

Cornell DEI Initiative

FINDINGS AND RECOMMENDATIONS

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Contents

- DEI Topic: Community Connections..... 8**
- Team 8**
- Theme 1: Findings and Recommendations: Employment for BIPOC and underserved community members..... 8**
- 1. Extend Resources to the Community 8
- 2. Update Position Postings 8
- 3. Simplify the Application Process..... 9
- 4. Establish Basic Needs Assistance 9
- 5. Accessible Interview Options 9
- Theme 2: Findings and Recommendations: Establishing a Bridge to Employment..... 10**
- 1. Establish Infrastructure for the Community Connections Initiative 10
- 2. Enhance Translation Resources 10
- 3. Build Community Partnerships 11
- Theme 3: Findings and Recommendations: Providing ongoing support for retention. 12**
- 1. Enhance Staff Opportunities 12
- 2. Enhance Existing and Establish New Community Connections for Staff 13
- Categorized Recommendations 13**
- Quick wins (within 3 months) 13**
- Theme 1: Recommendations: Employment for BIPOC and underserved community members. 13
- Theme 2: Recommendations: Establishing a Bridge to Employment..... 14
- Theme 3: Recommendations: Providing ongoing support for retention..... 14
- High Impact/Low Effort (6-12 mos) 15**
- Theme 1: Recommendations: Employment for BIPOC and underserved community members. 15
- Theme 2: Recommendations: Establishing a Bridge to Employment..... 15
- Theme 3: Recommendations: Providing ongoing support for retention..... 16
- High Impact/High Effort (>1 year) 16**
- Theme 1: Recommendations: Employment for BIPOC and underserved community members. 16
- Theme 2: Recommendations: Establishing a Bridge to Employment..... 16
- DEI Topic: Building Bridges 17**
- Team 17**
- Theme 1: Findings and Recommendations: Candidate experience in the hiring process. 17**
- 1) Employment branding 17

2) Job description barriers	18
3) Applicant support.....	19
4) Mentorship.....	19
Theme 2: Findings and Recommendations: Hiring managers and search committees	19
1) Hiring managers and search committees training.....	19
2) Rising Strong: Search Committees and Hiring Strategy.	19
3) Diversity Value Proposition.....	20
4) Diversity representation	20
5) Accountability	21
6) Inclusive Interviewing	21
7) Onboarding plans.....	22
8) Rising Strong recommendation: Onboarding model.	22
Theme 3: Findings and Recommendations: Institutional hiring practices and process	22
1) Diverse Workforce Planning	22
2) Leveraging Internal Talent	23
3) Interview Process.....	23
4) Interview Experience	23
5) Interview feedback	24
6) Diverse Sourcing Strategy	24
7) Organizational Diversity.....	24
Theme 4: Findings and Recommendations: Systemic findings during the hiring process.....	24
1) Language	24
2) Remote work.....	25
3) Applicant Tracking System.....	25
4) The Cornell Application.....	25
5) Temporary Employment	26
6) Funding	26
7) Data Analytics	26
Categorized Recommendations	26
Quick wins (within 3 months)	26
Theme 1: Recommendations: Candidate experience.....	26
Theme 2: Recommendations: Hiring managers and search committees	27
Theme 3: Recommendations: Institutional practices	27

Theme 4: Recommendations: Systemic	27
High Impact/Low Effort (6 – 12 months)	27
Theme 1: Recommendations: Candidate experience	27
Theme 2: Recommendations: Hiring managers and search committees	28
Theme 3: Recommendations: Institutional practices	28
Theme 4: Recommendations: Systemic	28
High Impact/High Effort (>1 year)	28
Theme 1: Recommendations: Candidate experience	28
Theme 3: Recommendations: Institutional practices	29
Theme 4: Recommendations: Systemic	29
DEI Topic: Rising Strong	30
Theme 1: Findings and Recommendations - Career Advancement, Organizational Focus	31
1. Internal Mobility	31
2. Leadership & Professional Development.....	32
3. Retention Strategies	33
Theme 2: Findings and Recommendations - Career Advancement, Manager Focus	34
1. Accountability	34
2. Feedback Mechanism	34
3. Manager Training	34
4. Career Path options for Managers.....	35
5. Recognition for Managers.....	35
6. Development for Managers:.....	35
Theme 3: Findings and Recommendations - Career Advancement, Individual Focus	38
1. Increase Awareness and Access to Information: Shared Expectations around career development.....	38
2. Time and Support for Career Development and Advancement	38
3. Define Individual and Manager Roles Related to Career Development and Advancement.....	39
Categorized Recommendations	40
Quick wins (within 3 months)	40
Theme 1: Career Advancement, Organizational Focus.....	40
Theme 2: Career Advancement, Manager Focus.....	40
Theme 3: Career Advancement, Individual Focus	40

High Impact/Low Effort (6-12 mos)	41
Theme 1: Career Advancement, Organizational Focus.....	41
Theme 2: Career Advancement, Manager Focus.....	41
Theme 3: Career Advancement, Individual Focus	41
High Impact/High Effort (>1 year)	42
Theme 1: Career Advancement, Organizational Focus.....	42
Theme 2: Career Advancement, Manager Focus.....	42
Theme 3: Career Advancement, Individual Focus	43
DEI Topic: Wellbeing	44
Team	44
Environmental Dimension of Wellbeing Findings and Recommendations	44
1) Creating a culture that supports and promotes workplace flexibility.....	44
2) Resources.....	44
3) Culture.....	45
Categorized Recommendations	45
High Impact/Low Effort (6-12 mos)	45
High Impact/High Effort (>1 year)	46
Occupational Dimension of Wellbeing: Findings and Recommendations	47
Training	47
Culture.....	47
Onboarding	47
Compensation.....	47
Categorized Recommendations	48
Quick wins (within 3 months)	48
High Impact/Low Effort (6-12 mos)	48
High Impact/High Effort (>1 year)	48
Cultural Dimension of Wellbeing: Findings and Recommendations	48
Theme 1. Culturally-specific lifestyle resources	48
Theme 2: Cultural Competencies	50
Theme 3. Policies, procedures, practices, and benefits	50
Categorized Recommendations	51
High Impact/Low Effort (6-12 mos)	51
Theme 1: Culturally Specific lifestyle resources	51

Theme 3: Policies, procedures, practices and benefits: Culturally Diverse Lens.....	51
High Impact/High Effort (>1 year)	51
Theme 1: Culturally Specific lifestyle resources	51
Theme 2: Level of Cultural Competencies	52
Theme 3: Policies, procedures, practices, and benefits: Culturally Diverse Lens.....	52
Mental Dimension of Wellbeing: Findings and Recommendations	53
Proactive Wellness.....	53
Multi-Identity approach for counselors/therapists	54
Onboarding	54
Categorized Recommendations	55
High Impact/Low Effort (6-12 mos)	55
High Impact/High Effort (>1 year)	55
Physical Dimension of Wellbeing: Findings and Recommendations.....	56
1.) Staff groups:.....	56
2.) Campus-wide (or regional) Activities.....	56
Categorized Recommendations	57
High Impact/Low Effort (6-12 mos)	57
1.) Staff groups:.....	57
2.) Campus-wide (or regional) Activities.....	57
Financial Dimension of Wellbeing: Findings and Recommendations	58
1.) Transparency and information	58
2.) Business Process	58
3.) Create financial initiatives.....	58
4.) Non-Ithaca Based Employees.....	58
5.) Compensation	58
6.) Employee Resource Groups:.....	58
Categorized Recommendations	59
High Impact/Low Effort (6-12 mos)	59
High Impact/High Effort (>1 year)	59
Relationships Dimension of Wellbeing: Findings and Recommendations.....	60
1.) Relationship building.....	60
2.) Programming.....	60
3.) Annual Training.....	61

Categorized Recommendations	61
High Impact/Low Effort (6-12 mos)	61
High Impact/High Effort (>1 year)	61
Appendix A	62
Appendix B	74

DEI Topic: Community Connections

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Team (Discovery): Rehana Huq, Alexis Boyce, Jody Lynn Marnell, Shayla Nicole Combs, Jeramy A. Kruser, Susie Jackson, Darren Murphy

Sponsors: Mary Opperman, Lynden Archer

Business Goal/Objective (*What is the purpose? What is the organizational need? What is the problem to be solved or the opportunity?*)

General Info:

- Community Connections is designed to enhance recruitment and retention efforts of staff at Cornell. This proposal expands and strengthens the current community connections to support and enhance the lived experience of our diverse population.

Purpose:

- Finding and creating community in a new place can be challenging. The needs of individuals vary, and these services will help facilitate the job search process, create a healthy pipeline, and enhance the experience of living, working and thriving in the greater Ithaca area.

Community Connections: Employee Recruitment and Retention

Theme 1: Findings and Recommendations: Employment for BIPOC and underserved community members.

Feedback and Findings	Recommendations
1. Limited Access to transportation.	1. Extend Resources to the Community <ul style="list-style-type: none">a) Promote and extend the ride and carsharing resources highlighted by Sustainable Campus initiative and Campus Parking to BIPOC and underserved community members to leverage for job interviews.b) Minimize in-person interviews by leveraging current technology. (See 3c and 5a)c) Partner with local companies to establish on-campus "pop-up" drivers' education, including hands-on practice fields, permit, and licensing classes.d) Conduct job fairs at community partner locations or within community centers. 2. Update Position Postings <ul style="list-style-type: none">a) Establish a university-wide standard to include position wage/salary on every workday posting.

<p>2. Position wage rates absent from Workday position postings.</p> <p>3. Overly complicated application process.</p> <p>4. Limited access to child and eldercare.</p> <p>5. Limited access to technology.</p>	<p>b) Display, link to (external government page), or provide a calculator for applicants to determine cutoff points for social services based on position pay.</p> <p>c) Indicate on the posting that a drug test is not required for employment.</p> <p>3. Simplify the Application Process</p> <p>a) Formulate an applicant checklist and video that candidates can follow that outlines the process before, during, and after the application is completed.</p> <p>b) Refine the application process to be an easy upload, similar to Indeed and Career Builder, allowing submission to multiple positions at once.</p> <p>c) Parking and bus passes should be offered as a standard best practice for all interviews.</p> <p>d) Provide a list of the recruitment service vendors utilized during the recruitment process to the applicant, so they know whom to expect communication from.</p> <p>4. Establish Basic Needs Assistance</p> <p>a) Establish a bridge grant program to help ease the first-month transition for new community members. The grant would cover basic needs such as transportation and the like until they receive their first university paycheck. The infrastructure, process, and procedures could mimic the current established protocols for the childcare grant or research funding.</p> <p>5. Accessible Interview Options</p> <p>a) Establish a standard for all job postings to provide links to campus parking information, remote interview options, and community tech hubs (leverage community partners and existing Cornell facilities to provide access to technology for interviews).</p>
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Theme 2: Findings and Recommendations: Establishing a Bridge to Employment

Feedback and Findings	Recommendations
<p>1. Lack of centralized location for community resources.</p>	<p>1. Establish Infrastructure for the Community Connections Initiative</p> <p>a) Signal Cornell's commitment to the local pipeline via a Community Connections webpage /portal.</p> <p>Example: Yale University Temple University</p> <p>b) Establish a radical collaboration between offices like community relations, Engaged Cornell, career services programs, academic research initiatives, SCL student community engagement, and community partnerships to direct resources and actions and provide ongoing feedback on efforts.</p> <p>c) Link the web portal to existing programs and resources.</p> <p>Example:</p> <p>a. First Fridays of Ithaca b. Restroom and Facilities Use Guidelines c. Meet the Employer Sessions</p> <p>d) Establish a process so that any new university programs, research, etc. involving the community and BIPOC members are included on the central Community Connections web portal. This would ensure that staff and community members could reference one central portal to learn about these programs and initiatives.</p>
<p>2. Lack of access to adequate translation services.</p>	<p>2. Enhance Translation Resources</p> <p>a) Establish a "one-click" translation tool for Cornell Webpages. Example Tool</p> <p>b) Continue to promote and ensure that all web content should conform to W3C's Web Content Accessibility Guidelines (WCAG) 2.0</p> <p>c) Leverage existing programmatic and departmental resources to expand translation services.</p> <ul style="list-style-type: none"> • Example: The Translator Interpreter Program (TIP).

<p>3. Lack of Information about career opportunities at Cornell.</p>	<ul style="list-style-type: none"> d) Extend Cornell's Health telephone-based language translation service to provide Employment information and application support to both staff and community partners. e) Partner with speech-to-text translation vendor. f) Identify and partner with language programs and Community Partnerships (such as the Multicultural Resource Center) to develop multilingual employment materials, including easy-to-understand short videos that outline the hiring process in different languages. Example Tool g) Partner with established university programs such as CLASP to offer direct support to community organizations. <p>3. Build Community Partnerships</p> <ul style="list-style-type: none"> a) Collaborate with high schools/BOCES/Workforce Dev/GIAC/Employment services/etc. to establish a robust youth program and promote gigs/volunteer/mentoring/workshop opportunities to non-Cornell community members. b) Provide targeted short-term work experience events for high school and college students, such as a one-day job shadow on campus. c) Enhance and make campus informational sessions more welcoming using, as an example, the Big Red Welcome program at the University of Nebraska for Community members, including youth, to learn about internships and job opportunities. Provide free TCAT transportation, campus tours, employee/community picnic, and open existing mass employee events to the public. d) To help mitigate the limited transportation concerns as well as build trust and enhance collaboration with the West Hill community, Cornell should directly support community efforts on West Hill to establish a community center which will centralize needed information and resources. e) Establish a radical collaboration between Cornell and community partners to create a central resource identifying community-serving programs and local talent.
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	<p>f) Partner with and commit to hiring local community members who complete Pre-Apprenticeship programs, specifically to include programs in under-served communities, like the Black Hands Universal Pre-Apprenticeship Trades program (see appendix).</p> <p>g) Advertise positions specifically through partner community organizations.</p>
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Theme 3: Findings and Recommendations: Providing ongoing support for retention.

Feedback and Findings	Recommendations
<p>1. BIPOC and underserved community members lack real opportunities for promotion and community ties.</p>	<p>1. Enhance Staff Opportunities</p> <p>a) Provide entrepreneurial training (CREA) opportunities to BIPOC staff and their spouses to make Cornell an attractive employer.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Emmanuel P. Gianneli's Vice President for Research and Innovation 2. BLOC Business Leaders of Color Ithaca <p>b) As part of the search process for positions, mandate that local HR teams leverage the Workday Careers tool to identify and offer an interview to staff members in the needed job classification.</p> <p>c) Compensate and recognize staff who take on additional roles in the DEI space.</p> <p>d) Facilitate and provide information to BIPOC staff members to local community organizations.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. BLOC Business Leaders of Color Ithaca 2. Village at Ithaca 3. Multicultural Resource Center 4. Latino Civic Association of Tompkins County 5. Greater Ithaca Activity Center 6. Cancer Resource Center at the Hospital 7. Center for Transformative Action 8. Tompkins County Human Rights Center 9. Greenstar Ithaca 10. AFCU

<p>2. BIPOC and underserved community members lack real opportunities for promotion and community ties.</p>	<p>2. Enhance Existing and Establish New Community Connections for Staff</p> <ul style="list-style-type: none"> a) Offer personal finance consultations for new hires. b) Identify and provide information to incoming BIPOC staff about religious and other community connections. c) Provide paid time for staff to engage and volunteer with the community partnership of their choice. d) Create an evolving and inclusive database of culturally diverse businesses/service providers to be a resource to incoming BIPOC hires. These could include diverse medical practices, hair care salons, ethnic food vendors, childcare providers. e) Identify school (K-12) liaison community organizations that would serve incoming BIPOC staff. f) Provide robust Spousal support for incoming BIPOC hires – networking for jobs in the community and on-campus.
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Categorized Recommendations

Quick wins (within 3 months)

Theme 1: Recommendations: Employment for BIPOC and underserved community members.

1. Extend Resources to the Community
 - a. Promote and extend the ride and carsharing resources highlighted by [Sustainable Campus initiative](#) and [Campus Parking](#) to BIPOC and underserved community members to leverage for job interviews.
 - b. Minimize in-person interviews by leveraging current technology.
2. Update Position Postings
 - a. Establish a university-wide standard to include position wage/salary on every workday posting.
 - b. Display, link to (external government page), or provide a calculator for applicants to determine cutoff points for social services based on position pay.
 - c. Indicate on the posting that a drug test is not required for employment.
3. Simplify the Application Process
 - a. Formulate an applicant checklist and video that candidates can follow that outlines the process before, during, and after the application is completed.
 - c. Parking and bus passes should be offered as a standard best practice for all interviews.
 - d. Provide a list of the recruitment service vendors utilized during the recruitment process to the applicant, so they know whom to expect communication from.

Theme 2: Recommendations: Establishing a Bridge to Employment

1. Establish Infrastructure for the Community Connections Initiative
 - a) Signal Cornell's commitment to the local pipeline via a Community Connections webpage /portal.

