

2011

DIVERSITY AND INCLUSION REPORT  
TO THE CORNELL UNIVERSITY BOARD OF TRUSTEES



*OPEN DOORS*  
*OPEN HEARTS*  
AND  
*OPEN MINDS*

CORNELL'S STATEMENT ON DIVERSITY AND INCLUSIVENESS

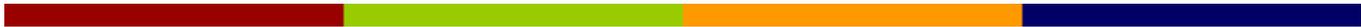
OFFICE OF WORKFORCE DIVERSITY AND INCLUSION  
DIVISION OF HUMAN RESOURCES  
CORNELL UNIVERSITY

MAY 27, 2011



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*“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’s first president, in an 1874 letter.

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The bold vision of Cornell’s founders--that an institution of higher education should be a diverse community offering education, discovery, leadership, and service to the state, nation, and the world-- continues to guide our University today. Then and now, Cornell University recognizes that innovation and excellence is achieved through diverse faculty, staff and student communities, and therefore, we remain steadfast in our commitment while recognizing our legal obligation to comply with regulations that support diversity. The 2010-2015 Strategic Plan has as a key focus the diversity of our faculty, staff, and students. This 2011 Diversity and Inclusion Report summarizes the progress we have made in addressing the diversity of our faculty and staff.

## History of the Inclusion Report

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A report on the demographic representation of the University has been given to the Board of Trustees for almost forty years. In 1972, pursuant to a resolution of the Board of Trustees that was adopted on January 22, 1972, an Ad Hoc Committee on the Status of Women<sup>1</sup> was appointed “[t]o study the status of women students, faculty members, and employees at Cornell University and to make appropriate recommendations concerning that status.”<sup>2</sup> At that time, there was recognition of the need to focus on women of color: “Certainly there are lines where all women come together, but clearly there are lines where being black or minority women is primary, and in some cases the only reason for injustices.”<sup>3</sup>

The first report on “the Status of Women at Cornell” was presented to the Board of Trustees in 1973 with the goal of sharing information that would result in: 1) the increase in the number of women on the faculty and in administrative positions; and 2) elimination of possible problems of

imbalances in employment and promotion opportunities between men and women at all levels. From 1974-1979, the Ad Hoc Committee continued to report annually to the board on the status of women at Cornell. Between those years, the representation of women in faculty increased from 7.3% in 1974 to 9.3% in 1979.<sup>4</sup> In 1980, the inclusion report expanded to include women and minorities at Cornell. This focus has continued through the present, although the title of the report has changed over the years.<sup>5</sup> In 1998, the Inclusion Report focused on diversity efforts for women and minority faculty exclusively, based on the premise that: the “[r]acial, ethnic, and gender inclusiveness among the faculty will help the University to live up to” the ideal “that a diverse University provides the most enriching educational experience for our students.”<sup>6</sup>

This year’s report not only focuses on women and minority faculty, as was the case in 1998, but on the gender and minority representation of academic and non-academic staff as well. In some cases, the report also provides information on women of color, as suggested in 1973.

*This is the first university in this country, if not in the world, which has at the same time boldly recognized the rights of women as well as man to all the education she will ask, and pledged itself to the policy and duty of maintaining equal facilities for both.”*

Trustee Henry W. Sage, 1873

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<sup>1</sup> Members of the committee: Constance E. Cook, Chairwoman; Patricia Carry; Glenn Ferguson; Desdemona Jacobs; Paul Olum; Adele Rogers, ex Officio; Robert F. Risley, Executive Secretary; and Hetty Baiz, Project Coordinator

<sup>2</sup> President Dale R. Corson on February 11, 1972

<sup>3</sup> Trustee Desdemona Jacobs, 1973

<sup>4</sup> The representation of women in administration positions, comparing 1974 to 1979, is not included because who was included in that category of jobs was not consistent between 1974 and 1979.

<sup>5</sup> In 1990, the report was re-titled “Progress Toward Diversity.” The report continued in this form until 1997, when it was again re-titled the “Inclusion Report.”

<sup>6</sup> May 1998 Inclusion Report, Introduction.

Although the University has experienced a modest increase in the racial/ethnic and gender diversity of its faculty, academic and non-academic staff workforce over the past ten years, the representation of these populations has not, in all cases, kept pace with the available pool of talent or with the progress of other universities.<sup>7</sup> This year's report focuses on the demographic profile of these populations and the programs implemented to increase the diversity representation. In light of the diversity goals of the University Strategic Plan for 2010-2015, the change in racial/ethnic demographics reported by the Census Bureau's 2010 file, and changes in the workforce due to expected retirements and other turnover, this focus on the workforce is appropriate. In line with the University's commitment to be more accessible to individuals with disabilities, this report has been prepared in a font that conforms to the Americans with Disabilities Act standards.<sup>8</sup>



*This document will provide:*

- 1) an overview of what Cornell's workforce profile will experience in light of the projected retirements of staff and faculty and the changing national demographics;
- 2) Cornell's workforce demographic representation based on race/ethnicity, gender, and age, as well as historical data on faculty hires;
- 3) Cornell's 2010-2011 accomplishments in addressing the faculty and staff diversity goals from the University Strategic Plan as well as progress made in addressing diversity, inclusion, and work/life efforts in general; and
- 4) Cornell's current 2011-2012 plans for recruiting and retaining a diverse faculty and staff<sup>9</sup>.

In light of heightened regulatory scrutiny from the federal government and our commitment to expand the focus of diversity, an overview will also be provided of our 2011-2012 plans to address disability, veteran, lesbian/gay/bisexual/transgender, and family responsibility (work/life/family) issues.

<sup>7</sup> Harvard, and subsequently Duke, prepared a comparative report until 2009. As of this last report, as an example, Cornell ranked 7<sup>th</sup> of 11 universities for its representation of women faculty.

<sup>8</sup> This document is printed in Palatino Linotype, one of the fonts that is consistent with the Americans with Disabilities Act guidelines. *Typography and the Aging Eye: Typeface Legibility for Older Viewers with Vision Problems*. Paul Nini, January 23, 2006. <http://www.aiga.org/content.cfm/typography-and-the-aging-eye>.

<sup>9</sup> Additional plans will be developed between now and the end of this academic year.



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*To admit women and colored persons into a petty college would do good to the individuals concerned; but to admit them to a great university would be a blessing to the whole colored race and the whole female sex—for the weaker colleges would be finally compelled to adopt the system.”*

Trustee Andrew Dickson White, 1862

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## University Strategic Plan 2010-2015 Diversity Goals

In May 2010, the University established goals for 2010-2015, which included the following diversity objectives for faculty and staff:

- 1) addressing the University's generational challenges by using the expected retirements over the next ten years to identify areas where high-quality faculty are nearing retirement and pre-filling positions over the next five years;
- 2) significantly increasing the diversity of faculty through new hires and enhanced retention efforts to address the needs of an increasingly diverse student body and larger society, including developing specific goals for the gender, racial, and ethnic diversity of faculty, taking into account the pool of available candidates (pipeline), creating a critical mass of diverse individuals within units or fields, expanding the applicant pools for faculty positions, and expanding pipelines of racially/ethnically diverse faculty through stronger ties with historically black, Hispanic and Native American institutions;
- 3) implementing policies to retain highly valued faculty, including those addressing work-life issues;
- 4) attracting a talented diverse staff workforce through effective recruitment and selection processes, establishment of a mentor program, development of unit diversity plans, the assessment of new employee orientation programs, and developing an increased understanding of the experiences of women and under-represented minority staff to promote retention;
- 5) being an exemplary employer through family-friendly policies/practices, recognition of contributions of staff, and training opportunities;
- 6) sustaining flexible work options for staff; and
- 7) working with the local community to ensure that Ithaca and Tompkins County are vibrant places to work and live by promoting affordable housing and accessible transportation options, contributing to the quality of local schools, and encouraging volunteerism.



This year, the first year of the University Strategic Plan, we made progress in addressing these objectives and are currently developing plans to continue this progress for the 2011-2012 academic year.

## What is Cornell facing?

Over the next 20 years, the U.S. wage and salaried labor force will become more balanced with respect to gender, older on average, more racially and ethnically diverse, and will witness increased participation of individuals with disabilities and veterans. In addition, proposed legislation related to sexual orientation and gender identity/expression, and the recent repeal of the “Don’t Ask/Don’t Tell” policy will likely change the national climate for the lesbian/gay/bisexual/transgender community and result in an increase in the number of current faculty and staff who self-identify as LGBT as well as an increase in applicants who self-identity in this way. An organization’s commitment to addressing work/life can also have a significant impact on the “war on talent” and retention. Each of these pressing challenges is addressed below.

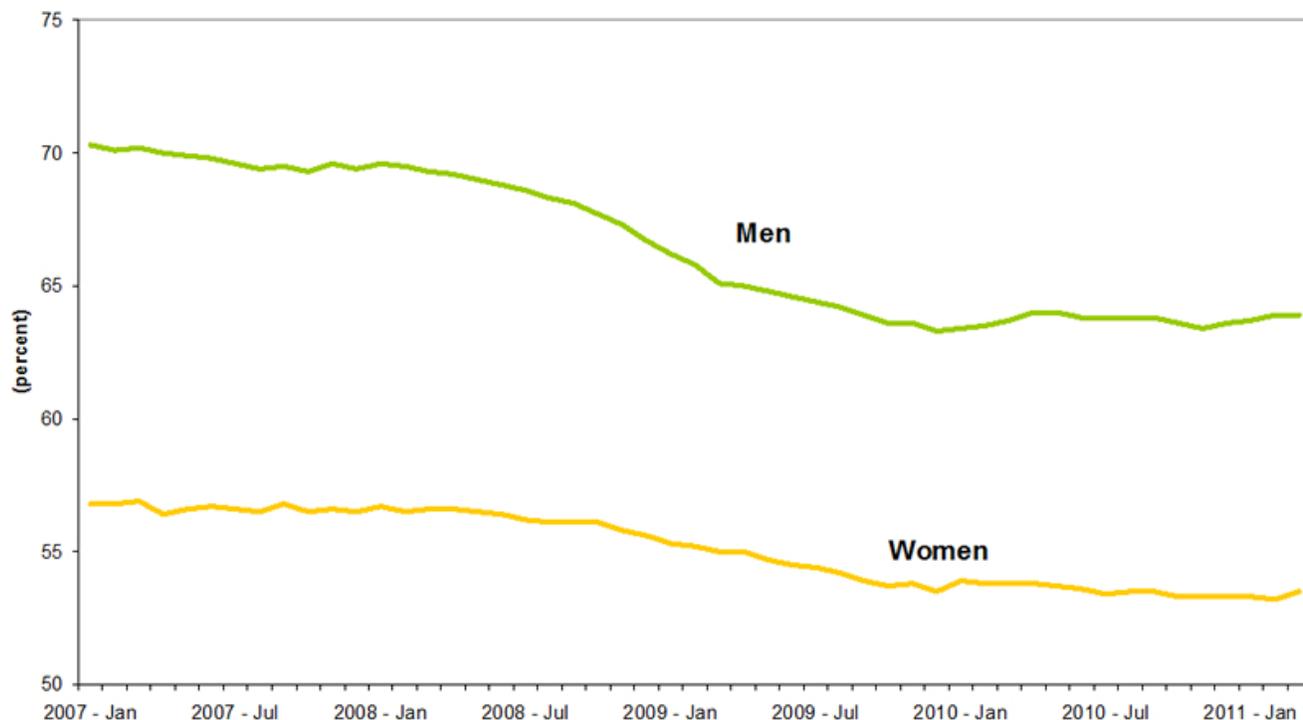
### Gender Representation in the Workforce

The participation rate of women in the nation’s workforce—women working or looking for work, compared with the total female population, increased beginning in the 1970s, but plateaued in 2000 at approximately 59%. Since that time, the participation rate of women has continued to decline, as noted in the chart below, with a rate of 53% in March of this year.

#### *Employment-Population Ratio for Men and Women*

(Seasonally adjusted, monthly data, ages 16 and older, Jan 2007 - Mar 2011)

Source: Bureau of Labor Statistics, Current Population Survey. <http://www.dol.gov/sec/media/reports/femalelaborforce/tables.htm>



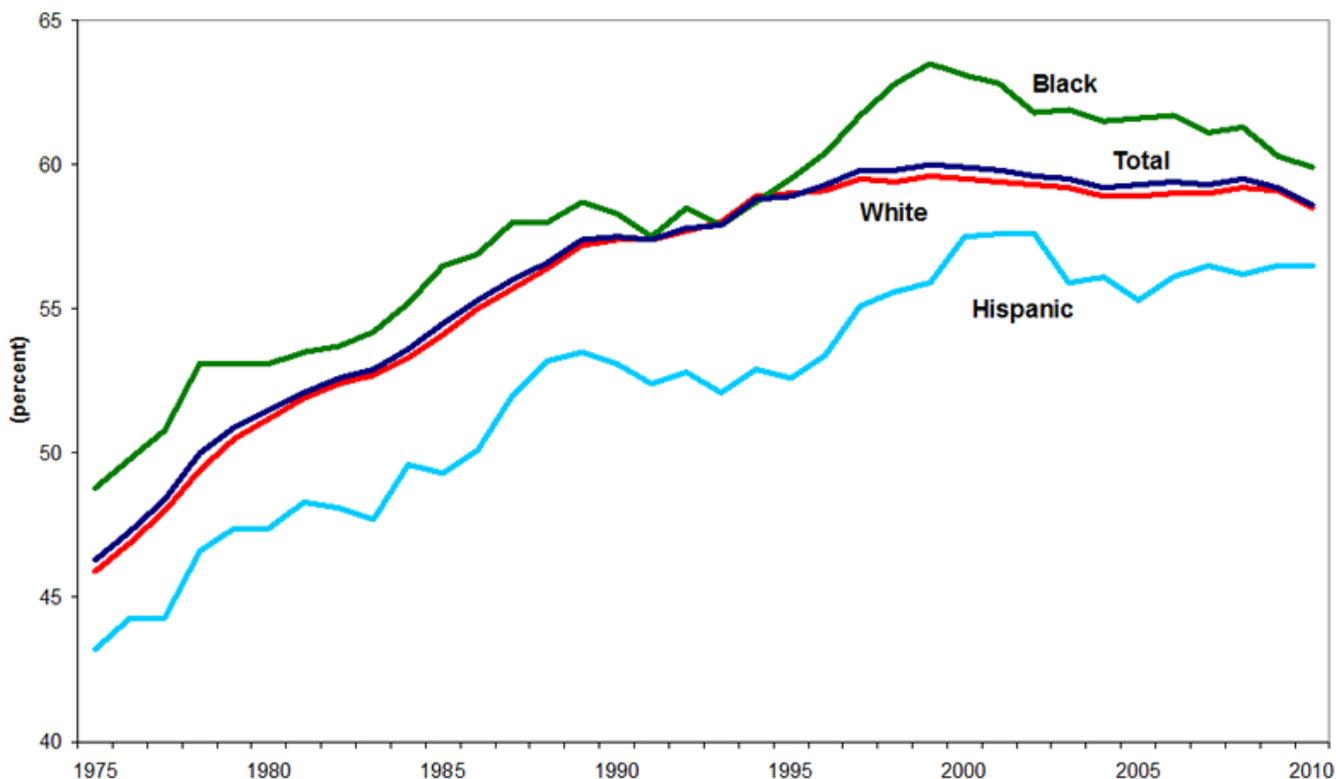
<http://www.dol.gov/sec/media/reports/femalelaborforce/tables.htm>

Within the overall participation rate of women in the workforce, there are differences from a racial/ethnic perspective. Between 1975 and 2010, Black women had the highest employment participation rate of all racial groups, while Hispanic women had the lowest rate. In 2010, Black women had a participation rate of 59.9%, White women had a rate of 58.5%, Asian women a rate of 57%, and Hispanic women a rate of 56.5%. With expected increases in the total Asian and Hispanic populations over the next 40 years, and the workforce participation rates of women in general and women of color in particular, Cornell will need to focus on these populations in its recruitment efforts and consider workplace programs, such as flexible work options and promoting the acceptance of tenure “clock stop<sup>10</sup>” to encourage women, who may not currently be in the workforce, to consider entering or re-entering the workforce.

**Labor Force Participation rate of Women, by race and ethnicity**

(Annual averages, 1975-2010, ages 16 and older)

Source: Bureau of Labor Statistics, Current Population Survey



Between now and 2030, the comparative representation of men and women in the workforce will remain relatively constant. According to a review sponsored by the Bureau of Labor Statistics, in 2010, men represented 53.3% of the civilian workforce and are expected to make up 52.7% by 2030. For this same period, women made up 46.7% of the workforce in 2010 and are expected to make up 47.3% by 2030 (Toosi, 2006). Cornell’s overall representation of men and women in the workforce closely mirrors these national demographics with 49.8% women, and 50.2% men. Our goal is to have gender composition, at all levels of the organization, that is consistent with the available pools of individuals with the required skills. In some areas, such

<sup>10</sup> Tenure “Clock Stop” allows a faculty member to delay the tenure clock, for up to two semesters, for reasons such as child birth.



as the staff functions of government affairs and the faculty disciplines of environmental sciences and finance, the University exceeds the representation of women in the available talent pool. In other areas, such as the staff functions of facilities managers and researchers, and the faculty disciplines of science, technology, engineering and math, gender representation is less than desired. Where this is the case, we have established goals for improvement.

### **Multiple Generations in the Workforce**

The Pew Research Center (3 September 2009) predicts that between 2006 and 2016, 93 percent of the growth in the U.S. labor force will be among those individuals born between 1946 and 1964 (generally referred to as “Baby Boomers” and currently between ages 46 and 64), as older adults stay in the labor force longer. During this same period, individuals born between 1965 and 1980, referred to as “Generation X” and currently between the ages of 30 and 45, will make up 33.2% of the national workforce, and those born between 1981 and 2000 (generally referred to as “Generation Y” or the “Millennial Generation” and currently under age 30), will make up 32% of the national workforce. The life experiences of each of the generations, for example, the impact of the civil rights movement and Vietnam War on the “Baby Boomers” versus the impact of Watergate and the growth of dual income families on the “Generation X,” impacts each perception, and therefore, the group’s values and attitudes toward work.

