Report of the Provost's Task Force to Enhance Faculty Diversity
Cornell University

July 12, 2018

Committee:

Judith Appleton, Professor, Baker Institute for Animal Health and Vice Provost

Cathy Caruth, Professor, English and Comparative Literature, Chair, Comparative Literature, Chair, Arts and Sciences College Committee on Diversity and Inclusion

Debra Castillo, Professor, Comparative Literature and Director, Latina/o Studies Program

Nancy Chau, Professor, Dyson School of Applied Economics of Management

Alexander Colvin, Professor and Associate Dean, Industrial and Labor Relations

Durba Ghosh, Professor, History and Director, Feminist, Gender, and Sexuality Studies

Rachel Dunifon, Professor, Policy Analysis and Management, Senior Associate Dean, College of Human Ecology

Eanna Flanagan, Professor and Chair, Physics

John (Nate) Foster, Associate Professor, Computer Science

Linnie Golightly, Weill Medical

Mark Lewis (chair), Professor, Operations Research and Information Engineering and Senior Associate Dean, College of Engineering

Jolene Rickard, Associate Professor, Art History and American Indian and Indigenous Studies

Martin Shapiro, Professor, Weill Medical

Chantal Thomas, Professor, Law

Staff:

Yael Levitte, Associate Vice Provost for Faculty Development and Diversity

Lori Sonken, Program and Communication Manager, Office of Faculty Development and Diversity

Executive Summary

The Provost's Task Force for Faculty Diversity makes the following recommendations for the recruitment and retention of tenure track and tenured faculty:

- Recommendation A: The university should make a formal statement connecting its motto, "...any person...any study" to its commitment to diversity.

- Recommendation B: The university should affirm its commitment to diversity through its hiring, promotion and tenure and senior leadership appointments.

  - B.1: Require a "Diversity and Inclusion Statement" of every tenure track faculty applicant.

  - B.2: Institute bias training for search committees for any senior administrative academic positions (from directors to the president).

  - B.3: Require a "Diversity and Inclusion Statement" for applicants to senior leadership appointments (deans, (vice) provosts, presidents, etc.).

  - B.4: Recommend that the colleges strengthen references to diversity and inclusion in the criterion for promotion and tenure.

- Recommendation C: The university should implement programs to match talented diverse candidates with longer-term strategic initiatives.

  - C.1: Host a *Faculty Diversity Summit* for graduating under-represented minority and female doctoral students and postdocs to expose potential applicants to Cornell University.

  - C.2: Implement *Faculty Searches under Strategic Initiatives* in areas likely to yield diverse candidates.

  - C.3: The existing Presidential Postdoctoral Program should be expanded to include fellowships for those from under-represented groups.

  - C.4: Establish a *Presidential New Faculty Fellows program.*

  - C.5: Increase the Provost's funding for a diverse faculty to 75% of the faculty salary for five years.

  - C.6: Require deans to report on their efforts to diversify faculty and staff and their progress at the department and college level.

- Recommendation D: Retention efforts should be continuous and maintained throughout the career of each faculty member. Rather than being reactive, retention should begin at the time of hire.

    - D.1: Establish a *Presidential Program for the Success of a Diverse Faculty.*
    - D.2: Encourage/require deans to take preemptive steps to improve the climate for and retention of URM/Female faculty.
    - D.3: Establish a program to help new faculty buy a home in Ithaca.

Although we believe that implementation of each of these recommendations will lead to a better, more diverse faculty, we understand that senior leadership needs to operate under constraints. It is our strong contention that the implementation of even a subset of these recommendations can have a profound impact.

Introduction

Cornell is a world class institution with an excellent faculty, staff and student body. Like many of our peers, we face the long-term challenges of recruiting and maintaining diversity in each constituency. In what follows we discuss several recommendations that we believe will put Cornell in a position to make significant steps toward a more diverse faculty.