Example:

[Yale University](#)

[Temple University](#)

- c) Link the web portal to existing programs and resources.

Example:

- a. First Fridays of Ithaca
 - b. Restroom and Facilities Use Guidelines
 - c. Meet the Employer Sessions
2. Enhance Translation Resources
 - g. Partner with established university programs such as [CLASP](#) to offer direct support to community organizations.
 3. Build Community Partnerships
 - g. Advertise positions specifically through partner community organizations.

Theme 3: Recommendations: Providing ongoing support for retention.

1. Enhance Staff Opportunities
 - a. Provide [entrepreneurial training](#) (CREA) opportunities to BIPOC staff and their spouses to make Cornell an attractive employer.

Example:

- Emmanuel P. Gianneli's Vice President for Research and Innovation
 - [BLOC Business Leaders of Color Ithaca](#)
- c. Compensate and Recognize staff who take on additional roles in the DEI space.
 - d. Facilitate and provide information to BIPOC staff members to local community organizations.

Example:

- a. [BLOC Business Leaders of Color Ithaca](#)
 - b. [Village at Ithaca](#)
 - c. [Multicultural Resource Center](#)
 - d. [Latino Civic Association of Tompkins County](#)
 - e. [Greater Ithaca Activity Center](#)
 - f. [Cancer Resource Center at the Hospital](#)
 - g. [Center for Transformative Action](#)
 - h. [Tompkins County Human Rights Center](#)
 - i. [Greenstar Ithaca](#)
 - j. [AFCU](#)
2. Enhance Existing and Establish New Community Connections for Staff
 - a. Offer personal finance consultations for new hires.
 - b. Identify and provide information to incoming BIPOC staff about religious and other community connections.

- d. Create an evolving and inclusive database of culturally diverse businesses/service providers to be a resource to incoming BIPOC hires. These could include diverse medical practices, hair care salons, ethnic food vendors, childcare providers.
- e. Identify school (K-12) liaison community organizations that would serve incoming BIPOC staff.
- f. Provide robust Spousal support for incoming BIPOC hires – networking for jobs in the community and on-campus.

High Impact/Low Effort (6-12 mos)

Theme 1: Recommendations: Employment for BIPOC and underserved community members.

1. Extend Resources to the Community
 - d. Conduct Job Fairs at community partner locations or within community centers.
3. Simplify the Application Process
 - b. Refine the application process to be an easy upload, similar to Indeed and Career Builder, allowing submission to multiple positions at once.
5. Accessible Interview Options
 - a. Establish a standard for all job postings to provide links to campus parking information, remote interview options, and community tech hubs (leverage community partners and existing Cornell facilities to provide access to technology for interviews).

Theme 2: Recommendations: Establishing a Bridge to Employment

1. Establish Infrastructure for the Community Connections
 - b. Establish a radical collaboration between offices like community relations, Engaged Cornell, career services programs, academic research initiatives, SCL student community engagement, and community partnerships to direct resources and actions and provide ongoing feedback on efforts.
2. Enhance Translation Resources
 - a. Establish a "one-click" translation tool for Cornell Webpages. [Example Tool](#)
 - b. Continue to promote and ensure that all web content should conform to W3C's [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)
 - c. Leverage existing programmatic and departmental resources to expand translation services.

Example:

[The Translator Interpreter Program \(TIP\).](#)
 - d. Extend Cornell's Health [telephone-based](#) language translation service to provide Employment information and application support to both staff and community partners.
 - e. Partner with speech-to-text translation vendor.
3. Build Community Partnerships
 - a. Collaborate with High Schools/BOCES/Workforce Dev/GIAC/Employment services/etc. to establish a robust Youth program and promote Gigs/Volunteer/Mentoring/Workshop opportunities to non-Cornell community members.
 - c. Enhance and make campus informational sessions more welcoming using, as an example, the [Big Red Welcome program](#) at the University of Nebraska for Community members, including youth, to learn about internships and job opportunities. Provide free TCAT transportation, Campus Tours, Employee/Community picnic, and open existing mass employee events to the public.

- d. To help mitigate the limited transportation concerns as well as build trust and enhance collaboration with the West Hill community, Cornell should directly support community efforts on West Hill to establish a community center which will centralize needed information and resources.
- e. Establish a radical collaboration between Cornell and Community Partners to create a central resource identifying community-serving programs and talent.
- f. Partner with and commit to hiring local community members who complete Pre-Apprenticeship programs, specifically to include programs in under-served communities, like the Black Hands Universal Pre-Apprenticeship Trades program (see appendix).

Theme 3: Recommendations: Providing ongoing support for retention.

- 1. Enhance Staff Opportunities
 - b. As part of the search process for positions, mandate that local HR teams leverage the Workday Careers tool to identify and offer an interview to staff members in the needed job classification.
- 2. Enhance Existing and Establish New Community Connections for Staff
 - c. Provide paid time for staff to engage and volunteer with the community partnership of their choice.

High Impact/High Effort (>1 year)

Theme 1: Recommendations: Employment for BIPOC and underserved community members.

- 1. Extend Resources to the Community
 - c. Partner with [local companies](#) to establish on-campus "pop-up" drivers' education, including hands-on range practice, permit, and licensing classes.
- 4. Establish Basic Needs Assistance
 - a. Establish a bridge grant program to help ease the first-month transition for new community members. The grant would cover basic needs such as transportation and the like until they receive their first university paycheck. The infrastructure, process, and procedures could mimic the current established protocols for the [childcare grant](#) or research funding.

Theme 2: Recommendations: Establishing a Bridge to Employment

- 1. Establish Infrastructure for the Community Connections Initiative
 - d. Establish a process, so any new university programs, research, etc. involving the community and BIPOC members are included on the central Community Connections web portal. This would ensure that staff and community members could reference one central portal to learn about these programs and initiatives.
- 2. Enhance Translation Resources
 - f. Identify and partner with language programs and Community Partnerships (such as the Multicultural Resource Center) to develop multilingual employment materials, including easy-to-understand short videos that outline the hiring process in different languages. Example
- 3. Build Community Partnerships
 - b. Provide targeted short-term work experience events for Highschool and college students, such as a one-day job shadow on campus.

DEI Topic: Building Bridges

Lead (Discovery): Toral Patel

Team (Discovery): Sonja Baylor, Taylor Shuler, Derron Borders, Xin Li, Alyssa Lopez, Carolyn Chow, Krassimira Hernandez

Sponsors: Mary Opperman, Lynden Archer

Business Goal/Objective *(What is the purpose? What is the organizational need? What is the problem to be solved or the opportunity?)*

General Information:

Building Bridges: This project supports Cornell's commitment to recruitment and retention of exceptional diverse staff.

Purpose:

Review the overall hiring practices and process, identify barriers that impact diverse applicants and potential employees and make recommendations to develop more inclusive practices.

Overall consideration:

Cornell should consider a best practice where the interview process is considered a two-way street. An understanding should be that as we are assessing a candidate, they are assessing Cornell as well. So, how do we ensure that candidates have the best experience?

Building Bridges

Theme 1: Findings and Recommendations: Candidate experience in the hiring process. The hiring process make it harder for diverse candidates to apply for positions, be selected for interviews, and be successful in the role if offered the position.

Barriers	Recommendations
<p>1) Employment branding</p> <ul style="list-style-type: none">• Diverse candidates believe Cornell is beyond reach; Ithaca too isolated/unknown;• Cornell isn't typically thought of as an employer.• It is a common practice that hourly and union roles are filled mostly from the local area where the availability of underrepresented and minoritized communities are smaller.	<p>1) Further the Cornell brand to emphasize Cornell as an employer of choice. Improving our value proposition and articulate clearly all of the employment benefits (total compensation), including ways for attracting, engaging, and nurturing underrepresented talents so that candidates can assess readily whether Cornell is somewhere they will belong.</p> <p>a) Create a general website similar to the prospective students site for prospective employees. This site will include all the relevant information that a possible candidate</p>

<p>2) Job description barriers</p> <ul style="list-style-type: none"> • Current job descriptions do not encourage diverse applicants to apply. For external candidates- job postings are Cornell centric- job titles, levels, company. • The descriptions use gendered language and do a poor job of identifying required experience. Diverse applicants (especially women) have a tendency to opt out of applying if they are unable to fully match all job description requirements. • Current job postings lack transparency and consistency. Postings do not include salary ranges, Hours/shift specifics, salary differentials, etc. Also, there is no standard components for a job posting. Job descriptions vary greatly between unit and colleges- some do not give glimpse into the unit/college and some do, etc. 	<p>would be interested in – information about Ithaca, links to colleges and units, benefits information.</p> <ul style="list-style-type: none"> b) A link to this site should automatically be included in all postings. c) Include information about the CNG’s available on the Prospective EE website. Potential EE’s can reach out to them. Candidates can complete a Pre-visit questionnaire that will allow us to partner with a Cornell community member. This will allow the applicant to connect with a “buddy” on campus during the interview process – could be a member of CNG, people can sign up to be a part of this group – similar to random coffee for new hires. Allows applicant an opportunity to gather information outside of the formal process. <p>2) Job posting recommendations.</p> <ul style="list-style-type: none"> a) Center DEI language and goals in all descriptions and announcements – emphasize that DEI is a part of everyone’s responsibility. b) Provide a space for a land acknowledgment with the location description, letting folks know on who’s traditional and unceded land they will be working (and perhaps living) c) Job postings should avoid being too heavy on required experience/ skills to ensure people (especially women) do not opt out of applying d) Include relevant information in job posting to attract diverse talent: salary range, Hours/shifts, salary differentials, etc. e) Job postings need to include language that invites diverse talent. We need to train our hiring managers and HR partners on how to create attractive job postings f) Create a standard, centrally-managed ad template so that all postings include similar information (information about college, department, job, DEI components, required and preferred skills, etc.). Ideally, the template would auto-populate based on key words (possibly include previous examples - repository); allow customization to save
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<p>3) Applicant support: Diverse applicants do not have adequate support to feel prepared for the interview process. Candidates do not receive adequate information regarding the college/unit, organizational chart, Ithaca area, etc.</p> <p>4) Mentorship: Once diverse hires start their position, there is a lack of mentorship after onboarding. There is no standard practice for hiring managers/supervisors to follow through with onboarding success plans.</p>	<p>system-wide overhead and maintain consistency.</p> <p>g) Make sure Business Titles match industry standards and will support career growth. Titles matter- Responsibilities/workload may not be reflected in the Cornell-specific titles.</p> <p>3) Ensure that all applicants feel prepared for the interview process –</p> <p>a) Create a standard practice to share relevant information with candidates when they are scheduled for interviews as necessary - access to a longer, full job descriptions, org chart.</p> <p>b) Create a standard practice for candidates to receive interview feedback if they desire. Edit the current rejection email for candidates who are interviewed to include a contact they can reach out to for feedback.</p> <p>4) For new hires, promote a newly-hired mentorship program, matching new-hires with someone from a different department/college with similar interests/backgrounds so that information/advice outside of the job function can be shared</p>
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Theme 2: Findings and Recommendations: Hiring managers and search committees
Barriers for hiring managers and search committees during the hiring process.

<p>1) Hiring managers and search committees training: HMs and SC's are not trained regarding the bias they bring into the hiring process. Unfortunately, bias—even if it is subconscious—can prevent diversity from occurring naturally in some organizations.</p> <p>2) Lack of consistent and equitable hiring practices.</p>	<p>1) Eliminate bias at each step of the hiring process.</p> <p>a) Make it a requirement for all hiring managers and search committees to go through bias training before any candidates are considered during resume review and narrowing the list down to who they want to interview.</p> <p>2) Rising Strong: Search Committees and Hiring Strategy.</p> <p>a) Develop a training module for all staff involved in interviews, similar to the faculty training module, which is required for participation in faculty searches.</p> <p>b) Mandate equitable hiring and candidate assessment for all units; hiring manager to be responsible. candidates should be assessed objectively, on potential and aptitude as well as skillset and experience.</p>
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<p>3) Diversity Value Proposition: Hiring managers (HMs) and search committees do not realize the value that diverse staff can bring to the team, college/unit, and the University.</p> <ul style="list-style-type: none"> • HMs and search committees also lack knowledge regarding the University’s affirmative action goals. • There is a preference for candidates who can hit ground running –leads to a preference for internal candidates; Minimizes the extent of orienting for new hires on Cornell culture/ landscape. • HMs don’t know how to translate the job that needs to be done into language that is attractive to diverse candidates. • HMs do not know how to identify and consider transferrable skills, especially for people with “non-traditional” professional experience. <p>4) Diversity representation: There is a lack of diversity representation in the search committee or hiring managers.</p>	<p>c) Use a standard rubric for assessment and require documentation of the assessment (to eliminate unconscious biases).</p> <p>d) Track and report on BIPOC hiring and promotion.</p> <p>e) Flexible Hiring Strategy that looks to aptitude and projected ability based on foundational skillsets.</p> <p>f) Hire with advancement and succession in mind.</p> <p>3) Expand the existing bias training for search committees to include the value of having diverse team members.</p> <p>a) Share information with hiring managers regarding the affirmative action plans and how they are tied to the hiring process.</p> <p>b) Create a best practice for when a position has an affirmative action goal and if that goal is not met in terms of the applicant data.</p> <p>c) Introduce the concept of finding a candidate who compliments a team versus one who fits the team. Incorporate the following items into a new training for hiring managers and search committees.</p> <p>d) How to write effective job postings that are attractive to diverse talent.</p> <p>e) How to identify and consider transferrable skills; especially for people with a “non-traditional” professional experience.</p> <p>4) Encourage a standard practice to diversify the search committee.</p> <p>a) Option - require someone from our diversity councils to be on search committees. Finding a way to develop a strategy for the participation of those from diverse populations so that they are not overtaxed until there is a critical mass. This could include incentives and/or dedicated time to participate. Monitoring the amount of hours our BIPOC staff are being asked to participate annually.</p> <p>b) Option - engage those who have previously served on search committees to recommend transitional strategies.</p>
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<p>5) Accountability is not built into the hiring process for hiring managers at all stages of the hiring process – writing attractive job postings, broadening the search.</p> <p>6) Inclusive Interviewing: Hiring managers and search committee members are not trained on proper interview etiquette. Not all hiring managers are trained in asking appropriate interview questions and how to be more inclusive during the process.</p>	<p>5) Hold managers accountable for broadening the search. Create a standard process/practice for searches to have a consistent sourcing strategy for diverse pipelines.</p> <p>6) Expand the inclusive interview guide and create a best practice to use it. Consider expanding the guide to include considerations for accessibility, pronouns, religions, dress code, etc. Examples:</p> <ul style="list-style-type: none">a) Being transparent - share information regarding interview attire. Dismantling business professional dress code expectations, allowing folks to dress comfortably and perhaps business casual or even casual to in-person interviews.b) Person of size considerations<ul style="list-style-type: none">i) Do not require any extensive walking outside – bring all interviewers to one room to meet the candidate, do not make the candidate go to other people’s spaces to interview. Give candidate options on walking tours and other accommodations. All tours should be done in a vehicle that can accommodate a person of size (not every personal vehicle can accommodate a person of size comfortably).ii) Do not plan any meals as part of the interview or force any candidates to share a meal with a group.iii) Be sensitive to accessibility needs. When flying candidates to interview, ask if they would like us to purchase a second seat for them if we have restrictions of which airline they can use, not all airlines are the same. Let them choose what airline they would like to use (Southwest, which flies to Rochester has a person of size policy and the second seat is free of charge). Make sure there are chair options that are not restrictive (no arms) in all interviewing spaces and that they are easily accessible to candidates.c) Now that many interviews are held online, you also need to include more time in interviews for screen freezing and any technical issues that might come up.
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<p>7) Onboarding plans: Once hired, hiring managers do not create and follow through on appropriate onboarding plans.</p> <p>8) Lack of consistent and inclusive on-boarding process.</p>	<p>7) Create a best practice for hiring managers to create and follow through on onboarding plans to ensure success for new hires.</p> <p>8) Rising Strong recommendation: Onboarding model.</p> <ul style="list-style-type: none"> a) Mimic the onboarding model used for faculty and executive leaders: provide incoming BIPOC employees with an onboarding sponsor/buddy or team/mentor network. <ul style="list-style-type: none"> i) Re-institute new hire survey to assess what’s working and what needs attention. ii) Conduct Stay interviews as a way to proactively approach retention of BIPOC employees (see below for more information in the Retention section or Rising Strong.) iii) Connect to community organizations such as Business Leaders of Colors to build out onboarding resources to share with new BIPOC employees. b) Establish mentor program leveraging current BIPOC employees c) Face-to-face in person or virtually personalized onboarding experience as a standard practice (could be with HR rep or member of the department) d) Standardized the practice of employees getting to know their HR rep early in the hiring process, creating a strong foundation with HR.
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Theme 3: Findings and Recommendations: Institutional hiring practices and process
Institutional practices as barriers and recommendations during the hiring process

<p>1) Diverse Workforce Planning: There is a general lack of planning related to the hiring process. Hiring managers do not consider the recruitment and hiring process to be an important component of their position. Hiring managers have a need to fill the position as soon as possible. Therefore, they do not have the time or the inclination to really consider the needs of the department and update the job description accordingly. This need to fill the position ASAP also</p>	<p>1) Hiring managers need to incorporate and focus on diverse workforce planning as a key responsibility of their role. We recommend an annual process for workforce planning. We recommend that managers take succession planning one step further - we should add institutional memory initiative/practice into people’s positions – possibly incorporate this into the annual performance dialogue.</p>
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impacts the outreach efforts and the selections process.