Cornell now has these four generations in the workplace: 4.8% of the total workforce was born before 1946, 46.6% born between 1946 and 1964, 40.1% born between 1965 and 1980, and 8.5% born between 1981 and 2000. As older workers, particularly “baby boomers” begin to exit the workforce after 2016, they will be replaced by larger numbers of the under 30 and 30-45 populations. The general differences among the generational groups will impact our current policies and work practices. To retain our current multi-generational workforce effectively and to recruit new talent, Cornell will need to tailor its communication strategies and development of workplace programs to address the employment interests of each of these populations.

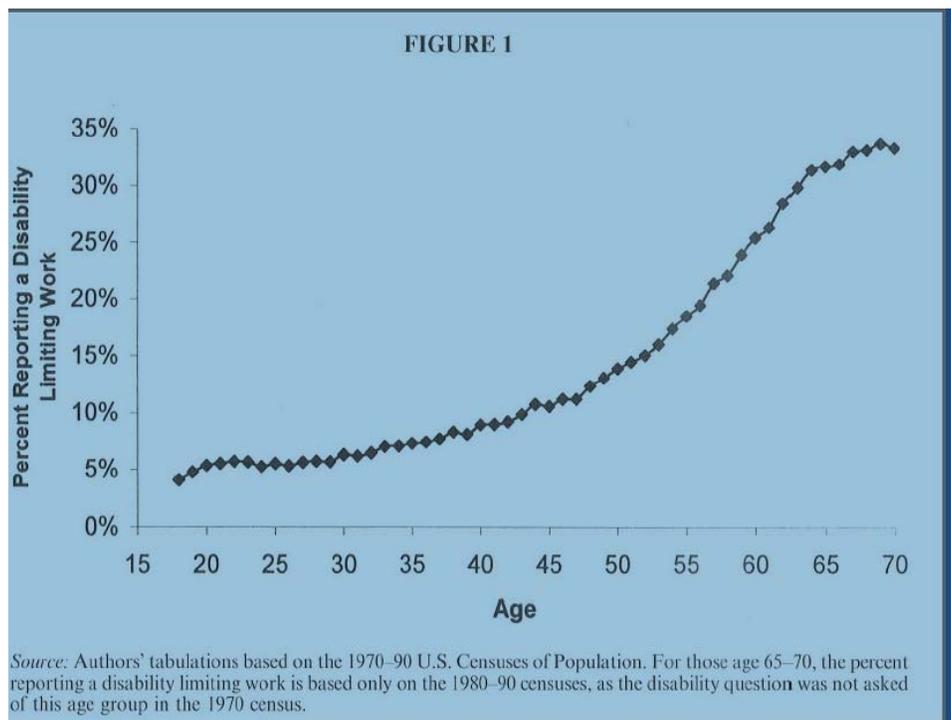
### **Racial/Ethnic Diversity**

According to the 2010 U.S. Census Bureau file, the non-Hispanic white American population makes up approximately 72.4% of the national population compared with 75.1% just ten years ago. This population is expected to fall to 46% in 2050, and will no longer make up the majority of the population by 2042. The Census Bureau foresees significant growth in two populations: the Hispanic/Latino population growing from 15% today to 30% by 2050, and the Asian American population increasing from 5% today to 9% in 2050 (U.S. Census Bureau, 14 August 2008). Based on the 2010 U.S. Census Bureau data, the Hispanic population experienced a 23% growth since 2000, increasing from 13% to 16% of the nation’s total workforce. The Asian population experienced a 25% growth in the past ten years, increasing from 4% to 5% of the nation’s total population. Cornell’s overall workforce population consists of 8.7% Asian, 2.9% African American, 2.6% Hispanic/Latino, and 0.2% Native American. As Cornell’s workforce follows the national trends in which the racial/ethnic

minority populations grow, we will need to prepare the existing faculty and staff for this greater diversity by enhancing our diversity awareness programs and addressing bias-related incidents that are inconsistent with our commitment to diversity. This need is particularly critical as our student population becomes increasingly diverse<sup>11</sup> and seeks greater diversity within the faculty and staff ranks. We will also need to work with the local community to secure a commitment to diversity by providing services and products of interest to this more diverse population, and taking steps to create a more inclusive local community.

### Individuals with Disabilities in the Workforce

According to the 2009 Disability Compendium, approximately 13% of Americans between the ages of 21 and 64 have a disability. Additionally, reported disabilities are rising for those between the ages of 30 and 49 (Lakdawalla, et al., 2004). Statistics from the Bureau of Labor Statistics indicate that there will be a marked increase in the percentage of the national workforce that reports having a disability that limits the ability to fully perform the duties of the job, as noted in the chart below.



These trends, and the University's aging workforce, will likely increase the number of employees who self-identify with disabilities on the campus. This will require the University to ensure that its worksites, communication systems, and technology are accessible and that disability workplace programs are in place and adequate to accommodate those who will need them.

<sup>11</sup> As of fall 2009, the undergraduate population was 40% female and 31% racial/ethnic minorities. The Ithaca-based graduate/professional students were 43% female and 15% racial/ethnic minorities.

## Veterans

According to RecruitMilitary.com, the national unemployment rate for veterans is 27%, more than double the national average. Those who have served in the military bring a set of skills and experience that can benefit Cornell. Our goal will be to develop effective recruitment strategies to attract this population and to provide transitional support for veterans coming into our workforce through informational workshops and social networks with the objective of fully utilizing the skills of these individuals.

## Lesbian/Gay/Bisexual/Transgender Issues

Currently, federal law provides legal protection against employment discrimination on the basis of race, sex, religion, national origin, age and disability, but not sexual orientation or gender identity/expression<sup>12</sup>. In 29 states, it is still legal to fire someone based on his or her sexual orientation, and in 38 states, it is still legal to fire someone for being transgender. Both the state of New York and Tompkins County provide protection against discriminatory behavior based on sexual orientation and gender identity/expression.

Proposed federal legislation known as the Employment Non-Discrimination Act (ENDA) would provide federal protection against discrimination in the workplace by making it illegal to fire, refuse to hire or refuse to promote an employee based on the person's sexual orientation or gender identity at companies with 15 or more employees.

An estimated 87 percent of Fortune 500 companies currently include sexual orientation in their equal-employment policies, and more than one-third also include gender identity, according to the Human Rights Campaign (HRC), the nation's largest civil-rights organization working to achieve lesbian, gay, bisexual and transgender equality.

([www.diversityinc.com/department/228/LGBT/](http://www.diversityinc.com/department/228/LGBT/))

Cornell has included sexual orientation in its Equal Employment and Education Opportunity Policy since May 26, 1990, and added gender identity/expression in 2005. The University already has a number of programs that support the needs of the LGBT such as the adoption assistance program, domestic and same-sex partner health benefits, university (gender free) restrooms, and a colleague network (employee resource) group.

## Work/Life Efforts

According to research shared during the March 2010 meeting hosted by President Obama, in 2008, more than 43 million Americans were unpaid caregivers to family members over the age of 50. In addition, according to the Work Life Business Impact, produced by the Alliance of Work-Life Progress organization, work/life programs have a positive effect on an organization's bottom line: Hewlett Packard experienced a 5% reduction in overtime due to providing employees compressed work weeks and Children's Health Systems concluded that turnover decreased from 22% to 12% through providing emergency back-up child care. The

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<sup>12</sup> Sexual orientation refers to an individual's preference for a sexual partner while gender identity/expression is the person's actual or perceived gender identity is different from that traditionally associated with the person's sex at birth.



number of employers seeking recognition as a “best employer” by such organizations as Great Places to Work, Working Mother Media and AARP demonstrates that effective work/life policies and programs are important for the recruitment and retention of a quality workforce. Although Cornell has established a number of work/life policies and programs, the “war on talent<sup>13</sup>” will require increased efforts in this area.

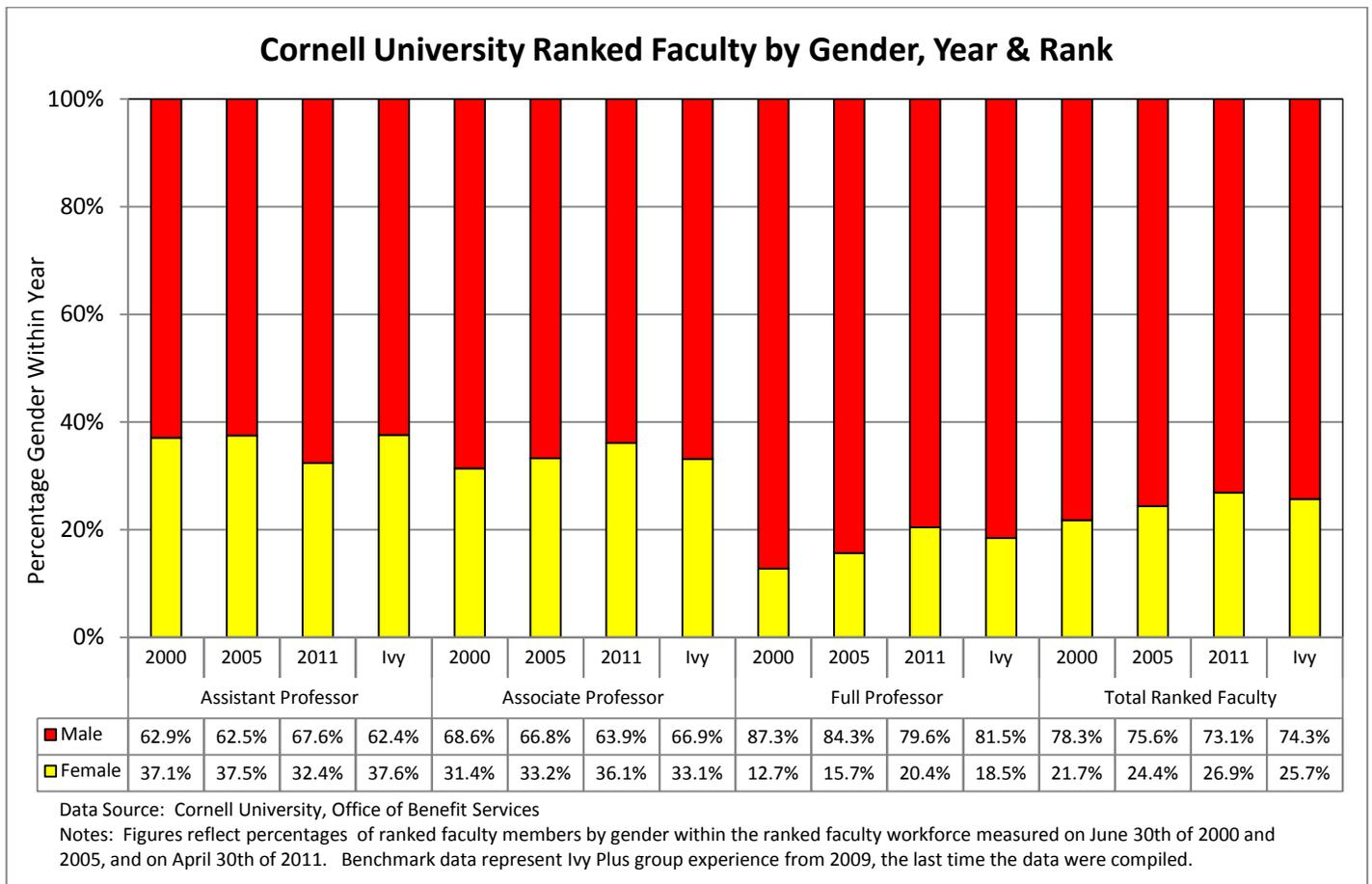
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<sup>13</sup> This term refers to the competition for new employees.

## Where does Cornell stand now?

### Gender Composition of Faculty

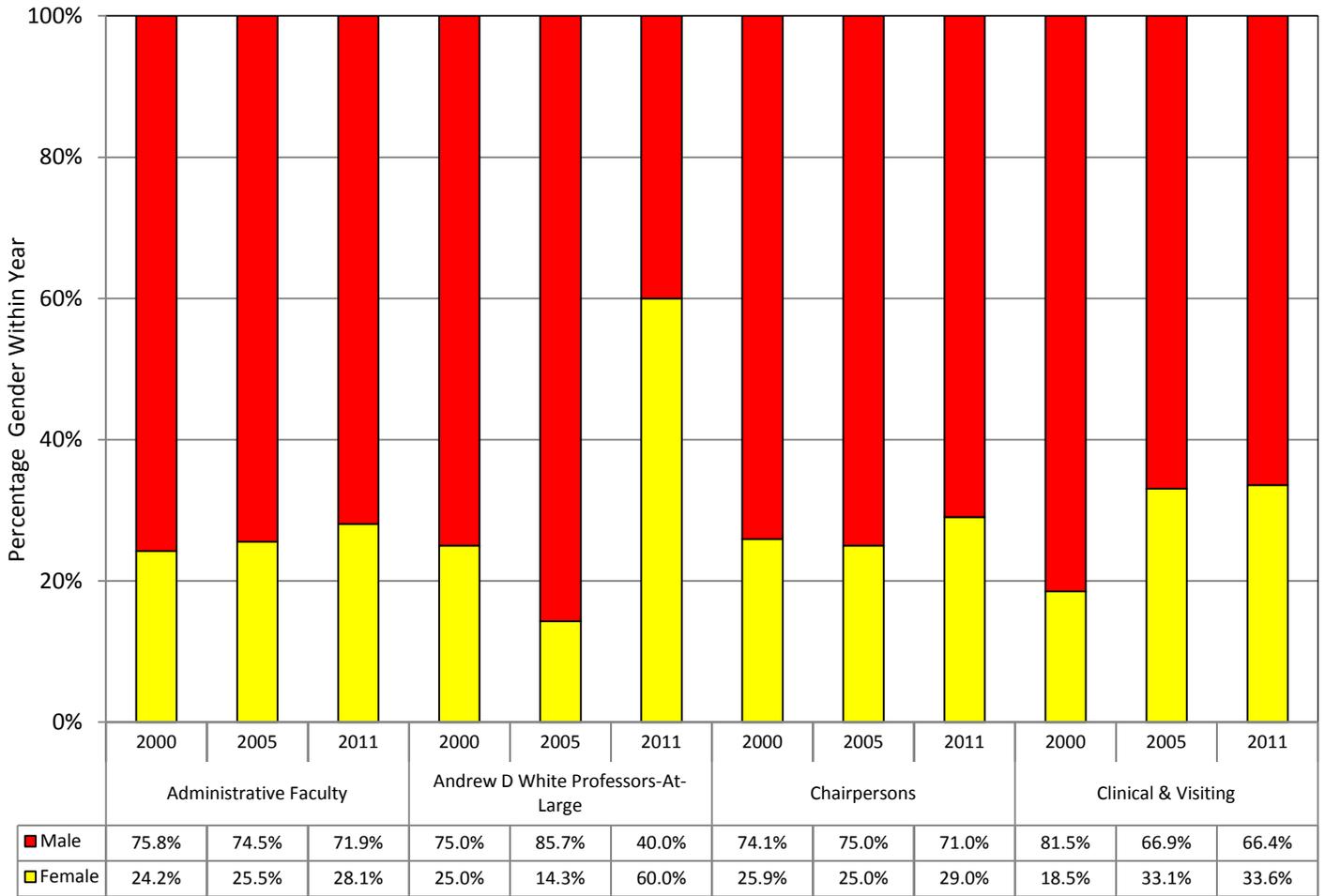
As we look at the gender representation within faculty rank, overall, our women faculty representation as of 2011 is comparable to that of our Ivy counterparts in 2009<sup>14</sup>. The percent of women in associate and full professor positions has increased steadily since 2000, putting Cornell's 2011 representation slightly ahead of its Ivy colleagues representation in 2009. The representation of women at the assistant level decreased slightly since 2005 from approximately 37% to approximately 32% in 2011. This decrease is explained, in part, by the limited hiring over the past two years and the number of women promoted to associate professor, which has increased since 2000.



<sup>14</sup> This is the last time the comparative data were updated. It is possible that how we compare will change when we compare our 2011 representation to that of other universities in 2011, once the data are compiled later this year.

For faculty who have assumed administrative roles, such as vice provost positions or department chairs, female representation has increased since 2000. Particularly relevant is the representation of department chairs, which has increased from approximately 26% to 29%. There have also been increases in the representation of women in non-tenure track faculty positions, such as Andrew B White professors at large and clinical/visiting positions.

