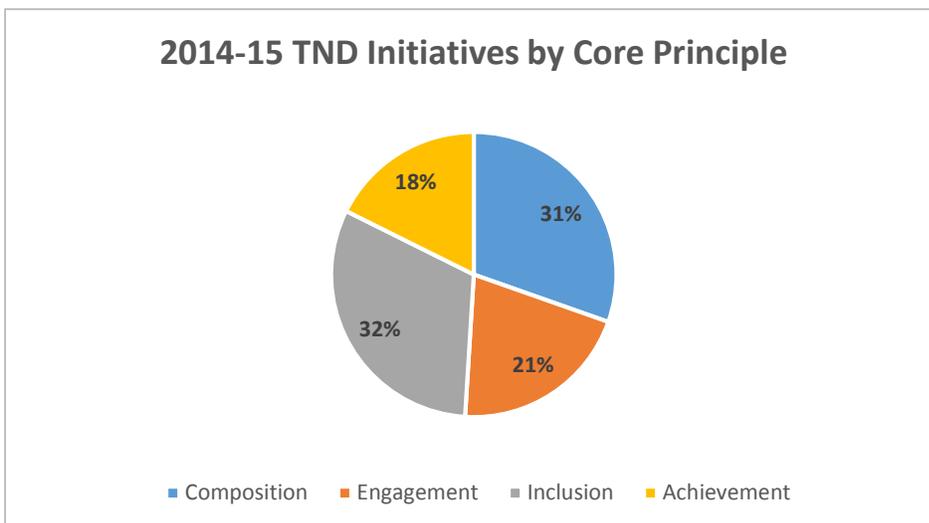
Presenter at the first-ever New York State Diverse Supplier Certification Workshop held on the Cornell campus in Ithaca on June 27, 2014.

Toward New Destinations 2014-2015: Looking Forward

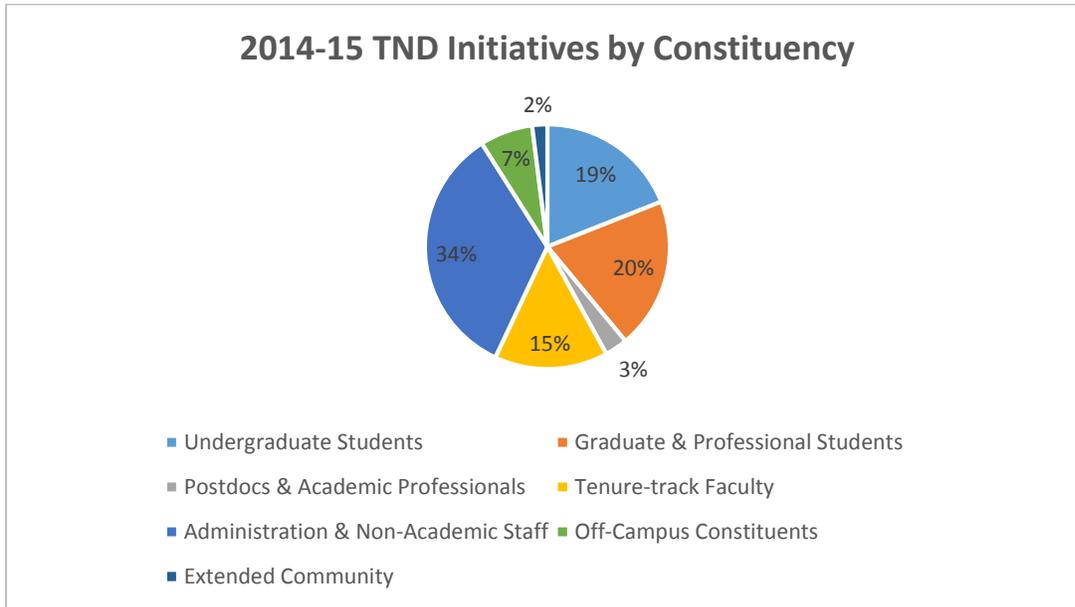
In July 2014, the university asked all colleges and administrative units to submit their Toward New Destinations initiatives for the 2014-2015 academic year. A total of 151 initiatives were submitted. Of these, 84 are continuing initiatives from 2013-2014, 13 are revised initiatives from 2013-2014, and 54 are new initiatives, as illustrated in the following chart, **2014-15 TND Initiatives by Status**.



For 2014-2015, 31% of initiatives will focus on composition, 32% on inclusion, 21% on engagement, and 18% on achievement as reflected in the chart below. Compared to last year, these are very similar numbers; the only notable difference is the number of inclusion initiatives increased from 29% to 32%.



The 2014-2015 TND initiatives are expected to have the greatest impact on Administration and Non-Academic Staff since 34% of the initiatives involve this population as reflected in the chart below.



Conclusion: Cornell's Diversity and Inclusion Initiative—Reflecting Back and Looking Forward

This past year's implementation of the Toward New Destinations institutional diversity framework and other diversity/inclusion efforts resulted in four successful outcomes. First, the university finalized the infrastructure for advancing its initiatives with the establishment of diversity councils for every college and administrative unit. Since the beginning of Toward New Destinations, these diversity councils have come together to learn new skills, discuss ways to collaborate, and identify best practices. In addition, the colleges and administrative unit diversity councils have shown support for moving beyond a focus on composition to begin addressing the difficult issues of engagement and inclusion. This year's Hurtado project, a climate study designed to understand the barriers to inclusion for our diverse students, provided the foundation for continued work in addressing engagement and inclusion for all our populations.

Secondly, from a composition perspective, the university continued to experience increases in the gender and racial/ethnic diversity of its Ithaca and Weill student bodies and workforces. For the Ithaca campus, we are delighted with the representation of the class of 2018, Cornell's most diverse class in its history, with 42.9% students of color. For both the Ithaca and Weill campuses, from a student and workforce perspective, women are approaching or exceeding 50% of the populations. This will likely create the need for a renewed focus on work/life initiatives. With an increasingly older workforce, as represented by more than 72% of the Ithaca workforce being more than 40 years old, the university will need to continue to focus on retaining older workers, developing a robust succession plan, and continuing its aggressive diversity recruitment strategy, with a focus on the needs and interests of younger workers.