- 2) Leveraging Internal Talent: As a general practice, when there is a vacancy, the only option considered is to post the position for external applicants. Hiring managers do not consider that there may be other ways to meet the immediate needs of the team. How do we leverage internal talent and options such as GIGs and succession planning?
- 3) Interview Process: Cornell interview processes are very lengthy. Cornell's interview process tends to focus on skillset related to the field. Interview questions do not generally focus on motivation, the candidate's ability to be inclusive, etc.
- 4) Interview Experience: Cornell has large interview panels which can be intimidating for diverse applicants. Interviews also consist of items that are not generally a responsibility of the role such as presentations.

- 2) The below list is integral to the intake meeting between the hiring manager and HR. Hiring managers should meet with their HR reps when there is a vacancy to determine the needs of the department and discuss the best way to meet those needs. Does the position need to be filled as is or can it be adapted? Are there internal resources that can help meet the needs of the department – GIGs? What about those individuals who have completed Cornell specific programs (certification programs, etc.) and are ready for the next step in their career– how can we make managers aware of these individuals?
- 3) We need to really consider the purpose of the interview – what is our goal? Is it put a candidate on the spot or to really get to know them, their motivation, and their background? If latter, then we should start a new practice where we provide the interview questions in advance so candidates can be prepared. This will lead to a more meaningful conversation as candidates will be more thoughtful in their responses. Another positive is that the types of questions we ask indicate what we are looking for.
- 4) If we are competing for talent, we need to provide a good experience for candidates. Think through who is actually making the decision. Does the candidate have to go through a large panel interview – especially when the hiring manager is making the decision. Can we trust our hiring managers to actually make the decision? Maybe think through the purpose of each interview group/panel – make them more focused. It should be rare that someone is here all day for an interview – this should be a best practice. Provide a consistent experience regardless of position level or title.
 - a) Consider separating SME roles from manager roles. Have managers be responsible for the hiring process. If the person is the manager, doesn't need to be the subject matter expert. Possible restructuring of units/departments.

<p>5) Interview feedback: Diverse applicants do not receive any feedback after the interview process has been completed.</p> <p>6) Diverse Sourcing Strategy: There is no standard practice for hiring managers to bring forth a certain percentage of diverse candidates forward for the interview rounds.</p> <p>7) Organizational Diversity: There is a tendency of narrowing diverse candidates to DEI roles. We hire people with a minoritized background to handle DEI work.</p>	<p>Carving out more time for managers to manage within the description.</p> <p>5) Incorporate accountability/justification for hiring decision.</p> <p>a) Each hiring manager or search committee member needs to be able to justify their recommendation/hiring decision as unbiased. Tie a consistent Qualtrics survey to search closure form. Surveys should be developed for each job profile.</p> <p>b) A best practice should be created for all internal candidates to received feedback on their interviews.</p> <p>6) Prior to posting, a posting and sourcing strategy should be in place. All positions should meet the availability goals prior to proceeding to the interview stage. When the availability of underrepresented candidates is not met, the application period should be extended to allow for additional sourcing. In special circumstances managers can submit a justification to HR for approval to proceed absent meeting goals only if a posting and sourcing strategy was in place and due diligence was completed to increase the representation of the pool through additional efforts.</p> <p>7) When looking at the representation of a college or unit it is important that all roles and levels of the organization include diversity. DEI effort needs to be incorporated in all job descriptions. Leadership should include efforts to diversifying the organization as a whole through annual staffing and succession planning.</p>
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Theme 4: Findings and Recommendations: Systemic findings during the hiring process

<p>1) Language: We adopt languages without clear thinking – we are perpetuating systems that are not inclusive. For example, there is a negative connotation to the term GIG (GIG economy of abusive practices) - GIG employees outside of Cornell are typically thought of as lower-class. Managers at Cornell also look at GIGs as pejorative.</p>	<p>1) Like many institutions, Cornell has developed its own language. While this may make sense to everyone already working at Cornell, if we want to attract people who are different to the status quo, they need to understand what is expected from the get-go – not be left confused by unnecessary jargon. We should adapt more inclusive language that attracts diverse talent. Examples:</p> <p>a. consider changing the name for GIGs and other systems that might not be inclusive.</p>
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<p>2) Remote work: Cornell does not consider different types of working models to attract diverse applicants (remote work, etc)</p> <p>3) Applicant Tracking System (Workday) barriers</p> <ul style="list-style-type: none"> • There is a lack of transparency of salary range by demographics • No ability to view applications without personal information <p>4) The Cornell Application - Allows for only binary gender identification; applicants have difficulty uploading documents – people cannot edit after submission; in terms of racial identity, the options need to be expanded to be more inclusive; pronouns are not included as part of the application process.</p>	<ul style="list-style-type: none"> b. Reminders to not use acronyms or provide a short list (3-5) what they are and its importance to the role. c. Match job titles to industry standards d. Incorporate DEI language in the application process <p>2) To attract diverse candidates, create more jobs that do not require moving to Ithaca. Ensure that team building becomes a standard part of how we move forward. This will allow team members from remote work to really connect</p> <p>3) Workday postings and application capabilities</p> <ul style="list-style-type: none"> a. Be transparent and post salary ranges for all postings. b. Explore if Workday has the capability of assessing CVs without including any personal information. This is an effective way of removing bias against diverse applicants during the initial screening phase. This ensures that the hiring manager and the search committee does not see names, schools, locations, and date of birth, ensuring assessors’ decisions only account for the skills and experience of the candidate – the things that matter. c. Building into experiential learning real technology-based tools that students/faculty create to help university narrow the gaps in recruitment and hire process. d. For internal talents: Use technology to create an “opportunity generator”. Leverage faculty who specialize in knowledge management to create a searchable database automatically from applications of hired people. Take advantage of campus talents. <p>4) Cornell application recommendations</p> <ul style="list-style-type: none"> a. Expand the Cornell application to allow for expanded gender identification categories. b. In our application, check that the messages and instructions displayed throughout the application are friendly and inclusive, not overly formal, and punitive. c. Design the application process in a simple way that does not confuse or frustrate applicants. d. Include a space for applicants to include their pronouns.
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<p>5) Temporary Employment policy impedes diversity-centered hiring practice - Temporary opportunities do not have to be posted and thus are a way for local people to get their foot in the door, gain the experience they are lacking, and build relationships. Subsequently, the temporary employee is then hired into a regular position; continuing a loop that takes away diversity-hire opportunities that should be open for all types of positions."</p> <p>6) Funding Barriers: No funding for outreach efforts/recruitment; travel expenses are generally not covered for interviews; uncompensated presentations/programs/workshop; lack of relocation for new hires.</p> <p>7) Data Analytics: We do not use information gathered from exiting staff to improve our hiring processes</p>	<p>5) Come up with a standard process/practice to address the issues with temporary employment.</p> <p>6) The hiring process should be considered an investment into identifying and selecting top talent. Therefore, funding should be made available for outreach efforts, for applicants to travel for interviews, for relocation expenses, etc. Can candidates be compensated for providing free seminars and workshops as part of the interview process?</p> <p>7) Follow-up with exited staff to find out "what better looks like" whereas the exit interview often focuses on "what didn't go well". Expand the current exit interview process</p>
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Categorized Recommendations

Quick wins (within 3 months)

Theme 1: Recommendations: Candidate experience

- 2) Job posting recommendations
 - a. Center DEI language and goals in all descriptions and announcements – emphasize that DEI is a part of everyone’s responsibility.
 - b. Provide a space for a land acknowledgment with the location description, letting folks know on who’s traditional and unceded land they will be working (and perhaps living)
 - c. Job postings should avoid being too heavy on required experience/ skills to ensure people (especially women) do not opt out of applying.
 - d. Include relevant information in job posting to attract diverse talent: salary range, Hours/shifts, salary differentials, etc.
- 3) Ensure that all applicants feel prepared for the interview process –
 - a. Create a standard practice to share relevant information with candidates when they are scheduled for interviews as necessary - access to a longer, full job descriptions; org chart
 - b. Create a standard practice for candidates to receive interview feedback if they desire. Edit the current rejection email for candidates who are interviewed to include a contact they can reach out to for feedback.

- 4) For new hires, promote a newly-hired mentorship program, matching new-hires with someone from a different department/college with similar interests/backgrounds so that information/advice outside of the job function can be shared

Theme 2: Recommendations: Hiring managers and search committees

- 1) Eliminate bias at each step of the hiring process.
 - a. Make it a requirement for all hiring managers and search committees to go through bias training before any candidates are considered during resume review and narrowing the list down to who they want to interview.
- 2) Expand the existing bias training for search committees to include the value of having diverse team members.
 - a. Share information with hiring managers regarding the affirmative action plans and how they are tied to the hiring process.
 - b. Create a best practice for when a position has an affirmative action goal and if that goal is not met in terms of the applicant data.
 - c. Introduce the concept of finding a candidate who compliments a team versus one who fits the team. Incorporate the following items into a new training for hiring managers and search committees.
- 3) Encourage a standard practice to diversify the search committee.
- 5) Expand the inclusive interview guide and create a best practice to use it. Consider expanding the guide to include considerations for accessibility, pronouns, religions, dress code, etc.

Theme 3: Recommendations: Institutional practices

- 2) Hiring managers should meet with their HR reps when there is a vacancy to determine the needs of the department and discuss the best way to meet those needs.
- 5) Incorporate accountability/justification for hiring decision.
 - a. Each hiring manager or search committee member needs to be able to justify their recommendation/hiring decision as unbiased. Tie a consistent Qualtrics survey to search closure form. Surveys should be developed for each job profile.
 - b. A best practice should be created for all internal candidates to received feedback on their interviews.

Theme 4: Recommendations: Systemic

- 3) Workday postings and application capabilities
 - a. Be transparent and post salary ranges for all postings.
- 7) Follow-up with exited staff to find out “what better looks like” whereas the exit interview often focuses on “what didn’t go well”. Expand the current exit interview process.

High Impact/Low Effort (6 – 12 months)

Theme 1: Recommendations: Candidate experience

- 4) Job posting recommendations
 - e. Job postings need to include language that invites diverse talent. We need to train our hiring managers and HR partners on how to create attractive job postings.
 - f. Create a standard, centrally-managed ad template so that all postings include similar information. Ideally, the template would auto-populate based on key words; allow customization to save system-wide overhead and maintain consistency.
 - g. Make sure Business Titles match industry standards and will support career growth.

Theme 2: Recommendations: Hiring managers and search committees.

- 2) Expand the existing bias training for search committees to include the value of having diverse team members.
 - d. Create a training and teach hiring managers how to write effective job postings that are attractive to diverse talent.
 - e. Expand the hiring manager and committee training to include how to identify and consider transferrable skills; especially for people with a “non-traditional” professional experience.
- 4) Hold managers accountable for broadening the search. Create a standard process/practice for searches to have a consistent sourcing strategy for diverse pipelines.
- 6) Create a best practice for hiring managers to create and follow through on onboarding plans to ensure success for new hires.

Theme 3: Recommendations: Institutional practices

- 3) We should start a new practice where we provide the interview questions in advance so candidates can be prepared.
- 4) Trust our hiring managers to actually make the decision? Maybe think through the purpose of each interview group/panel – make them more focused. It should be rare that someone is here all day for an interview – this should be a best practice. Provide a consistent experience regardless of position level or title.

Theme 4: Recommendations: Systemic

- 1) We should adapt more inclusive language that attracts diverse talent. Examples:
 - a. Consider changing the name for GIGs and other systems that might not be inclusive.
 - b. Reminders to not use acronyms or provide a short list (3-5) what they are and its importance to the role.
 - d. Incorporate DEI language in the application process.
- 2) Create more jobs that do not require moving to Ithaca.
- 3) Workday postings and application capabilities
 - b. Explore if Workday has the capability of assessing CVs without including any personal information. This is an effective way of removing bias against diverse applicants during the initial screening phase.
- 4) Cornell application recommendations
 - a. Expand the Cornell application to allow for expanded gender identification categories.
 - b. In our application, check that the messages and instructions displayed throughout the application are friendly and inclusive, not overly formal, and punitive.
 - c. Design the application process in a simple way that does not confuse or frustrate applicants.
 - d. Include a space for applicants to include their pronouns.
- 5) Come up with a standard process/practice to address the issues with temporary employment.

High Impact/High Effort (>1 year)

Theme 1: Recommendations: Candidate experience

- 1.) Further the Cornell brand to emphasize Cornell as an employer of choice. Improving our value proposition and articulate clearly all of the employment benefits (total compensation), including

ways for attracting, engaging, and nurturing underrepresented talents so that candidates can assess readily whether Cornell is somewhere they will belong.

- a. Create a general website similar to the prospective students site for prospective employees. This site will include all the relevant information that a possible candidate would be interested in – information about Ithaca, links to colleges and units, benefits information.

Theme 3: Recommendations: Institutional practices

- 1) We recommend an annual process for workforce planning. We recommend that managers should add institutional memory initiative/practice into people's positions – possibly incorporate this into the annual performance dialogue.
- 4) Candidate experience.
 - a. Consider separating SME roles from manager roles. Have managers be responsible for the hiring process. If the person is the manager, doesn't need to be the subject matter expert. Possible restructuring of units/departments. Carving out more time for managers to manage within the description.

Theme 4: Recommendations: Systemic

- 1) c. Match job titles to industry standards
- 3) c. Building into experiential learning real technology-based tools that students/faculty create to help university narrow the gaps in recruitment and hire process.
 - d. For internal talents: Use technology to create an "opportunity generator". Leverage faculty who specialize in knowledge management to create a searchable database automatically from applications of hired people. Take advantage of campus talents,
- 6) Funding should be made available for outreach efforts, for applicants to travel for interviews, for relocation expenses, etc. Can candidates be compensated for providing free seminars and workshops as part of the interview process?

DEI Topic: Rising Strong

Lead (Discovery): Maria Wolff

Core Team (Discovery): Brenda Rodriguez, Nishi Dhupa, Patricia Gonzalez, Hei Hei Depew, Susan Lin, Angelica Carrington

Recommendations: Joe Rowe, Jada Hamilton, Davina Desnoes, Taylor Shuler, Jennifer Majika, Trisica Monroe, Tarek Chams, Chris Rogers, Lynda Inseque, Rehana Huq, Akua Akyea, Nakeschi Watkins, Andrea M. Rose, Savannah Bao

Sponsors: Mary Opperman, Lynden Archer

Business Goal/Objective *(What is the purpose? What is the organizational need? What is the problem to be solved or the opportunity?)*

General Info:

- Rising Strong is a program developed to promote and support the sense of belonging with a focus on succession of diverse staff across the university.

Purpose:

- To enhance retention of staff, participants will explore their career opportunities using a variety of resources.

The CNG Women and Men of Color Rising Strong subcommittee gathered information to gain insight into career-related experiences from BIPOC employees. We have collated and synthesized this information to provide suggestions to assist the University as it works to address challenges that BIPOC employees face when it comes to career advancement. These short and long-term recommendations are centered around individual empowerment, supervisor/manager training and accountability, and organizational changes that will facilitate the goal of equitable BIPOC career advancement, and retention. The CNG subcommittee stands ready to provide further information and assistance as this process moves forward.

Theme 1: Findings and Recommendations - Career Advancement, Organizational Focus

Barriers	Recommendations
<p>1. Lack of clarity with Career Paths and Internal Mobility</p>	<ul style="list-style-type: none">1. Internal Mobility<ul style="list-style-type: none">a. Roadmap for Success (help staff plan for their professional growth)<ul style="list-style-type: none">i. Provide guidance on how to advance in careers and show employees how the job families and bands work.b. Offer career specific/position specific training within job families, with special focus on positions with higher BIPOC representation (i.e. Residential Life)<ul style="list-style-type: none">i. Create a project/skill-based opportunity pathway for BIPOC and other employees.ii. Leverage and enhance GIG-marketplace by creating development-oriented gigs to provide hands-on development within certain positions or functions. Assess outcome of GIG experience and intentionally guide employee to further success.c. Career-specific mentoring. Build relationships across difference: mentor groups should not just consist of BIPOC mentors.<ul style="list-style-type: none">i. Create opportunities for leadership development, exposure to mentors, etc.ii. Create a career advising/mentor program for BIPOC staff – with managers and senior leaders. (See detail in the Leadership development section.)d. Create a program of Senior Leader sponsorships through an Administrative Fellows' program (see below for more information in the leadership section)e. 5% of position description dedicated to development.f. Focus on increasing staff visibility – story-telling, sharing successes across organizational boundariesg. Create and advertise a consistent and equitable promotion process.