**Cornell University Administrative and Other Faculty by Gender, Year & Category**

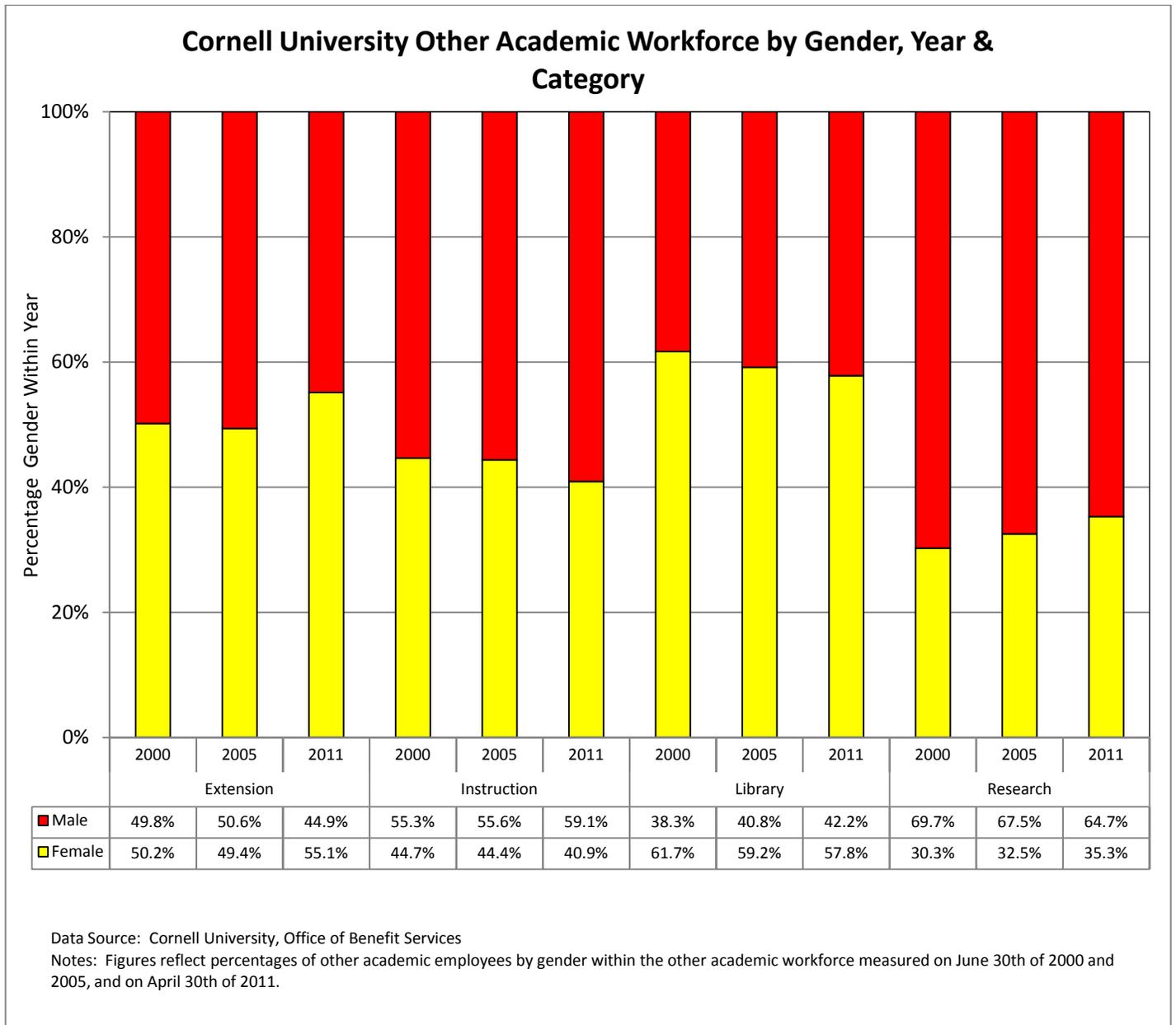


Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of other faculty members by gender within the other faculty workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. The administrative faculty category includes positions such as Deans, Provosts, and vice provosts.

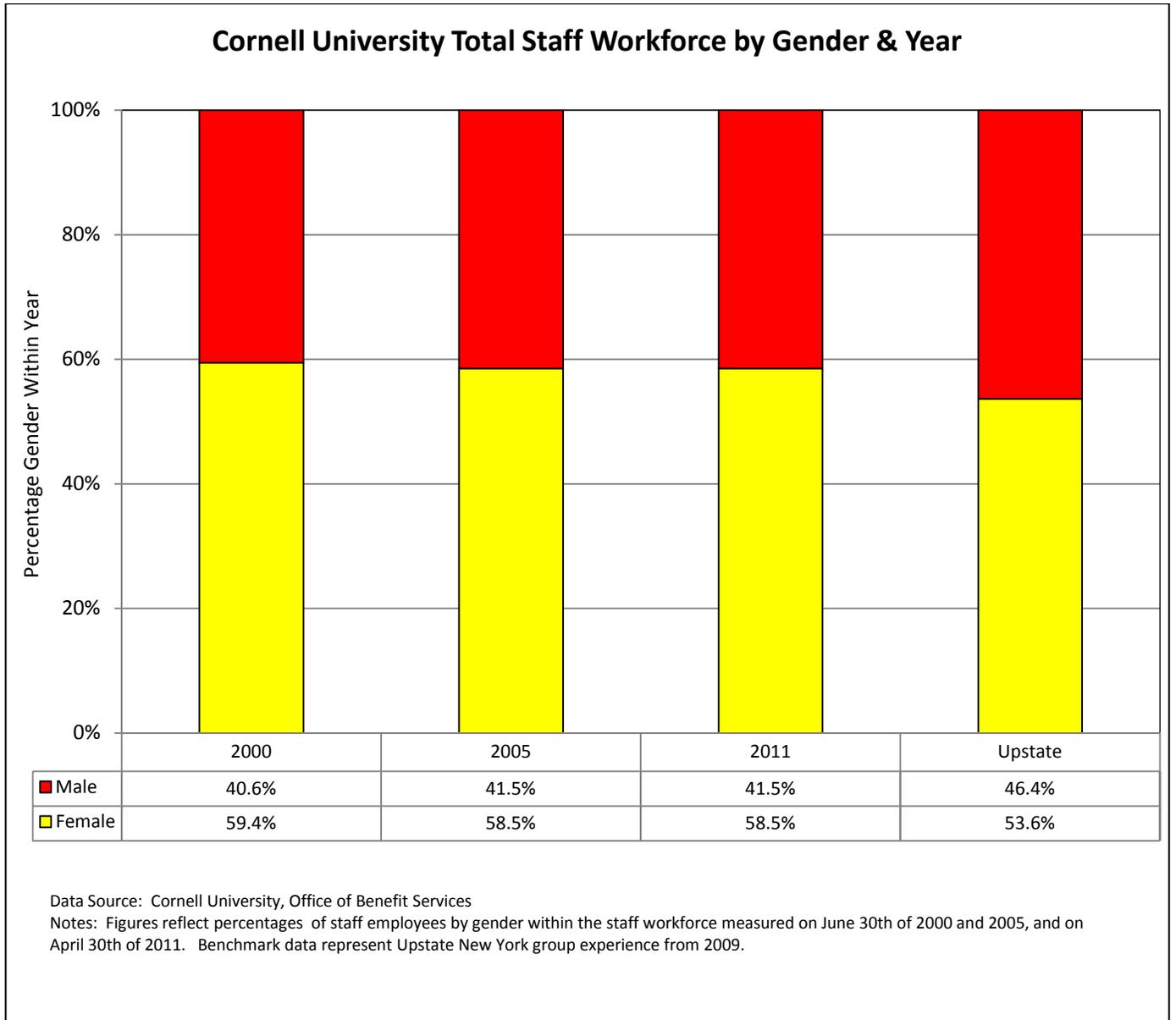
## Gender Composition of Academic, Non-Faculty (“Other Academic”) Employees

For the academic non-faculty workforce (referred to as “other academic” in the chart below), which includes extension associates, instructional staff, librarians, and research staff, the representation of women in the extension and research areas slightly increased between 2000 and 2011 with current representations of 55% and 35%, respectively. However, for instructional staff, the percentage of women dropped slightly from 44.7% to 40.9% between 2000 and 2011. In the library staff, the representation of women decreased slightly from approximately 62% in 2000 to approximately 58% in 2011.



## Gender Composition of Non-Academic Staff

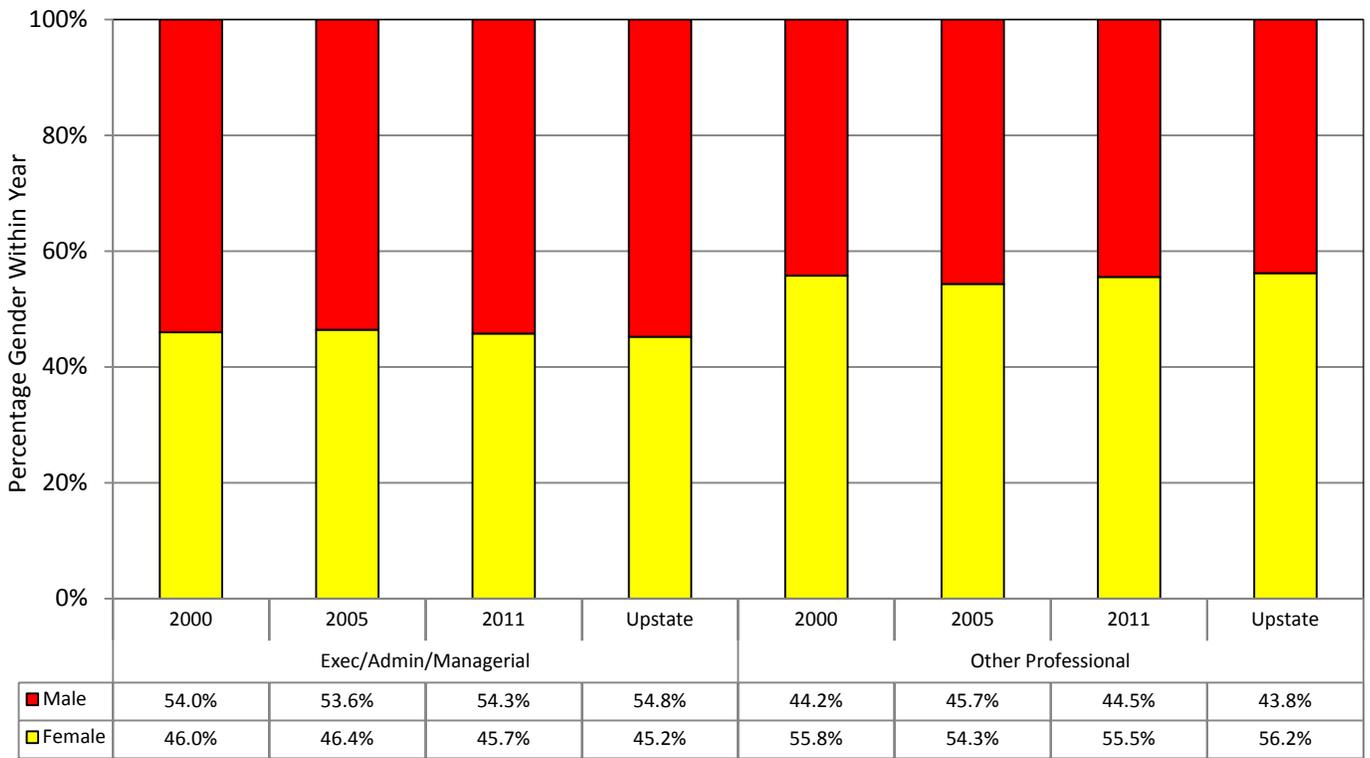
Among non-academic staff, the overall representation of women has remained relatively stable at 59% since 2000. This is slightly higher than the gender composition of Upstate New York schools in 2009<sup>15</sup>.



<sup>15</sup> This is the last time this comparative analysis of the Upstate Schools was completed.

The representation of women at the executive/management level in 2011 also remained relatively stable at approximately 46%, which is comparable to the 45% representation of women in comparable positions at other Upstate New York universities in 2009. The University maintained a strong representation of women in the mid-level and entry-level managerial group (those classified as “other professionals”) with more than 55% representation of women in 2011. As such, the University has a strong pool of women who can be prepared for positions that may become available at the more senior level.

**Cornell University Executive/Admin/Managerial & Other Professional Staff by Gender & Year**



Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of executive, administrative, and managerial employees and other professional employees by gender within the executive, administrative, and managerial workforce and the other professional workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent 2009 Upstate New York group experience.



Since 2000, there has been a notable increase in the representation of women in the technical/paraprofessional positions, which include program aides, medical/veterinary technicians, and research technicians. In this category of positions, the representation of women increased from 53% in 2000 to almost 59% in 2011, compared with a 31.7% representation of women at other Upstate New York schools in 2009. The service/maintenance categories, which include many of the custodial and food service areas, increased since 2000 from 41% to 44.5% in 2011, compared with a representation of 32.2% at other Upstate schools in 2009. Both of these areas have benefitted from more targeted recruiting efforts—the technical/paraprofessional area from increased outreach through a collaboration of several colleges<sup>16</sup>, and the service/maintenance area from the efforts of the University’s United Auto Workers (UAW) Diversity Committee<sup>17</sup> which has been in existence since 1997.

As of 2011, women constitute almost 6% of all Cornell University employees in skilled trades roles. This is the result of a partnership between Cornell University, the local Building Trades Council, and local contractors to increase the number of women entering apprentice programs and eventually trades positions<sup>18</sup>. The progress in addressing diversity in the skilled trades was the reason why, in 2006, the University was a partner in a grant from the federal government to increase the awareness of the skilled trades as a viable career for women and individuals of color. The skilled trades progress was also a significant factor for the University’s selection as one of five employers in the country to receive the Office of Federal Contract Compliance Program’s Exemplary Voluntary Efforts (EVE) award in 2007. These diversity efforts also resulted in the University’s inclusion in the limited number of “best practice” employers, and the only university, at an October 2010 roundtable hosted by the New York and Vicinity Carpenters Labor Management Corporation with Pat Shui, Director of the Office of Federal Contract Compliance Programs, and Sara Manzano-Diaz, Women’s Bureau Director, both from the U.S. Department of Labor. The expectation is that the representation of women and individuals of color in the labor pool for trades positions will continue to increase as an outcome of the federally-funded grant program. Cornell will utilize this pool, and other participants of apprentice programs, to continue to increase its gender and racial representation.

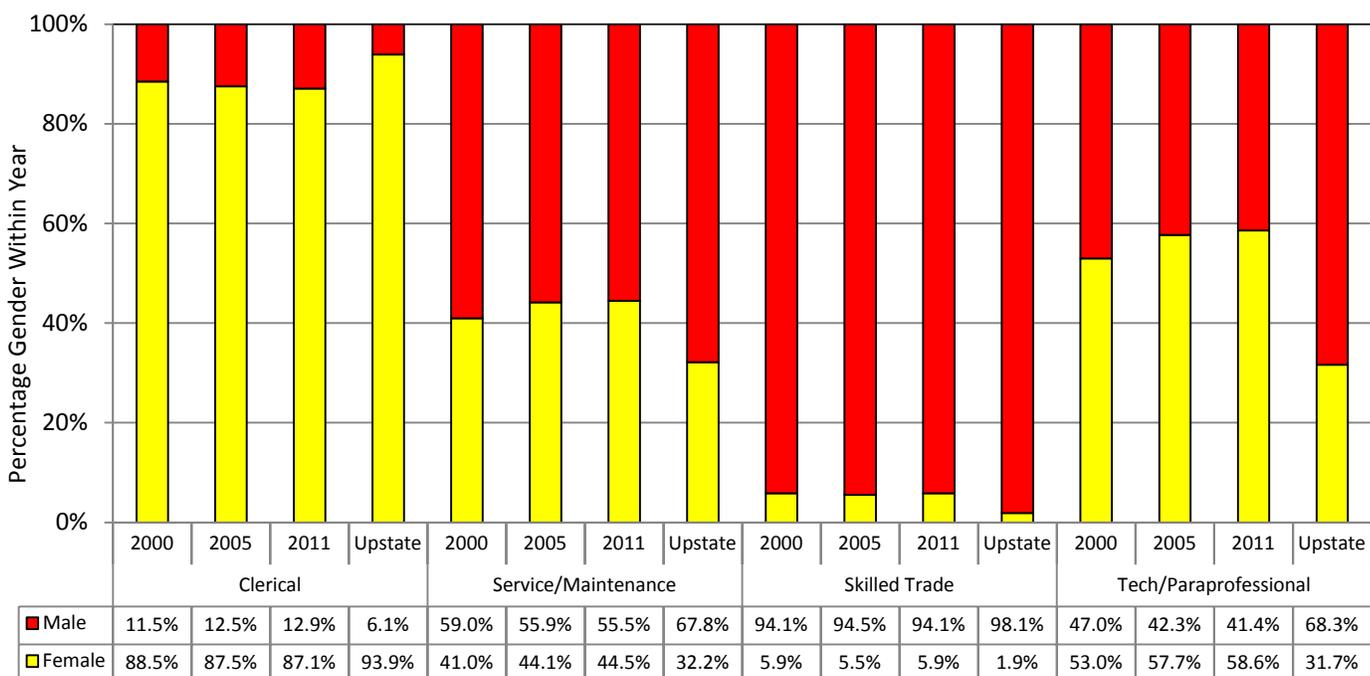
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<sup>16</sup> These colleges included CALS, Human Ecology, and Veterinary Medicine.

<sup>17</sup> The UAW Diversity Advocate Committee is represented by Cutter Cramton (Human Resources), Ginny Steele (Community Learning and Service Partnership), Christopher Mott (Building Care), David Richardson (Human Resources), Debra White (Building Care), Jack Kaminsky (UAW), Joe Hawes Jr. (Dining), LeVon Brewer (Dining), Maria Wolff (Human Resources), Patricia Love (Building Care), and Cassandre Joseph (Human Resources). For the past year, the Committee has worked to develop a job rotation program, similar to one in place in Dining Services that allows women and individuals of minority racial groups to explore other career development opportunities within UAW positions.

<sup>18</sup> This partnership began in 2001, after a series of meetings hosted by Cornell University for local contractors, the Cornell facilities department, the federal government, and organizations that assist women and minorities to develop skills for skilled trades positions.

## Cornell University Clerical, Service/Maintenance, Skilled Trade & Technical/Paraprofessional Staff by Gender & Year



Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of clerical, service, skilled trade, and technical employees by gender within the corresponding workforces measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent Upstate New York group experience from 2009.

### Cornell's Aging Workforce/Multiple Generations

Across the nation, employers are analyzing their workforces from the perspective of four generations: those born before 1945 (referred to in research language as "Traditionalists"), those born between 1946 and 1964 ("Baby Boomers"), those born between 1965 and 1980 ("Generation X"), and those born between 1981 and 2000 ("Generation Y" or "Millennials"). Even as those born before 1945 leave the workforce, employers are already preparing for a new segment of the workforce: those born since 2000 ("Generation 2020").