Thirdly, we also made progress in increasing engagement with different constituent groups. Weill sponsored a summer program for Ithaca students through the Weill Ithaca Summer Experience in Research (WISER) program. The College of Veterinary Medicine established a Minority Alumni Mentoring Program to help address recruitment, retention, and climate issues. The Law School continued its initiative designed to develop strategies to maintain relationships with alumni of color and increase their participation at alumni events. "Breaking Bread" was launched to provide undergraduate students from different organizations to engage in a dialogue related to diversity with the goal of creating common bonds. Women graduate and professional students launched the group GPWomen to connect and promote gender equality.

Lastly, from an inclusion perspective, the Hurtado study, completed by Professor Sylvia Hurtado, allowed us to better understand where our priorities needed to be focused, with looking closely at five key areas: moving from a focus on composition to authentic forms of engagement, increasing diversity skills and competencies of our students populations and workforce, reducing and eliminating bias and discrimination including harassment, actively addressing power dynamics and inequity, and building bridges across diverse communities.

Looking forward, the university's commitment to diversity will benefit from the leadership of the Trustee Diversity Task Force that was formed in 2009. The Task Force, under the leadership of the chair, Lisa Skeete Tatum, will continue its efforts with a priority focus this year on the academic achievement of diversity undergraduate student populations.

Both campuses will enhance the structural framework for addressing diversity and inclusion. Toward New Destinations has provided the foundation for the university to realize its diversity and inclusion goals, with the flexibility for colleges and units to adapt initiatives to their challenges and needs. We believe that we are ready for the next phase of Toward New Destinations, where we will focus on three of the four core principle areas (engagement, inclusion, and achievement) over the next three to six years, in sequence. Composition will continue to be further institutionalized as an ongoing requirement of each college and administrative unit. We see this as an evolutionary next step, and will use its results to understand the institutional interface between long-term changes in composition, and particular efforts to impact engagement, inclusion, and achievement.

For the Weill campus, there will be a focus next year on strengthening the overall diversity and inclusion efforts by bringing together key faculty and administrative staff that represent different constituent groups. This will include developing a new college-wide Weill Cornell Diversity Council (WCDC) that will provide an opportunity to work on joint programs that cut across all sectors including staff, students, resident, graduate students, and faculty, and will allow the WCDC to work together as a unified team on all of the TND priorities.

Composition will continue to be an important effort for the university in increasing the demographic representation of our students and workforce.

From an engagement perspective, the generous \$50 million dollar grant for “Engaged Cornell” will provide motivation for the university as a whole, and colleges and administrative units individually, to think creatively about how to increase engagement of our diverse student and workforce community.

Our commitment to a more inclusive educational environment and workforce will be enhanced by the increased multicultural competency training that is occurring throughout the Cornell community. The university will continue with its Inclusive Excellence Academy, the comprehensive multicultural skills development program designed for each constituent group of the university. The Intergroup Dialogue Project for students will continue and will expand to include faculty participation and, this year, will also include a staff program entitled “Creating a Culture of Respect.” The Faculty Institute for Diversity will run two programs this year to provide faculty across the campus with the opportunity to infuse diversity into their curriculum.

For faculty, there will be a focus on achievement efforts, instituting new mentoring initiatives toward promotion and leadership beyond tenure. This includes a new Associate Professor orientation that is aimed at continued support of faculty to support their retention. There will also be a new fellowship program that is aimed at mentoring women and underrepresented minorities who are interested in increasing their visibility in the public (local, national, and international) arena. A year-long leadership training program will also be offered.

A continued priority will be the education of the Cornell Ithaca and Weill campus communities about what constitutes sexual assault and the implementation of strategies to reduce its presence on campus. The SHARE website, www.share.cornell.edu, and a soon to be developed Weill website will be updated to add new resources for those impacted by sexual assault/violence, dating and domestic violence (intimate partner violence), and stalking. The Ithaca Campus Council on Sexual Violence Prevention, and work teams that focus on education, environment/climate, and services provided to those who have experienced sexual violence, will continue their efforts to review existing programs and develop new ones, to meet the goal of eradicating incidents of sexual violence on the campus.

Regulations implemented in March 2014 by the federal government will result in the university establishing hiring goals and benchmarks for both individuals with disabilities and veterans in the workforce. These regulations will provide an opportunity for the university to review its current recruitment practices, explore ways to make the campus environment more inclusive for these populations, and to partner more closely with the Veteran Colleague Network Group and the Disability Colleague Network Group (VCNG and DCNG) in advancing the employment needs of these populations. Details on VCNG and DCNG, along with other Cornell CNGs, can be found in the Appendix.

Proposed federal regulations from July of 2014, extending antidiscrimination protection on the basis of sexual orientation and gender identity, as well as including these categories in affirmative action requirements, provides the university with an opportunity to review how it is addressing the needs of LGBT individuals in the workforce.

Toward New Destinations has provided an opportunity for the university to implement a plan that will unfold over the years. Next year's goal of creating the "lived experienced of diversity" by focusing on engagement and inclusion should

make an impact in advancing our commitment to a diverse and inclusive educational and work environment. Cornell is on a path that will lead toward greater diversity and inclusion. Cornell's recognition this year by *Insight into Diversity* as a Higher Education Excellence in Diversity recipient confirms that we are heading in the right direction. With the support of senior leadership, increasingly sophisticated data dashboards that address all components of the diversity framework, and a growing infrastructure for inclusion, Cornell is on track to be "best in class" for increasing the diversity of its students, faculty, and staff, and creating an inclusive environment where all can achieve excellence and where innovation can thrive.

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Special acknowledgement to Marin Clarkberg, Director of Institutional Research and Planning, and her team for developing much of the data included in this report including the diversity dashboards.

Photography Credits:

University Photography

References

American Disability Statistics Compendium 2012, Rehabilitation Research and Training Center on Disability Statistics and Demographics, Hunter College of CUNY.

Cornell University Factbook

The Cornell University Factbook is a compilation of current and recent historical statistical information about Cornell designed to make frequently requested data readily available to students, faculty, and staff at Cornell as well as to others with an interest in the university. Many university facts related to this report can be found on the University Factbook website at <http://dpb.cornell.edu/Factbook.htm>.

The Cornell University Diversity Dashboards

The diversity dashboards allow us to monitor progress towards Cornell's University Diversity Council diversity planning framework, "[Toward New Destinations](#)." In particular, these dashboards are designed around the four core principles: composition, engagement, inclusion, and achievement and can be found at <http://irp.dpb.cornell.edu/university-factbook/diversity>.

