



Belonging at Cornell

Cornell University Belonging at Cornell Toolkit

Survey Item	Why It's Important	Threshold	Suggestions	Resources and Additional Information
I would recommend Cornell as a good place to work to a friend or colleague	<p>This item is derived from concept of “net promoter score”, which measures customer loyalty. In the context of the workplace, this metric measures the willingness of an individual to advocate for working at an organization. The metric allows you to gage the percentage of promoters (those who are enthusiastic about working at Cornell as a university), passives (those who are relatively neutral) and detractors (those who are not likely to recommend Cornell as a university). The questions in the survey are aimed at helping you understand some of the experiences that may influence this sentiment.</p> <p>Measuring and understanding employee net promoter score is a way to identify signs of workplace dissatisfaction so we can monitor and improve the workplace experience. When faculty and staff are engaged, they are eager to come to work, motivated to perform, and seek out new and creative ways to improve. Committed and engaged faculty and staff are more likely to recommend Cornell as a good place to work to others.</p>	If your difference score is -2 percentage points or below. This is an overarching indicator metric that we want to improve across the board.	The more detailed survey questions are correlated to the faculty and staff “net promoter score” and the suggested actions and initiatives for each of those items are designed to impact this metric.	<ul style="list-style-type: none"> Net Promoter Score (NPS) and the Employer Brand
I would recommend my department/unit as a good place to work to a friend or colleague	<p>This item measures the faculty and staff “net promoter score” with respect to the department/unit rather than the university. Because an individuals’ sentiment toward the university may differ from their sentiment toward their department or unit, this question specifically measures the willingness of faculty and staff to be an advocate or ambassador for working within their department or unit.</p> <p>Measuring and understanding employee net promoter score is a way to identify signs of workplace dissatisfaction so that we can monitor and improve the workplace experience. When faculty and staff are engaged, they are eager to come to work, motivated to perform, and seek out new and creative ways to improve. Committed and engaged faculty and staff are more likely to recommend their department/unit as a good place to work to others.</p>	If your difference score is -5 percentage points or below. This is an overarching indicator metric that we want to improve across the board.	The more detailed survey questions are correlated to the faculty and staff “net promoter score” and the suggested actions and initiatives for each of those items are designed to impact this metric.	N/A

<p>I feel a sense of belonging at Cornell</p>	<p>Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. It is when an individual can bring their authentic self to work. Emerging research suggests a sense of belonging in the workplace is strongly correlated to commitment and motivation which can impact employee engagement and retention. Cultivating a sense of belonging is also particularly important for engaging individuals who have been historically underrepresented or marginalized. This item measures an individual's sense of belonging at Cornell as a whole.</p>	<p>If your difference score is -4 percentage points or below. This is an overarching indicator metric that we want to improve across the board.</p>	<p>What contributes to a sense of belonging differs from population to population. We therefore recommend using the filters to determine whether there is a particular population(s) that report a significantly lower sense of belonging, and develop initiatives to address the needs of that population. The more detailed survey questions are also correlated to the sense of belonging, and the suggested actions and initiatives for each of those items are designed to impact this metric.</p> <ol style="list-style-type: none"> 1. To help faculty and staff find community, highlight the CNG groups and encourage participation. Make and share a list of available groups and listserves on campus. 	<ul style="list-style-type: none"> • Cornell Colleague Network Groups • Cornell E-lists
<p>I feel a sense of belonging in my department/unit</p>	<p>This item measures an individual's sense of belonging within their department/unit. People who feel they belong perform better, become more willing to challenge themselves, and are more resilient. An increased sense of belonging leads to collaboration, problem solving, and better decision making. It's when people feel a sense of belonging that they can more fully share ideas, confidently speak up, and contribute to the success of their department/unit. A sense of belonging is a critical component in unlocking the power and value of compositional diversity on work teams in departments and units. Accordingly, this metric is highly influenced by an individual's supervisor or department chair.