

Cornell University
Division of Human Resources
Department of Inclusion and Workforce Diversity
Staff Diversity and Inclusion Strategic Plan
FY18 – FY22

DEPARTMENT OF INCLUSION AND WORKFORCE DIVERSITY (DIWD) MISSION

The Department of Inclusion and Workforce Diversity uses institutional, divisional and compliance data to design and deliver innovative strategies and programs that attract, retain, engage and support diverse, high-caliber staff. We collaborate across units and divisions to achieve inclusive excellence in Cornell’s workplace systems, practices, and culture. We also seek to foster a genuine sense of belonging for employees across demographics.

DIWD VISION

EMBRACE DIFFERENCE; PROMOTE INCLUSION; ACHIEVE EXCELLENCE.

The DIWD mission and vision synthesize and operationalize the relevant aspects of the University and Division missions, visions, values and priorities. Relevant aspects of the University and Division values that inform DIWD’s work and this strategic plan are indicated with an asterisk below.

CORNELL UNIVERSITY MISSION

LEARNING. DISCOVERY. ENGAGEMENT.

Cornell is a private, Ivy League university and the land-grant university for New York state. Cornell’s mission is to discover, preserve and disseminate knowledge, ***to educate the next generation of global citizens,*** and to promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, ***to enhance the lives and livelihoods of students, the people of New York and others around the world.***

CORNELL UNIVERSITY VISION

Cornell aspires to be the exemplary comprehensive research university for the 21st century. Faculty, staff and students thrive at Cornell because of its unparalleled combination of quality and breadth; ***its open, collaborative and innovative culture; its founding commitment to diversity and inclusion;*** its vibrant rural and urban campuses; and its land-grant legacy of public engagement.

DIVISION OF HUMAN RESOURCES

MISSION

Collectively support an environment of inclusive excellence in scholarship – learning, discovery and engagement – where students, staff, faculty and retirees of Cornell learn, work and live as a community.

VISION

The best staff and faculty in the world choose Cornell.

CORE VALUES

- ***We are one Cornell.**
- Excellence in all we do.
- ***Serve through respect and with dignity at all times.**
- ***Recognize talent, innovation, and risk-taking to advance the university's mission.**

PRIORITIES

- ***Offer competitive programs, services, pay, and benefits to attract and retain diverse, high-caliber faculty and staff.**
- Support university leadership in creating a climate of innovation and educational excellence.
- ***Cultivate an inclusive and welcoming environment on all Cornell campuses and in their local communities.**
- ***Foster a forward-thinking, solution-oriented work environment.**
- ***Advance processes that balance required compliance with the primary goal of excellence in scholarship – learning, discovery and engagement.**

OVERVIEW

Diversity is a broad term that is difficult to define comprehensively. It includes various aspects of an individual's identity, experiences, characteristics and qualities some of which may or may not be protected by law. We value all aspects of diversity and recognize the benefits and richness that comes from having a diverse staff population. Specifically, a diverse staff population results in:

- Increased staff productivity and engagement
- More innovation, adaptability and responsiveness in how staff perform their work
- Better ability to support students and faculty in their research and academic pursuits

This five-year plan aims to be a focused and strategic step toward increasing both diversity and inclusion among Cornell staff. It is not exhaustive of the work that DIWD, HR or others perform or will perform nor is it all encompassing of the many substantive aspects of diversity represented in our staff (e.g. race, ethnicity, color, religion, national origin, gender and gender identity, sexual orientation, veteran status, disability, socio-economic status, etc.). Accordingly, the specific goals in this plan may be targeted at only certain aspects of diversity while other goals span across various aspects of diversity. Moreover, the specific goals are purposefully aligned with the principles of composition, inclusion, engagement and achievement, which the University Diversity Council adopted as the framework for college and unit diversity and inclusion initiatives.

The successful implementation of this plan requires cross-divisional and cross-departmental collaboration and cooperation, imbedding diversity throughout regular operations, and leveraging existing practices.

FIVE-YEAR GOALS

COMPOSITION

- Meet at least 25% of the placement goals for minorities in the administrative affirmative action plan (reducing the number of placement goals from 20 to 15 or fewer);
- Meet at least 25% of placement goals for women in the administrative affirmative action plan (reducing the number of placement goals from 17 to 13 or fewer)
- Increase overall response rate to disability self-identification survey by at least 11.68 percentage points (from 8.32% to 20%)

INCLUSION

- Increase percentage of staff who agree or strongly agree that they feel like they belong at Cornell by at least 5 percentage points from 67.7% to at least 72.7% (overall and for diverse populations/substantive aspects of diversity)
- Increase percentage of staff who agree or strongly agree they are treated fairly at Cornell without regard to race, ethnic background, gender, religion, disability or sexual orientation by at least 3.4 percentage points from 81.6% to at least 85% (overall and for diverse populations/substantive aspects of diversity)

MEANS/METHODS

To implement this plan and achieve its stated goals, we will use four primary means:

- Training;
- Policies and Practices;
- Programs and Initiatives; and
- Outreach and Communications

In addition to each of the aforementioned means supporting the specific goals, it may be necessary that we develop an overall strategy and/or action plan for each mode/method. For instance, this plan incorporates a training plan. Secondary and tertiary modes/methods will be used as needed.