Awards and Recognitions

Diversity Awards and Recognitions for Students, Faculty, or Staff

Cornell University is both a private endowed university and the federal land-grant institution of New York State. Each college and school defines their own academic programs; admits its own students; provides faculty, and advising and support for its students; and confers degrees on its own students, although all degrees are attributed to Cornell University. In addition each college has its own recognition it bestows on its faculty, staff, and students for promoting diversity including fellowships for students and awards to faculty and staff promoting multicultural diversity, including:

- The Office of the Dean of Students annually awards the James A. Perkins Prize for Interracial Understanding and Harmony to a student, staff, faculty member, or program making the most significant contribution to furthering the ideal of university community while respecting the values of racial diversity.
- The College of Engineering annually awards the Zellman Warhaft Commitment to Diversity Faculty Award for outstanding commitment to and support of initiatives that enhance diversity within Cornell Engineering and beyond.
- The Alice H. Cook recognition award is given to faculty, staff, and students on their contributions to improving the climate for women at Cornell.
- The Steve Wright Bridge Award is given to a Facility Services employee who has demonstrated a significant, ongoing commitment to fostering diversity within Facility Services.
- The Promoting Multicultural Diversity Award recognizes members of the College of Agricultural and Life Sciences faculty or academic staff who have made significant contributions toward creating and/or fostering a positive environment for people of diverse backgrounds (African American, American Indian, Asian American, and Latino{a}).
- The Estevan Fuertes Award for Outstanding Office Academic of Diversity Initiatives (OADI) Faculty Partner recognizes a faculty member who has demonstrated their commitment to the development of OADI scholar-

leaders in any of its programs and who serves as an advocate for students across the university, particularly in regards to social justice and diversity-related issues.

- The Richard Allmendinger Commitment to Diversity Award recognizes outstanding staff involvement in diversity issues in the College of Engineering.

Unique Diversity Accomplishments and/or External Awards Cornell Earned in 2013-2014

- Cornell's Department of Biomedical Engineering received the 2013 Biomedical Engineering Society's (BMES) diversity award which honors an individual, project, organization, or institution for outstanding contribution to improving gender and race racial diversity in biomedical engineering.
- Cornell was one of four winners of the WorkLife Legacy Military Award in support of Military/Veterans in 2013.
- Cornell received Honorable Mentioned in the WorkLife Legacy Military Award in support of Military/Veterans in 2014.

Other accolades can be found at <http://diversity.cornell.edu/accolades>.

Appendix

Cornell University's Colleague Network Groups

Cornell has established five colleague network groups (also called affinity or employee resource groups) to support engagement and to provide the university with input on how to increase inclusiveness. The colleague network groups focus on individuals with disabilities, veterans, LGBT staff and faculty, men of color, and women of color.

Disability Colleague Network Group (DCNG)

There are 63 participants on the **Disability Colleague Network Group (DCNG)** e-List. The monthly meetings average 10 participants. In celebration of the 24th anniversary of the Americans with Disabilities Act (ADA), the Cornell University Disability Colleague Network Group sponsored a screening and discussion of “Lives Worth Living: The Great Fight for Disability Rights,” a one-hour historical documentary about the Disability Rights Movement. The DCNG also supported the Cornell University Recruiter Roundtable – Disability Service Providers Meeting: Tapping into Talent with Disabilities.

Veteran Colleague Network Group (VCNG)

There are 329 participants on the **Veteran Colleague Network Group (VCNG)** e-List. The monthly meetings average 28 participants. The Veteran Colleague Network Group co-hosted a workshop with the Disability CNG on “From Military Life to Civilian Life: The Transition Experience of Disabled Veterans to a Civilian Workforce and Community Living” presented by Dr. Luz Semeah. Cornell also hosted a workshop for the Central New York Veterans Higher Education Regional Consortium that provided resources and information focused on employing veterans in Central NY to participants at nearby institutions. Dr. Hannah Rudstam from the Employment Disability Institute presented the Employer Toolkit for Disabled Veterans. Edgar Johnson from Cornell Human Resources Recruitment Employment Center presented on the tactics Cornell has used to target veterans in their recruitment policies.

Cornell became a partner in the U.S. Department of Defense Vietnam Veteran Commemorative Partner Program. The 2008 National Defense Authorization Act

authorized a program to commemorate the 50th anniversary of the Vietnam War. As a partner, the university will host two events per year that will recognize the Vietnam Veterans and their families' service, valor, and sacrifice. Our first event was a presentation by Cornell alum Dr. Gus Kappler, BA '61 and MD '65 entitled, "Battlefield Trauma: Vietnam to Afghanistan." Dr. Gus Kappler and his guest Gary Stoller discussed their military and medical experiences during the war and the social lessons they learned along the way. The University Archives displayed previously donated items of Dr. Gus Kappler from the Vietnam War Archive which include pictures, letters, and other memorabilia.

The VCNG launched a local chapter of Team Red, White and Blue, a national organization that encourages veteran re-integration through athletics and community outreach. The chapter sponsors weekly athletic events as well as a quarterly social and a larger community outreach athletics event.

On Veterans Day in 2013, the VCNG launched the Cornell Campus Memorials website that notes all the War Memorials on campus. The Veterans Memorial website has had over 700 page views since its launch in November 2013.

LGBT Colleague Network Group (LGBT CNG)

The **LGBT Colleague Network Group (LGBT CNG)** developed an additional e-list for internal communication within the LGBT workforce community. The list currently has 60 subscribers. The LGBT CNG has hosted two successful social mixers for the faculty and staff community at Cornell University.

Men of Color Colleague Network Group (MCCNG)

There are 109 participants on the **Men of Color Colleague Network Group (MCCNG)** e-List. The monthly meetings average 20 participants. The group held a tribute to Nelson Mandela with a lecture by Africana professor, Dr. Edmond Locksley, and hosted a professional development discussion with Lee Melvin, former Associate Vice Provost for Enrollment at Cornell University and current Vice Provost for Enrollment at the University at Buffalo. The group has also been very active in the community as volunteers for local agencies. The Men of Color CNG hosted a Bowling Night with Pizza and Pop for the Ithaca Youth Bureau for approximately 15 children. The Men of Color CNG also participated in winter holiday philanthropy by participating in the Salvation Army's Adopt-A-Family. They collected needed items (e.g. clothing, can goods, personal hygiene) for the family of four to brighten their holiday season. They also added other gifts such as

books, games, and toys for the family's enjoyment. The Men of Color CNG participated in the Annual fundraising campaign of the local charity Loaves and Fishes called, "Empty Bowls." They offered set-up, serving, and clean-up support to the local organization.