Cornell has experienced an overall shift in its total workforce, with the number of employees born before 1945 decreasing from approximately 17% to 4.8%, those born between 1946 – 1964 decreasing from 58.9% to 46.6%, and increases in the two younger generations: from approximately 24% in 2000 to 40% in 2011 among those born between 1965 and 1980, and from .01% to 8.5% among those born between 1981 and 2000.

When we look at the faculty workforce from an age perspective, in 2000, more than 36% were born before 1946, but this number has dropped to approximately 16% in 2011. The population born between 1965 and 1980 increased during this period from 7% in 2000 to more than 31% in 2011. However, more than 67% of our faculty workforce is above the age of 46, which reflects the challenges we will experience over the next 20 years as faculty retire.

## Cornell University Total Faculty Distribution by Generation & Year



Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of all faculty members by generation within the total faculty workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. Total faculty here includes both ranked faculty members and faculty members holding other positions.

When we look at the staff workforce from a generational perspective, in 2000, more than 13% were born before 1946, but this number has dropped to less than 2% in 2011. The population born between 1965 and 1980 increased during this period from 25.8% in 2000 to more than 39% in 2011. Unlike the faculty, less than 50% of our staff workforce is above the age of 46.

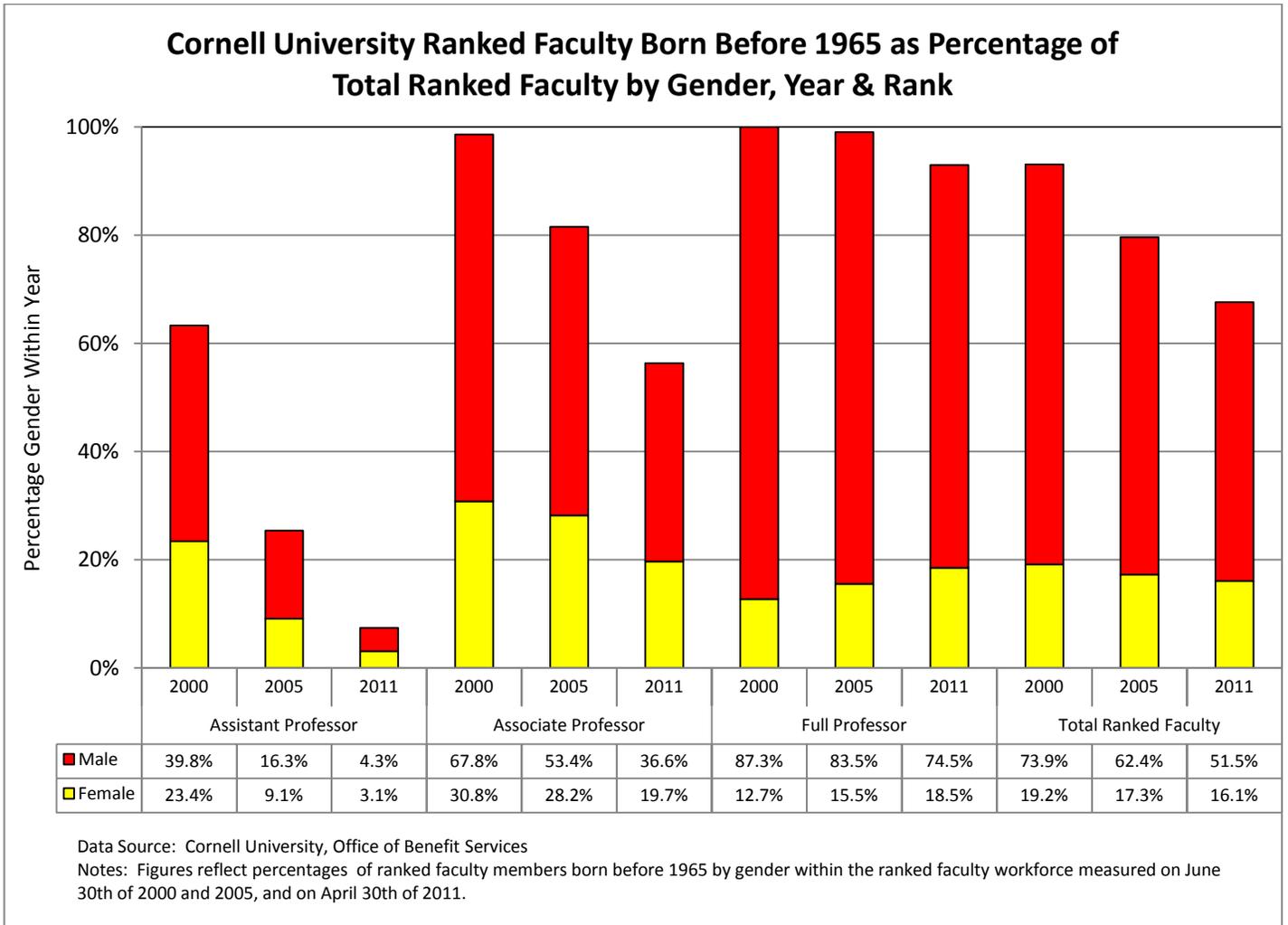
## Cornell University Staff Distribution by Generation & Year



Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of staff members by generation within the staff workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011.

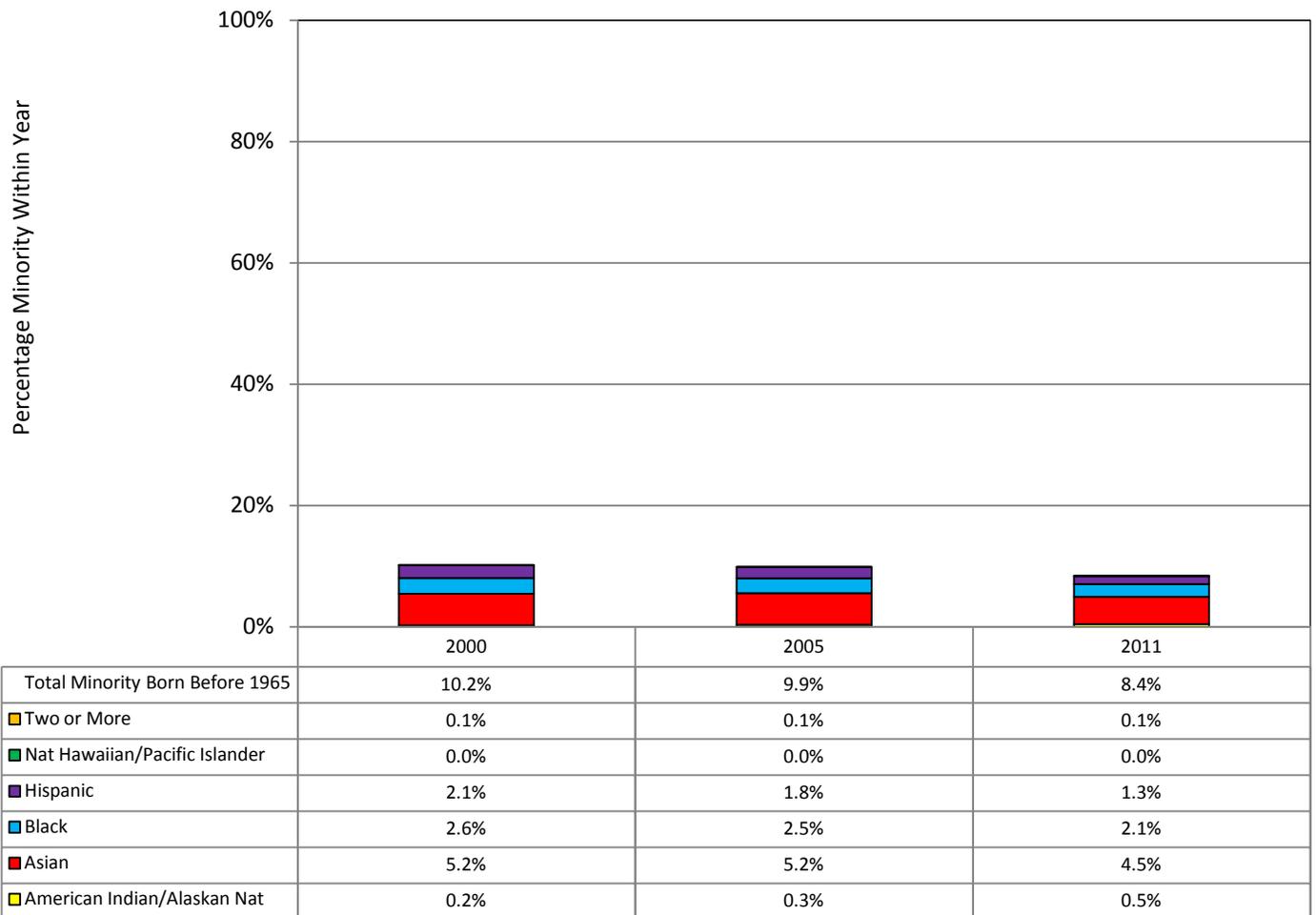
When looking at faculty, by rank, from a gender perspective, who were born before 1965<sup>19</sup>, it is clear that a significantly smaller percentage of women (16%) are within twenty years of retirement age, compared with male faculty (51.5%).



<sup>19</sup> The year 1965 takes into account those faculty and staff who are “baby boomers” or “traditionalists” and therefore more than 46 years of age.

For minority faculty, since 2000, the representation of individuals born before 1965 has decreased slightly from 10.2% to 8.4%. Compared with white faculty, the decrease has been more significant from 82.5% in 2000 to 59.3% in 2011. Thus, as faculty members retire over the next twenty years, there won't be as significant an impact on our faculty racial diversity as the impact on faculty as a whole.

**Cornell University Minority Faculty Born Before 1965 As Percentage of Total Faculty by Race/Ethnicity & Year**



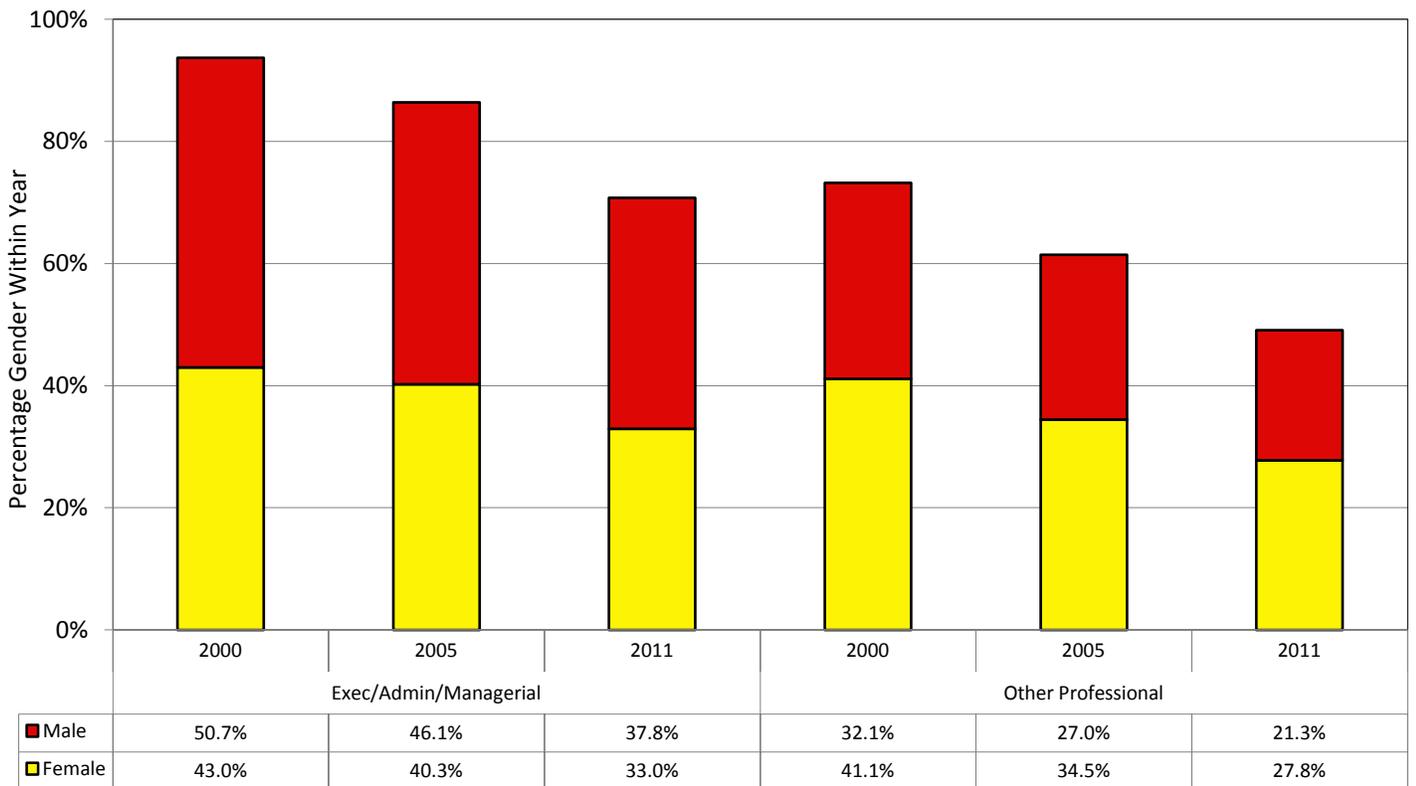
Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of minority total faculty members born before 1965 by ethnicity within the total faculty workforce regardless of age measured on June 30th of 2000 and 2005, and on April 30th of 2011. Total includes both ranked faculty faculty holding other positions.

When we look at the age composition of staff from a gender perspective, the percentage of workers born before 1965 has decreased, but at different rates: from 30.6% in 2000 for men to 21.1% in 2011, and from 43.6% for women in 2000 to 30.3% in 2011 (data not shown).

Based on the high representation of women throughout the workforce, we focused on the gender representation of those born before 1965 within the senior (“executive/senior administrative/managerial”) and middle management (“other professionals”) ranks to understand our gender representation within the leadership of the organization. When we look at these populations in 2011, there is a lower percentage of women than men born before 1965 for executive/senior administrative positions (33% for women compared with 37.8% for men), but for mid-management level (“other professionals”) positions, there is a higher percentage of women born before 1965 (27.8% for women compared with 21.3% in 2011 for men). These facts mean that we could have a smaller “pipeline” to draw from within the middle management ranks, as this population begins to retire. Additional efforts will need to be made to develop female employees in professional level positions to increase the pool of middle management women.

**Cornell Executive/Admin/Managerial & Other Professional Staff Born Before 1965 as Percentage of Total Executives & Other Professionals by Gender & Year**

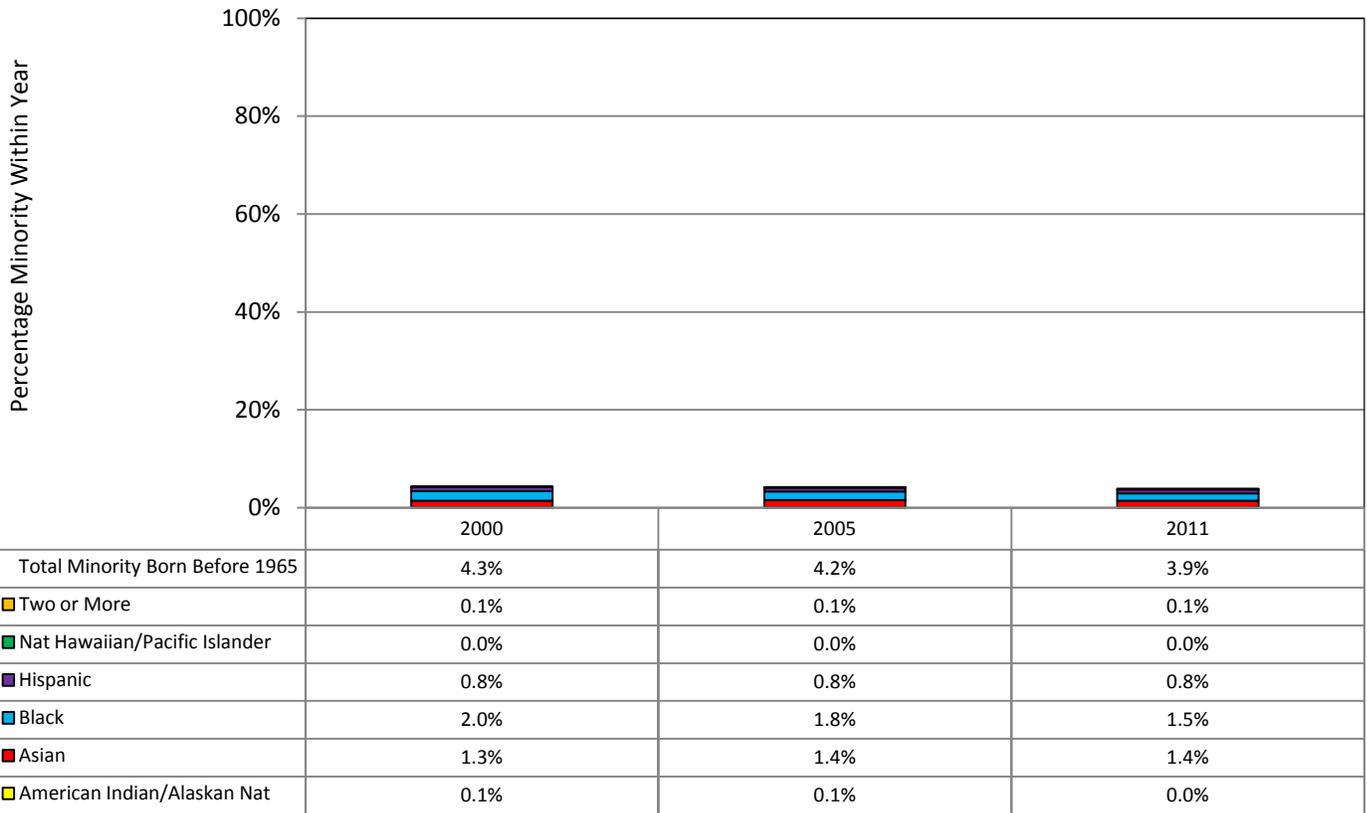


Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of executive, administrative, and managerial employees and other professional employees born before 1965 by gender within the executive, administrative, and managerial workforce and the other professional workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011.