</p>	<p>If your difference score is -2 percentage points or below</p>	<p>Because what contributes to a sense of belonging differs from population to population, we recommend using the filters to determine whether there is a particular population(s) that report a significantly lower sense of belonging and develop initiatives to address the needs of that population. We also recommend you review the suggestions for survey questions [the next four questions] dealing with supervisor/leadership because these items are correlated to the sense of belonging at the department/unit level.</p> <p>Additionally, you may consider broad initiatives such as:</p> <ol style="list-style-type: none"> 1. Engage in purposeful storytelling. Create a space and format for faculty and staff from all ranks to share aspects of their individual stories. This could take place during regular college/unit wide meetings and could be a brief TED Talk style presentation. It could also be part of or a feature in a regular newsletter or college/unit communication. It could occur monthly, quarterly or semiannually, but more than once a year. Understanding aspects of another person's story can dissolve interpersonal barriers and help show the many layers, dimensions and experiences about a person we otherwise would not know. It also helps form connections across difference. It helps people be seen and heard. 2. Host an "Inclusion Challenge." Invite individuals in your college/unit to team up and participate in a 4-week inclusion challenge where teams have to complete 2 inclusion actions per week. Award weekly prizes to teams who complete the challenges and select a random grand prize winner from teams that complete challenges each week. The grand prize should be something valuable or motivating such as an opportunity to have a group lunch with a senior leader. For a template with actual challenges, emails and logistics, contact Toral Patel tdp38@cornell.edu. 3. Introduce diversity, inclusion and belonging early on when new faculty and staff join the college/unit. Adopt a more purposeful and attentive approach to onboarding newly hired faculty and staff. Look at creating a welcoming experience for new hires – create an orientation/onboarding to your college, unit or department. Use the "Welcoming and Orienting Employees – A Supervisor's Guide" as a template. Give recognition for a first-week morale boost. Offer programming to introduce new faculty and staff to key offices and resources. 	<ul style="list-style-type: none"> • Contact Toral Patel (tdp38@cornell.edu) from the Department of Inclusion and Workforce Diversity for inclusion challenge information. • Welcoming and Orienting Employees- A Supervisor's Guide • Best Practices in Faculty Mentoring • Cornell Colleague Connections

			<p>4. Create an initiative to increase participation in existing Cornell mentoring programs.</p> <p>5. Conduct regular workshops and seminars related to wellness, communications skills, and conflict resolution to reinforce a mutually supportive environment.</p>	
I feel my skills and expertise are valued in my department/unit	Engaged faculty and staff want to contribute and add value, and when they are appreciated and valued, they report increased job satisfaction. Increased job satisfaction is tied to increased loyalty and lower turnover which leads to higher overall productivity and engagement. Also, when individuals are bringing unique skills or a diverse perspective, it is important to specifically acknowledge and welcome in those skills and perspective as adding value.	If your difference score is -1 percentage points or below	<p>1. Recognize Accomplishments</p> <p>a. Establish processes/structures to use existing university, college/unit level or external channels to recognize faculty and staff, including those from underrepresented identities, for their individual accomplishments and achievements.</p> <p>b. Develop and implement inclusive systems and practices for award nominations and, where applicable, audit past selections to evaluate the distribution of recognition across group identities and make any needed adjustments to improve inclusivity.</p> <p>c. Identify individuals who contribute greatly and perhaps quietly (including those from underrepresented identities), but rarely are thanked or recognized for their efforts and plan formal or informal ways to acknowledge them.</p> <p>d. Nominate and support participation of qualified staff from underrepresented identities in leadership programs – Harold Craft, Turning Point, etc.</p> <p>e. Provide training and/or disseminate information across your college/unit about ways and expectations on how to give informal, peer-to-peer and ongoing recognition and appreciation</p> <p>2. For staff, consider conducting a skills analysis. Allocating the workload based on each team member’s skills is an excellent way to assure high-quality results.</p> <p>3. Provide opportunities for staff to continue to grow and stretch their skills in other areas. Invite presentations from University resources to raise awareness about ongoing education opportunities, career management toolkits, professional development seminars.</p>	<ul style="list-style-type: none"> • Cornell Appreciation and Recognitions • Appreciation portal • University Faculty awards • Office of Dean Faculty Awards • Cornell Career Tools, Resources, and Trainings • Cornell Skills Analysis