Women of Color Colleague Network Group (WCCNG)

There are 145 participants on the **Women of Color Colleague Network Group (WCCNG)** e-List. The meetings average 35 participants. The WCCNG collaborated with the MCCNG to host a farewell celebration for Elmira Mangum, former Vice President for Division of Budget and Planning at Cornell and current President for Florida A&M University. The WCCNG collaborated with a newly formed student women of color organization to host networking opportunities and encourage connections between students and staff members that do not regularly work with students. In honor of Women's History Month, the WCCNG hosted a lecture by Dr. Beth Livingston, who studies work and family and gender differences and is currently expanding those topics into race and class differences. The result was a lively engagement of ideas and perspectives on women in the workplace.

[View Video of Colleague Network Groups at Cornell University](#)

Ithaca Student Enrollment at a Glance

Report last updated: Dec 2, 2013

Semester: Fall 2013

Undergraduate	Graduate	Professional	Grand Total
14,393	5,023	2,177	21,593

College: All

All students or just first-time freshman:
All Students

Note: Weill Cornell Medical College enrollments are not included here.

Sex and Race/Ethnicity

Underrepresented minority includes Hispanic, Black, Hawaiian/Pacific Islander and American Indian races or ethnicities. For detail, hover over "Ethnicity Group", below, and click on plus sign.

Sex	Ethnicity Group	Undergraduate	Graduate	Professional
Female	Underrepresented minority (U.S.)	1,441	175	146
	Other minority (U.S.)	1,461	202	119
	White (U.S.)	2,942	792	312
	Unknown (U.S.)	754	90	157
	International	745	968	215
	Total		7,343	2,227
Male	Underrepresented minority (U.S.)	1,335	205	144
	Other minority (U.S.)	1,208	243	192
	White (U.S.)	3,167	953	424
	Unknown (U.S.)	667	124	134
	International	673	1,271	334
	Total		7,050	2,796
Grand Total		14,393	5,023	2,177

New and Continuing

First time grad/prof: First time at Cornell in any post-baccalaureate program.

	Undergraduate	Graduate	Professional
First time freshmen	3,223		
New transfers (undergrad)	542		
First time grad/prof		1,856	935
Continuing	10,544	3,163	1,169
Special, non-degree	84	4	73
Grand Total	14,393	5,023	2,177

Home Region

At time of matriculation. The "Middle States" region includes Pennsylvania, New Jersey, Delaware, Maryland and the District of Columbia

	Undergraduate	Graduate	Professional
New York	4,613	650	513
Middle States	2,455	445	263
New England	1,281	261	167
MidWest	947	397	98
South	1,168	310	152
SouthWest	454	115	77
West	1,829	516	316
Territories	50	24	5
USA, Unknown	168	62	37
Int'l	1,428	2,243	549
Grand Total	14,393	5,023	2,177

Off Campus Study Programs

	Undergraduate	Graduate	Professional
Studying off campus	383	37	449
Studying on campus	14,010	4,986	1,728

Students registered in absentia

Students who are "in absentia" are engaged in approved study away from Cornell and are not counted as enrolled.

	Undergraduate	Graduate	Professional
In Absentia	71	227	5

Employee Degree Program for Staff

	Undergraduate	Graduate	Professional
Employee Degree Participants	13	46	6

Undergraduate Financial Aid Packages

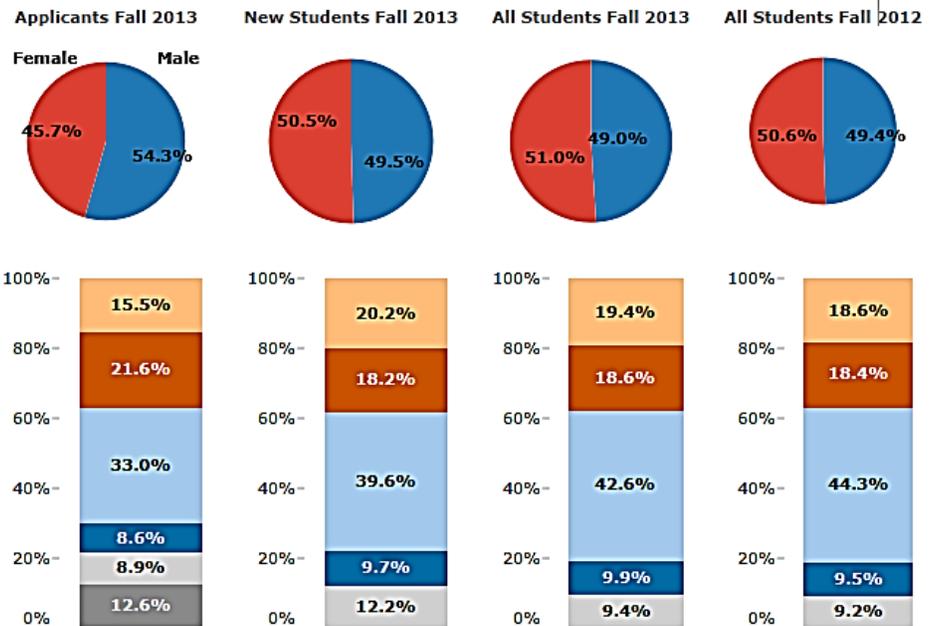
Mid-November estimates that may differ from year-end figures

Aided, Receiving Pell Grants	Aided, Not Receiving Pell Grants	No Financial Aid
16%	39%	45%

Diversity of Undergraduate Students College: (All)

Select College:

- (All)
- Agriculture & Life Sciences
- Architecture, Art & Planning
- Arts & Sciences
- Engineering
- Hotel Administration
- Human Ecology
- Industrial & Labor Relations



Race/Ethnicity (for U.S. citizens or equivalents) and Citizenship:

- Underrepresented Minority (U.S.)
- Other Minority (U.S.)
- White (U.S.)
- Unknown (U.S.)
- International (any race/ethnicity)
- Citizenship Undeclared

Headcounts of students and applicants, data for students from extract taken the sixth week of fall term.

Fall freshman and fall transfer applications are from the July reporting extract, incomplete applications are excluded.