2. **Access to leadership & professional development opportunities are not equitable**

- h. Increase awareness of Staff Development Day to help educate staff identify opportunities.
- 2. Leadership & Professional Development
 - a. Provide more opportunities for CNG to be involved in university wide decision making.
 - b. Increase awareness of Staff Development Day to help educate staff on opportunities.
 - c. Leverage the women and men of color CNGs, which include 20% of Cornell's BIPOC community and expanded purpose:
 - i. Serve as a task force/problem-solving think tank for Cornell leadership.
 - ii. Create a mentorship structure, providing a reciprocal mentor-mentee match for each new BIPOC employee and other longer-term BIPOC employees who wish to join a mentorship program. This would give informal, social support and a sense of Belonging. It would not replace more career-specific mentorship (not limited to BIPOC mentors) provided through the HR framework.
 - iii. Provide the CNGs with a budget so that they can offer meaningful professional development and mentorship opportunities.
 - d. Identify BIPOC employees holding positions more typically held by non-minorities to understand their career trajectory better. Utilize this information to help with career advancement for all BIPOC employees.
 - e. Allocate department-level funding for professional development.
 - f. Create an **Administrative Fellows' program** to link BIPOC staff seeking advancement with administrative leaders as sponsors.
 - i. Employees would be eligible after XX years of service

3. Lack of a clear retention strategy

- ii. Would provide connections for BIPOC staff across units and functional areas.
- iii. Provides tools for advancement and leadership training.
- iv. Regular meetings and Continuing Education presentations for fellows

3. Retention Strategies
- a. Pay more attention to the first 90 days of employment, provide more support and opportunities to build connections.
 - b. Focus on provide career growth opportunities for medium to long-term retention.
 - c. Leverage existing resources (CNGs and tools) to provide network of support for new and current BIPOC employees.
 - d. Provide retention specialists to work with individual colleges/units with a proactive focus on retention. These individuals would serve the role of a neutral third party, share data and work with employees, managers and leadership around career development, workplace climate issues, inequity, a sense of Belonging, etc.
 - e. Focus on increasing knowledge of and access to mentorships, career advising, professional development programs.
 - f. Data gathering
 - i. Review exit data on exiting staff of color to guide targeted retention strategies.
 - ii. Introduce Stay interviews as a way to proactively approach retention of BIPOC employees (see below for more information in the Retention section)
 - iii. Leverage Belonging at Cornell data to better understand retention issues for BIPOC.

Theme 2: Findings and Recommendations - Career Advancement, Manager Focus

Barriers	Recommendations
<p>1. Managers are not held accountable for developing staff or supporting development goals</p> <p>2. Staff do not feel safe sharing feedback about manager for fear of repercussion</p> <p>3. Lack of comfort/ability hiring, managing and developing equitably across difference</p>	<p>1. Accountability:</p> <ul style="list-style-type: none"> a. Include an area for managers on PD to set a goal around employee development, who on their team got development and what it looked like as well as who didn't get developed and why. b. Manager "score card," with one metric being an assessment of success with developing and advancing staff. c. 360-feedback mechanism to include assessing how successful managers are at helping staff advance at Cornell. <p>2. Feedback Mechanism:</p> <ul style="list-style-type: none"> a. Establish non-digital anonymous drop-box so all staff have the opportunity to provide feedback that is acted on. b. Establish entity at Cornell that has the authority to do something productive and constructive with the information (see retention strategy) c. Where reporting ratios prevent anonymous feedback from an employee, provide an alternate pathway for feedback. <p>3. Manager Training:</p> <ul style="list-style-type: none"> a. Require and provide equal access to training for all managers. b. Build on current trainings with BIPOC/CNG input related to inclusion. c. Build trainings to focus on bias and managing equitably across difference (full list included in manager success section). d. BIPOC advisors (CNG) to provide guidance for inclusive training content. e. Require trainings with annual CEU requirements.

<p>4. Individuals who are technically strong are promoted into manager positions but don't really want to manage (not all people should be managers)</p> <p>5. Managers don't want to lose people, so they don't develop their staff for new roles.</p> <p>6. Managers lack the skills and support they need to be effective managing equitably and across difference.</p>	<p>4. Career Path options for Managers</p> <ul style="list-style-type: none"> a. Create alternate "job pathing" options for managers to step away from managing if no longer successful in their role. a. Create a manager pipeline program that include scenario based assessments that help determine manager skillsets b. Provide funding for training those in the pipeline. c. Provide funding and time for individuals to participate in program. d. Build in re-engagement opportunities (follow-ups post trainings that will help managers connect, continue learning from each other.) <p>5. Recognition for Managers</p> <ul style="list-style-type: none"> a. Establish a formal recognition program, sponsored by leadership, for managers who support staff development and advancement, especially when it results in staff moving to a new department or unit within Cornell. b. Highlight managers who are excelling at developing their staff in public forums, in person and on-line. c. Identify managers who are doing a great job and ask them to share best practices and serve as mentors for other managers. <p>6. Development for Managers: Manager Success Program *Managers need to be managers*</p> <ul style="list-style-type: none"> a. Oversight and expectations for Managers <ul style="list-style-type: none"> i. Identify a central resource or oversight office focused on managers. ii. Create standard expectations for the role of manager across campus and include in every job description. iii. Hold managers accountable through performance management.
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b. Enhance Support

- i. Provide clear definition, management training, and coaching for those in the manager role (see detail in the proposed Manager Success Program below)
- ii. Require a dedicated percentage for staff management in each manager's job description (relative to the number of staff being managed)

c. Training

- i. **Require** training for all managers and provide equal access for managers to attend, hold accountable through Performance Dialogue.
- ii. Annual CEU requirements for all managers.
- iii. Build on current trainings with BIPOC/CNG input related to inclusion.
- iv. Build trainings to focus on bias and managing equitably across difference (full list included in manager success section)
- v. BIPOC advisors (CNG) to provide guidance for inclusive training content.

d. Specific trainings to include:

- i. Self - evaluation
- ii. Understanding the BIPOC experience and how to be more inclusive
- iii. Belongingness and retention of BIPOC employees
- iv. How to establish psychological safety
- v. Diversifying applicant and candidate/pools
- vi. Understanding bias and fear around hiring
- vii. Managing equitably across difference
- viii. Supporting employee career development and advancement
- ix. Giving honest and respectful feedback
- x. How to coach and mentor

e. Accountability

- i. Hold managers accountable for high regrettable turnover, problematic workplace climate and sense of belonging.
- ii. Hold managers accountable for supporting staff development as part of the performance management process.
- iii. Include manager specific performance measures in Performance Dialogue.
- iv. Hold managers accountable for having regular conversations with staff about their development interests and knowing what employees are doing for their own career advancement and encourage.
- v. the use of GIGs, mentorship, and learning opportunities.
- vi. Develop a manager scorecard. If the manager does not score well, provide remedial training or reassignment to a different role.
- vii. Where managers have a poor track record, provide employees with alternate support, particularly in the area of career advancement.

f. Pipeline development program for managers

- i. Develop a Pipeline development program for future managers, x% should be BIPOC.
- ii. Program should include purposeful training, mentoring and hands-on development opportunities.
- iii. Provide time for individuals to attend and additional support to departments with individuals in pipeline program.

Theme 3: Findings and Recommendations - Career Advancement, Individual Focus	
Barriers	Recommendations
<p>1. Individuals lack access to information and opportunities.</p> <p>2. Individuals lack the support they need to advocate for their career advancement and development.</p>	<p>1. Increase Awareness and Access to Information: Shared Expectations around career development.</p> <ul style="list-style-type: none"> a. Share information about GIGs, mentorship opportunities, and development opportunities widely and consistently. b. Encourage managers to actively support staff development and help staff find appropriate development opportunities based on career aspirations or advancement interests. c. Make individual development for aspirational roles a part of annual goal setting for all employees. d. Provide a safe way for staff to share feedback with higher-level management regarding any challenges with their direct supervisors – through a Central HR advocacy and guidance structure or retention specialists. e. Transparency into what funds are within the unit or university for career development opportunities. Make clear who is in charge of the funds, what type of budgets exists and how staff access the funds. <p>2. Time and Support for Career Development and Advancement</p> <ul style="list-style-type: none"> a. Create a Career Development Policy b. As a campus standard, allocate a percentage of time (5%) in the staff position description to focus on professional development. c. Provide retention specialists to help with career decisions and conflict management. These would serve the role of a neutral third party, working with employees and managers around workplace climate issues, inequity, a sense of Belonging, etc. They would also guide how best to initiate conversations

<p>3. Roles and responsibilities related to career advancement for staff and managers are not clearly defined</p>	<p>with the manager about development/career interests.</p> <p>d. Cover the topic of career development in trainings for employees and managers.</p> <p>3. Define Individual and Manager Roles Related to Career Development and Advancement</p> <p>a. Clearly define the roles and responsibilities related to career advancement for employees and managers.</p> <p>b. Build accountability for managers and employees into the Performance management Process.</p> <p>c. Employees to complete professional profiles in Workday – make this a standard at onboarding.</p> <p>d. Employees needs to prioritize their presence in Workday and keep skills and development interests and career advancement/aspirations up to date.</p> <p>e. Workday should send automated reminders to individuals annually reminding them to update their profiles.</p> <p>f. Load Talent Profiles in Workday so others can see what development and other roles employees are interested in.</p> <p>g. Employee should ask for regular check-ins with their manager to discuss support, professional development opportunities, options for taking courses, etc.</p> <p>h. Employee needs to identify what their motivations are when it comes to work advancement and align their trajectory accordingly.</p> <p>i. Managers need to be aware that their role is to prioritize the time to talk with employees about their development goals and career interests, provide feedback, share information about resources, leverage their networks, help employee be successful in current role and to help prepare employees for future roles.</p>
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Categorized Recommendations

Quick wins (within 3 months)

Theme 1: Career Advancement, Organizational Focus

1. Internal Mobility
 - a.i. Provide guidance/information about how to advance in careers and show employees how the job families and bands work.
 - Research faculty promotion process as a potential model
 - h. Increase awareness of Staff Development Day to help educate staff identify opportunities.
2. Leadership & Professional Development
 - a. Provide opportunities for CNG to be more involved in decision making.
3. Retention Strategies
 - f. Leverage data to better understand retention issues for BIPOC (Belonging at Cornell, exit, new hire etc.)

Theme 2: Career Advancement, Manager Focus

1. Accountability:
 - a. Include a question for managers on current PD around who got development and what it looked like as well as who didn't get developed and why.
 - i. Leverage check ins functionality in Workday to focus and capture conversations dedicated to development and belonging.
3. Training:
 - a. Build on current trainings with BIPOC/CNG input related to inclusion.
5. Recognition for Managers
 - b. Highlight managers who are excelling at developing their staff in public forums, in person and on-line to focus capture conversations dedicated to development and belonging.

Theme 3: Career Advancement, Individual Focus

1. Increase awareness and access to information.
 - a. Share information about GIGs, mentorship opportunities, and development opportunities widely and consistently.
 - b. Encourage managers to actively support staff development and help staff find appropriate development opportunities based on career aspirations or advancement interests.
2. Time and support for Career development and advancement
 - d. Cover the topic of career development in trainings for employees and managers.
3. Define individual and manager roles related to Career development and advancement.
 - a. Clearly define the roles and responsibilities related to career advancement for employees and managers.
 - c. Employees to complete professional profiles in Workday – make this a standard at onboarding.
 - d. Employees needs to prioritize their presence in Workday and keep skills and development interests and career advancement/aspirations up to date.
 - g. The employee should ask for regular check-ins with their manager to discuss support, professional development opportunities, options for taking courses, etc.

High Impact/Low Effort (6-12 mos)

Theme 1: Career Advancement, Organizational Focus

1. Internal Mobility
 - b. Career specific/position specific training
 - ii. Leverage and enhance GIG-marketplace by creating development-oriented gigs to provide hands-on development within certain positions or functions. Assess outcome of GIG experience and intentionally guide employee to further success.
 - c. Career-specific mentoring. Build relationships across difference: mentor groups should not just consist of BIPOC mentors.
 - ii. Create a career advising/mentor program for BIPOC staff – with managers and senior leaders.
 - e. 5% of position description dedicated to development.
 - f. Focus on increasing staff visibility – storytelling, sharing successes across organizational boundaries.
2. Leadership & Professional Development
 - c. Leverage the women and men of color CNGs, which include 20% of Cornell's BIPOC community and expanded purpose.
 - d. Identify BIPOC employees holding positions more typically held by non-minorities to understand their career trajectory better. Utilize this information to help with career advancement for all BIPOC employees.
3. Retention Strategies
 - a. Pay more attention to the first 90 days of employment, provide more support and opportunities to build connections.
 - f. Data gathering
 - ii. Introduce Stay interviews as a way to proactively approach retention of BIPOC employees.

Theme 2: Career Advancement, Manager Focus

1. Accountability:
 - c. 360-feedback mechanism to include assessing how successful managers are at helping staff advance at Cornell.
2. Feedback Mechanism:
 - a. Establish non-digital anonymous drop-box so all staff have the opportunity to provide feedback that is acted on.
3. Training:
 - b. Build trainings to focus on bias and managing equitably across difference. BIPOC advisors (CNG) to provide guidance for inclusive training content.
5. Recognition for Managers
 - c. Identify managers who are doing a great job and ask them to share best practices and serve as mentors for other managers.

Theme 3: Career Advancement, Individual Focus

1. Increase awareness and access to information.

- c. Make individual development for aspirational roles a part of annual goal setting for all employees.
 - d. Provide a safe way for staff to share feedback with higher-level management regarding any challenges with their direct supervisors – through a Central HR advocacy and guidance structure or retention specialists.
 - e. Transparency into what funds are within the unit or university for career development opportunities. Make clear who is in charge of the funds, what type of budgets exists and how staff access the funds.
2. Time and support for Career development and advancement
 - a. Create a Career Development Policy.
 - b. As a campus standard, allocate a percentage of time (5%) in the staff position description to focus on professional development.
 3. Define individual and manager roles related to Career development and advancement.
 - b. Build accountability for managers and employees into the Performance management Process.
 - e. Workday should send automated reminders to individuals annually reminding them to update their profiles.
 - f. Load Talent Profiles in Workday so others can see what development and other roles employees are interested in.
 - i. Managers need to be aware that their role is to prioritize the time to talk with employees about their development goals and career interests, provide feedback, share information about resources, leverage their networks, help employee be successful in current role and to help prepare employees for future roles.

High Impact/High Effort (>1 year)

Theme 1: Career Advancement, Organizational Focus

1. Internal Mobility
 - b. Offer career specific/position specific training within job families, with special focus on positions with higher BIPOC representation (i.e. Residential Life)
 - d. Create a program of Senior Leader sponsorships through an Administrative Fellows' program (see below for more information in the leadership section)
 - g. Create and advertise a consistent and equitable promotion process.
2. Leadership & Professional Development
 - f. Create an Administrative Fellows' program to link BIPOC staff seeking advancement with administrative leaders as sponsors.
3. Retention Strategies
 - d. Provide retention specialists to work with individual colleges/units with a proactive focus on retention. These individuals would serve the role of a neutral third party, share data and work with employees, managers and leadership around career development, workplace climate issues, inequity, a sense of Belonging, etc.

Theme 2: Career Advancement, Manager Focus

1. Accountability:
 - a. Include an area for managers on PD to set a goal around employee development, who on their team got development and what it looked like as well as who didn't get developed and why.

- b. Develop manager "score card," with one metric being an assessment of success with developing, advancing, and retaining staff.
- 2. Feedback Mechanism:
 - b. Establish entity at Cornell that has the authority to do something productive and constructive with the information.
 - c. Where reporting ratios prevent anonymous feedback from an employee, provide an alternate pathway for feedback.
- 3. Training:
 - a. Require and provide equal access to training for all managers.
 - e. Require trainings with annual CEU requirements.
- 4. Career Path options for Managers.
 - a. Create alternate "job pathing" options for managers to step away from managing if no longer successful in their role.
- 5. Recognition for Managers
 - a. Establish a formal recognition program, sponsored by leadership, for managers who support staff development and advancement, especially when it results in staff moving to a new department or unit within Cornell.
 - i. Design, socialize and implement Pipeline development program for managers.
 - ii. Design, socialize and implement Manager Success Program.

Theme 3: Career Advancement, Individual Focus

- 2. Time and support for Career development and advancement
 - c. Provide retention specialists to help with career decisions and conflict management. These would serve the role of a neutral third party, working with employees and managers around workplace climate issues, inequity, a sense of Belonging, etc. They would also guide how best to initiate conversations with the manager about development/career interests.