As of Fall 2017, the number of faculty was 1650. Of this number, 136 (8.2%) are under-represented minorities (URMs, defined as Black/African-American, Hispanic/Latino-American, American Indian and Pacific Islander). Among tenured full professors the percentage of URMs drops significantly to 53 out of 896 (5.9%). Moreover, with only 6 American Indian faculty on campus, that demographic is in danger of completely disappearing unless significant efforts are made to hire. Women make up 32.6% (538) of the faculty, but are 26.5% (237) of the full professors. These statistics (the low number of URM/women faculty and lower number at the full professor ranks) speaks to issues of both recruitment and retention. See Appendix B.1 for percentage numbers by college.

The Provost's Task Force was convened in October of 2017 with the charge of enhancing and accelerating the diversification of the faculty at Cornell (see Appendix A for the charge). This is a difficult yet important task for the university because it sits at the very heart of some of the tenets on which the university was originally founded. Perhaps more importantly it is a crucial part of the future success of Cornell. At least three considerations make diversifying the faculty an imperative.

- The future is multi-cultural both nationally and internationally. It is the responsibility of Cornell to prepare its students to enter the workforce having learned from a diverse set of scholars about a complex set of issues from diverse points of view.

- Cornell has the responsibility to meet the promise of its land grant role in New York State. This means that Cornell not only serves those traditionally served by Ivy League schools, but also the broader community.

- Cornell has as its founding motto, and therefore founding principle that "...any person can find instruction in any study".

The overarching themes we believe Cornell should follow are:

- Cornell needs to "reset" the climate for diversity and inclusion. That is, in regard to faculty, seeking diverse inputs and creating inclusive environments should be a goal in every department, college and the university as a whole.

- Increasing access to and hiring of diverse populations should be included at all levels of recruitment.

- Retention of diverse faculty begins at the time of hire and continues until the time of retirement.

We conclude this section by stating the disclaimer that for the purposes of this document, we will confine our efforts to adding diversity to the faculty as it pertains to women and under-represented minority faculty. Please refer to Appendix B for more details.

1 Diversity and Inclusion – Resetting the climate

First and foremost, we accept that diversity permeates virtually all of our interactions. This means that our classrooms, lab spaces, and our daily interactions (professional and personal) are enhanced by our differences and what we can learn from them. We have solicited input from several groups across campus (see Appendix B), all of which made clear that there is work to be done to realize our potential.

1.1 Lessons from the Academic/Faculty Work Life Surveys

The 2016 Academic Work Life Survey showed that while the majority of non-white faculty are either "very" or "somewhat satisfied" as academics at Cornell (around 65%), this group of faculty are much more likely than any other ethnic/racial group to say that they are "somewhat" or "very dissatisfied" as academics at Cornell. In particular, 21% of URM faculty are either "somewhat dissatisfied" or "unsatisfied" compared to about 13% of Asian (U.S.) and White faculty. However, Asian faculty are most likely to be very dissatisfied (7%).

Satisfaction for women and men also differs. While 80% of men and women are generally satisfied with their work at Cornell, men are more likely to say they are very satisfied (but also more likely to say they are very dissatisfied) with their work at Cornell; women are more likely to be somewhat dissatisfied. See Figure 1.

[Figure 1 about here.]

Some of the factors that may influence a faculty member's satisfaction are displayed in Figure 2. URM faculty feel that their colleagues value their scholarship less and that they have to work harder to be perceived as legitimate scholars. All non-White faculty feel less included in the informal networks of their department and have a sense that the climate for minority academics is not as good as it is for White faculty.

[Figure 2 about here.]

Figure 3 indicates that women report that they have to work harder than men to be perceived as legitimate scholars, and are slightly less likely to feel that their scholarship is valued. Women also are more likely to think that the climate for women is not as good for women as it is for men (see Figure 1). Women are slightly less likely to feel they can navigate the unwritten rules of the university but are equally likely to feel included in informal networks.

[Figure 3 about here.]

In addition to feeling less respected, URM faculty are more likely to rate advising as a stressor. Loneliness and isolation is also a stressor for URM faculty compared to Asian and White faculty. See Figure 4.

[Figure 4 about here.]