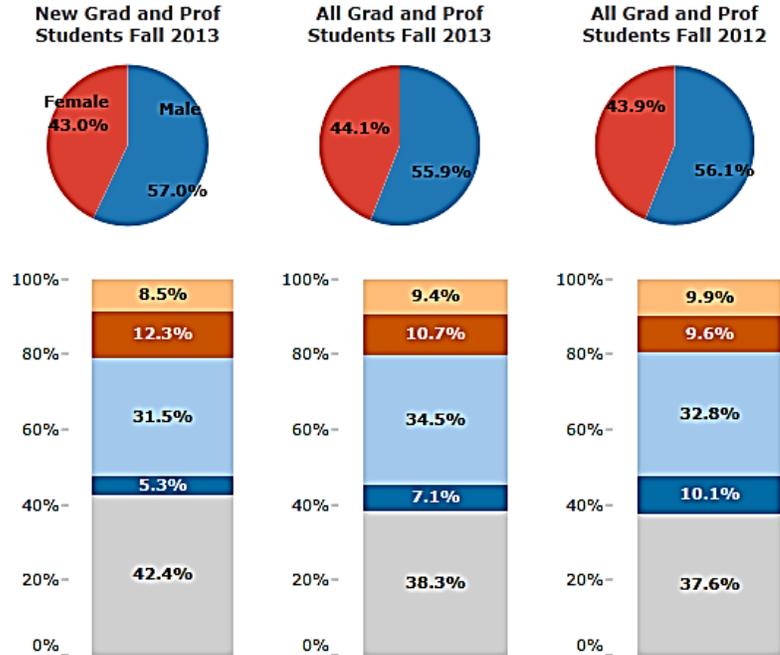
Data on students registered *in absentia*, students who are non-degree seeking, and employees seeking degrees through the Cornell Employee Degree Program are excluded.

Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian, and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.

Diversity of Graduate and Professional Students

College: All

Select College:
All



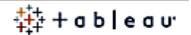
Race/Ethnicity (for U.S. citizens or equivalents) and Citizenship:

- Underrepresented Minority (U.S.)
- White (U.S.)
- International (any race/ethnicity)
- Other Minority (U.S.)
- Unknown (U.S.)

Headcounts of students from extract taken the sixth week of fall term.

Data on students registered *in absentia*, students who are non-degree seeking, and employees seeking degrees through the Cornell Employee Degree Program are excluded.

Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian, and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.



Ithaca and NYC Tech

Academics at a Glance, Fall 2013

Pick a semester:	Faculty	Academic Professionals	Grand Total
Fall 2013	1,628	1,033	2,661

Faculty are defined as the 3 professorial ranks including part-time, clinical and acting.

Fall 2013 Sex and Race/Ethnicity/Citizenship

		Faculty	Academic Professionals
Female	Underrepresented Minority (U.S.)	53	38
	Other Minority (U.S.)	43	44
	White (U.S.)	358	349
	Unknown (U.S.)	4	5
	International	18	33
Male	Underrepresented Minority (U.S.)	64	23
	Other Minority (U.S.)	105	56
	White (U.S.)	928	413
	Unknown (U.S.)	10	12
	International	45	60
Grand Total		1,628	1,033

Academic Professionals include instructor, lecturer, senior lecturer, teaching associate, research and senior research associate, research scientist and principal research scientist, extension and senior extension associate, librarian, associate librarian, senior assistant librarian and assistant librarian and archivist titles.

Student employees, temporary employees, casual employees, and those on layoff or leave status are **not** included. Because postdocs are temporary employees, they are not included. Weill Cornell Medical College is not included.

Underrepresented minorities include Hispanic, Black, Hawaiian/Pacific Islander and American Indian races/ethnicities.

Fall 2013 Faculty Rank

	Faculty	Academic Professionals
Full Professor	896	
Associate Professor	455	
Assistant Professor	277	
(Non ranked faculty)		1,033
Grand Total	1,628	1,033

Headcounts are as of November 1 each year. Sources are PeopleSoft and the Academic Personnel Database up to Fall 2012, Workday thereafter.

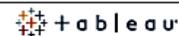
All counts include NYCTech personnel.

Last updated: Feb 11, 2014

Fall 2013 Academic Function

	Faculty	Academic Professionals
Faculty	1,628	
Instruction		324
Research		377
Library		112
Extension		220
Grand Total	1,628	1,033

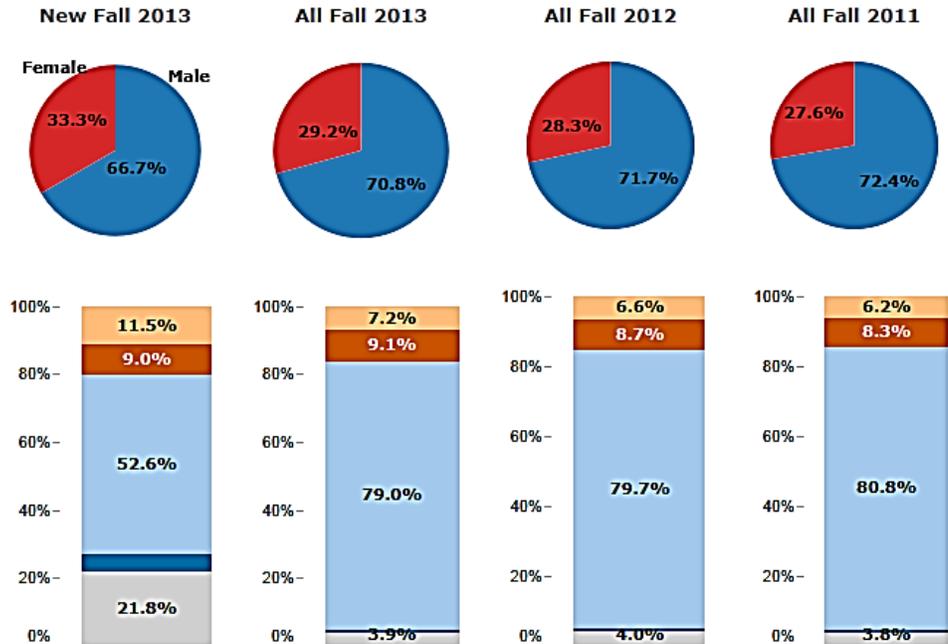
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Diversity of Ranked Professors

Rank: All

Select Rank:
All



Race/Ethnicity (for U.S. citizens or equivalents) and Citizenship:

- Underrepresented Minority (U.S.)
- White (U.S.)
- International (any race/ethnicity)
- Other Minority (U.S.)
- Unknown (U.S.)