Action Plan for Goal #1: Meet at least 25% of placement goals for minorities in the administrative affirmative action plan (reducing the number of placement goals from 20 to 15 or fewer)

- Identify Five Target Job Groups
 - Key factors for determining the five target job groups include, but are not limited to impact of the job group's function on student mission, the number of projected openings and/or turn over in the job group, potential for decision-making authority in the positions in the job group, whether the job group is a feeder to other job groups, and the estimated availability of qualified minorities in the geographic recruiting areas for the job group.
 - Proposed job groups include 1B1 Academic Officers, 1E1 Communications and Government Affairs, 1H1 HR Admin, 2L1 Sr. Admin, Consensus with leadership and key stakeholders on the target job groups is essential.
 - ✓ Proactively recruit and outreach to local/regional community to build diverse pools for the five prioritized job groups
 - ✓ Develop structured interview process to reduce unconscious bias during applicant screening, interviews and selection processes. All colleges and units would be strongly encouraged to follow the guide and structured process for.

- ✓ Coordinate recruiting and use of affirmative action waivers across units/colleges and departments- i.e. develop a system so that, when diverse candidates are finalists for a position in one college or unit, but are not selected/hired, the diverse finalists are funneled/fast-tracked into the recruitment pipeline for positions in other colleges/units with the same title , pay band, and minimum requirements
- ✓ Provide thoughtful and welcoming orientation and onboarding that highlights and supports diversity and inclusion for all new hires in the target job groups. All colleges and units would be strongly encouraged to follow the acclimation guide for all new hires.

Action Plan for Goal #2: Meet at least 25% of the placement goals for women in the administrative affirmative action plan (reducing the number of placement goals from 17 to 13 or fewer)

- Identify Four Target Job Groups
 - Key factors for determining the four target job groups include, but are not limited to impact of the job group’s function on student mission, the number of projected openings and/or turn over in the job group, potential for decision-making authority in the positions in the job group, whether the job group is a feeder to other job groups, and the estimated availability of qualified women in the geographic recruiting areas for the job group.
 - Proposed target job groups include 1B1 Academic Officers, 1E1 Communications and Government Affairs, 1J1 Student Services Administrators, 2G1 Communications Professionals, 2I1 Editors/Writers, 2L1 Senior Administrator Professionals. Consensus with leadership and key stakeholders on the four target job groups is essential.
- ✓ Proactively recruit and outreach to local and regional community to build diverse pools for the four prioritized job groups
- ✓ Develop structured interview process to reduce unconscious bias during applicant screening, interviews and selection processes. All colleges and units would be strongly encouraged to follow the guide and structured process for all openings in the four target job groups.
- ✓ Coordinate recruiting and use of affirmative action waivers across units/colleges and departments- i.e. develop a system so that, when diverse candidates are finalists for a position in one college or unit, but are not selected/hired, the diverse finalists are funneled/fast-tracked into the recruitment pipeline for positions in other colleges/units with the same title , pay band, and minimum requirements
- ✓ Provide thoughtful and welcoming orientation and onboarding that highlights and supports diversity and inclusion for all new hires in the target job groups. All colleges and units would be strongly encouraged to follow the acclimation guide for all new hires in the four target job groups.

Action Plan for Goal #3: Increase overall response rate to disability self-identification survey by at least 11.68 percentage points (from 8.32% to 20%)

- Roll out an ongoing disability awareness and educational campaign (university wide)
- Develop and disseminate targeted communications about and leading up to official disability self-identification surveys.

- Analyze and develop implementation plan from National Organization on Disability's Disability Tracker scorecard report and participate in Disability Tracker annually to measure progress

Action Plan for Goal #4: Increase percentage of staff who agree or strongly agree that they feel like they belong at Cornell by at least 5 percentage points from 67.7% to at least 72.7% (overall and for diverse populations/substantive aspects of diversity)

- Conduct foundational research and benchmarking to establish recommendations and practices to increase workplace belongingness
- Review, integrate and implement actionable recommendations
- Develop scales and pulsing to track and measure progress

Action Plan for Goal #5: Increase percentage of staff who agree or strongly agree they are treated fairly at Cornell without regard to race, ethnic background, gender, religion, disability or sexual orientation by at least 3.4 percentage points from 81.6% to at least 85 % (overall and for diverse populations/substantive aspects of diversity)

- Increase participation of underrepresented groups in professional development and growth opportunities
 - Develop sustainable system for providing opportunities for hourly and shift staff (e.g. Natural Leader Initiative type programming)
 - Incorporate elements of sponsorship, professional development, strategic networking and project opportunities into existing colleague network groups.
- Develop opportunities and supports for the most diverse job groups.
 - Identify one to three target staff job groups
 - Key factors for determining the one to three most diverse job groups include, but are not limited to job groups with no goals for minorities or women, job groups with the highest percentage of availability for minorities and women in the geographic recruiting area, job groups with at least ten incumbents. Additional factors include turnover rates for the job group and risk for burnout.
 - Proposed job groups include 2A1 Student Senior Specialists, 2A2 Student Services Specialist, 2C1 Health Professionals, and 2D1 Health Specialists.
 - Provide/coordinate targeted training and/or professional development opportunities
- Develop scales and pulsing to track and measure progress

ACTION PLAN FOR TRAINING

- Finalize and implement new training model that is focused on achieving specific outcomes
- Analyze demographics of past participants to identify gaps in audiences reached and to develop targeted training programming
- Develop trainings on concrete skills, practices and behaviors that increase effectiveness and inclusion and/or incorporate this information into existing diversity and inclusion trainings for specific audiences
 - ✓ Collaborate with OWD, WPLR and HR Analytics

- Provide supervisors/managers with tools to be inclusive, to engage across difference and leverage diversity on their teams and in their work
 - Inclusive Excellence Academy
 - New Supervisor Orientation Certificate Program (revise DIWD diversity and inclusion module to align with identified outcomes/behaviors)