DEI Topic: Wellbeing

Lead (Discovery): Jeremy Stewart, tri-chairs: Karen Williams, Patricia Gonzalez

Team (Discovery): Ray Hage, John Yates, Ben Ortiz, Joy Shri Das, Mar Pérez, Elisa Burgos, Toral Patel, Anthony Sis, Cindy Mosqueda, Akua Akyea, Ivan Solís Cruz, Jennifer Majka

Sponsors: Mary Opperman, Lynden Archer

Environmental Dimension of Wellbeing Findings and Recommendations

Objective: Creating a culture that promotes knowledge, awareness, and resources to maintain safe workplace, home, and community spaces. Recognizing the negative effects of our daily habits on the earth, we want to maximize our potential to create sustainable healthy habits for these environments and ourselves.

Barriers	Recommendations
<p>1.) Underemphasis by supervisors in creating a culture of environmental sustainability.</p> <p>2.) Inaccessible resources that promote healthy sustainable environments, i.e. local food resources</p>	<p>1) Creating a culture that supports and promotes workplace flexibility.</p> <ul style="list-style-type: none">• work-flex time, work-from-home, etc.• trainings and mandating managers to invite and hold these conversations with employees (as opposed to putting burden on employees to start those conversations)• Accountability for managers in holding and respecting these conversations and agreements. What roles require being in the Ithaca area? How far can home be? <p>2) Resources</p> <ol style="list-style-type: none">a. Trainings/Conference (How-to seminar) for CNGs on the importance of environmental sustainabilityb. Collaboration between Sustainability offices and CNGs to create initiatives on good sustainability practicesc. Create sustainability programing within CNGs<ul style="list-style-type: none">• rideshares• Community-Supported Agricultured. Creating resource pages for parents who have disabled or special needs childrene. Creating resource pages for home ownership/apartment renting: how to check if you're drinking safe water, house is up-to-code, etc.

<p>3.) Culture of inflexibility in the workplace, i.e. supervisor knowledge of workplace accommodations. Exclusive physical work environments, i.e. access to gender-affirming spaces and practices, space for different abilities and body-sizes.</p> <p>4.) Lack of institutional support for inclusive home environments, i.e. parental support, work-from-home spaces</p>	<p>f. Creating resource page for local farms and programs to get fresh food and vegetables that are cost-effective and culturally appropriate</p> <p>g. Creating resource pages for employees as caregivers, elder care</p> <ul style="list-style-type: none"> • Expand current resources available to faculty to staff as well <p>3) Culture</p> <p>a.) Creating gender-affirming spaces in all buildings</p> <ul style="list-style-type: none"> • Consistent bathroom signage/language, consistent communication, who to contact, accessibility • Review and update of current restroom map <p>b.) Adopting software that is gender inclusive across campus (dictation, surveys, etc.)</p> <p>c.) Making sustainability resources a part of on-boarding</p> <ul style="list-style-type: none"> • Resources that increase awareness on gender affirming spaces • Knowledge of local food resources • Virtual on-boarding experience that embeds these particulars into the fabric of the organization <p>4.) Inclusive Home Environments. Creating a fund to support employees who need financial resources for home-work spaces (to buy a desk, chair, etc.)</p> <ul style="list-style-type: none"> • Elevating awareness of existing funds and accommodations that do exist
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Categorized Recommendations

High Impact/Low Effort (6-12 mos)

2) Resources

- d. Creating resource pages for parents, particularly single parents or parents who have disabled or special needs children.

- e. Creating resource pages for home ownership/apartment renting: how to check if you're drinking safe water, house is up-to-code, etc.
- f. Creating resource page for local farms and programs to get fresh food and vegetables that are cost-effective and culturally appropriate.
- g. Creating resource pages for employees as caregivers, elder care
 - Expand current resources available to faculty to staff as well.

3) Culture

- c. Making sustainability resources a part of on-boarding.
 - Resources that increase awareness on gender affirming spaces
 - Knowledge of local food resources
 - Virtual on-boarding experience that embeds these particulars into the fabric of the organization.

High Impact/High Effort (>1 year)

1.) Creating a culture that supports and promotes workplace flexibility.

- work-flex time, work-from-home, etc.
- trainings and mandating managers to invite and hold these conversations with employees (as opposed to putting burden on employees to start those conversations)
- Accountability for managers in holding and respecting these conversations and agreements. What roles require being in the Ithaca area? How far can home be?

2) Resources

- a. Trainings/Conference (How-to seminar) for CNGs on the importance of environmental sustainability.
- b. Collaboration between Sustainability offices and CNGs to create initiatives on good sustainability practices.
- c. Create sustainability programming within CNGs.
 - rideshares
 - Community-Supported Agriculture

3) Culture

- a. Creating gender-affirming spaces in all buildings
 - Consistent bathroom signage/language, consistent communication, who to contact, accessibility.
 - Review and update of current restroom map
- b. Adopting software that is gender inclusive across campus (dictation, surveys, etc.)

4) Creating a fund to support employees who need financial resources for home-work spaces (to buy a desk, chair, etc.)

- Elevating awareness of existing funds and accommodations that do exist.

Occupational Dimension of Wellbeing: Findings and Recommendations

Objective: Create and connect current resources to help BIPOC employees experience intellectual stimulation and career fulfillment while effectively managing their professional goals.

Barriers	Recommendations
<ol style="list-style-type: none"> 1. Favoritism and preferential treatment which negatively impact promotion and professional development opportunities for BIPOC employees (CNG Survey Results, 2021). 2. Not enough safe and supportive environments for BIPOC employees exist, which impact the sense of belonging of BIPOC employees. 3. Onboarding directly impacts employees' transition to the campus and their persistence at the organization, when not done comprehensively it can also negatively impact their retention. 4. External research indicates BIPOC employees experience being paid, offered raises, and promotions at a disproportionate rate in comparison to white employees. (SHRM Article) 5. When employees leave the institution, other employees are given additional tasks that are not temporary tasks and not properly compensated and/or recognized for these tasks. 6. BIPOC employees are uncompensated for invisible labor in comparison to their white colleagues (i.e. mentoring BIPOC students, serving on D&I committees, and leading D&I initiatives and conversations). 	<p>Training</p> <ol style="list-style-type: none"> 1. Required DEI training for hiring managers and hiring committees. Accountability through the Performance Dialogue. Tool to address favoritism and equity. <p>Culture</p> <ol style="list-style-type: none"> 2. Existing safe spaces for BIPOC staff include the CNGs and FSAP. Request for more funding for CNGs and hiring of more BIPOC/culturally competent FSAP counselors. Develop and implement Initiatives designed to create an environment where BIPOC employees feel safe, supported, and have a sense of belonging at the university. <p>Onboarding</p> <ol style="list-style-type: none"> 3. A clear consistent onboarding process does not currently exist at Cornell. Develop and implement required onboarding process for all staff. Include info on CNGs and Inclusive Excellence network. <ul style="list-style-type: none"> • hold HR accountable for communication during the on-boarding process (Cornell resources, purchasing home support, resources available in the community, renting options nearby, etc.). <p>Compensation</p> <ol style="list-style-type: none"> 4. Provide equitable compensation, raises, and promotional opportunities for BIPOC employees. <ol style="list-style-type: none"> a. Communicate Compensation Strategy 5. Compensate staff for additional job responsibilities when a transition is about to take place prior to the transition going into effect. If compensation is not possible, there should be a conversation about changing titles that reflect an advancement of assigned duties and responsibilities. 6. Compensation for invisible labor (university committee work, etc.) in terms of extra HAP/Vacation time, promotion, and/or raise.

Categorized Recommendations

Quick wins (within 3 months)

- 5.) Compensate staff for additional job responsibilities when a transition is about to take place prior to the transition going into effect. If compensation is not possible, there should be a conversation about changing titles that reflect an advancement of assigned duties and responsibilities.
- 6.) Compensation for invisible labor (University committee work and initiatives outside of job description) in terms of extra HAP/Vacation time, promotion, and/or raise.

High Impact/Low Effort (6-12 mos)

- 1.) Required DEI training for hiring managers and hiring committees. Accountability through the Performance Dialogue. Tool to address favoritism and equity.
- 4.) Provide equitable compensation, raises, and promotional opportunities for BIPOC employees.
 - Communicate Compensation Strategy.

High Impact/High Effort (>1 year)

- 2.) Existing safe spaces for BIPOC staff include the CNGs and FSAP. Request for more funding for CNGs and hiring of more BIPOC/culturally competent FSAP counselors. Develop and implement Initiatives designed to create an environment where BIPOC employees feel safe, supported, and have a sense of belonging at the university.
- 3.) A clear consistent onboarding process does not currently exist at Cornell. Develop and implement required onboarding process for all staff. Include info on CNGs and Inclusive Excellence network.
 - Hold HR accountable for communication during the on-boarding process (Cornell resources, purchasing home support, resources available in the community, renting options nearby, etc.)

Cultural Dimension of Wellbeing: Findings and Recommendations	
<p>Objective: Cultural wellbeing comes from being valued for the differences that define us and our beliefs, our history, and our roots. Feeling supported, seen, and valued for our whole authentic selves. It includes having the freedom to practice our own culture, and to belong to a cultural group. Cultural wellbeing helps us be who we are as individuals. Provide resources to our BIPOC employees that increase their sense of belonging by helping them feel supported by their home and work communities.</p>	
Barriers	Recommendations
<p>Theme 1: Difficulty finding culturally-specific lifestyle resources</p> <p>1.) Medical & Mental Health</p> <ul style="list-style-type: none"> • Not being able to find culturally competent practitioners. 	<p>Theme 1. Culturally-specific lifestyle resources</p> <p>1.) Medical & Mental Health</p> <ol style="list-style-type: none"> a.) Creating a training opportunity for interested practitioners to gain more cultural competence and inclusiveness. b.) Identify and assemble a list of culturally competent resources / medical and mental health practitioners with ability to recommend and rate by employees.

<p>2.) Arts & Music</p> <ul style="list-style-type: none"> • Not being able to find culturally specific arts and music events. <p>3.) Lifestyle</p> <ul style="list-style-type: none"> • Not being able to find resources for hair care, ingredients, etc. • Difficulty supporting small BIPOC-run businesses that could meet these needs due to university policies/procedures - could there be exceptions? • Diverse menu design in campus dining facilities • Authentic diverse nutrition counseling/ cooking instruction providers and offerings <p>4.) Building Community</p> <ul style="list-style-type: none"> • Finding and connecting with others when there are very few members of a cultural identity group within one's department or unit 	<p>c.) Facilitating coverage for telemedicine would expand the range of available medical and mental health professionals.</p> <p>d.) Communicating broadly that these resources exist and how to use them (for example, Teladoc)</p> <p>2.) Arts & Music</p> <p>a.) Offerings of culturally diverse classes for staff and their family offered by culturally diverse instructors (for authenticity)</p> <p>b.) Communicating broadly about the existence and dates of existing culturally diverse art & music offerings</p> <ul style="list-style-type: none"> • For example, what are the offerings at Johnson Museum? <p>c.) Facilitating the creation of and/or creating faculty and/or staff social groups revolving around culturally diverse arts and music.</p> <ul style="list-style-type: none"> • Promotions/incentives specific to staff and their family to encourage them to attend these culturally diverse art & music offerings. <p>3.) Lifestyle</p> <p>a.) Identify and assemble a list of resources with ability to recommend and rate by employees.</p> <ul style="list-style-type: none"> • Food • Catering (current list is here but outdated, some of the businesses linked no longer have active web pages, lacks listings with the Minority Owned tag) • Grocery stores; culturally specific ingredients. • Beauty/personal care • Diverse hair care; Eyebrows threading. <p>b.) Establish Community Supported Agriculture-style offerings or buying clubs for key culturally-specific ingredients and other lifestyle resources</p> <p>4) Building community</p> <p>a.) Establish policies to create exemptions from requirements that make it difficult for small business to provide services to Cornell that could meet some of the above-mentioned needs.</p> <p>b.) Create the ability to pay honorarium even if the provider is a Cornell staff member.</p>
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	<ul style="list-style-type: none"> • Can the employee appreciation portal be used to make this kind of payment for staff members doing additional labor? <p>c.) Identify and assemble a list and build awareness of or partner with external organizations that connect employees of underrepresented populations with resources, education, and support, such as local affinity groups.</p>
<p>Theme 2: Inconsistent level of cultural competencies across the University (including supervisors)</p> <ol style="list-style-type: none"> 4. Resulting in a lack of the sense of belonging. <ul style="list-style-type: none"> • The culture (root-problem) here at Cornell can marginalize people. • Lack of training for supervisors and leaders related to cultural IQ. 	<p>Theme 2: Cultural Competencies across the University (including supervisors)</p> <ol style="list-style-type: none"> 1.) Initiative to establish basic cultural competencies for all. <ul style="list-style-type: none"> • CULearn courses for supervisors and managerial staff (e.g. HR’s Employee Wellbeing at Cornell) • Staff who create the course should also be aware/educated. 2.) Add as part of professional development for supervisors. 3.) Increase CNG funding to empower them to work towards increased sense of belonging (addressing how BIPOC staff members feel in comparison to white staff)
<p>Theme 3: Policies, procedures, practices and benefits lack a culturally diverse lens</p> <ol style="list-style-type: none"> 5. No paid leave days for diverse culturally-specific holidays 6. Lack of acknowledgement for grief periods that associate with one’s culture 7. Lack of acknowledgement to culturally diverse holidays and role models 	<p>Theme 3. Policies, procedures, practices, and benefits lack a culturally diverse lens.</p> <ol style="list-style-type: none"> 1.) Review booklets, contracts and forms through the lens of inclusion (maybe use something like the Racial Equity Tool as normal policy before initiatives) <ul style="list-style-type: none"> • Administrative forms and documents like enrollment forms, beneficiary forms, dependent elections, coordination of benefits information and plan text should include language that supports same-sex partnerships and parents, as well as non-binary gender options. Employers should work with their insurer to update their program’s collaterals to reflect an inclusive culture. 2.) Acknowledgement of culturally diverse holidays and role models <ul style="list-style-type: none"> • Ability for employees to share these in a way that then gets communicated widely--transparency about inclusion being an ongoing process that requires staff input and dialogue. 3.) Ability to take paid leave days for holidays, grief periods that associate with one’s culture.

Categorized Recommendations

High Impact/Low Effort (6-12 mos)

Theme 1: Culturally Specific lifestyle resources

1.) Medical & Mental Health

- c.) Facilitating coverage for telemedicine would expand the range of available medical and mental health professionals.
- d.) Communicating broadly that these resources exist and how to use them (for example, Teladoc)

2.) Arts & Music

- b.) Communicating broadly about the existence and dates of existing culturally diverse art & music offerings
 - For example, what are the offerings at Johnson Museum?
- c.) Facilitating the creation of and/or creating faculty and/or staff social groups revolving around culturally diverse arts and music
 - Promotions/incentives specific to staff and their family to encourage them to attend these culturally diverse art & music offerings.

3.) Lifestyle

- b.) Establish Community Supported Agriculture-style offerings or buying clubs for key culturally specific ingredients and other lifestyle resources

Theme 3: Policies, procedures, practices and benefits: Culturally Diverse Lens

- 2.) Acknowledgement of culturally diverse holidays and role models (ability for employees to share these in a way that then gets communicated widely--transparency about inclusion being an ongoing process that requires staff input and dialogue)
- 3.) Ability to take paid leave days for holidays, grief periods that associate with one's culture.

High Impact/High Effort (>1 year)

Theme 1: Culturally Specific lifestyle resources

1.) Medical & Mental Health

- a.) Creating a training opportunity for interested practitioners to gain more cultural competence and inclusiveness.
- b.) Identify and assemble a list of culturally competent resources / medical and mental health practitioners with ability to recommend and rate by employees

2.) Arts & Music

- a.) Offerings of culturally diverse classes for staff and their family offered by culturally diverse instructors (for authenticity)

3.) Lifestyle

- a.) Identify and assemble a list of resources with ability to recommend and rate by employees.
 - Food
 - Catering (current list is [here](#) but outdated, some of the businesses linked no longer have active web pages, lacks listings with the Minority Owned tag)
 - Ingredients
 - Grocery stores
 - Beauty/personal care
 - Diverse hair care
 - Eyebrows threading

4.) Building community

- a.) Establish policies to create exemptions from requirements that make it difficult for small business to provide services to Cornell that could meet some of the above-mentioned needs
- b.) Create the ability to pay honorarium even if the provider is a Cornell staff member.
 - Can the employee appreciation portal be used to make this kind of payment for staff members doing additional labor?
- c.) Identify and assemble a list and build awareness of or partner with external organizations that connect employees of underrepresented populations with resources, education, and support, such as local affinity groups within the larger community.