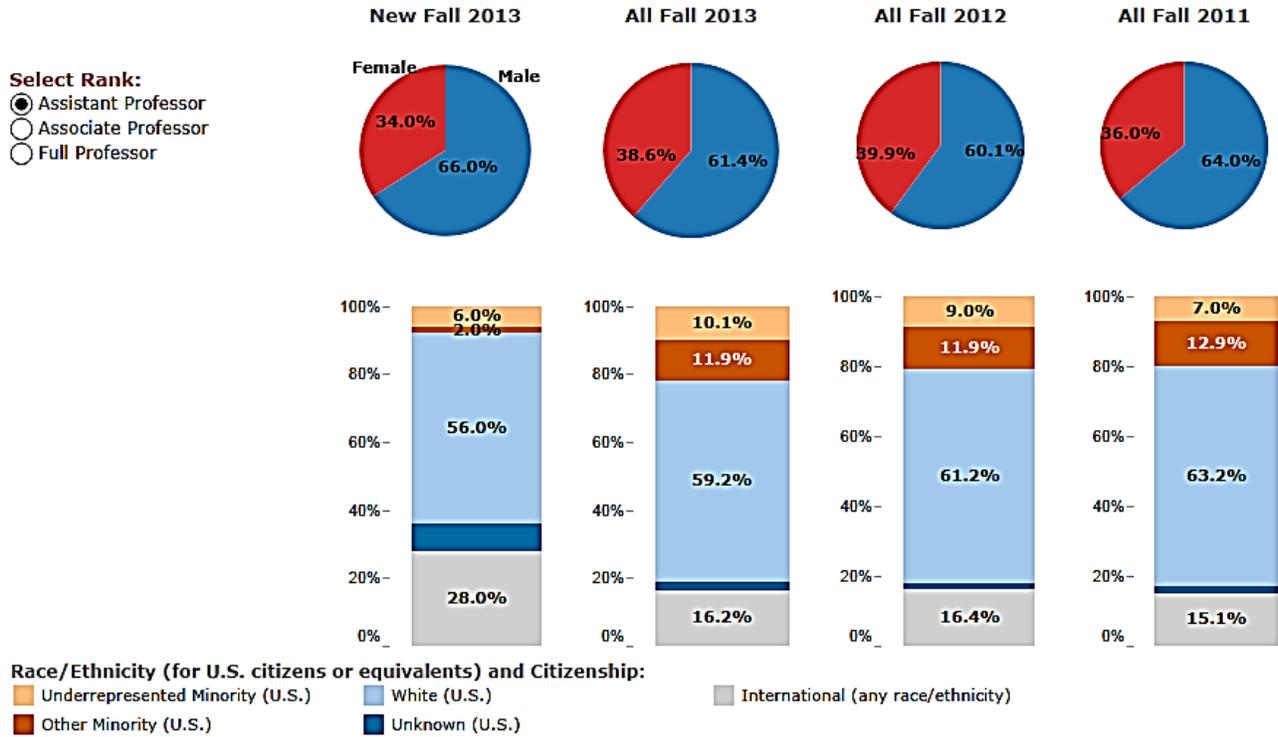
Headcounts of ranked professors, primary appointment only. "New" professors are those who do not appear on prior years extract. All data from Nov 1st extract each year.

Ranked faculty are defined as the three professorial ranks and include part-time, clinical and acting. Adjunct, visiting, courtesy and emeritus appointments are excluded.

Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.

Diversity of Ranked Professors

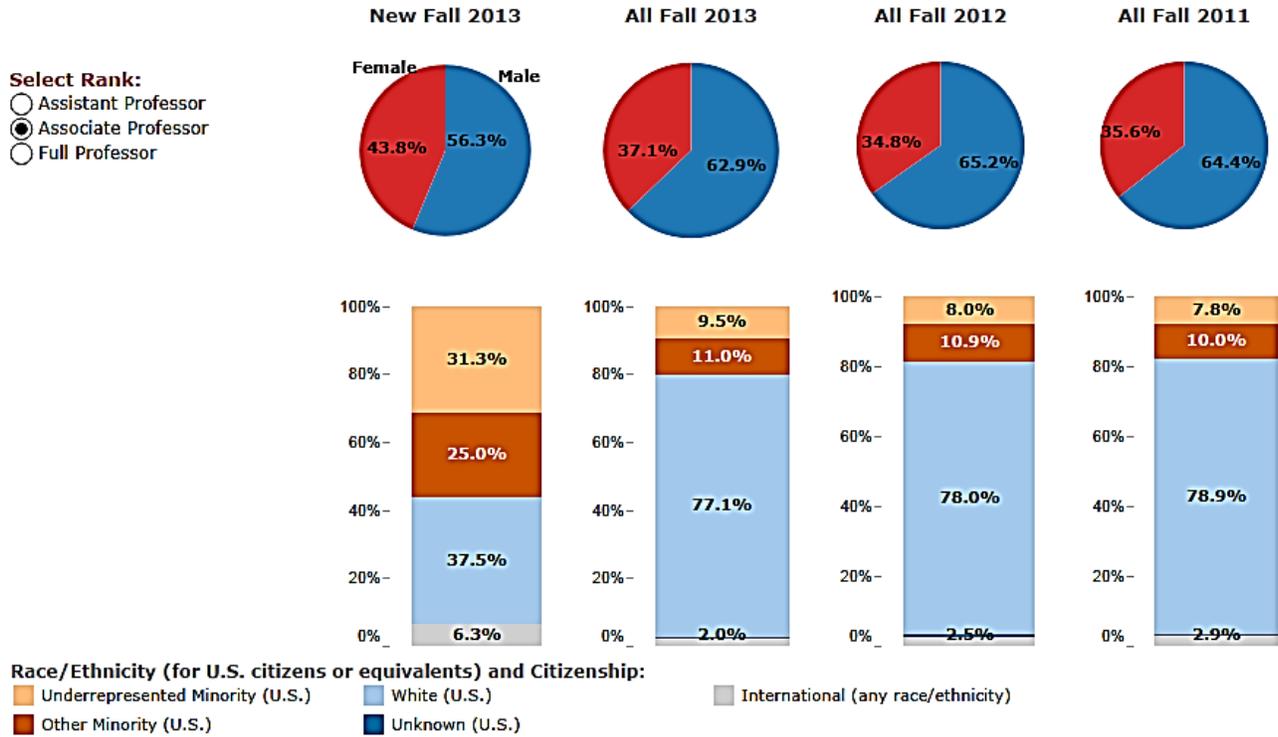
Rank: Assistant Professor



Headcounts of ranked professors, primary appointment only. "New" professors are those who do not appear on prior years extract. All data from Nov 1st extract each year.
 Ranked faculty are defined as the three professorial ranks and include part-time, clinical and acting. Adjunct, visiting, courtesy and emeritus appointments are excluded.
 Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.