We see a similar (maybe even more pronounced) issue when it comes to female faculty. While overall, women do not see advising as a higher stressor than their male counterparts, they do add managing the household and childcare arrangements as significant stressors. See Figure 5. Women report spending about 7 more hours per week on household and childcare than men. In fact, at the assistant professor level, women faculty report spending approximately 10 more hours per week on household and caregiving than their male counterparts. See Figure 6.

[Figure 5 about here.]

[Figure 6 about here.]

Even if one disagrees with the perception of the climate by women and URM faculty, it is simple to see that if our best ambassadors for hiring a more diverse faculty feel under-appreciated or unduly stressed they may pass that information to prospective candidates. In the coming sections, we discuss that the reaction to some of these feelings may differ between women and URM faculty. In particular, some female faculty who have partners feel they cannot leave even though they want to because they are under-appreciated, while URM faculty who are unattached to a partner use that mobility to leave the university.

1.2 Formal statement to reset the climate

While we recognize that there are several diversity and inclusion efforts throughout campus, the committee raised the concern about the lack of a unifying statement to codify the university's commitment. Since the university was founded on the idea that we would be "...an institution where any person can find instruction in any study," we make the following recommendation for an update.

Recommendation A *The university should make a formal statement connecting its motto, "...any person...any study" to its commitment to diversity.*

This 150th anniversary of Ezra Cornell's famous proclamation "...any person...any study" would provide an excellent opportunity to recommit ourselves to diversity. This commitment can be reaffirmed by a suite of programs to discuss the university's plan to enhance the environment for diversity and inclusion.

1.3 Process changes to enhance the climate for diversity

With the hope of reaching the goals set forth by the founders of the university the committee asserts that departments should only hire new faculty who understand, appreciate and further that mission. New faculty hired should articulate their commitment in their application; diversity and inclusion should be a component of current faculty evaluation; senior leaders positions should be selected and evaluated on their commitment to diversity and their record in translating this commitment to action. This leads to the following recommendation stated broadly and then discussed in detailed steps below.

Recommendation B *The university should affirm its commitment to diversity through its hiring, promotion and tenure and senior leadership appointments.*

Recommendation B can be achieved through a series of policy changes or enhancements.

B.1 Require a "Diversity and Inclusion Statement" of every tenure track faculty applicant.

- Recent results at Boston College and the University of California-Riverside seem to imply that such practices have helped in identifying diverse candidates as well as candidates that contribute to a positive climate for diverse faculty.
  - Flaherty, Colleen. (2017, September 28). "Making Diversity Happen". Retrieved from here.

- One possible approach is to require each candidate to answer a question along the lines "How would you contribute to promoting diversity and inclusion at Cornell in support of the University's '...any person...any study' motto?"

From our conversations with and survey of faculty, we heard that some academic administrators (directors/chairs, deans or associate deans) do not view diversity as an important pursuit. If this claim is true and this attitude trickles down to the faculty, the committee is concerned that it can lead to lack of effort in both recruiting and retention of women and URM faculty.

B.2 Institute bias training for search committees for any senior administrative academic positions (from directors to the president).

- This can be undertaken with the Cornell Interactive Theater Ensemble that is currently working to update some of its offerings.

B.3 Require a "Diversity and Inclusion Statement" for applicants to senior leadership appointments (deans, (vice) provosts, presidents, etc.).

- The President/Provost should encourage deans to require similar statements from their college leadership (associate deans, directors and chairs).

B.4 Recommend that the colleges strengthen references to diversity and inclusion in the criterion for promotion and tenure.

- Example of promotion and tenure diversity and inclusion statement added to the teaching criterion:
  - The creation of an inclusive classroom environment not only improves classroom dynamics, but it also furthers the educational mission of the university. Efforts to enhance the interaction between students from different backgrounds are recognized as a method for promoting teaching excellence.
- Example of promotion and tenure diversity and inclusion statement added to the service criterion:
  - The promotion of diversity and inclusion are at the heart of the mission of the university. Activities that are included in this category of excellence may involve consistently working closely with and/or mentoring students, faculty and/or staff from under-represented groups, serving on committees (on campus or external) that promote diversity, traveling to and recruiting

from conferences targeted at under-represented populations, and working closely with campus programs that serve under-represented or marginalized populations.