Theme 2: Level of Cultural Competencies

- 1.) Initiative to establish basic cultural competencies for all.
 - CULearn courses for supervisors and managerial staff (e.g. HR's Employee Wellbeing at Cornell)
 - Staff who create the course should also be aware/educated.
- 2.) Add as part of professional development for supervisors.
- 3.) Increase CNG funding to empower them to work towards increased sense of belonging (addressing how BIPOC staff members feel in comparison to white staff)

Theme 3: Policies, procedures, practices, and benefits: Culturally Diverse Lens

- 1.) Review booklets, contracts, and forms through the lens of inclusion (maybe use something like the [Racial Equity Tool](#) as normal policy before initiatives)
 - Administrative forms and documents like enrolment forms, beneficiary forms, dependent elections, coordination of benefits information and plan text should include language that supports same-sex partnerships and parents, as well as non-binary gender options. Employers should work with their insurer to update their program's collaterals to reflect an inclusive culture.

Mental Dimension of Wellbeing: Findings and Recommendations

Objective: Mental wellbeing is defined as a person’s condition with regard to their psychological and emotional well-being, “a state of well-being in which the individual realizes their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community” (World Health Organization). Mental health is an extremely important aspect of our everyday life and it can be influenced by work and other factors. By being able to prioritize one's mental health, one can expect to feel that they belong, being able to balance their stress levels, be productive, and happy at work and outside of work.

We have noticed that there is a lack of support for mental health at Cornell University, particularly when it comes to the Black, Indigenous, and People of Color (BIPOC) community. For example, the knowledge on how to serve the BIPOC community from the Faculty and Staff Assistance Program (FSAP) is extremely limited and the resources are as well. Not to mention the limitation of providers that have working knowledge or experience on how to support the BIPOC community in the Ithaca area.

The purpose of this team was to highlight some of the barriers that the BIPOC community currently faces and share some recommendations to provide support.

Barriers	Recommendations
<p>1.) Being overworked and putting it on oneself to determine and plan self-care. (ie.. invisible labor task)</p>	<p>Proactive Wellness</p> <p>1.) Developing a mental health stipend *high priority recommendation*</p> <ul style="list-style-type: none"> • Funds to be used towards covering a mental wellbeing resource (spa day, supplies for journaling/arts, apps like meditation, happy light, outdoor equipment) • Have a process where staff submit expenditures to be covered by a wellbeing fund. Understanding that there might be limitations on what the funds can be used for, there can be a list of items that are approved and not approved expenditures. • Determine how much funds we will have to figure out what the “limit” will be per person. For example, if we have \$1,000 each, the staff applies and they only use \$200, then they are able to apply again until they run out of funds. • This can be an access fund to be used within the academic/calendar year. • Staff can also opt to give the funds back into the access fund pool for other staff members to use. • Proactive wellness - completing different tasks that are beneficial to your health in one academic/calendar year. There will be a point system and individuals can be awarded extra funds with each point earned. <ul style="list-style-type: none"> ○ For example, doing a wellness check or a physical (1 point), a dentist check (1point), optometrist (1point), 1 therapy session (1point), etc. ○ People can be awarded \$X for each point.

<p>2.) Only having one POC as a counselor/therapist in the FSAP with knowledge and understanding on how to serve the BIPOC community</p> <p>3.) The Wellbeing Guide and its resources not being shared widely with the BIPOC communities.</p> <ul style="list-style-type: none"> • Lack of understanding about the Wellbeing Guide. • Wellbeing not being prioritized in onboarding process *high priority barrier* 	<p>1b.) Developing a program like EARS for staff. BIPOC + EARS = BEARS.</p> <ul style="list-style-type: none"> • Opportunity to check in with one another, share how one feels, share and refer to resources. • Have a list of names on who you can talk to • It can be hard for men of color to talk about emotion, this can assist in developing a relationship with a peer, share more about what is happening and for BEARS to be able to refer when necessary. • Having scheduled group and/or individual sessions with BEARS <p>1c.) Develop a committee to organize social events for the BIPOC community.</p> <ul style="list-style-type: none"> • Following COVID-19 safety guidelines <p>Multi-Identity approach for counselors/therapists</p> <p>2.) Hiring more counselors/therapists that have a multi identity approach.</p> <ul style="list-style-type: none"> • having the BIPOC community involved in hiring. <ul style="list-style-type: none"> ○ The individual(s) that is hired does not have to identify within the BIPOC community, but rather, truly have experience working with the BIPOC community and have a focus on multi identity therapy/counseling approach to truly provide a service to the multifaceted community. • Create list of approved mental health professionals. <ul style="list-style-type: none"> ○ BIPOC community that has seen the health professionals can share their experience so other folx can access them as well. • Therapist that is able to work with BIPOC men. <p>Onboarding</p> <p>3.) Include the Wellbeing Guideline as part of the onboarding process.</p> <ul style="list-style-type: none"> • Fully explaining what the Wellbeing Guide is and how it can be used. • Being able to meet with a wellness coach. <ul style="list-style-type: none"> ○ Making it more part of the onboarding process
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Categorized Recommendations

High Impact/Low Effort (6-12 mos)

1.b) Developing a program like EARS for staff. BIPOC + EARS = BEARS.

- Opportunity to check in with one another, share how one feels, share and refer to resources.
- Have a list of names on who you can talk to
- It can be hard for men of color to talk about emotion, this can assist in developing a relationship with a peer, share more about what is happening. BEARS to be able to refer when necessary.
- Having scheduled group and/or individual sessions with BEARS

1.c.) Develop a committee to organize social events for the BIPOC community.

- Following COVID-19 safety guidelines

3.) Include the Wellbeing Guideline as part of the onboarding process.

- Fully explaining what the Wellbeing Guide is and how it can be used.
- Being able to meet with a wellness coach.
 - Making it more part of the onboarding process

High Impact/High Effort (>1 year)

1.) Developing a mental health stipend *high priority recommendation*

- Funds to be used towards covering a mental wellbeing resource (spa day, supplies for journaling/arts, apps like meditation, happy light, outdoor equipment)
- Have a process where staff submit expenditures to be covered by a wellbeing fund. Understanding that there might be limitations on what the funds can be used for, there can be a list of items that are approved and not approved expenditures.
- Determine how much funds we will have to figure out what the “limit” will be per person. For example, if we have \$1,000 each, the staff applies and they only use \$200, then they are able to apply again until they run out of funds.
- This can be an access fund to be used within the academic/calendar year.
- Staff can also opt to give the funds back into the access fund pool for other staff members to use.
- Proactive wellness - completing different tasks that are beneficial to your health in one academic/calendar year. There will be a point system and individuals can be awarded extra funds with each point earned.
 - For example, doing a wellness check or a physical (1 point), a dentist check (1point), optometrist (1point), 1 therapy session (1point), etc.
 - Individuals can be awarded \$X for each point.

2.) Hiring more counselors/therapists that have a multi-identity approach.

- Having the BIPOC community involved in hiring.
 - The individual(s) that is hired does not have to identify within the BIPOC community, but rather, truly have experience working with the BIPOC community and have a focus on multi-identity therapy/counseling approach to truly provide a service to the multifaceted community.
- Create list of approved mental health professionals.
 - BIPOC community that has seen the health professionals can share their experience so other people can access them as well.
- Therapist that is able to work with BIPOC men.

Physical Dimension of Wellbeing: Findings and Recommendations

Objective: Physical wellbeing can be defined as, “pursuing regular physical movement, a nutritious diet, adequate sleep and practicing safe behaviors.

Physical wellness is the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress. Physical wellness means living responsibly and taking care of your body, and recognizing that our daily habits and behaviors have a significant impact on our overall health, wellness and quality of life. Adopting healthful habits (i.e. a balanced diet, regular movement or physical activity, adequate sleep, routine health checks etc.) while avoiding or minimizing destructive habits (i.e. tobacco, drugs, alcohol, unsafe sex, etc.) will lead to optimal physical wellness and reduced risk of preventable chronic illness.”

Barriers	Recommendations
<p>1.) Staff unaware of resources already offered at Cornell. 2.) Staff feel unmotivated or unable to prioritize physical wellbeing:</p> <ul style="list-style-type: none"> • due to lack of friends/network/“workout partners.” (see recommendation #1) • due to lack of time and competing priorities (family, workload, etc.) • due to access to health/fitness providers who are knowledgeable about serving BIPOC staff and their families • due to ability/disability • due to emotional barriers (stress, depression, etc.). • due to seasonal affective disorder • due to inadequate access to nutritious and culturally affirming foods (e.g. what to eat, availability of ingredients in local stores, knowledge of how to prepare food, etc.). • due to lack of knowledge about how to work out or be physically active 	<p>1.) Staff groups:</p> <ul style="list-style-type: none"> • Staff “accountability groups.” <ul style="list-style-type: none"> ▪ Closed or open groups tailored for specific identity-based groups who meet regularly to discuss progress, motivate one another, work through issues, etc. ▪ Group learning opportunities. ▪ Wellness staff and other experts from Cornell (and beyond) provide live learning sessions tailored for specific identity-based groups about a wide range of topics. ▪ Emphasis on live events rather than recordings to increase motivation and sense of belonging. ▪ Variety of options for day, evening, weekend, etc. ▪ Casual and fun, not a highly polished presentation. ▪ Emphasis on “how-to” for those new to certain activities (e.g., snowshoeing, hiking in winter) ▪ Staff fitness “challenges.” ▪ Competitive, with teams, e.g., which team can log the most steps in a month. ▪ inter-campus (i.e. compete against other Cornell staff groups). extra-campus (i.e. compete against other workplaces) ▪ Non-competitive, all participants work towards a goal together. ▪ Seek funding for prizes, e.g. everyone collectively tries to log 1 million steps in a month. <p>2.) Campus-wide (or regional) Activities: “Meet-Ups” listed regularly for outdoor activities.</p> <ul style="list-style-type: none"> ▪ Essentially a glorified text message thread in which outings are announced and anyone of any ability can join.

	<ul style="list-style-type: none"> ▪ Hiking, biking, running, walking, birdwatching, fishing, gardening, yoga, hula hooping in the park, whatever! ▪ Identify staff already on campus who can function as general go-to's for various activities, and who would be willing to take turns planning outings (or function as a consistent core group).
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Categorized Recommendations

High Impact/Low Effort (6-12 mos)

1.) Staff groups:

- Staff “accountability groups.”
 - Closed or open groups tailored for specific identity-based groups who meet regularly to discuss progress, motivate one another, work through issues, etc.
 - Group learning opportunities.
 - Wellness staff and other experts from Cornell (and beyond) provide live learning sessions tailored for specific identity-based groups about a wide range of topics.
 - Emphasis on live events rather than recordings to increase motivation and sense of belonging.
 - Variety of options for day, evening, weekend, etc.
 - Casual and fun, not a highly polished presentation.
 - Emphasis on “how-to” for those new to certain activities (e.g., snowshoeing, hiking in winter)
 - Staff fitness “challenges.”
 - Competitive, with teams, e.g., which team can log the most steps in a month.
 - inter-campus (i.e. compete against other Cornell staff groups). extra-campus (i.e. compete against other workplaces
 - Non-competitive, all participants work towards a goal together.
 - Seek funding for prizes, e.g. everyone collectively tries to log 1 million steps in a month.

2.) Campus-wide (or regional) Activities: “Meet-Ups” listed regularly for outdoor activities.

- Essentially a glorified text message thread in which outings are announced and anyone of any ability can join.
- Hiking, biking, running, walking, birdwatching, fishing, gardening, yoga, hula hooping in the park, whatever!
- Identify staff already on campus who can function as general go-to's for various activities, and who would be willing to take turns planning outings (or function as a consistent core group).

Financial Dimension of Wellbeing: Findings and Recommendations

Objective: Financial wellbeing is a state of being where a person can meet current and ongoing financial obligations, feel secure in their financial future, and is able to make choices that allow them to enjoy life. This means stability so that employees are focused on their work, able to lay roots by buying homes in the community and make long-term career and personal plans. We aim to provide Cornell University with a blueprint in order to review and ameliorate financial services and options available to staff, observe limitations in the scope of services offered to a variety of staff, and target small groups of individuals to contact or follow up with to discuss their experiences further.

Barriers	Recommendations
<ol style="list-style-type: none"> 1. University's lack of communication for financial resources that currently exist. <ul style="list-style-type: none"> • Effectiveness of the communication channels by which updates, events, informationals for benefits are made known. • Hurdles for individuals seeking to benefit from university-offered service programs. 2. Hurdles for small business owners looking to contract with Cornell. <ul style="list-style-type: none"> • Supplier diversity 3. Transparency in the process for acquiring financial benefits (there is not often a clearly understood process) 4. Regional financial services properly accounting for non-Ithaca based employees. 5. Salary and advancement opportunities 6. Diverse representation on decision-making committee 	<ol style="list-style-type: none"> 1.) Transparency and information <ul style="list-style-type: none"> • Marketing & Communication: • Further integrate the education of benefits into the new hire process. • Use finances to make Cornell more inviting space. <ul style="list-style-type: none"> ○ One of two schools that doesn't have mortgage or rental assistance. ○ Help in purchasing of homes to encourage BIPOC staff to build community in Ithaca. 2.) Business Process: Streamline process for BIPOC owned businesses to do business with Cornell University. <ul style="list-style-type: none"> • Reevaluate diversity in the supply chain. 3.) Create financial initiatives which consider and confront financial inequality facing BIPOC communities. <ol style="list-style-type: none"> a. Events around managing money. b. Initiative to help BIPOC manage money. c. Help with education of investments, retirement, etc. d. Events around purchasing homes. e. Educational investments to better understand investment options. 4.) Non-Ithaca Based Employees: Consider non-Ithaca based employees and potential perks. 5.) Compensation (time and or money) for BIPOC invisible labor and tasks. <ol style="list-style-type: none"> a. Examples: Serving on committees, serving as advisors for BIPOC student organizations, etc. b. Provide transparency with BIPOC salaries, bonuses, hiring incentives etc. c. Provide universal stands for BIPOC salaries, bonuses, hiring incentives. 6.) Employee Resource Groups: Utilize or partner with employee resource groups on events. <ul style="list-style-type: none"> • Consult BIPOC community for new or existing services.

Categorized Recommendations

High Impact/Low Effort (6-12 mos)

- 1.) Transparency and information
 - Marketing & Communication:
 - Further integrate the education of benefits into the new hire process.
 - Use finances to make Cornell more inviting space.
 - One of two schools that doesn't have mortgage or rental assistance.
 - Help in purchasing of homes to encourage BIPOC staff to build community in Ithaca.
- 2.) Streamline process for BIPOC owned businesses to do business with Cornell University.
 - Reevaluate diversity in the supply chain.
- 4.) Consider non-Ithaca based employees and potential perks.
- 5.) Compensate (time and or money) for BIPOC invisible labor and tasks.
 - Examples: Serving on committees, serving as advisors for BIPOC student organizations, etc.
 - Provide transparency with BIPOC salaries, bonuses, hiring incentives etc.
 - Provide universal stands for BIPOC salaries, bonuses, hiring incentives.
- 6.) Utilize or partner with employee resource groups on events.
 - Consult BIPOC community for new or existing services.

High Impact/High Effort (>1 year)

- 3.) Create initiatives which consider and confront financial inequality facing BIPOC communities.
 - a. Events around managing money.
 - b. Initiative to help BIPOC manage money.
 - c. Help with education of investments, retirement, etc.
 - d. Events around purchasing homes.
 - e. Educational investments to better understand investment options.

Relationships Dimension of Wellbeing: Findings and Recommendations

Objective: External relationships at Cornell University are important for employees to be and to feel whole and there is institutional support for external relationships. For the purpose of recommendations related to “relationships,” we are centering recommendations on internal relationships between (1) supervisor and supervisees, (2) relationships between colleagues, and (3) supporting employees who do not have external personal/family relationships outside of Cornell and/or CNGs. These relationships are important for retention, professional development, and professional and individual growth.

Barriers	Recommendations
<p>1.) Hostile supervisory relationships have a negative impact on retention, and can affect productivity and efficiency in the workplace.</p> <ul style="list-style-type: none"> • There is no formalized way to offer supervisors timely feedback without risk to the BIPOC employee. <p>2.) Lack of resources available to foster and support internal relationships comparable to resources available for external relationships AND lack of awareness of resources available to foster and support external relationships.</p> <ul style="list-style-type: none"> • Because of the siloed nature of Cornell, it can be hard to connect with colleagues across departments and build relationships with co-workers of similar interests, limited to interactions within the department. • The CNGs while helpful for building relationships are limited in that people related identity most prominent to the CNG. There is no focus on intersectional identities and building relationships with that idea in mind. • Lack of support in the construction of external relationships for those without relationships in the Ithaca area 	<p>1.) Relationship building</p> <ol style="list-style-type: none"> a) Enhancing supervisor and supervisee relationships: <ul style="list-style-type: none"> • BIPOC employees should have a safe space in addition to HR and the ombudsman to navigate the challenges they are facing with their supervisors. (i.e. Retention specialists) (See Rising Strong: Retention Strategies) • Physiological safety needs to be established in the workplace/departments without employees being retaliated against and or harassed for speaking up. • Allow for the supervisee to also evaluate their supervisors during the performance reviews. b) Supervisor accountability around DEI training: <ul style="list-style-type: none"> • Provide training for supervisors on DEI topics and encourage an infusion in the workplace. • Require supervisors to have a minimum certificate/degree of cultural humility training offered by HR. <p>2.) Programming: Create intentional programming and initiatives to foster connections outside of the CNGs.</p> <ol style="list-style-type: none"> a) Employee open house for people across different departments. b) Grant work time flexibility to meet a wider variety of colleagues. c) Create a culture of awareness to external resources: Provide direct annual updates on available information and resources. This could be in the form of virtual/videos offered through CU Learn platform, newsletter(s) for employees, and making sure that all employees have access to workshops regarding annual updates provided by HR.