Workloads are distributed fairly within my department/unit	It is important that individuals in a department/unit are being engaged and challenged. When a select few individuals are consistently receiving the coveted work or when a high producer is always tapped to do more, it is easy for resentment to set in. It is also important to recognize that members of marginalized identities (e.g. women and people of color), either by request, obligation or default, often are the ones with the added task of mentoring and supporting constituents from similar marginalized identities and/or leading diversity efforts. This work should also be appropriately valued/recognized and distributed fairly across the department/unit.	If your difference score is -7 percentage points or below	<ol style="list-style-type: none"> 1. Create a system for department chairs and supervisors to use to inventory committee assignments and ongoing research/projects to determine whether compositional diversity is represented on committees and teams; whether high-profile/growth oriented work is fairly distributed so that individuals have equitable opportunities for advancement; and whether diversity, inclusion and belonging efforts are being performed by everyone. 2. For faculty, consider establishing an exploratory committee to evaluate the feasibility of adopting a new, more relevant faculty workload model for the department and/or college. 3. For staff, consider conducting a skills analysis. Allocating the workload based on each team member's skills is an excellent way to assure high-quality results. 	<ul style="list-style-type: none"> • Staff and faculty commitments tracker • The Faculty Workload and Rewards Project - An NSF Funded Action Research Project • The Invisible Labor of Faculty of Color on Campus - The Atlantic • Cornell Skills Analysis
I am satisfied with my opportunities to take part in decision-making in my department/unit	Recognizing that it is neither feasible nor advisable that all faculty and staff be involved in every decision, it is important that decision-making is as transparent as possible, and that faculty and staff are sincerely engaged in decision-making whenever possible and appropriate. When individuals are involved in decision-making (whether by providing input and feedback or other means), it demonstrates that their expertise, opinions and perspectives are valued. It also contributes to a stronger commitment to the outcome and success of the decision.	If your difference score is -2 percentage points or below	<ol style="list-style-type: none"> 1. Incorporate transparency into decision making- such as promotions, hiring processes, selection for committee assignments, etc. Communicate standard processes and rationale for decisions to faculty and staff in a timely manner and in advance of decisions being made. 2. Create an avenue for faculty and staff to provide ongoing feedback/suggestions for the college/unit with the option to remain anonymous or not. Suggestions and feedback should be reviewed by the committee and addressed publicly and transparently whether action can or cannot be taken. 3. Hold regular unit/department meetings and announce them in advance; explicitly discuss expectations for faculty and staff communication and behavior; communicate policies and expectations clearly, in multiple formats, and on an ongoing basis, and communicate changes or updates to policies in a timely manner 	<ul style="list-style-type: none"> • Bias Interrupters Toolkit on Assignments • 4 Reasons You Need to Embrace Transparency in the Workplace
The leadership of my department/unit treats people respectfully	Feeling respected by leaders contributes not only to an individual's overall personal sense of wellbeing, it also contributes to increased cooperation, creativity and productivity in the workplace. Additionally, the behavior of the leader of a department/unit ripples through the organization and sets the tone for how members of the department/unit treat others in the context of work.	If your difference score is -4 percentage points or below	<p>Consistently treating others with respect is a sign of professionalism. Leaders should lead by example and interact with colleagues in a civil and caring manner. Inclusion starts in everyday environments and situations and ripples through an organization.</p> <ol style="list-style-type: none"> 1. Develop a marketing/communications campaign encouraging faculty and staff to live the university and college/unit values. 2. Leaders need to be purposeful about including others who see things differently from them. Create an avenue for staff/faculty at all levels to be seen and heard by department/unit leadership – once a semester coffee break with leaders; regular meetings between supervisors and leaders 	<ul style="list-style-type: none"> • Top 10 ways to show respect in the workplace • Cornell University Core Values • Supervising@Cornell Training module: Creating an Open and Inclusive Environment