For minority staff, we are working to create more of a “critical mass<sup>20</sup>” at all levels of the organization, so the departure of minority employees at any level will impact our racial diversity. Taking into account the entire minority workforce, since 2000, the representation of minority staff born before 1965 has decreased slightly from 4.3% to 3.9%. This decline means that as retirements occur, our racial diversity will not be significantly impacted.

**Cornell University Minority Staff Workforce Born Before 1965 As Percentage of Total Staff by Race/Ethnicity & Year**



Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of minority staff employees born before 1965 by ethnicity within the total staff workforce regardless of age measured on June 30th of 2000 and 2005, and on April 30th of 2011.

### Racial/Ethnic Diversity in the Workforce

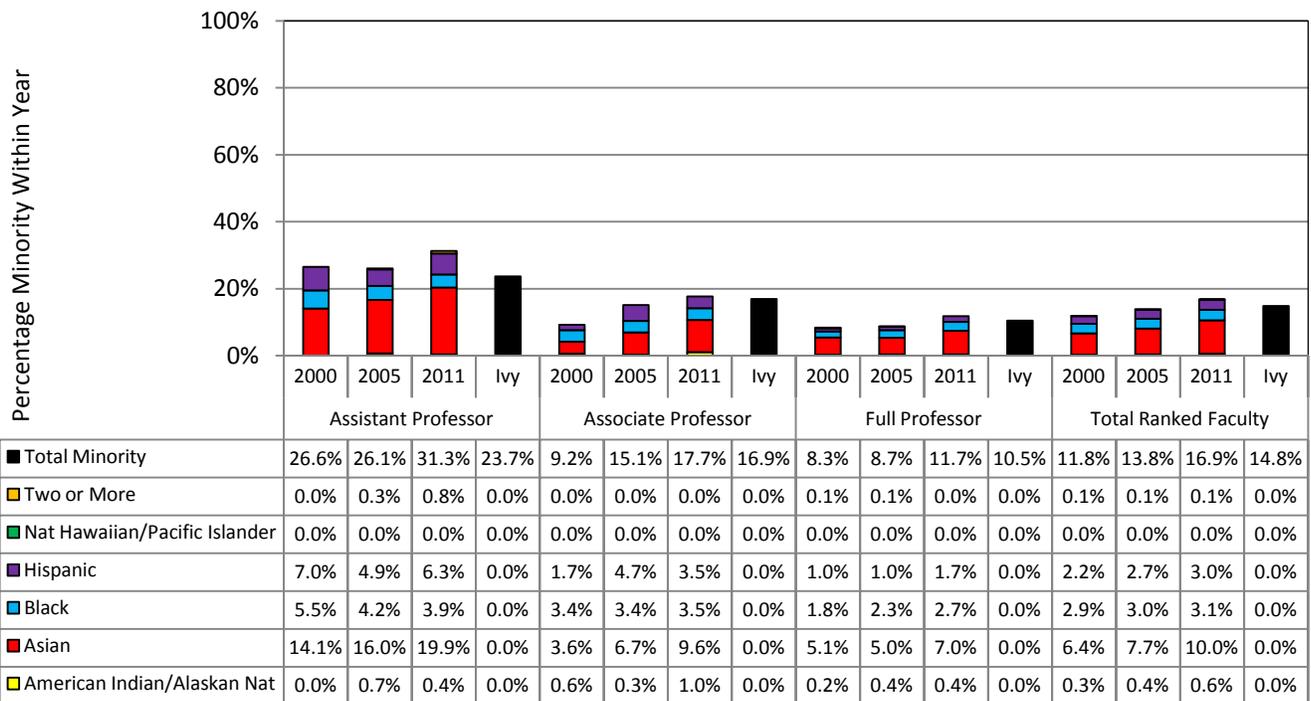
Since 2000, the representation of federally-designated racial minority groups has increased within Cornell’s faculty, non-faculty academic (“other academic”) workforce, and non-academic staff. Because the federal designations do not distinguish between “minority” and “under-represented minority” for employment purposes, the information in this report includes all individuals who self-identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Island, or as a member of two or more racial groups.

<sup>20</sup> This term refers to increasing the representation of staff who self-identify as belonging to a racial/ethnic minority group.

## Racial/Ethnic Diversity in the Faculty

Minority ranked faculty representation has increased from approximately 12% in 2000 to 16.9% in 2011, compared with the representation of minority ranked faculty in Ivy schools of 14.8% in 2009.<sup>21</sup> Representation has increased in the associate professor rank from 9.2% in 2000 to 17.7%, and in the full professor from 8.3% in 2000 to 11.7%, compared with the minority representation in these ranks for Ivy schools in 2009 (16.9% and 10.5% respectively). There was a more significant increase in the minority representation at the assistant professor level with 26.6% representation in 2000, compared with 31.3% in 2011, which represents the bench strength for the other professorial ranks.

**Cornell University Ranked Faculty by Race/Ethnicity, Year & Rank**



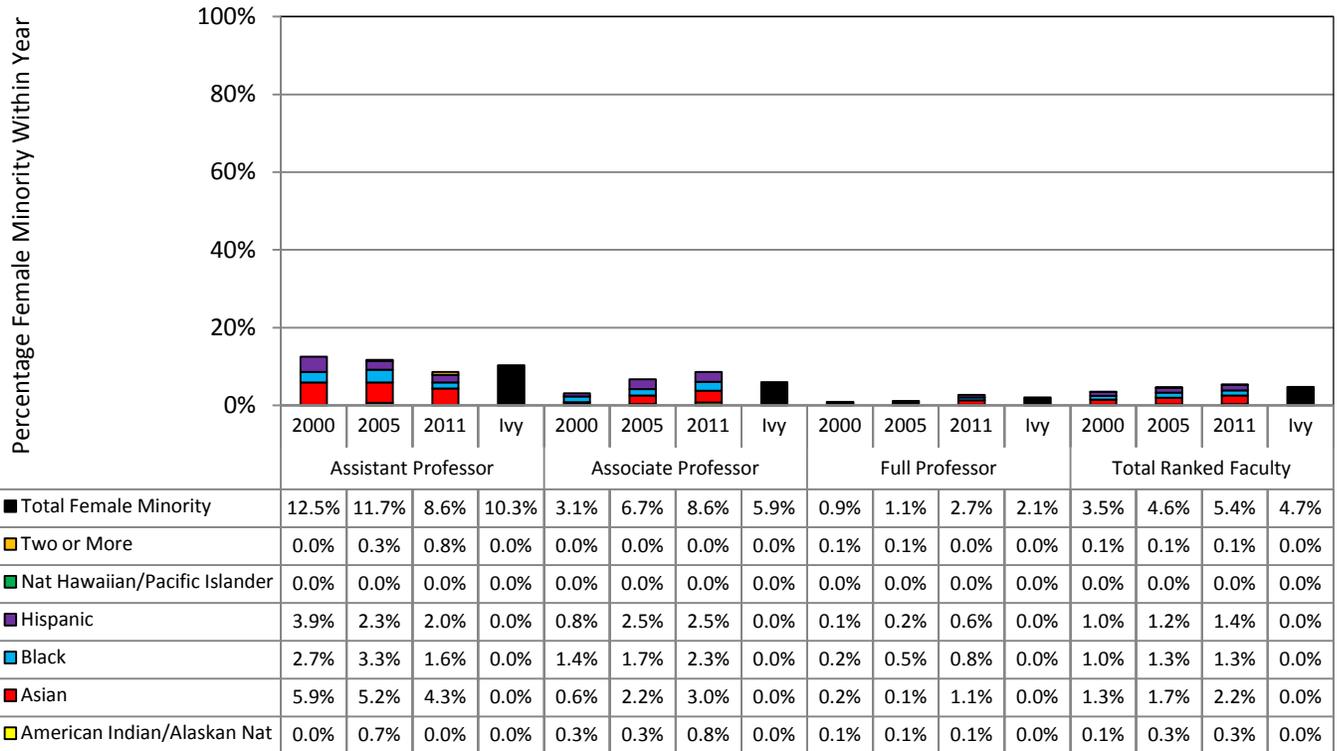
Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of ranked faculty by ethnicity within the ranked faculty workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent Ivy Plus group experience from 2009.

<sup>21</sup> The Ivy School information is based on IPEDS data that was last collected in 2009.

Data were also collected for ranked women faculty of color. For women faculty of color, the overall representation increased since 2000, with the most growth occurring in the Asian women faculty category. There was a decrease in representation of women faculty of color among assistant professors, with the representation dropping from 12.5% in 2000 to 8.6% in 2011.

**Cornell University Female Minority Ranked Faculty As Percentage of Total Ranked Faculty by Race/Ethnicity, Year & Rank**

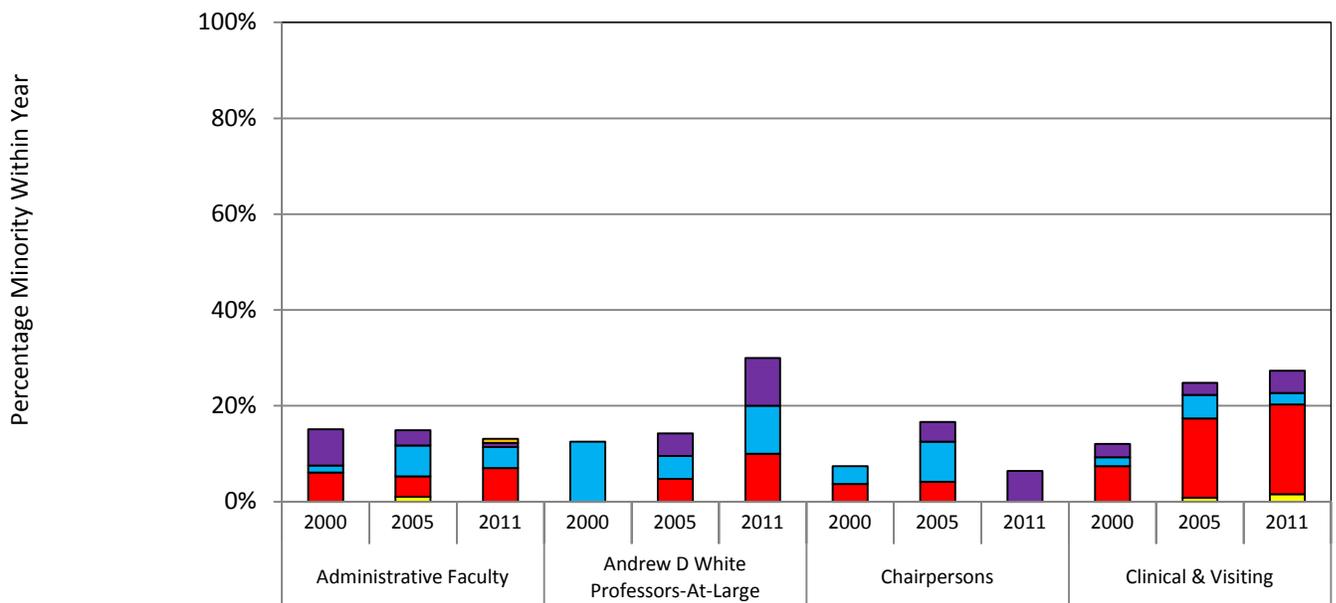


Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of female minority ranked faculty members by ethnicity within the total ranked faculty workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent Ivy Plus group experience from 2009.

For other faculty-related positions, such as Andrew White Professors-at-large and visiting/clinical faculty, there have been increases in the representation of racial/ethnic minorities, from 12.5% in 2000 to 30% in 2011, and 12% in 2000 to more than 27% in 2011, respectively. There have been slight declines in the administrative faculty (positions such as dean-level positions and vice provosts) and department chair areas. Administrative faculty declined from 15.2% to 13.2% since 2000, and department chairs have decreased from 7.4% in 2000 to 6.5% in 2011, although there was an increase in 2005 to almost 17%, reflecting the small size of the group and the impact of small changes on the percentages.

**Cornell University Other Faculty by Race/Ethnicity, Year & Category**



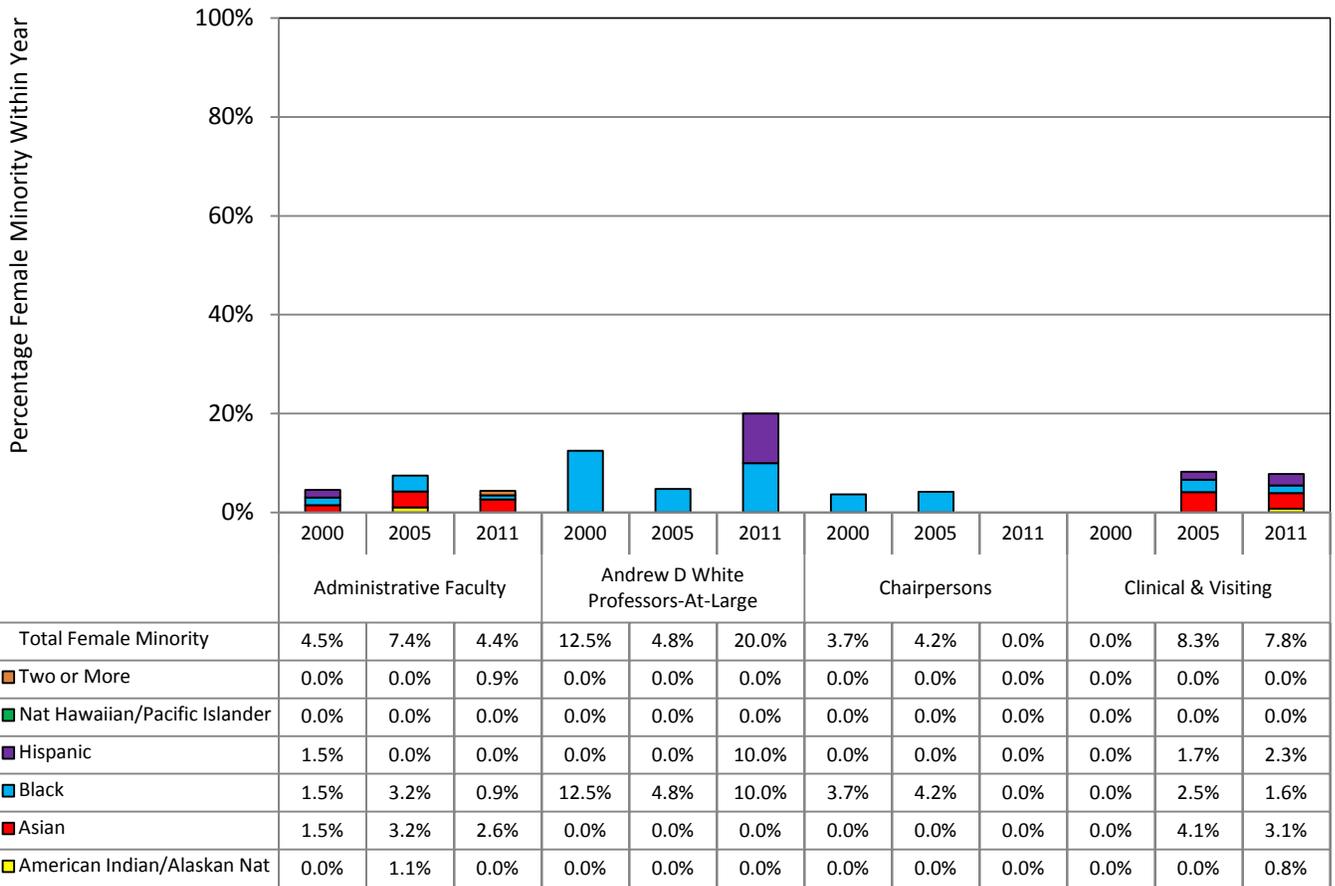
|                               | 2000  | 2005  | 2011  | 2000  | 2005  | 2011  | 2000 | 2005  | 2011 | 2000  | 2005  | 2011  |
|-------------------------------|-------|-------|-------|-------|-------|-------|------|-------|------|-------|-------|-------|
| Total Minority                | 15.2% | 14.9% | 13.2% | 12.5% | 14.3% | 30.0% | 7.4% | 16.7% | 6.5% | 12.0% | 24.8% | 27.3% |
| Two or More                   | 0.0%  | 0.0%  | 0.9%  | 0.0%  | 0.0%  | 0.0%  | 0.0% | 0.0%  | 0.0% | 0.0%  | 0.0%  | 0.0%  |
| Nat Hawaiian/Pacific Islander | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0% | 0.0%  | 0.0% | 0.0%  | 0.0%  | 0.0%  |
| Hispanic                      | 7.6%  | 3.2%  | 0.9%  | 0.0%  | 4.8%  | 10.0% | 0.0% | 4.2%  | 6.5% | 2.8%  | 2.5%  | 4.7%  |
| Black                         | 1.5%  | 6.4%  | 4.4%  | 12.5% | 4.8%  | 10.0% | 3.7% | 8.3%  | 0.0% | 1.9%  | 5.0%  | 2.3%  |
| Asian                         | 6.1%  | 4.3%  | 7.0%  | 0.0%  | 4.8%  | 10.0% | 3.7% | 4.2%  | 0.0% | 7.4%  | 16.5% | 18.8% |
| American Indian/Alaskan Nat   | 0.0%  | 1.1%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0% | 0.0%  | 0.0% | 0.0%  | 0.8%  | 1.6%  |

Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of other faculty by ethnicity within the other faculty workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. The administrative faculty category includes Deans, Provosts, and faculty members holding other primary administrative roles.