<ul style="list-style-type: none"> • The current resources are geared towards families or for those who may have relationships within the area. <p>3.) Policies and procedures around Cornell’s bias incident reporting do not provide solutions for people reporting on how to navigate challenges they are facing while they are occurring.</p> <p>a) The person reporting the incident still has to figure how to navigate the challenge they are facing until the incident has been investigated and deemed a valid incident that holds someone or another party accountable which can include some of our colleagues.</p>	<p>3.) Annual Training: Continuous annual training for all employees on DEI topics, fostering a workforce of belonging and acceptance. Every six-month revision of the required DEI training.</p> <p>a) Access to retention specialist. (See Rising Strong: Retention Strategies)</p>
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Categorized Recommendations

High Impact/Low Effort (6-12 mos)

- 2.) Create intentional programming and initiatives to foster connections outside of the CNGs.
 - a) Employee open house for people across different departments.
 - b) Create a culture of awareness to external resources: Provide direct annual updates on available information and resources. This could be in the form of virtual/videos offered through CU Learn platform, newsletter(s) for employees, and making sure that all employees have access to workshops regarding annual updates provided by HR.
- 3.) Continuous annual training for all employees on DEI topics, fostering a workforce of belonging and acceptance. Every six-month revision of the required DEI training
 - a) Access to retention specialist. (See Rising Strong: Retention Strategies)

High Impact/High Effort (>1 year)

- 1.) Relationship Building
 - a) Enhancing supervisor and supervisee relationships:
 - BIPOC employees should have a safe space in addition to HR and the ombudsman to navigate the challenges they are facing with their supervisors.
 - Physiological safety needs to be established in the workplace/departments without employees being retaliated against and or harassed for speaking up.
 - Allow for the supervisee to also evaluate their supervisors during the performance reviews.
 - b.) Supervisor accountability around DEI training:
 - Provide training for supervisors on DEI topics and encourage an infusion in the workplace.
 - Require supervisors to have a minimum certificate/degree of cultural humility training offered by HR.
- 2.b) Grant work time flexibility to meet a wider variety of colleagues.



DECEMBER 2020

ANALYSIS OF NEEDS IN THE WEST VILLAGE COMMUNITY

**UNBROKEN
PROMISE
INITIATIVE**



ABOUT THIS PROJECT

In partnership with the Unbroken Promise Initiative, students in Cornell University's Masters in Information Science program sought to understand the context, needs, and challenges of the West End community through qualitative research methods.

The students analyzed findings from semi-structured interviews, synthesized key themes, and designed a visualization that communicates actionable insights about West Village, including community-building and youth development, to a diverse set of stakeholders and the general public.



A HISTORY OF WEST VILLAGE

● Late 1960s

Low income housing was moved from the city of Ithaca due to flood control projects and the worn down city center - this is how West Village was formed.

● 1972

West Village was designed by an award winning architect and was something of a show case when it opened. An ad further notes that 10% of its residents were elderly citizens, 20% low-income families, and 70% middle-income families.

● 1998 – Issues on the rise

Residents started to complain that “West Hill should never have been built,” and “we were stuck up in the corner of the city, far away from any shopping or services.”

● 2008 – New management

New management rose more issues when they slashed the budget for the children and security.

● Now

While there have been improvements, the community has continued to be underresourced compared to the rest of Ithaca. The community still faces immense barriers to accessing resources such as information and transportation to this day.



1980s



Current

WHO WE ARE



Jordan Clemons

UPI Founder



Billie Sun

Project Coordinator

IN COLLABORATION WITH CORNELL CIS



Kyle Harms, PhD

Co-Instructor



Sharlane Cleare, PhD

Co-Instructor



Arielle Goldberg



Emily Lin



Hye Won Kim



Jiaxi Yan



Michael Huang



Xian Shi

OUR RESEARCH

TIMELINE

SCOPING

- Goal-Setting
- Project planning

DATA COLLECTION

- Door-to-door interviews
- Resource Research

DATA ANALYSIS

- Thematic analysis
- Comparative analysis

DATA VISUALIZATION

- Persona formation
- Charts and graphs

RECOMMENDATIONS & NEXT STEPS

COST OF RENT FOR COMPARABLE RESIDENCES

The following are apartments in Ithaca that are similar in price and area compared to West Village.

WEST VILLAGE

150 W Village Pl

FEATURES

3 Bedrooms
1 Bathroom

MONTHLY RENT

\$1,208 - 1,540

SIZE

1,158 Sq Ft

MAPLEWOOD

143 Maple Ave,
Unit 36

FEATURES

3 Bedrooms
2 Bathrooms

MONTHLY RENT

\$1,208 - 1,540

SIZE

1,589 Sq Ft

209 N MEADOW ST

FEATURES

3 Bedrooms
1 Bathroom

MONTHLY RENT

\$1,725

SIZE

1,500 Sq Ft

710 S PLAIN ST

FEATURES

3 Bedrooms
1 Bathroom

MONTHLY RENT

\$1,800

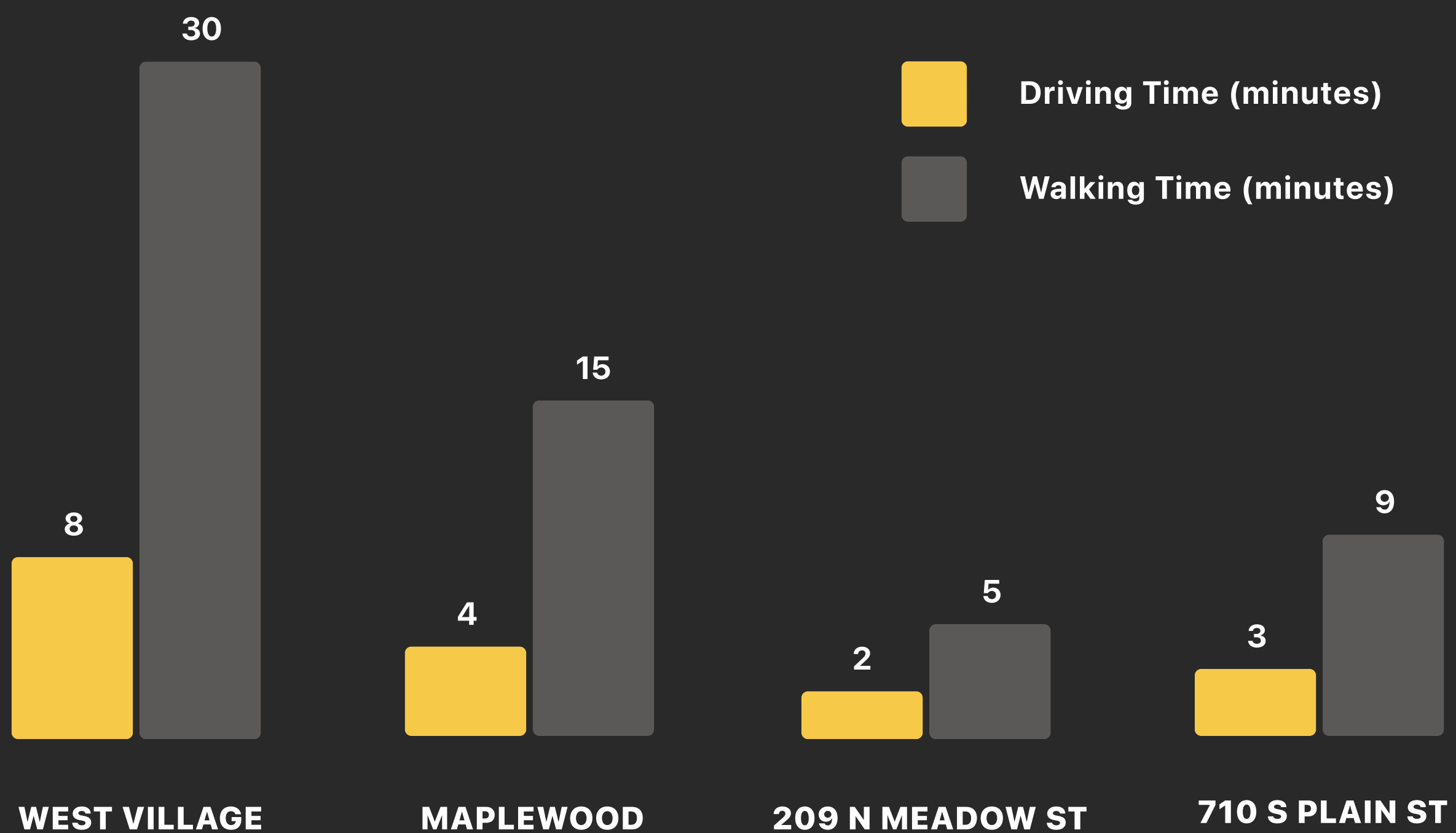
SIZE

1,100 Sq Ft



TRAVEL TIME TO NEAREST GROCERY STORE IN MINUTES

Compared to other apartments in Ithaca with similar price points and square footage, the time needed to commute to the nearest grocery store is significantly higher for West Village. Not everyone owns a car, and the walking distance is an extremely high barrier.



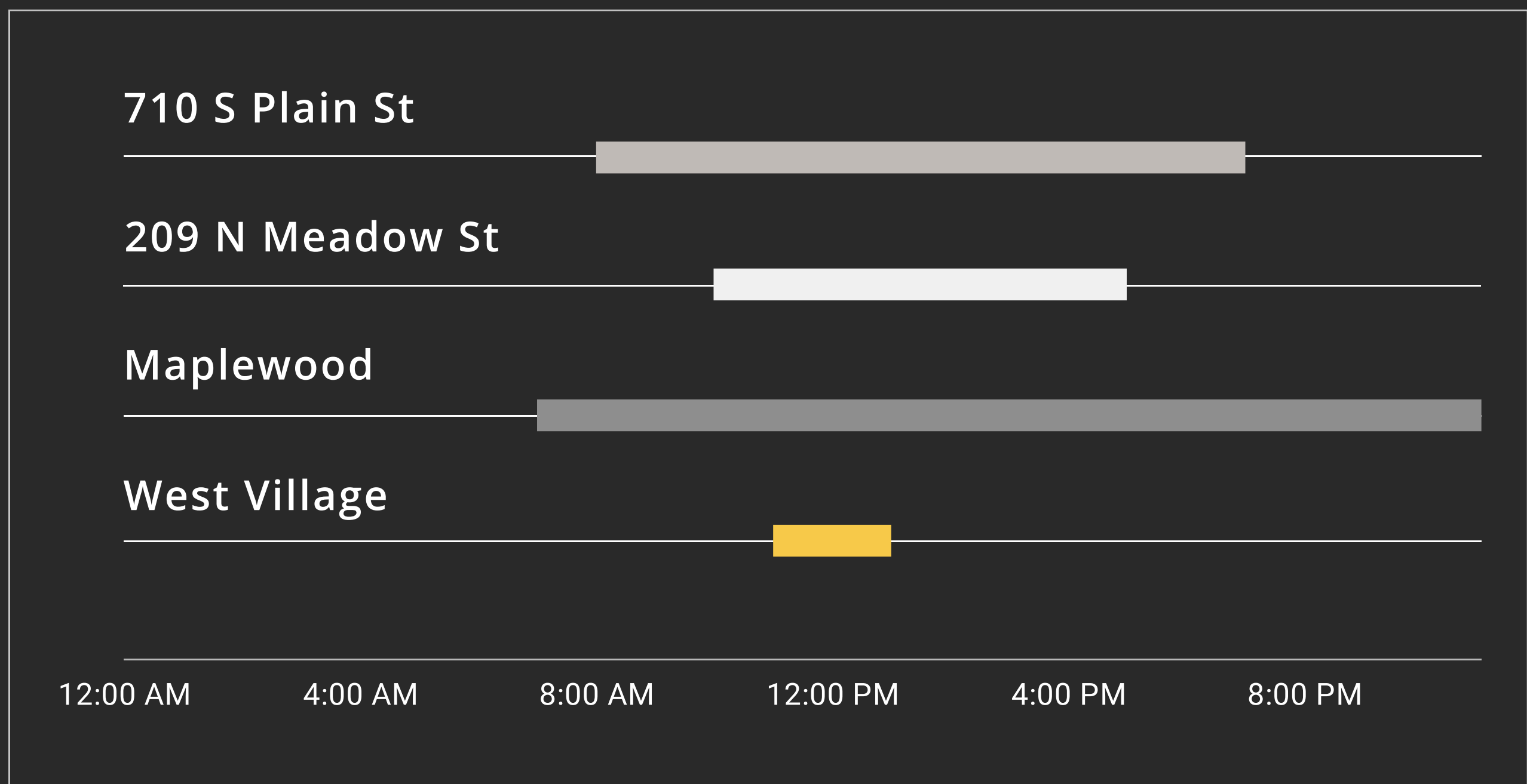
“THE ONLY REASON I KNEW THAT **BETTER QUALITY OF LIFE WAS OBTAINABLE OR EXISTED**, WAS BECAUSE I WENT TO SCHOOL WITH SOMEONE IN THE SAME CITY, ITHACA, **WHOSE QUALITY OF LIVING WAS WAY BETTER THAN MINE**. WITHOUT ME SEEING THAT, I WOULD NEVER HAVE INQUIRED ABOUT IT.”

— A RESIDENT OF WEST VILLAGE

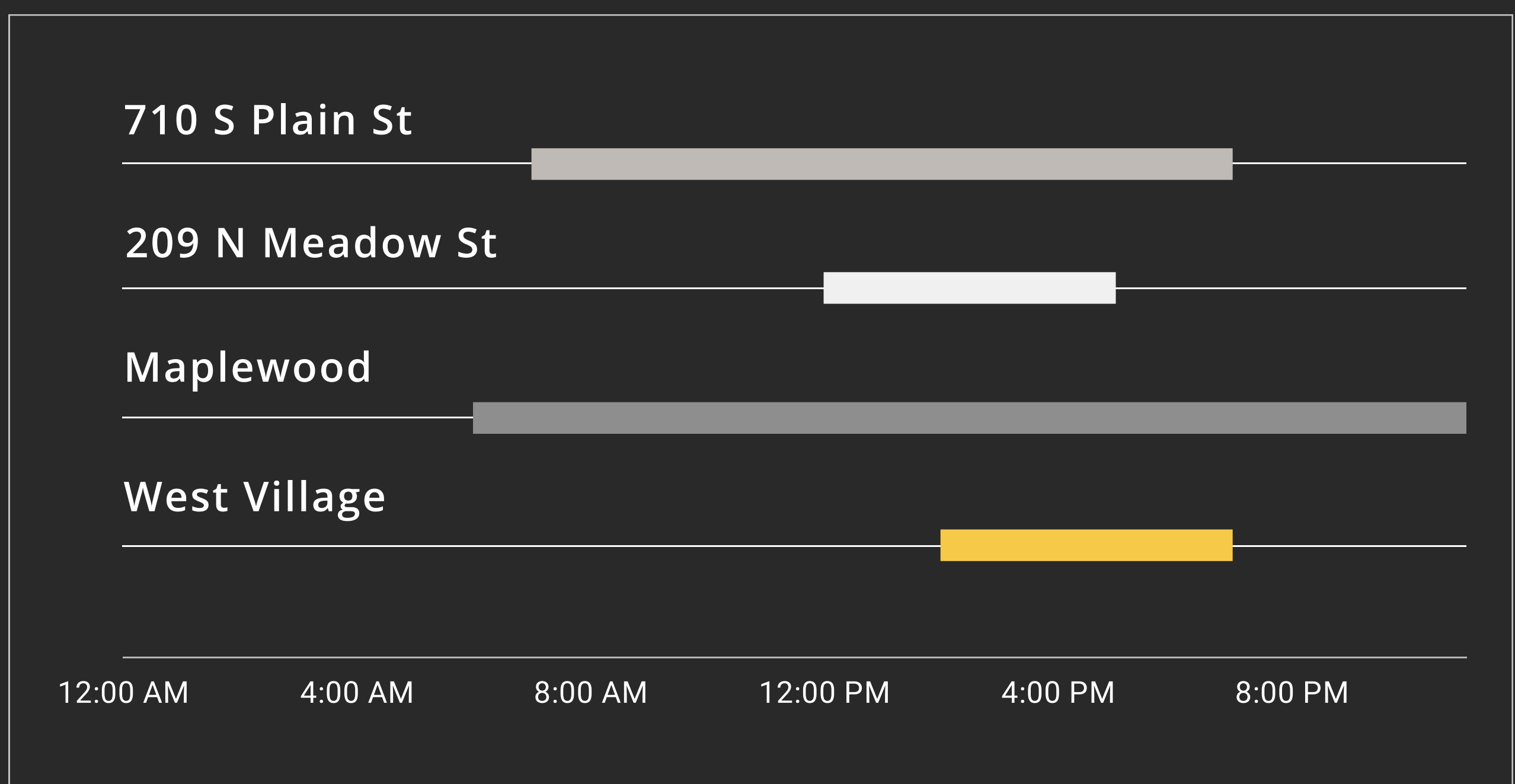
BUS AVAILABILITY

Despite the distance to important resources like grocery stores, bus availability is much more limited for West Village than for comparable residences.