<p>The leadership of my college/division demonstrates a strong commitment to diversity and inclusion</p>	<p>Leadership sets the tone and priorities for an organization. When they demonstrate a clear and strong commitment to diversity and inclusion, it cascades through the organization and becomes a key focus and priority for everyone.</p>	<p>If your difference score is -8 percentage points or below</p>	<ol style="list-style-type: none"> 1. Design and communicate a message of inclusion from college/unit leadership. Communicate leadership's personal and organizational Values. Define what inclusion means for your college/unit and share the message consistently and regularly. 2. Organize and/or have senior leaders participate in practical learning and development opportunities concerning diversity, inclusion and belonging and have them share their learnings with the college/unit. 3. Clearly identify college/unit-level priorities for diversity and inclusion. Share how each faculty/staff member adds to that larger Diversity and Inclusion vision. Belonging at Cornell Council partners with senior leadership to prompt each manager/supervisor to share the strategic plan at the department level. Come up with a plan so that each person should know and have a plan of how they will contribute to D&I work. 4. Incorporate diversity and inclusion as a performance dimension within the performance dialogue and annual review process for faculty and staff. 	<ul style="list-style-type: none"> • Why Inclusive Leaders Are Good for Organizations, and How to Become One • www.Diversity.cornell.edu • 10 Ways Employees Can Support Diversity and Inclusion
<p>Others in my department/unit are willing to listen to me when I offer information or a different perspective</p>	<p>To effectively engage in creative problem solving, develop innovative solutions and benefit from collaboration, individuals need to be willing and able to share a differing, potentially unpopular or unconsidered point of view. Likewise, colleagues need to be willing and able truly to listen to and consider that differing point of view. If diverse and unique perspectives, opinions, ideas and perspectives are not welcomed or are routinely dismissed, people will stop trying to contribute and disengage, which causes both the workgroup and individual to suffer.</p>	<p>If your difference score is -3 percentage points or below</p>	<ol style="list-style-type: none"> 1. Offer learning opportunities and disseminate tools and information on the benefits of collaboration and listening to differing ideas and opinions. 2. Encourage team building activities to help create a positive culture that makes everyone feel included and secure in their roles and on their teams. 	<ul style="list-style-type: none"> • Liberating Structures • LARA Method • How to Improve Team Communication with Active Listening • Why Team Building Is The Most Important Investment You'll Make
<p>I am treated fairly in my department/unit without regard to any element of my personal identity (e.g., age, educational level, disability, race/ethnicity, gender identity, sexual orientation, political views, religion, etc..)</p>	<p>Fairness in the workplace refers to an aspect of organizational justice with regards to both process and outcome impartiality. Fairness means treating individuals appropriately, and individually, based on the circumstances and contribution of that individual. In order to be fair, you need to exercise good judgement and recognize that same or equal treatment does not mean it is fair and equitable treatment. Importantly, there also is a structural component to fairness. This requires an organization to work on creating equitable and transparent systems and implement processes that allow for fairness to all.</p> <p>Individuals who feel they're being treated unfairly in the workplace can have low morale, reduced productivity, and poor job satisfaction. It can also result in high turnover.</p>	<p>If your difference score is -2 percentage points or below</p>	<ol style="list-style-type: none"> 1. Conduct focused training on fair versus equal treatment. All supervisor or department chair should be able to set clear expectations and hold employees accountable. Unit leaders need to learn to treat everyone appropriately and individually, based on circumstances and contribution. 2. Allow flexibility that works for the individual that ensures fair treatment and usage of work/life programs within the context of department/unit needs. 	<ul style="list-style-type: none"> • Bias Interrupters Toolkits for Organizations • Employee Wellbeing at Cornell

<p>Felt that any element of your personal identity caused you to be treated differently in your department/unit</p>	<p>Fairness in the workplace refers to an aspect of organizational justice with regards to both process and outcome impartiality. Fairness means treating individuals appropriately, and individually, based on the circumstances and contribution of that individual. In order to be fair, you need to exercise good judgement and recognize that same or equal treatment does not mean it is fair and equitable treatment. Importantly, there also is a structural component to fairness. This requires an organization to work on creating equitable and transparent systems and implement processes that allow for fairness to all.</p> <p>Individuals who feel they're being treated unfairly in the workplace can have low morale, reduced productivity, and poor job satisfaction. It can also result in high turnover.</p>	<p>If your difference score is -4 percentage points or below</p>	<ol style="list-style-type: none"> 1. Focus efforts and initiatives on increasing awareness of and inclusion best practices for the identities most prevalent based on survey responses. 2. Additionally, as a general broad response, consider offering intercultural competence training to a subset of faculty and staff. 	<ul style="list-style-type: none"> • Cultural Intelligence assessment and training • Intercultural Development Inventory