For faculty-related positions, such as administrative faculty and department chairs, and non-tenure track faculty, such as Andrew White professors-at-large and visiting/clinical positions, there have been fluctuations in the number of women of color. Representation increased among the Andrew White positions and visiting/clinical faculty, but slightly decreased among administrative faculty from 4.5% to 4.4%, after increasing to more than 7% in 2005. For department chairs, the representation of women of color since 2000 decreased from 3.7% to zero, after exceeding more than 4% in 2005.

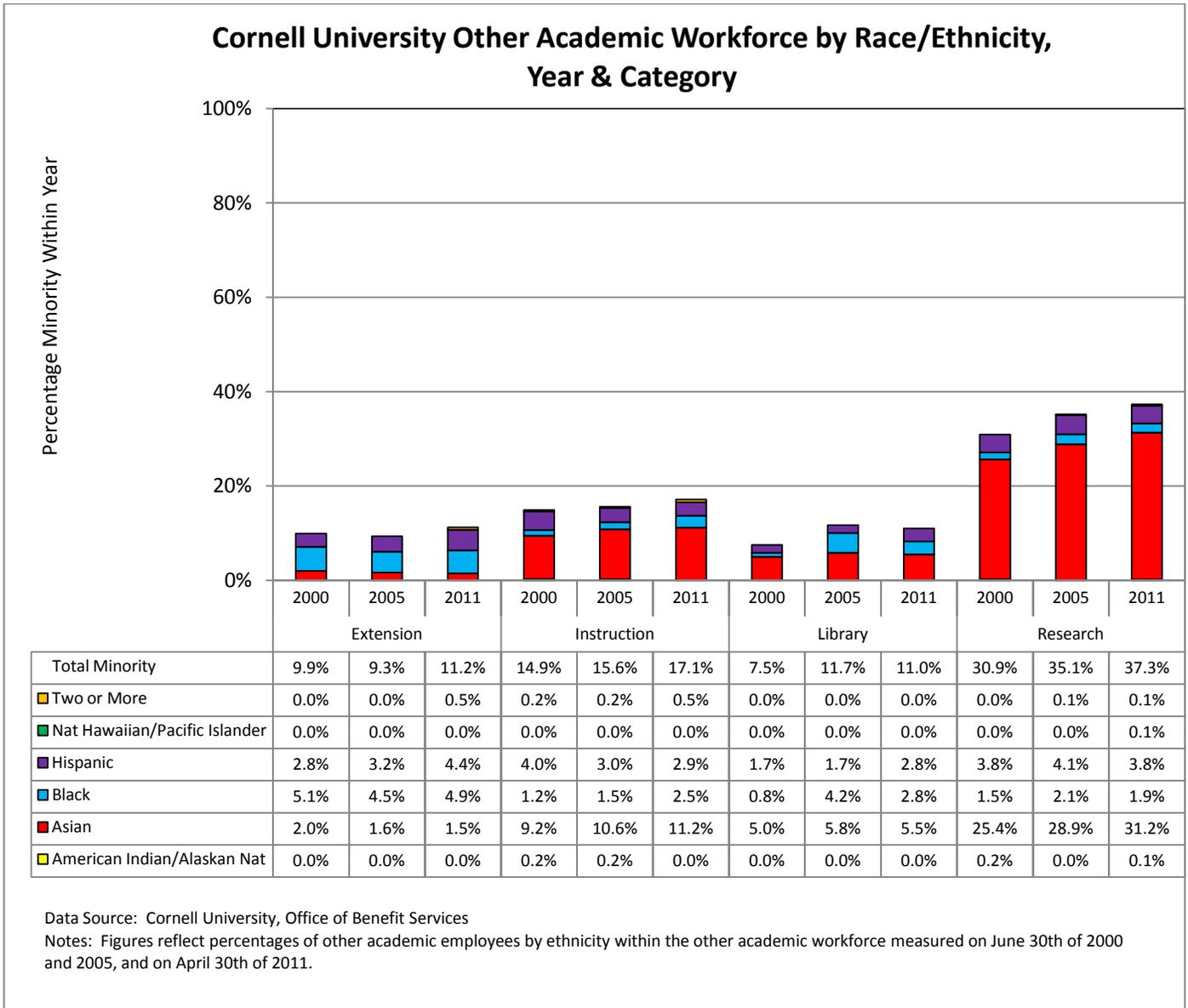
**Cornell University Female Minority Other Faculty As Percentage of Total Other Faculty by Race/Ethnicity, Year & Category**



Data Source: Cornell University, Office of Benefit Services

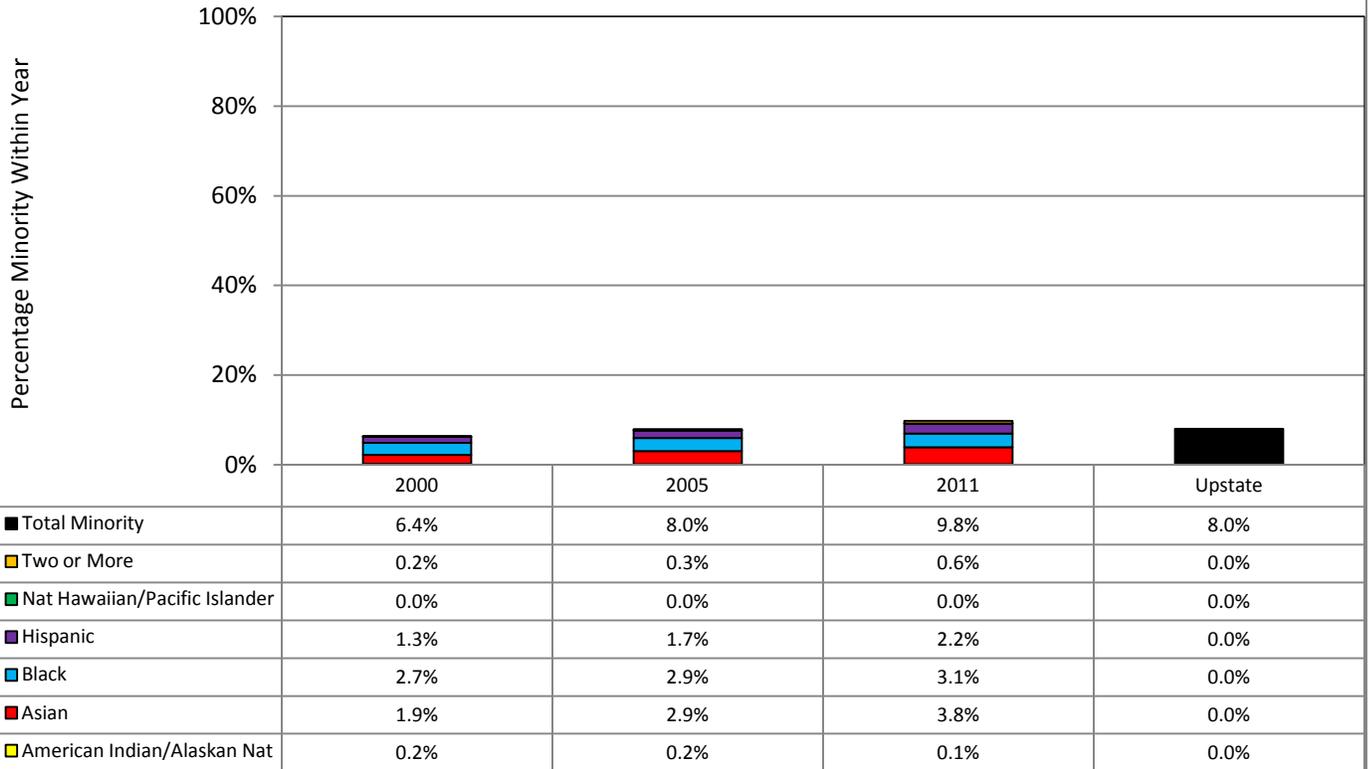
Notes: Figures reflect percentages of female minority other faculty members by ethnicity within the other faculty workforce measured on June 30th of 2000 & 2005, and April 30, 2011. The administrative faculty category includes Deans, Provosts, and faculty members holding other primary administrative positions.

The racial/ethnic minority representation among non-faculty academic workers increased in all categories, although the majority of the increase in the minority representation for instructional and research staff consists of individuals of Asian background.



Overall, the minority population of non-academic staff has increased since 2000 from 6.4% to 9.8% in 2011. This current representation level is slightly higher than the overall representation of minority staff in other Upstate New York universities in 2009 of 8%.

### Cornell University Total Staff Workforce by Race/Ethnicity & Year

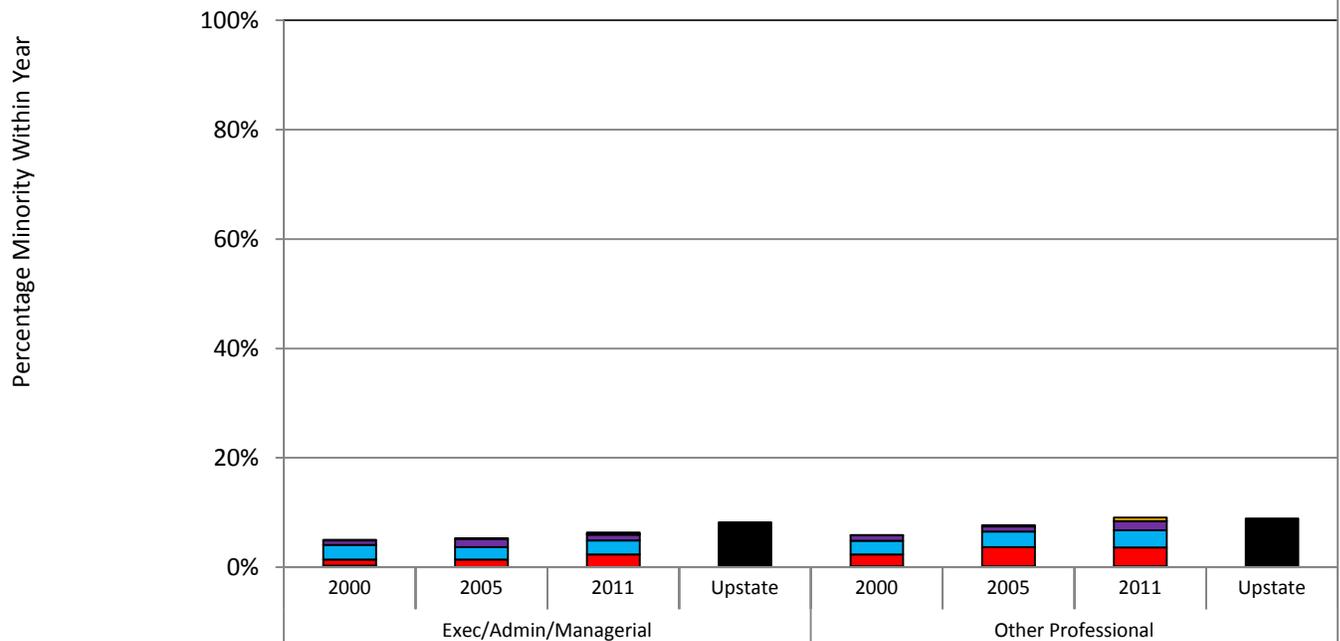


Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of staff employees by ethnicity within the staff workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent Upstate New York group experience from 2009.

Within the executive/managerial and mid-level management positions, there have also been increases in the minority population. For executive level positions, the minority population grew from 5% in 2000 to a little over 6% in 2011, although this percentage is still lower than the 8.2% representation at other Upstate New York universities in 2009. The mid-level management group increased from approximately 6% in 2000 to 9% in 2011, which is comparable to the 8.9% representation at other Upstate New York universities in 2009.

### Cornell University Executive/Admin/Managerial & Other Professional Staff by Race/Ethnicity & Year



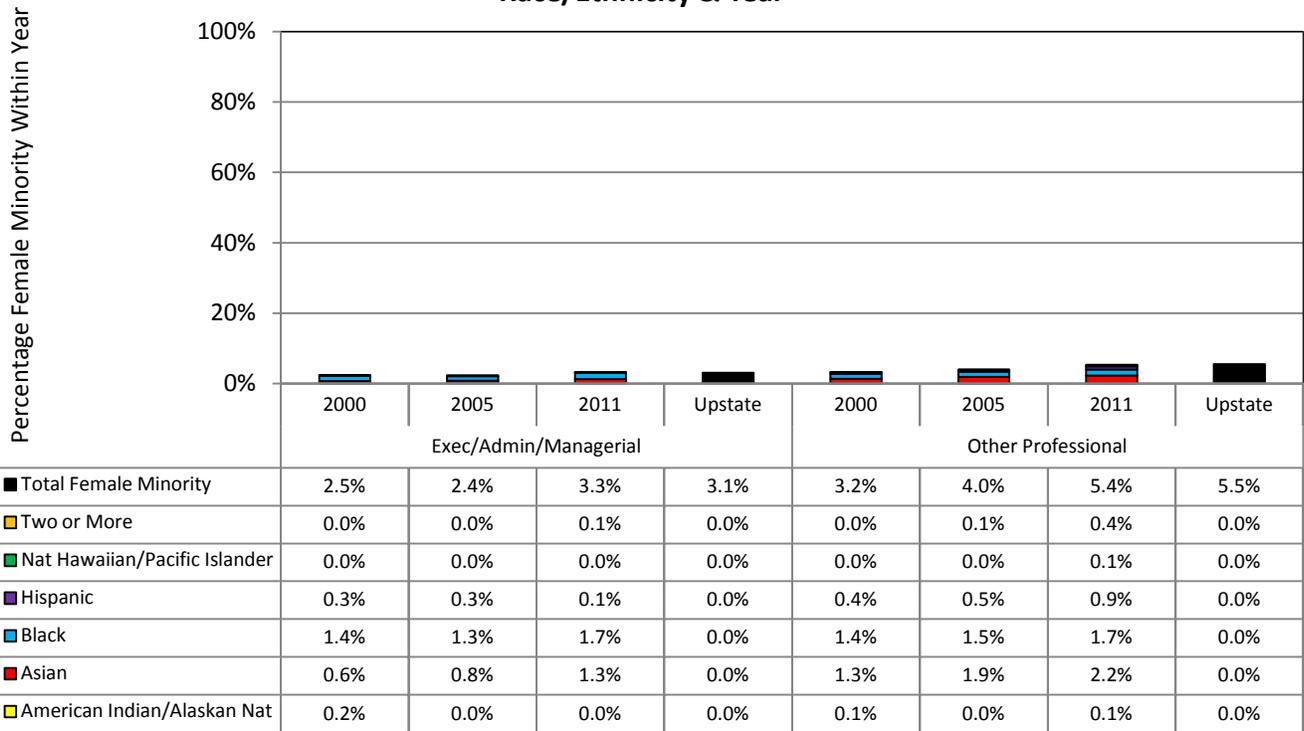
|                                 | Exec/Admin/Managerial |      |      | Other Professional |      |      |      |         |
|---------------------------------|-----------------------|------|------|--------------------|------|------|------|---------|
|                                 | 2000                  | 2005 | 2011 | Upstate            | 2000 | 2005 | 2011 | Upstate |
| ■ Total Minority                | 5.0%                  | 5.3% | 6.3% | 8.2%               | 5.9% | 7.7% | 9.1% | 8.9%    |
| ■ Two or More                   | 0.2%                  | 0.0% | 0.2% | 0.0%               | 0.1% | 0.3% | 0.6% | 0.0%    |
| ■ Nat Hawaiian/Pacific Islander | 0.0%                  | 0.1% | 0.1% | 0.0%               | 0.0% | 0.0% | 0.1% | 0.0%    |
| ■ Hispanic                      | 0.8%                  | 1.5% | 1.1% | 0.0%               | 1.0% | 0.9% | 1.6% | 0.0%    |
| ■ Black                         | 2.7%                  | 2.2% | 2.6% | 0.0%               | 2.5% | 2.9% | 3.1% | 0.0%    |
| ■ Asian                         | 1.1%                  | 1.4% | 2.3% | 0.0%               | 2.1% | 3.5% | 3.5% | 0.0%    |
| ■ American Indian/Alaskan Nat   | 0.3%                  | 0.0% | 0.0% | 0.0%               | 0.2% | 0.2% | 0.2% | 0.0%    |

Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of executive, administrative, and managerial employees and other professional employees by ethnicity within the executive, administrative and managerial workforce and the other professional workforce measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent 2009 Upstate New York group experience.

If we focus on female minority representation with the executive and middle management levels, the representations have increased for both levels, from 2.5% in 2000 to 3.3% in 2011 for executive level positions, and from 3.2% in 2000 to 5.4% in 2011 for middle management positions. For both categories, the majority of the growth was in the representation of Asian women.