Diversity of Ranked Professors

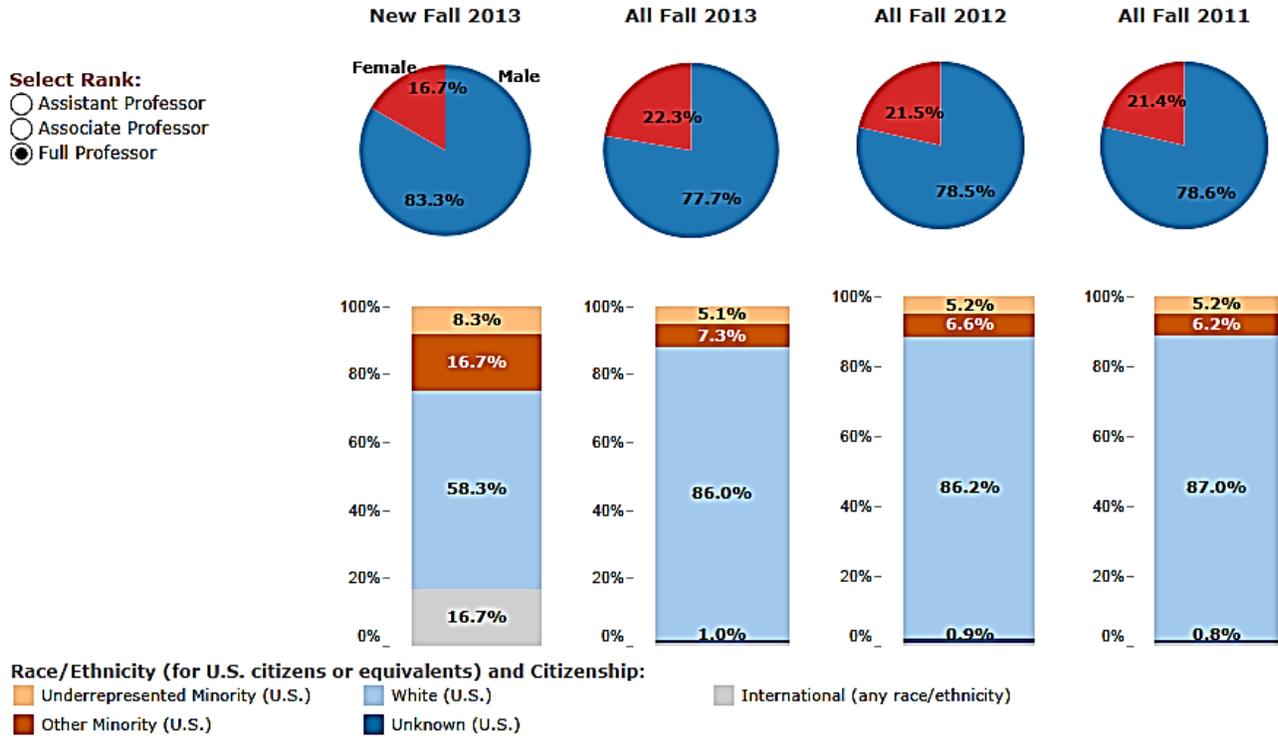
Rank: Associate Professor



Headcounts of ranked professors, primary appointment only. "New" professors are those who do not appear on prior years extract. All data from Nov 1st extract each year.
 Ranked faculty are defined as the three professorial ranks and include part-time, clinical and acting. Adjunct, visiting, courtesy and emeritus appointments are excluded.
 Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.

Diversity of Ranked Professors

Rank: Full Professor

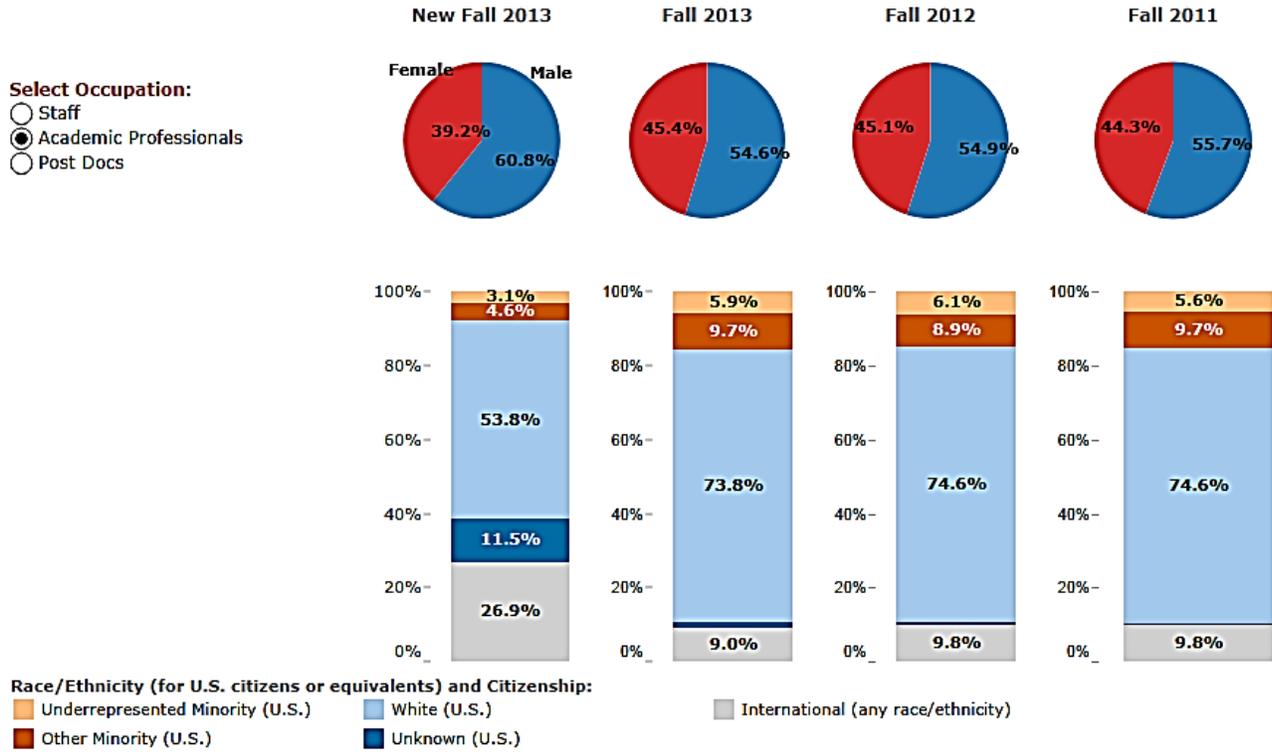


Headcounts of ranked professors, primary appointment only. "New" professors are those who do not appear on prior years extract. All data from Nov 1st extract each year.