2 Improving our ability to identify and recruit top talent

When it comes to recruitment, there are several prescribed programs both locally and external to the university. The theme that seems to run through these programs is that significant effort is put into place to increase the number of applicants for faculty positions from under-represented groups. What is perhaps less clear is how much effort is undertaken to have those applicants interviewed and receive offers. The success at each stage of recruitment varies widely by department. For example, finding good candidates that contribute to the unit's diversity and inviting them to apply does not diversify the talent pool if those approached never apply. Moreover, having diverse applicant pools that do not translate to diverse interviewees or offers made does not stand to diversify the faculty.

Provost Accountability Protocols established in 2014 at the Deans' level required Deans' level oversight of the hiring processes. Each college approaches this requirement differently: In the College of Engineering, a Strategic Oversight Committee (more details here) provides this oversight. In other colleges (CVM, CALS) an associate dean serves in this role, and in others there are department diversity committees. A key issue is, how can units connect candidates from under-represented groups to our broader strategic goals for research and teaching excellence. This leads to our next recommendation.

Recommendation C *The university should implement programs to match talented diverse candidates with longer-term strategic initiatives.*

We encourage our colleagues to think broadly about challenges and opportunities to recruit candidates from under-represented groups. First, some units need to overcome the perception (warranted or not) that Cornell does not offer a welcoming environment. We were made aware of candidates who did not apply to departments that were an excellent fit for their research because of the lack of diversity on the faculty, and chose to apply to another department at Cornell. One way to alleviate this perception is to invite potential candidates to visit campus while still in training.

C.1 Host a *Faculty Diversity Summit* for graduating under-represented minority and female doctoral students and postdocs to expose potential applicants to Cornell University.

- Models for both women and URM candidates exist:
  - NextProf at the University of Michigan
  - Rising Stars at MIT
- The summit would be funded by the provost's office, would rotate between colleges and could be awarded to a group of departments via an application process.

One issue with the typical single year search process is that sometimes there is no temporal match even when the strategic directions of a department align with a candidate's research area; i.e., a talented candidate is available, but the department is not currently searching in that area. Another scenario is where a talented candidate is searching for a position, but is deemed not fully ready for a faculty position (lacking teaching experience for example). In such cases departments need to be encouraged to think strategically over a longer period of time. To support this longer term strategic hiring, we suggest funding be set aside for diverse faculty that align with the broader strategic goals of the university. In particular, we recommend supporting two kinds of short-term (non-tenure track) faculty positions that prepare diverse candidates for a tenure track appointment at Cornell.

C.2 Implement *Faculty Searches under Strategic Initiatives* in areas likely to yield diverse candidates. This program should have several tenants, but is patterned after the Radical Collaborations Initiative or the NanoNext Initiative. We contend that diversity need not be separate from academic innovation but part of the search process for these initiatives.

- The Provost should request that each dean define his/her strategic initiatives (spanning 3 years).
- The Provost should agree to fund the salary for faculty lines (at 100%), but should prioritize areas likely to yield diverse candidates who align with the strategic initiatives.
- It should be clear that the funding for this initiative is in lieu of other funding that might have otherwise been assigned at the college level. That is, if a unit continues to do its due diligence to meet the University's diversity goals

(within its strategic initiatives) there is no net loss. If the unit does not put forth the effort at identifying diverse candidates who meet these goals, then other units who made that effort would benefit from being assigned priority to the funding.

- While there is no guarantee that each hire in these initiatives will come from an under-represented group, colleges doing better in terms of their diversity would be more apt to be assigned strategic directions funding.

- By keeping funds at the Provost level, colleges would be incentivized to define strategic directions in areas that typically foster diversity.