<p>Felt marginalized in your department due to any element of your personal identity</p>	<p>Marginalization can affect an individuals' mental, emotional, and physical wellbeing. Marginalized employees often become disengaged with their work and can have feelings of anger, fear, depression, anxiety, sadness, and stress.</p>	<p>If your difference score is -3 percentage points or below</p>	<ol style="list-style-type: none"> 1. Focus efforts and initiatives on increasing awareness, inclusion and support for the identities most prevalent based on survey responses. 	<ul style="list-style-type: none"> • Cornell Interactive Theatre Ensemble (CITE) - My Story, Your Story
<p>Heard someone in your department/unit make an insensitive, disparaging, or discriminatory comment</p>	<p>The University is committed to fostering a safe, respectful, and inclusive living, learning, and working environment for the entire University community. As community members, it is important to recognize our shared responsibility to each other, and to take steps to mitigate and prevent bias incidents and acts of hate or intolerance. Even seemingly small or innocuous comments (microaggressions) can cause great psychological harm and jeopardize the inclusive climate we seek to maintain.</p>	<p>If your difference score is -2 percentage points or below</p>	<ol style="list-style-type: none"> 1. Develop and offer a series of learning opportunities on microaggressions, microaffirmations and ways to intervene. 2. Focus efforts and initiatives on the identities most prevalent based on survey responses. 	<ul style="list-style-type: none"> • Department of Inclusion and Workforce Diversity & The Office of Institutional Equity and Title IX – training sessions on bias and harassment reporting
<p>Observed or believe that you observed a discriminatory or harassing event or behavior in your department/unit</p>	<p>The University is committed to fostering a safe, respectful, and inclusive living, learning, and working environment for the entire University community. As community members, it is important to recognize our shared responsibility to each other, and to take steps to mitigate and prevent bias incidents and acts of hate or intolerance. Even seemingly small or innocuous behaviors and conduct (microaggressions) can cause great psychological harm and jeopardize the inclusive climate we seek to maintain.</p>	<p>If your difference score is -6 percentage points or below</p>	<ol style="list-style-type: none"> 1. Develop and offer a series of learning opportunities on reporting options, the importance of reporting and ways to intervene. 2. Focus efforts and initiatives on the identities most prevalent based on survey responses. 	<ul style="list-style-type: none"> • Department of Inclusion and Workforce Diversity & The Office of Institutional Equity and Title IX – training sessions on bias and harassment reporting
<p>Which of these have been the basis for unfair treatment in your department/unit? (Check all that apply.)</p> <p>My age My health status/disability My educational level My gender identity My political views My race/ethnicity My national origin/citizenship My veteran status My marital/family status My religion My sexual orientation Other (please specify): Prefer not to disclose</p>	<p>The University is committed to fostering a safe, respectful, and inclusive living, learning, and working environment for the entire University community. As community members, it is important to recognize our shared responsibility to each other, and to take steps to mitigate and prevent bias incidents and acts of hate or intolerance.</p>	<p>No Thresholds</p>	<ol style="list-style-type: none"> 1. Awareness building, unconscious bias and microaggression/microinequity learning opportunities (dialogue, storytelling, etc.) These opportunities should be informed by the identities most prevalent in the survey results. Education about systems and structures- e.g. Starpower activity. 2. Review facilities to ensure they are accessible, safe, and accommodating to all community members 3. Create and share an information guide - Be conscious of accommodations when planning meetings, team retreats, etc. 4. Approve budget for ergonomic workspaces 5. Encourage admins take the accessibility course 	<ul style="list-style-type: none"> • Department of Inclusion and Workforce Diversity & The Office of Institutional Equity and Title IX – training sessions on bias and harassment reporting • Cornell Accessibility • Cornell Accessibility Checklist • Musculoskeletal Injury Prevention Program (MIPP)