**Cornell University Female Minority Executive/Admin/Managerial & Other Professional Staff As Percentage of Total Executives and Other Professionals by Race/Ethnicity & Year**



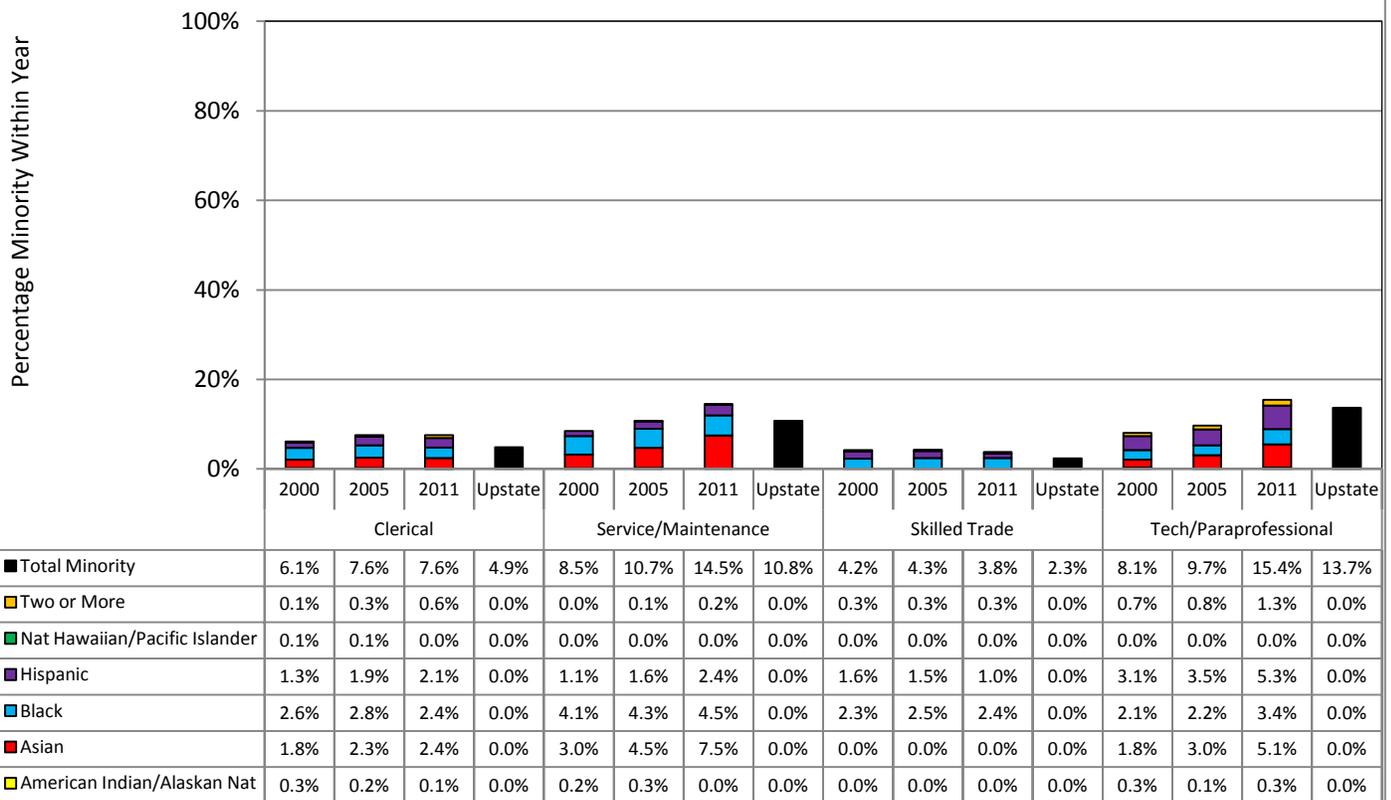
Data Source: Cornell University, Office of Benefit Services

Notes: Figures reflect percentages of female minority executive, administrative, and managerial employees, and other professional employees by ethnicity within the executive and other professional workforces measured on June 30th of 2000 and 2005, and on April 30th of 2011.

Benchmark data represent Upstate New York group experience from 2009.

Except for the skilled trades area, the racial/ethnic minority representation of non-academic staff has increased in all employment categories. Most notably, gains have been made among Technical/Paraprofessional staff. One pilot program implemented last year that will become a model for other non-academic hiring is a cross collaboration between the HR recruiters in the Colleges of Agriculture and Life Sciences, Human Ecology, and Veterinary Medicine. By targeting outreach geographically, identifying feeder programs, and streamlining the application and candidate review processes, over 27% of all new hires in this category in 2010 were from racial/ethnic minority groups.

**Cornell University Clerical, Service/Maintenance, Skilled Trade & Technical/Paraprofessional Staff by Race/Ethnicity & Year**

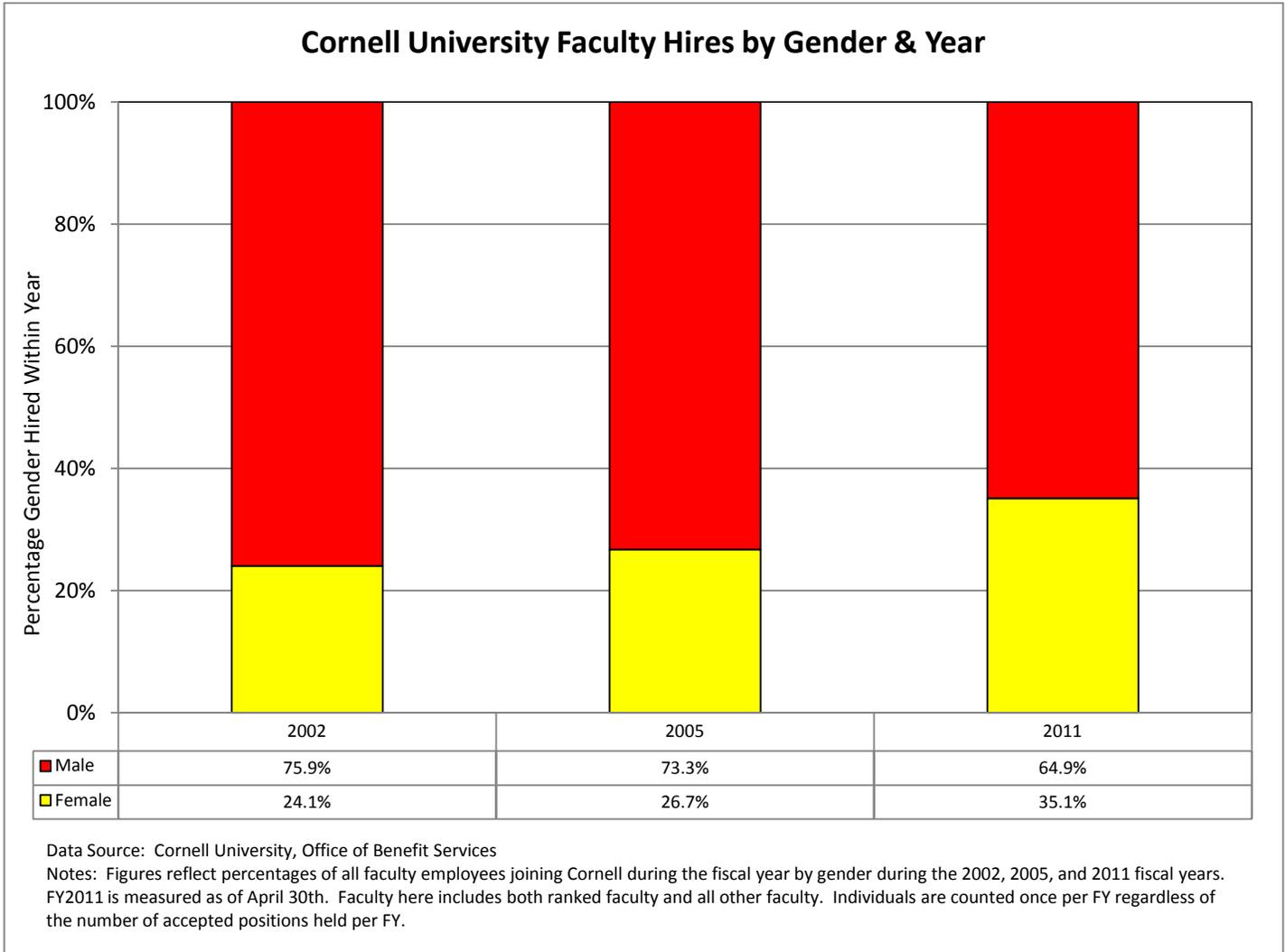


Data Source: Cornell University, Office of Benefit Services

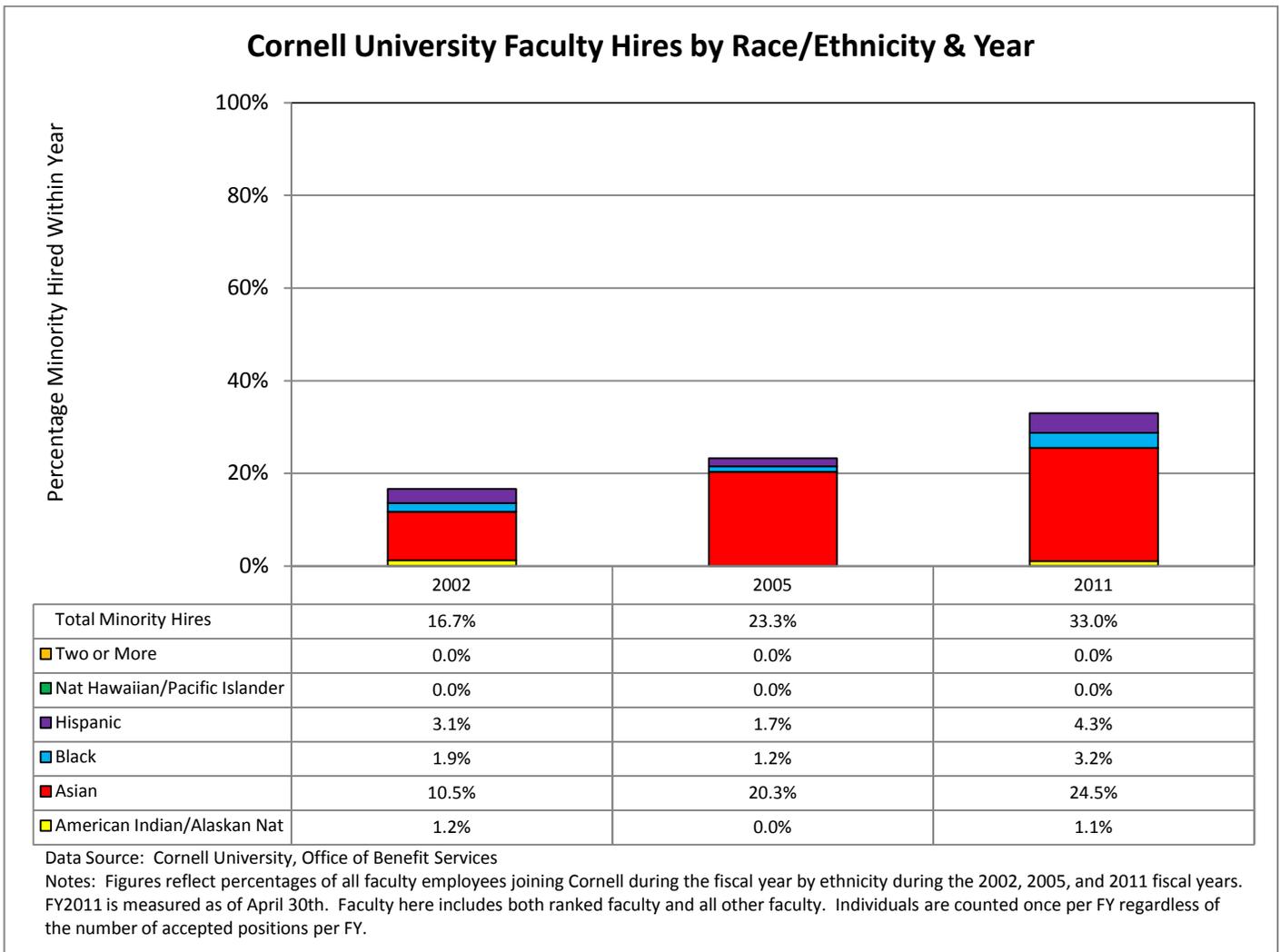
Notes: Figures reflect percentages of clerical, service, skilled trade, and technical employees by ethnicity within the corresponding workforces measured on June 30th of 2000 and 2005, and on April 30th of 2011. Benchmark data represent Upstate New York group experience from 2009.

## Employment Activity Impacting our Race/Gender Faculty Demographic Profile

As we look back historically at two points in time (2002 and 2005) and compare the hires made then with the hires made this past academic year, we show progress in increasing the number of women and minority faculty hires. For women, looking at 2002, 2005 and the most current year, we increased the percentage of new female faculty hires from 24% to 35%.



Likewise, we increased the percentage of new faculty hires who are racial/ethnic minorities between 2002 and 2011 from almost 17% to 33%, although much of this increase is for faculty who are of Asian background.



### Faculty Hires for 2011-2012 and Beyond

Colleges have already begun to announce new hires that will increase the gender and racial/ethnic diversity of their faculty workforce for the 2011-2012 academic year.<sup>22</sup> Sixty-five offers have been accepted to date. Among these new hires to date, 48% identify as women and 19% identify as racial/ethnic. Every college with hires, to date, increased either the racial or gender profile of their faculty. For example, Arts and Sciences hired 34 faculty with 50% female representation (the highest number in a single year), 23% minority representation. Engineering hired 6 faculty with 67% female representation, and Human Ecology hired 5 faculty with 60% minority representation. This year's success in faculty diversity hires will significantly impact the university's overall diversity efforts going forward.

<sup>22</sup> In some cases, the faculty won't start until the spring semester of the 2011-2012 year, or until the 2012-2013 academic year.

## Individuals with Disabilities

Since 2004, Cornell University has worked to address the needs of its students, faculty and staff with disabilities, to include incorporating the needs of individuals with disabilities in the overall work/life strategy, implementing disability accommodation processes for students and the faculty/staff workforce, and incorporating disability issues into the university's diversity planning efforts. As part of this commitment, the University has developed a public commitment to disability access, which is on the University's web page, <http://www.cornell.edu/disability/docs/disability-commitment-report.pdf>, as well as an annual disability access management strategic plan. The commitment to disability access is led by an executive group,<sup>23</sup> managed through a working group<sup>24</sup> and communicated to the campus through a disability link on the University's home page: <http://www.cornell.edu/disability/>.

Based on available data<sup>25</sup>, it is estimated that 4% of Cornell's workforce identifies as having a disability. The university's Medical Leaves Administration office works with both faculty and staff with disabilities to modify their work place, schedule, or responsibilities, as necessary, to support their productivity. Over the past year, 18 disability accommodations have been requested.

## Military Veterans

Addressing the needs of veterans in the workforce is one of the university's newest challenges. Currently, 3.8% of our workforce identify as military veterans, based on data collected from the Vets 100 report that is submitted annually to the federal government. The university has policies in place to address the needs of those who are affiliated with the military, such as for exigency leave<sup>26</sup> and military caregiver leave<sup>27</sup> and has established a veteran colleague network (employee resource) group, but will work to identify other ways to be a "veteran-friendly" employer.

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<sup>23</sup> Susan Murphy, Mary George Opperman, Kyu Whang, Tommy Bruce, Jim Gibbs, Elmira Magnum and the University's ADA Coordinator team consisting of Lynette Chappell-Williams, Kappy Fahey, and Andrea Haenlin-Mott.

<sup>24</sup> Alan Mittman and Laurel Parker (employment), Kappy Fahey (education), Andrea Haenlin-Mott (physical access and emergency planning), Clayton Bronson (emergency planning) Mike Powers (communications), and Al Heiman and Ellen Hartman (technology).

<sup>25</sup> Disability accommodation requests and employee requests for accessible parking.

<sup>26</sup> Up to 12 weeks of leave for a covered family member in the National Guard or Reserves.

<sup>27</sup> Leave taken to care for a service member with a serious illness or injury incurred while on active military service.

## Accomplishments and New Developments

Even with a constrained budget, Cornell University implemented a number of programs to increase the diversity of its faculty and staff and to create a more inclusive climate. Zellman Warhaft, a faculty member in the College of Engineering and the Provost Fellow charged with looking at the climate for diverse faculty, completed the foundational work for creating a centralized approach for addressing faculty diversity. He met with more than 50 women faculty and faculty of color and spoke with several institutions, including Harvard and Columbia, to explore their models for a central office that addresses faculty diversity.



Lauran Jacoby and Shan Varma participate in the Human Resources Annual Star Salute staff recognition event.

In March of this year, the Division of Human Resources established the onboarding center, which is designed to welcome new hires (beginning in 2011 for staff employees) through a single destination where they complete all required actions, such as benefits enrollment and parking, learn about what Cornell offers its workforce, and become acquainted with Ithaca and the Cornell campus.

The University Diversity Council Working Group spent the year revising the bias response program. The program was initially implemented in 2001 to help create an inclusive educational and work environment, and was the model for the development of similar programs at other universities. However, over the years, concerns were raised regarding the ease in reporting alleged bias activity, finding information about reported bias activity on the web, effectively using the bias data as a metric for the University's progress in addressing diversity, and developing an understanding of community expectations regarding respect. The goal is to revise the program to address these concerns as well as improve expectations regarding the University's commitment to inclusiveness. A new program is expected in the fall of 2011. <http://www.news.cornell.edu/stories/Feb11/BiasResponse.html>

For the fourth year, the Cornell Faculty Institute for Diversity, hosted by the Center for Teaching Excellence, will be held for up to 20 faculty members from throughout the University on June 13 – 15, 2011. The goal of the program is to bring faculty together for discussions about diversity, to create a network of faculty and scholars who can serve as a resource for each other on matters of diversity and education, and to incorporate diversity elements into the curriculum.

The University continues efforts to promote diversity and inclusiveness in the local community. In addition to



Cindy Van Es, a senior lecturer in the College of Agriculture and Life Sciences, shares insights during the 2010 Institute.

serving on many diversity-related committees for Tompkins County, the City of Ithaca, Leadership Tompkins, and Better Housing for Tompkins County, the University has continued as an active member of the Tompkins County Diversity Consortium, an organization of more than 15 employers and social support agencies committed to making the county a more diverse and inclusive community.

Cornell's Office of Community Relations has been engaged in community diversity efforts on several fronts. The office founded and staffs the Local Leaders of Color, a combination of niche groups (Ithaca Asian American Association, Latino Civic Association, Village at Ithaca, etc), government and school district staff leadership, clergy, business people, United Way, and non-profits who come together quarterly to discuss diversity-related issues facing Cornell and the local community. Co-chaired by Cornell President David Skorton and Marcia Fort, who directs a city-run center that largely serves communities of color, the group has served as a consistent, connected forum to share ideas, challenges and opportunities. In recent years, partnerships have developed around diversifying the workforce at Cayuga Medical Center, providing topics and guests for the *All Things Equal* radio show, inviting local students to share their perspectives on school-based controversies, and engaging in honest and important diversity-related conversations in a common setting.