One of the greatest challenges to recruiting a diverse faculty is identifying diverse talent. This is in part due to narrowly defined searches, but also due to a culture of searching from (or at least hiring from) few institutions. A targeted postdoctoral fellows program can increase the scope of the search for diverse candidates, and allow departments to draw from schools that Cornell faculty might not have otherwise recruited from. Fellows will have the opportunity to benefit from the Cornell research environment while allowing the university to expand its potential recruitment pool.

C.3 The existing Presidential Postdoctoral Program should be expanded to include fellowships for those from under-represented groups. To make the program vibrant 10-11 postdoctoral fellows should be recruited per year. Diverse applicants may be drawn/recruited from:

- Participants in the Cornell Graduate School NextGen Professors program.

- Fellows connected to training programs that target underrepresented graduate students such as the Sloan-Colman Doctoral Fellows program or the Mellon Graduate Fellowship.

Another challenge to recruiting junior diverse candidates is that they are often encouraged to enter the job market early (sometimes without sufficient postdoctoral or teaching experience). While recognized for their excellent potential, these candidates need a short term appointment in order to further develop certain faculty skills. To address this challenge, we recommend the following program:

C.4 Establish a *Presidential New Faculty Fellows Program.*

- Fellows will be identified through normal faculty searches, where a department wishes to hire them, but recognizes that the applicant may benefit from

additional time to develop teaching or research skills before they are ready to start a tenure track position.

- The faculty line is offered, a research plan is devised, and the faculty member is offered a one or two year fellowship (potentially at a different university) to gain the relevant experience.

- If the candidates take the fellowship at Cornell, they should be included in faculty activities as appropriate (e.g. attendance at faculty meetings, connecting with affinity groups, etc.).

Finally, the committee noted that the Provost funding to Support Diverse Hires provides 25% of the faculty salary for 5 years, while Funding to Support Dual Career Hires provides 75% for 5 years (plus the originating college paying 25% of start up costs).

C.5 Increase the Provost's funding for a diverse faculty to 75% of the faculty salary for five years.

A strong commitment to diversity should be coupled with detailed goals and metrics for success. We suggest that the university adopt college specific demographic goals for representation on its faculty.

C.6 Require deans to report on their efforts to diversify faculty and staff and their progress at the department and college level.

- Each year faculty are asked to report on their yearly activity. Deans should be encouraged to include diversity efforts as a separate item in the report. A portion of the salary improvement program could then be allocated to those with significant diversity and inclusion efforts.

To conclude, recruiting talented researchers from underrepresented groups on campus can enhance the research and teaching environment at the university and the campus climate more generally. However, recruitment efforts are not sustainable unless the university makes significant efforts toward retaining the excellent tenure track faculty we recruit. This is the focus of the next section.

3 Retention begins at the time of hire

Cornell faces significant retention challenges for URM faculty. While 8% of White and Asian faculty earn tenure and then leave Cornell, 20% of URM faculty leave Cornell

after earning tenure. About a third of the URM and White faculty leave Cornell without receiving tenure; pre-tenure departures may be a result of moves to other institutions, decision to take an industry position, or tenure denial. Women and men's post-tenure departure rates are about the same (8% for women and 9% for men). Similarly, men and women are also equally likely to leave Cornell before tenure (around 30%).

The discussion in Section 1 highlights the relative dissatisfaction of both URM and women faculty. Given the perceived relative negative climate for women and URM faculty, we would expect that both groups would have higher departure rates from Cornell after tenure. Figure 7 provides insight as to why women are less likely to separate from Cornell. While women are less likely to have a partner than men, if they do have a partner, their partner is more likely to be working. Moreover, women are more than twice as likely as men to have a partner who is another faculty member at Cornell (28% of women vs. 13% of men). Men are four times more likely to have a partner that is not working or seeking employment (24% of men v. 6% of women). One conclusion to be drawn from this is precisely what was echoed during our visit to the Women in STEM faculty group; some female faculty feel under-appreciated, but "stuck" because to leave would require the new hiring institution to make two faculty offers. As we have previously noted, this has an impact on the environment, recruitment and in the long run, retention.

[Figure 7 about here.]