WEEKEND (SAT-SUN)



WEEKDAY (MON-FRI)



OUR FOCUS

From our analysis of our door-to-door interviews, we identified seven focus areas that are in need of our attention.

INFORMATION / RESOURCES

It is very difficult to learn about new opportunities and important resources because **information is not readily distributed to the community**. However, even if resources are made available to the community, there are still many barriers in place that **prevent easy access to necessities** such as food stamps, healthcare, loans, etc.

YOUTH

There is a lack of resources for youth development outside of school. West End's youth desire **mentorship opportunities** to learn how to prepare for their futures, as well as **more spaces** to partake in safe and healthy activities, such as a community center and outdoor recreational facilities.

COMMUNITY

There is a **strong sense of community** in West Village, especially due to the **shared experiences** of the residents. The residents value their community experiences, but feel there could be improvements towards a safer and more respectful community in which to raise their children.

AFFORDABLE LIVING

The cost of living in West Village is quite high, while the quality of life is low. Management does a **poor job maintaining and fixing apartment facilities**. Compared to similarly-sized and similarly-priced residences, West Village **lacks several major resources**, including transportation and convenient access to supermarkets.

SAFETY

The residents of West Village desire to have a **safe environment** in which to raise their children. While the community is improving, the presence of drug dealing, arguing, and fighting noises makes it a challenging place for parents to **feel safe raising their children**.

PHYSICAL ACCESSIBILITY

There is a need for improved access to transportation and community amenities. Although West End is physically isolated from other parts of Ithaca, **public transportation is not easily accessible**, since bus schedules are sparse and infrequent. Closer to home, trash, laundry facilities, and other **community amenities are not wheelchair-accessible**.

MANAGEMENT

The management team of West Village is **underresourced and unresponsive** to the community's needs as they focus most of their time and resources on their New York City properties. As a result, residents experience a **lack of facilities upkeep** and **inconsistent access to community resources**.

PERSONAS



CLAIRE

WORKING MOM, 38

Mother of 3 kids, ages 4, 8, and 12. Works part-time at Cornell University.

Struggles to **balance** time between work with taking care of her kids. Enjoys her job, but lacks the **financial means** to afford better **childcare** and afterschool activities for her children.

I'M LOOKING FOR...

- Quality resources for **childcare**
- Better **job opportunities**
- **Finding balance** between work and family time

JASON

STUDENT, 15

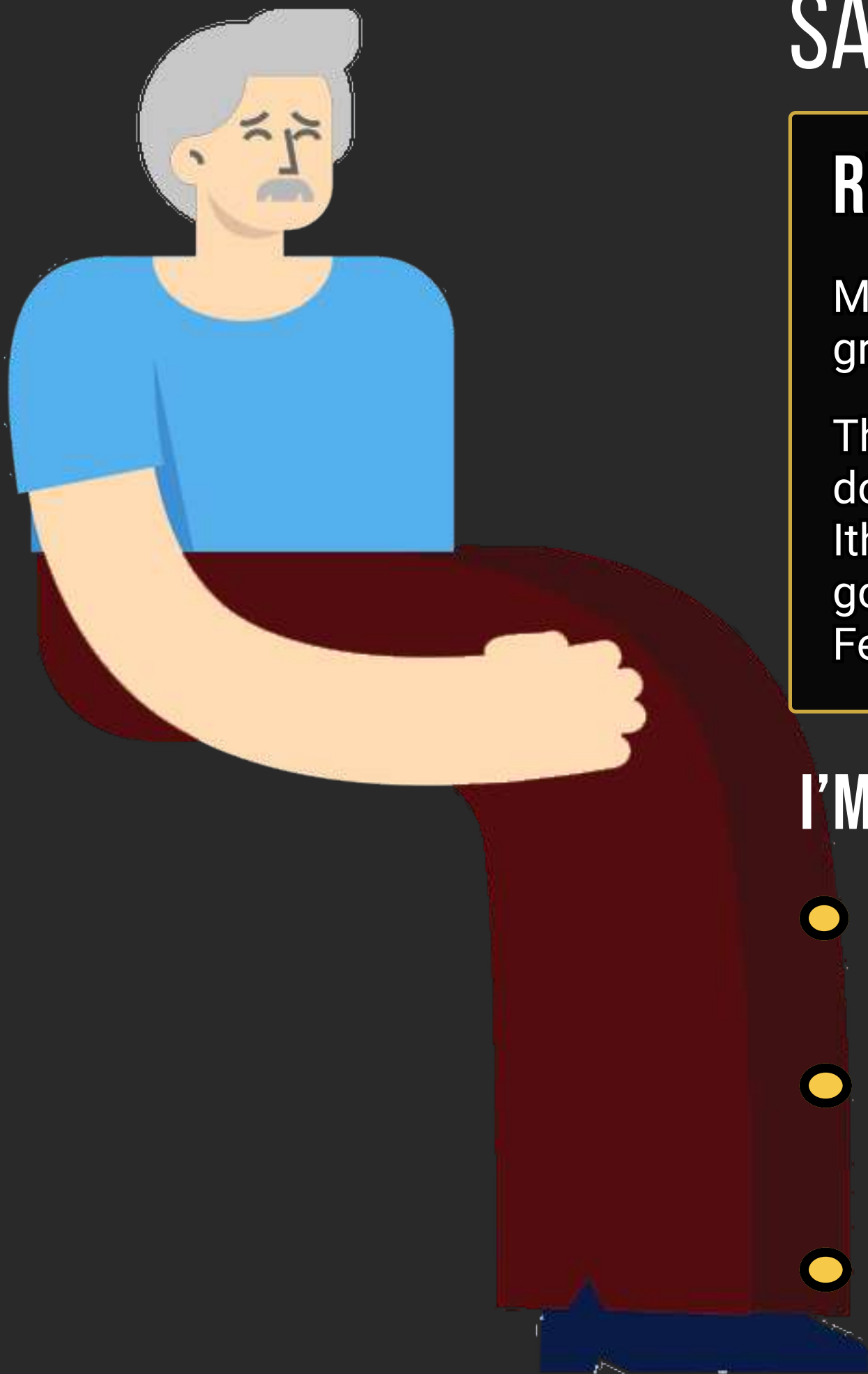
A Ithaca High School student with many friends in West Village.

Passionate about many things but is unmotivated due to a lack of **recreational activities** available to him and confused about **life plans** after high school. Would like **guidance** from a trusted mentor.

I'M LOOKING FOR...

- Activities to **further my passions**
- Awareness of **opportunities** after high school
- A **mentor figure** to give guidance and life advice





SAM

RETIRED, 67

Moved to Ithaca for cheaper rent and to be closer to his grandkids.

There are **not many activities** for the children to do. Sam doesn't drive, so **transportation** to activities and stores in Ithaca is quite challenging. Sam is rarely aware of events going on in the greater Ithaca area and events such as Apple Fest are too expensive.

I'M LOOKING FOR...

- **Opportunities** to help prepare my grandchildren for the future
- **Access to resources** without the need for lengthy transportation
- The opportunity to participate in **affordable events in the community** and get to know others more.

ERICA

VETERAN, 55

An older veteran living with her son in West Village.

Erica suffers from PTSD, so loud, noisy neighborhoods are stressful. Erica also injured her back a few years ago and has difficulty navigating stairs. As such, she has difficulty with **apartment maintenance** because getting connected with the local property main office is difficult.

I'M LOOKING FOR...

- **Accessible facilities** that account for my disability needs.
- **Career resources** that could help my son find a higher paying job.
- A **responsive management** that takes care of tenants' complaints.

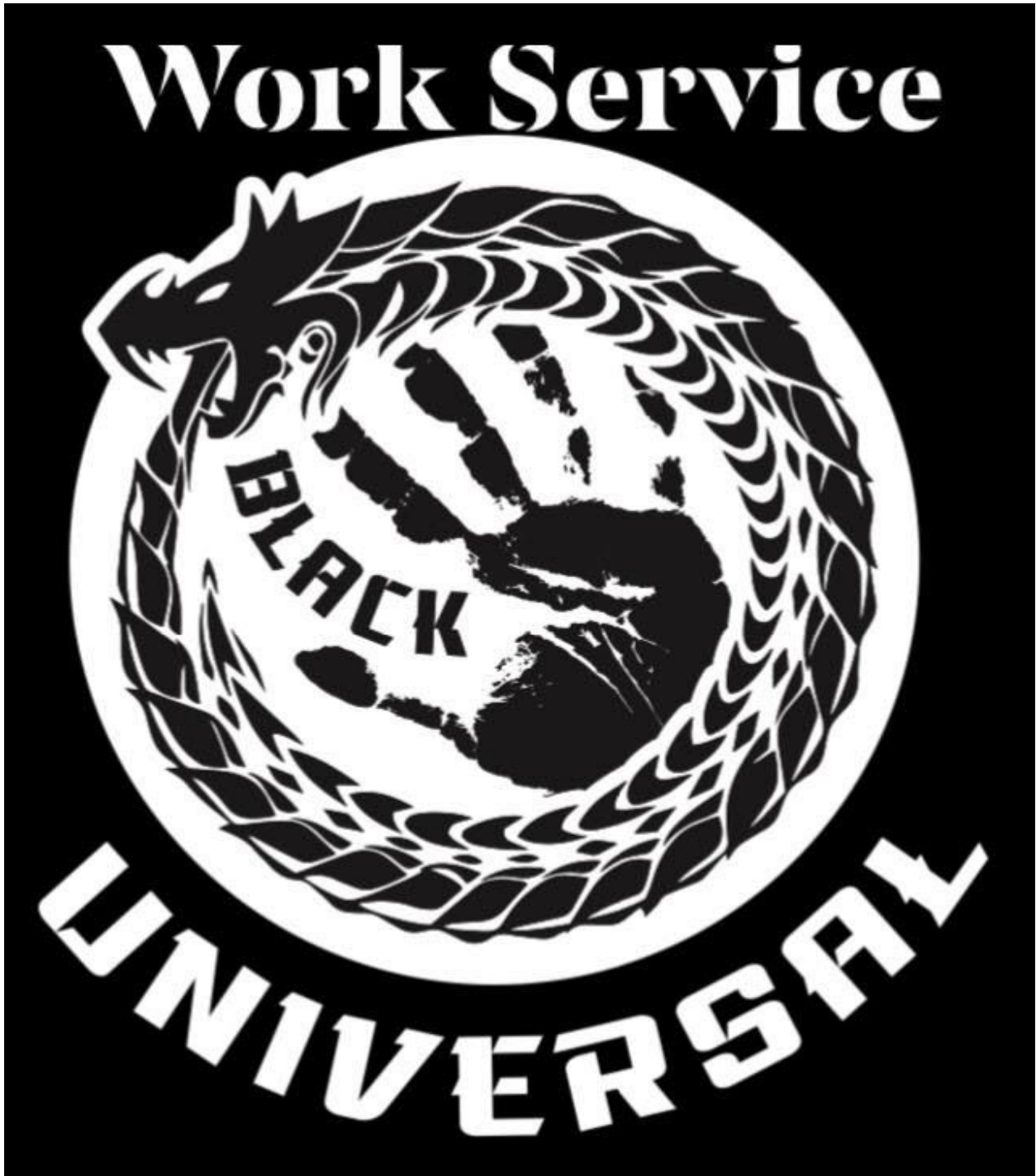


“AS ONE PERSON, IT IS HARD TO HAVE YOUR VOICE BE HEARD, SO YOU NEED THE COMMUNITY BEHIND YOU. IT’S FRUSTRATING, AND IT’S WHY PEOPLE DON’T SPEAK FOR CHANGE.”

— A RESIDENT OF WEST VILLAGE



Black Hands Universal



Pre-Apprenticeship Program

In collaboration with the local unions of the Northeastern region, Ithaca City, TC3, and a number of local orgs., we have created a program that will allow a number of black and brown peoples the opportunity to find a career in the trades. This program will consist of all that is needed for people to recreate or create a life that is uplifting for themselves and their families.

In this program participants will have paid training in the trade of their choice. Also while in the pre apprenticeship program these people will also be involved in bank classes, credit classes, house buying education, as well as business classes. G.E.D.'s/TASKs will also be available for those that need them in order to be in certain trades that make it a prerequisite to being in that specific trade. This will allow those that are involved to have an overall understanding of how to function at a higher level in life and give them the upward mobility they need.

With all in alliance and in agreement to take on 2 to 3 individuals into their unions and jobs we can see a drastic increase around the board in the number of black, latin, and indegionous peoples on an annual basis. Allowing a stream of increased living for said peoples and therefore being it for the greater good of the community and city as a whole.

BUILDING/FACILITIES/REMODEL: (opt.#1)\$900k
(opt.#2)\$2.5M-lease income\$250k^

PAYROLL: \$380,000yrly/ \$95,000qrtly/ (\$9,500qrtly 10split)

Secretary: \$42,000

Director: \$75,000

Counselors(2) \$76,000

Bookkeeper: \$42,000

Stipends/Miscellaneous: \$10,000

Employees:(2) \$64,000

Cleaning Crew: \$56,000

Building and Maintenance: \$18,000

Pre-Apprentices(20max participants): Jobs/ Companies/ Union

Programs & Organizations

Alternatives Federal Credit Union: Banking and Education

Alternatives will be running constant workshops on how to save and deal with currency. Also helping with building credit and credit education. Alternatives will also be taking care of all banking for participants and the program.

Business Leaders Of Color: Business and Education

B.L.O.C. will be running constant workshops on how to run and establish businesses.

Trades and Unions: Work & Education

Each union and trade will be supplying the participants with any and all knowledge and materials necessary for each individual's specific trade and Union Needs. Also facilitators.

City Of Ithaca: Work & Education

C.O.I. will be supplying the participants with any and all knowledge and materials necessary for each individual's specific trade or needs. Also facilitators if needed

Ithaca Neighborhood Housing: Programs & Education

I.N.H.S. will be running constant workshops educating people on the house market and the programs that are available to them.

Tompkins/Cortland Community College: Education

TC3 will be running constant workshops and Facilitating G.E.D./TASK and further education in the construction field that involves the desk side of construction

Black Hands Universal: Education & Facilitation

B.H.U. will recruit and draw in participants. Also all needs of each individual will be met. Everything from help attaining a license, getting one's GED/TASK, to help with social security cards.

Agreements:

- 1) All representing unions, trades, and companies will pay participants as they learn and go through the pre-apprenticeship program. (amount to be agreed upon)
- 2) All representing unions, trades, and companies will supply and equip each individual participant with all trades needs and materials.
- 3) All representing union, trades, and companies will pool to pay the payrolls of facility workers and needs.
- 4) All representing unions, trades, and companies will pool to pay for the renting and up keep of the facility.
- 5) All representing unions, trades, and companies will pool to help BHU purchase a facility to house all said
- 6) All representing unions, trades and companies will donate \$20,000 and An additional \$700 a week

ORGANIZATIONS AND COMPANIES

United Association Plumbers, Steamfitters, & HVAC: Marcus Williams

International Brotherhood of Electrical Workers: Dale

City Of Ithaca: Svante Myrick

Buildings Trade: Todd Brewer

Laborers Union: Marcus Willamy

Carpenters Union: Erin Williams

AFCU: Karl Graham/ Gladys Brangman

B.L.O.C.: Gladys Brangman

I.N.H.S.: Johanna

TC3: Deborah Molenhoff

B.H.U.: Harry Smith



245 Cherry St: \$850,000

OPTION#2

This option is of much larger cost but can be balanced with an already ongoing long term lease well over \$250,000. Location new, and ready as is.



531 Esty st. \$2.5M (fully prepared to start with substantial room to grow as well as a substantial leasing income that is current)

This will create a minimum of at least 10 new jobs for the disenfranchised and marginalized. It will also bring upward mobility to an average of up to 20 of said people. This program has a substantial opportunity to grow and become an incubator for other career paths and choices in the future. It is a model to spearhead the growth and development of the community, the city, and most of all the disenfranchised and marginalized homes. In creating a helpful part of the solution to economic inequality and in systemic injustice we will also decrease crime and increase tax revenues. There are a number of nothing but positive outcomes from this program that stretches into the lives of the city.