The Office of Community Relations award-winning weekly radio show, *All Things Equal*, focuses on issues tied to race, class, diversity and sustainability. <http://whcu870.com/All-Things-Equal-Podcasts/3425883>. In addition, to assist with diversity issues in the local school district, the office has hired Cal Walker on a part-time basis who serves as a liaison to the Ithaca City School District (ICSD), focusing on challenges and opportunities tied to equity. As the director of the Village of Ithaca, which regularly produces an "equity report card," Cal works closely with ICSD leadership, Cornell outreach programs, and the community to connect resources on many fronts, particularly those tied to graduation rates and related strategies.

After taking a year hiatus to focus on aligning employment activities to our strategic priorities, the University once again submitted "best employer" applications to Working Mother, AARP, and the Dave Thomas Foundation (for adoption services/programs provided) to benchmark our efforts in addressing diversity.

### **Promoting Gender Diversity in the Workforce**

To address gender diversity in Cornell's workforce, our focus will be on developing outreach, recruitment, and promotional development opportunities to move women into those areas where we lag behind the available labor pool. Taking into account the departure



rate of women compared with the workforce in general, another focus area will be retention strategies: identifying those programs that will keep women in Cornell's workforce. This year, the NSF-funded ADVANCE program sponsored two networking sessions for women faculty in the science, technology, engineering and math area, as well as educational workshops for women faculty and for those who are committed to implementing strategies to retain women. In addition, on February 2, 2011, Deans Fry, Boor and Mathios hosted a luncheon for women faculty to better understand challenges facing this population.

### **Addressing Cornell's Multigenerational Workforce**

Cornell's efforts on the generational challenges, including the expected retirements of faculty and staff, will focus on two areas: creating a work environment that will attract younger workers, and maintaining connections with faculty and staff who have retired.

Attracting younger workers will require us to re-think our recruitment strategies, including recruitment messages and where we recruit. As organizations are using less traditional forms of recruitment, such as Facebook and Twitter, Cornell University Communications, in partnership with the Division of Human Resources, will be exploring more creative ways to address the younger populations as well. In addition to new recruitment strategies, increased attention will be given to educating those with supervisory responsibilities on employment practices that need to be changed to promote the productivity of all generational groups. The University will also continue to promote programs, such as the Wellness Program, as a way to keep all workers, including older workers, healthy.

To maintain connections with our retiring and retired faculty and staff, Cornell's Human Resources Division, with assistance from retiree Linda Jarschauer Johnson, has implemented the Encore Cornell program. Encore Cornell provides avenues for retirees to learn new job skills, network with other retirees and remain engaged with Cornell in ways they find personally enriching and rewarding. The goal is to continue to expand the program nationwide, enabling Cornell retirees – regardless of where they live – to connect to part-time, temporary and volunteer positions within their local communities or at Cornell and to develop networks in their areas.

Encore Cornell has four components: Encore Hire, Encore On-Call, Encore Volunteer and Encore and More.

- *Encore Hire* was designed for retirees interested in continuing to work part-time or in temporary assignments within Cornell, their local communities or throughout the country through flexible workplace arrangements. It allows retirees to attend classes, participate in live and "on-demand" webinars to better prepare for job opportunities, create a searchable profile based on



their skills and preferred working schedules, search job opportunities, and to subscribe to an electronic list of part-time/temporary employment opportunities in a particular area. A partnership with “Experience Works” refers mature workers, wherever they are located, to Cornell. Retirees may also be linked to Tompkins Workforce NY for local job search assistance.

- *Encore On-Call* allows retirees to provide Cornell with their names and expertise on lists so that Cornell departments can contact them with questions or requests for assistance.
- *Encore Volunteer* helps link retirees to local volunteer opportunities. For example, in a new partnership, retirees help rock babies and read to children at the Cornell Child Care Center.
- *Encore and More* provides links to such resources for mature workers and retirees as wellness activities, workshops and resume/interviewing skills. This year, the program included webinars on preventing identity theft. For the 2011-2012 year, *Encore and More* will have webinars on genealogy.

### **Increasing the Racial/Ethnic Diversity Representation of Faculty and Staff**

Cornell University will be aggressive in both retaining current racial/ethnic diversity within its workforce as well as recruiting to increase diversity. These goals will involve creating a positive climate in the worksite, within Cornell, and within the local community. To improve diversity efforts in the local community, for the fourth year, Cornell is chairing the Tompkins County Diversity Consortium Roundtable on June 9 at Ithaca College, titled “The New Majority: Moving Into the New Decade - Diversity Issues Facing the Workforce” and featuring workshops on preventing bias, incorporating ex-offenders into the workforce, white privilege, and addressing religious diversity, among others. Through the generosity of Cornell’s Community Relations department, representatives from five jurisdictions<sup>28</sup> have been provided the opportunity to attend the Roundtable as a “jumpstart” for their diversity initiatives.

This year, Cornell Colleague Network Groups, also known as “affinity” or “employee resource groups” in other organizations, were established for women of color, men of color, veterans, and the LGBT faculty and staff. These Colleague Network Groups have provided social networking opportunities to reduce the isolation often experienced by under-represented staff and faculty. In addition, in January 2011 the Provost, and Deans Fry, Collins and LePage hosted a luncheon for faculty of color to better understand some of the challenges facing this population.



Cornell and local community members dance at the First Fridays of Ithaca Spring 2011 event.

<sup>28</sup> Candor, Town of Candor, Town of Ulysses, Lansing, and Trumansburg.

This year, Cornell hosted the First Fridays of Ithaca program for the Cornell and local community of color. First Fridays is a social networking program for African American professionals located primarily in urban areas, such as Boston, Chicago, New Orleans, Philadelphia, and San Francisco. In 2001, Cornell brought the First Fridays concept to Ithaca and changed the target audience to all professionals of color. The program is held every month on the first Friday of the month. This year, the program averaged 40 attendees per event.

### **Creating a Positive Climate for Individuals with Disabilities in the Workplace**

The disability strategic plan addresses six areas: physical campus accessibility, educational programs and services, communications, technology, employment, and emergency preparedness/evacuation. For the 2010-2011 academic year, the University made progress in addressing disability access. First, as part of the readily achievable barrier removal efforts, a more accessible route to Ho Plaza was added, and accessible restrooms were established in Uris Hall. From a communications perspective, the disability web page was moved to the University's home page to increase visibility of disability access. In addition, close captioning was used to live stream high profile University events, such as presidential speeches. In terms of employment, Cornell University became a "Ticket to Work" Employer as a way to increase opportunities for Social Security disability beneficiaries. A *Guide to Accessible Meetings* was created to assist event planners with creating accessible events and ensuring that they included contact information regarding disability access when publicizing open events. In addition, an accessibility map, indicating accessible routes, parking and entrances, was made available to the public.

### **Preparing for the Potential Increase of Veterans in the Workforce**

The Department of Labor has become more focused on the employment interests of veterans with an expectation that employers do more to hire veterans and those formerly in the military.

The University implemented a veteran colleague network (employee resource) group that has identified some of the challenges experienced by veterans in Cornell's workforce. The University will be reviewing its recruitment strategy to provide maximum outreach to veterans. To increase our retention efforts of veterans in the workforce, the University is implementing a veteran initiative that includes resources to assist veterans' transition to the civilian workforce, and the colleague network group (affinity group), led by the commanding officers of ROTC, to provide an opportunity for veterans and former military personnel from across the campus to





connect. This initiative includes working closely with ROTC in determining additional programming that will be of interest to veterans and former military personnel.

The Veteran Colleague Network Group will also support the University's student veterans, since there are plans to invite them to events, and will support the student veterans who come through the Yellow Ribbon program.<sup>29</sup>

## **Addressing Other Aspects of Diversity and Work/Life Issues**

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### **Lesbian/Gay/Bisexual/Transgender Issues**

Cornell's commitment to diversity has always gone beyond race and gender, with the understanding that individuals bring many differences to the workforce. Two aspects of difference that we are currently addressing are sexual orientation and gender identity/expression.

According to a survey reported in [www.change.org](http://www.change.org), as recently as 2005, 39% of gay and lesbian employees nationwide reported experiencing some form of discrimination or harassment in the workplace. Additionally, lesbian, gay and bisexual faculty members (60%) were significantly less likely than gay/lesbian student respondents (70%) and staff respondents (73%) to feel comfortable with the overall campus climate (Rankin, et al., 2010).

Cornell's Lesbian/Gay/Bisexual/Transgender Resource Office has worked to create a more inclusive campus environment. This year, the office coordinated an ad hoc committee of the LGBT and Greek communities to determine how they could work together more effectively to promote inclusiveness. A new student-initiated campaign was launched, "Everyone's [Rainbow]" as a way to highlight each person's intersecting diversity-related identities. And to support those who are transitioning, a Transgender Discussion Group was formed for discussions involving the Cornell and Ithaca communities.

### **Addressing Work and Family Responsibility Challenges of Faculty and Staff**

The university's diversity and inclusiveness efforts are positively impacted by the work/life initiatives; therefore these two areas have been addressed as a unified initiative since 2000, building on the work developed in prior years. In the late 1980s, the University established a committee to identify the challenges and best practices related to work/life and work/family faced by our faculty and staff. Through the efforts of this committee, there have been a number of accomplishments. In the early years of the committee, more than 30 recommendations were developed and accomplished. More recently, under the leadership of Beth McKinney (Wellness Program), the committee has undertaken a number of projects, including supporting Labor Day as a holiday for faculty and developing a work/life commitment statement. The structure of this committee has changed over the years, beginning

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<sup>29</sup> In 2008, Cornell was designated a Yellow Ribbon Institution. For the 2010-11 academic year, there were 74 Post 9/11 Veterans Benefits students in the Fall of whom 30 were also Yellow Ribbon recipients. In the Spring of 2011, there were 77 Post 9/11 Veterans Benefits students, of whom 33 were also Yellow Ribbon recipients.

as an advisory committee to Human Resources, then becoming a University Assembly committee until June of this year. In March of 2011, the University established the President’s Family Life Advisory Council to advise the president on dependent care and related issues affecting the Cornell community, including child care, elder care, care of a family member or member of the faculty/staff member’s household, kinship care (grandparents caring for their grandchildren), and other “balancing” issues faced by many in the work and educational environments. The goal for the group is to understand and share “best practice” research and make recommendations related to policies, programs and services to help attract and retain a diverse and talented faculty and staff.

The University has also worked to understand better the work/life needs and challenges of faculty. In the fall of 2010, the University administered a survey to faculty that had a 65% response rate. Full, associate, and assistant faculty were asked to comment on their work and life experiences related to what they like about their work and life experience and what challenges they saw for themselves.



Cornell community members participate in a group fitness class offered by the Cornell Wellness Program.

### Faculty Group Differences

| Survey Item  | Male Faculty | Female Faculty | Underrepresented Minorities |
|--|--------------|----------------|-----------------------------|
| Agree department is place where faculty may comfortably raise personal and/or family responsibilities when scheduling department obligations | 67%          | 63%            | 45%                         |
| Have a spouse/domestic partner   | 93%          | 82%            | 79%                         |
| Spouse lives in separate communities at least part of the time   | 10%          | 27%            | 22%                         |
| Agree its difficult to have both a committed relationship and a successful academic career   | 41%          | 56%            | 29%                         |

2010 Faculty Experience Survey. – Note: All percentages have been rounded to the nearest whole number.

The survey results show that about 14% of those responding reported being dissatisfied with their life outside of Cornell. Of these, nearly 73% agree that “being in Ithaca is an impediment to establishing personal relationships.”

The survey also showed that 37% of faculty members reported that they would need help finding care to assist with activities of daily living if they experienced an injury or illness. In addition, 36% of faculty reported that they are either currently caring for or managing care for an aging and/or ill parent, spouse or relative or anticipate doing so within the next five years. And, of the faculty who report needing child care, 62% report it has been “moderately difficult” or “very difficult” to secure child care.

The University has implemented steps to address the dependent care challenges of faculty and staff through an onsite dependent care consultant, informational workshops, a family helper resource list, and the development of a “connect care” program that will help faculty and staff who are in Ithaca without family to obtain assistance if they become ill or injured.



Terry Plater, director of the Inclusive Early Childhood Community Art Program, shows children in the Cornell Child Care Center examples of portraits.

The University has also been working to increase the quality of its child care in an effort to be an effective recruitment and retention tool for faculty and staff. In May of this year, the University’s child care center, which opened in 2008, received accreditation from the National Association for the Education of Young Children (NAEYC), a recognition received by approximately 8% of centers nationwide. In addition, the center implemented three programs for the benefit of the children at the center. First, the center became a location for the People’s Garden, in partnership with USDA at the Boyce Thompson Institute on campus. Second, the center established a multicultural arts curriculum to give pre-school age exposure to diversity. And third, the Cornell’s Past Cares for Cornell’s Future, a program where retirees volunteer at the Center, was established.

## **Faculty and Staff Recruitment and Retention Plans for 2011-2012**

### **Plans to Address Faculty Diversity for 2011-2012**

While the Provost Fellow finalizes recommendations to address faculty diversity from the central level, a number of colleges have developed strategies designed to continue to increase the racial and gender representation of their faculties.



The College of Human Ecology's dean's advisory council has initiated a subcommittee, made up of college alumni, who will focus on ensuring the alignment of the College's effort with the commitment to diversity and inclusiveness. For 2011-2012, the subcommittee will be taking an active role in providing guidance to the college in addressing diversity issues.

Veterinary Medicine will continue its process of scheduling ADVANCE/CITE workshops for search committees, with a focus on avoiding bias in the interview process.

The College of Arts and Sciences will be taking advantage of a recently received \$2 million five year grant for doctoral and postdoctoral fellowships for scholars in the humanities and interpretive sciences from under-represented racial/ethnic minority groups. The fellows will receive three years of support to finish their doctorate and to engage in postdoctoral research with a limited teaching load. The program is unique in that it combines doctoral and postdoctoral support and restricts eligibility to those who could make the "short list" for positions that become available in the next three years.

The College of Engineering is continuing support of its three "best practice" programs:

- 1) an oversight committee that provides guidance to search committees in developing a diverse applicant pool;
- 2) the Diversity Programs in Engineering that provides programming for diverse students that also has a positive impact on diverse faculty and staff; and
- 3) continued hosting of an external advisory committee, consisting of alumni and for-profit companies, that provides input into the college's diversity efforts.

### **Plans to Address Staff Diversity for 2011-2012**

A diversity recruiter position will be re-established in 2011-2012 to assist departments with sourcing diverse applicants.

The CORE recruitment program, which was partially piloted in 2010, will be implemented in 2011. This program focuses on communicating our commitment to diversity, enhancing our diversity outreach efforts, providing support to the hiring managers in recruiting diverse staff, and assisting new diverse staff with the transition to Cornell and Ithaca.

Progress will be made in developing a campus-wide recruitment strategy to support the advancement of diverse pools and the sharing of top applicants across searches, with the goal of sharing qualified applicants more easily for similar searches, advancing diverse applicant pools more quickly, and moving applicants through the process more quickly. This strategy will utilize what was learned from a similar model developed for technician positions.

<http://www.news.cornell.edu/stories/Aug10/CALSTechnicians.html>.

## Plans to Address Disability, Veteran, LGBT, and Work/Life Issues for 2011-2012

As part of the disability strategic planning process, 12 objectives have been established for the 2011-2012 year. Three of them are listed below:

- 1) completing the expanded accessibility map to include information on the location of accessible restrooms, elevators and other access features;
- 2) training the Office of Sponsored Programs staff on addressing disability access issues as part of their grant/contract requirements; and
- 3) providing IT service center directors with training on Americans with Disabilities Act requirements.



For veteran recruitment/retention efforts, the University will continue the veteran Colleague Network Group, which developed five priorities consisting of addressing issues of re-acclimation to the workforce after military duty, creating a list of resources for veterans, developing the foundation for Cornell's recognition as a leader in recruiting/retaining veterans, increasing outreach to organizations that support veterans, and establishing a support office for veterans on campus. For the 2011-2012 year, one of these priorities will be selected for implementation.

To create a more inclusive environment for the LGBT community, for 2011-2012, the LGBT Resource Center will work to create a larger and more interactive web presence. In addition, there will be additional training to help staff and faculty understand the challenges facing LGBT students. Finally, a Transgender Advocacy Committee will be created to examine campus-wide policies that affect the trans community.

The University will also continue its efforts to address the work/life challenges of its faculty and staff. An elder care initiative, led by the university's onsite dependent care consultant, will be developed to assist faculty and staff who have responsibility for caring for older relatives. A "connect care" program will also be established that will assist faculty and staff without family or a support network in the local community, with day-to-day needs should they become ill or injured or need assistance for other reasons. The university will also work to increase the utilization of flexible work options within the staff population as a tool to address the needs of the different generations and to recruit new employees.



## Conclusion

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As the University continues to regain its financial equilibrium, and as we are driven by the diversity goals in our University Strategic Plan, it will be important to create a well functioning, healthy organizational climate that embraces diversity and welcomes new faculty and staff. It will also be important to reward high performers and to design positions that permit high performers to grow and use their talents to contribute to the University's success, whether they are faculty, non-faculty academic employees, or non-academic staff. The University has made initial progress in these areas, and has made progress in increasing the racial/ethnic and gender diversity of its faculty. The 2011-2012 academic year will provide an opportunity to continue this progress.

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### 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 found related to this report can be found on the University Factbook website at [http://dpb.cornell.edu/F\\_Factbook.htm](http://dpb.cornell.edu/F_Factbook.htm).

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