There are several additional factors that may affect faculty retention. First, the aforementioned small absolute number of URM faculty makes it challenging for new faculty of color to find community. In addition to this, those that are successful at Cornell are in high demand for being hired elsewhere. This is true for the faculty at large, but with the recent push to diversify the faculties nationwide, Cornell women/URM faculty are recruited almost every year. Some of these challenges manifest themselves in the attrition rates for URM faculty after receiving tenure.

We believe that with these challenges in mind, we need a change in the way senior leadership views retention. Retention both locally and at peer institutions is quite often done (for the faculty at large) on an ad hoc basis. That is, there are few prescribed programs for faculty retention beyond long term suggestions/recommendations for improving the racial and gender climate. We argue that small investments can acknowledge the value of diversity.

Recommendation D *Retention efforts should be continuous and maintained throughout the career span of each faculty member. Rather than being reactive, retention should begin at the time of hire.*

Pursuant to this new paradigm we recommend the following enhancements:

D.1 Establish a *Presidential Program for the Success of a Diverse Faculty*. This program should include the following tenets:

- *Recognition of Contributions to Academic Diversity and Inclusion*: With an increasingly diverse student body, Cornell faculty make significant contributions to promoting diversity and inclusion in their departments, college, and the university. For example, a faculty member may advise under-represented students in addition to his/her usual advising load. Alternatively, a faculty member may be asked to be involved in several committees in order to ensure diversity on important issues. In concert with the director/chair of his/her department, faculty could apply to the Provost's office for funds that could be used to pay summer salary or perhaps to buy out of one class to address the extra work, which often goes unnoticed.

- *Travel Funds for the Support of Academic Diversity*: Recognizing that Cornell (and the surrounding Ithaca community) do not provide the diversity to support under-represented minority or female faculty with the mentorship needed for their success, the university should allocate funds to offer faculty the opportunity to attend conferences for URM and women faculty such as:
  - Faculty Success Program
  - National Society of Black Engineers Conference
  - Society for Advancement of Chicanos/Hispanics and Native Americans in Science Conference

- *Junior faculty meeting groups*: This is likely better organized and implemented at the college level (or by discipline). These groups need not (and perhaps should not) be only for URM and/or female faculty. Having junior faculty convene (even if informally) can help URM/Female faculty begin to integrate into the larger faculty community. Some of the programming could include, proposal writing workshops or even just brainstorming paper ideas.

We believe a cost-benefit analysis will show that the extra expense to reduce attrition is a net savings to the institution. Instead of waiting until faculty are recruited, a market study of recent offers should provide a reasonable estimate of the market value these faculty could command if they went to the job market. Such a study may lead to significant increases to faculty salaries, but may lead to lower attrition rates.

D.2 Encourage/require deans to take preemptive steps to improve the climate for and retention of URM/Female faculty.

- *Provost's fund for retention of under-represented faculty:* We argue that if key components of our recommendations are met, the university may not need to meet the aforementioned "market value" of URM/female faculty annually in order to reduce attrition. However, a case can be made that if the faculty member's salary is significantly below the market, then the Provost should support the college in providing a salary increase to close that gap.

- Deans should ensure women and URM faculty are receiving recognition for their excellence. We recommend conducting a study of endowed professorships by gender, race and ethnicity and comparing it with the full professor demographics. These data would allow deans to consider how they can use endowed chair positions for recruiting and retention.

Throughout the process, both in our survey and our interviews, many faculty confirmed that Cornell offers a vibrant research environment and Ithaca is a wonderful place to live. However, there are also challenges for some faculty to become invested in the local community. Incoming faculty salaries depend on discipline, and some faculty are unable to purchase a home until they have saved for a down payment; our data indicate that more URM faculty leave following tenure compared to their White and Asian peers. Our next recommendation is targeted to encourage/enable faculty upon arrival to become an integral part of the community.

D.3 Establish a program to help new faculty buy a home in Ithaca.