Ranked faculty are defined as the three professorial ranks and include part-time, clinical and acting. Adjunct, visiting, courtesy and emeritus appointments are excluded.

Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.

Diversity of other Academic Employees and Staff Occupation Type: Academic Professionals



Headcounts of non-professorial employees and staff, primary appointment only. "New" employees are those who do not appear on prior years extract. All data from Nov 1st extract each year.
 Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.
 Postdocs (Postdoctorals) are persons with doctoral degrees who are pursuing additional research, training or teaching; the term of employment is limited.

Ithaca and NYC Tech

Non-Academic Staff at a Glance, Fall 2013

Pick a semester:	Full Time	Part Time	Grand Total
Fall 2013	6,591	479	7,070

Fall 2013 Sex and Race/Ethnicity/Citizenship

		Full Time	Part Time
Female	Underrepresented Minority (U.S.)	229	25
	Other Minority (U.S.)	163	27
	White (U.S.)	3,309	300
	Unknown (U.S.)	39	4
	International(any race/ethnicity)	34	
Male	Underrepresented Minority (U.S.)	181	11
	Other Minority (U.S.)	99	4
	White (U.S.)	2,478	106
	Unknown (U.S.)	34	1
	International(any race/ethnicity)	25	1
Grand Total		6,591	479

Student employees, temporary employees, casual employees, and those on layoff or leave status are **not** included. Academic employees are not reported on this page. Weill Cornell Medical College is not included.

Headcounts are as of November 1 each year. Sources are PeopleSoft and the Academic Personnel Database up to Fall 2012, Workday thereafter.

All counts include NYCTech personnel.

Last updated: Jan 23, 2014

Underrepresented minority includes Hispanic, Black, Hawaiian/Pacific Islander and American Indian races or ethnicities.

Fall 2013 Occupational Group

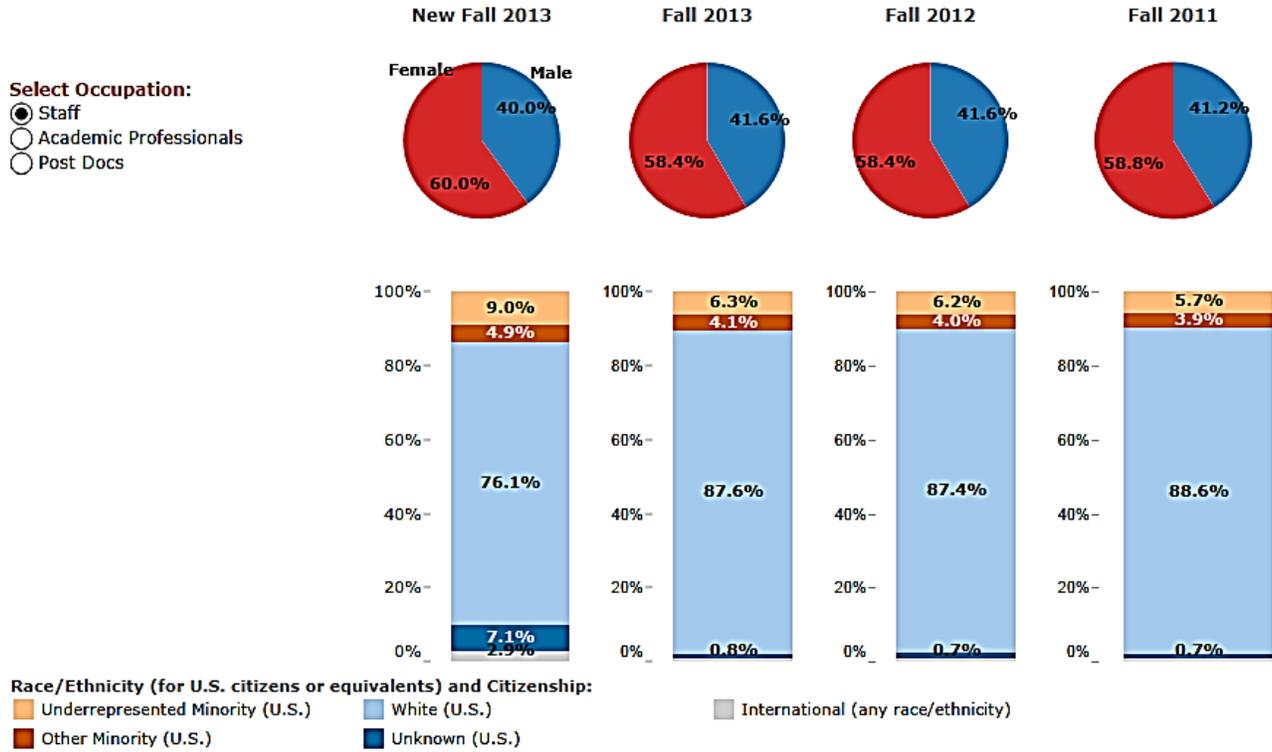
	Full Time	Part Time
Clerical/Secretary	1,463	151
Exec, Admin, Mgr	811	31
Other Professional	2,261	145
Service & Maint	1,013	52
Skilled Crafts	288	6
Technical/Paraprof	755	94
Grand Total	6,591	479

Fall 2013 Organizational Sector

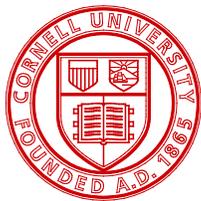
	Full Time	Part Time
Colleges	2,727	261
Research	384	20
Library	224	36
Other Academic Units	234	32
Student & Academic Services	967	72
Facilities Services	887	18
Other Administrative Units	1,168	40
Grand Total	6,591	479

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Diversity of other Academic Employees and Staff Occupation Type: Staff



Headcounts of non-professorial employees and staff, primary appointment only. "New" employees are those who do not appear on prior years extract. All data from Nov 1st extract each year.
 Non-U.S. citizens and those with non-permanent resident status are considered to be International. Underrepresented minorities include Black, Hispanic, American Indian and Hawaiian/Pacific Islander or persons with multiple racial categories that include one or more of these.
 Postdocs (Postdoctorals) are persons with doctoral degrees who are pursuing additional research, training or teaching; the term of employment is limited.



Cornell University

Diversity and Inclusion are a part of Cornell University's heritage. We're an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.