- The program might include making low rate loans so that new homebuyers can avoid Property Mortgage Insurance. This would be akin to a second loan (also called a piggyback loan).
  - The rate would need to beat the current second loan rate (suggested 6-7%).
  - The program could be implemented through pay roll deduction (to reduce risk).
  - Since the focus for our program is on entry into the market through second loan reduced interest rates, one possibility is to consider partnering with a local bank or credit union to offer rates on second loans similar to that on first loans.

- Some of our peers have housing programs (mostly in higher cost markets)
    - Princeton University – Home Ownership Programs
    - Stanford University – Faculty Housing Purchase Program
    - Columbia University – Housing Assistance Program

One further comment regarding Recommendation D.3 above is that several members of the committee have heard from colleagues about the difficulty of arriving to a faculty position from graduate school with significant student loans. This only stands to magnify the issue of an inability to buy a home and "lay down roots" in the community. While this is not unique to women or URM faculty, the reality (one can simply view nationwide economic statistics) is that URM faculty are less likely to arrive with family wealth and women are more likely to be the sole provider of immediate and extended family members.

4   Cost Estimates

Many of our recommendations come at very little cost to the university (See Recommendations A and B below). On the other hand, some of the programs suggested require a significant investment. Below are very rough *cost* estimates, not a cost-benefit analysis. For example, if the programs are implemented and result in reduced attrition, the university saves due to a reduced need to hire. We also do not include "implementation" costs that might require a full-time staff person.

- Recommendation A: The university should make a formal statement connecting its motto, "...any person...any study" to its commitment to diversity. Cost estimate: zero

- Recommendation B: The university should affirm its commitment to diversity through its hiring, promotion and tenure and senior leadership appointments.

    - B.1: Require a "Diversity and Inclusion Statement" of every tenure track faculty applicant. Cost estimate: zero

    - B.2: Institute bias training for search committees for any senior administrative academic positions (from directors to the president).

        * Assuming two Cornell Interactive Theater Ensemble (executive) offerings per year at $2000/offering: $4000/year

16

- B.3: Require a "Diversity and Inclusion Statement" for applicants to senior leadership appointments (deans, (vice) provosts, presidents, etc.). Cost estimate: zero

- B.4: Recommend that the colleges strengthen references to diversity and inclusion in the criterion for promotion and tenure. Cost estimate: zero

- Recommendation C: The university should implement programs to match talented diverse candidates with longer-term strategic initiatives. (note: from 2013-2018, the University hired on average 54.6 assistant professors/year)

  - C.1: Host a *Faculty Diversity Summit* for graduating under-represented minority and female doctoral students and postdocs to expose potential applicants to Cornell University.

    * 15 external participants @ $3,000/participant, $10,000 for local arrangements, $10,000 miscellaneous (including external speakers) = $65,000.

  - C.2: Implement *Faculty Searches under Strategic Initiatives* in areas likely to yield diverse candidates.

    * 3 faculty/year @ $150,000/faculty member (including fringe benefits). In steady state, this is 15 faculty = $2.25 million/year

  - C.3: The existing Presidential Postdoctoral Program should be expanded to include fellowships for those from under-represented groups.

    * 5 additional 2-year postdocs @ $95,000/fellow (salary+fringe+$5,000 discretionary). In steady state, this is 10 additional postdocs = $950,000/year.

  - C.4: Establish a *Presidential New Faculty Fellows program.*

    * 5 faculty for 2 year terms @ $150,000/faculty member (including fringe benefits). In steady state this is 10 faculty = $1.5 million/year.

  - C.5: Increase the Provost's funding for a diverse faculty to 75% of the faculty salary for five years.

    * In the first year (2016-17) there were 8 faculty supported (with 12 requests). In 2017-18 there have been 16 requests with the expectation that the number could go as high as 20 requests by the end of the hiring cycle. Allowing for some senior hires, we estimate $150,000 per year per faculty member (including fringe benefits). If in steady state approximately 12 new faculty are supported per year for 5 years that yields 60 faculty per

year supported (assuming zero attrition) via this program. In current allocations (25% of the salary paid by the Provost's office) this yields an estimate of $2.25 million/year. Our recommendation is that we triple that amount to $6.75 million/year.

- C.6: Require deans to report on their efforts to diversify faculty and staff and their progress at the department and college level. Cost estimate: zero

- Recommendation D: Retention efforts should be continuous and maintained throughout the career span of each faculty member. Rather than being reactive, retention should begin at the time of hire.

    - D.1: Establish a *Presidential Program for the Success of a Diverse Faculty.*

        * *Recognition of Contributions to Academic Diversity and Inclusion:*
            · 5 awards/year, $15,000 per award = $75,000/year.
        * *Travel Funds for the Enhancement of Academic Diversity:*
            · 10 awards/year, $3,000 per award = $30,000/year.
        * *Junior faculty meeting groups:*
            · College/Discipline level initiative, approximately $1,000/meeting.

    - D.2: Encourage/require deans to take preemptive steps to improve the climate for and retention of URM/Female faculty.

        * This is a long-term investment, estimate unavailable.

    - D.3: Establish a program to help new faculty buy a home in Ithaca.

        * This is a long-term investment, estimate unavailable. With proper design, this should be self-sustaining.

Not including those programs for which a cost estimate is not available, the total cost estimate per year is approximately $11.62 million/year.

5 Concluding comments

The committee would like to thank the senior leadership for the opportunity to weigh in on this important topic. While we do not outline all of our findings from each of the charge requests, we did address each task. For example, while we do not list successful programs at the university, college or unit level (task 4 of the charge), we have reviewed these programs, and our recommendations are based on this analysis. In Section B we

outline how we approached our data collection. Lastly, it was noted that some of the demographic data available publicly on the Diversity Dashboard are provided at the college level, but not at the unit level. We appreciate the difficulty of sharing these data without compromising the privacy of the faculty, but emphasize that search committees in each unit play a crucial role in the hiring process. We recommend that data be shared as much as possible.

Appendix

A   Task force charge

The Provost's Task Force to Enhance Faculty Diversity will advise the Provost on actions that will enhance and accelerate the diversification of faculty at Cornell. The Task Force is composed of faculty from around the campus who have experience in, and commitment to, hiring and retaining faculty that are under-represented in their fields and on campus. Members will consider each other's input and ideas, consult with colleagues as necessary, and evaluate issues related to the effective recruitment and retention of a diverse faculty. Specifically, the task force will:

1. Research current best practice for hiring and retention of diversity faculty in higher education with a particular focus on peer universities.

2. Review faculty demographics for the university, colleges and broad disciplines (life science, humanities, social science and physical science and Engineering), highlighting where Cornell has made progress and where progress is stalling.

3. Identify current programs at the university, college, and unit level that have been successful in accelerating hiring of a diverse faculty. At the same time, the committee should identify programs that have not been successful. Some examples the committee may choose to include in its analysis are:

    (a) Provost funds to support diversity hiring;

    (b) Accountability policies;

    (c) Faculty Development Grants;

    (d) Providing one year stipends to a department to help recruit an under-represented faculty;

    (e) College specific policies.

4. Identify current practices at the university, college, and unit levels that have been central to successful retention of under-represented faculty.

5. Identify issues at the university, college of unit levels that contribute to attrition.

6. Develop recommendations for short- and long-term strategies and program to accelerate hiring and to improve our retention rates of under-represented faculty;

7. Explore areas of investment that will help Cornell remain competitive in the recruitment and retention of diverse faculty. The recommendations should be tailored to Cornell in 2017, and be consistent with state and federal laws. It is anticipated that the Task Force complete its report early in the Spring of 2018.

B   The process

In this report, the committee focused specifically on women and under-represented minority (URM) faculty. Despite the demographic focus of our efforts, many of the insights/recommendations in this report apply more broadly to the issues facing other groups on campus including (but not limited to) the LGBTQ+ faculty, faculty with disabilities, Asian-American faculty, international faculty, first generation college faculty, as well as those with differing social, religious and political perspectives.

B.1   Analysis of Demographic Composition by college

We obtained the diversity numbers by college. While several colleges have made significant progress in terms of recruitment of female faculty, the URM numbers remain a challenge across all colleges. Below are the numbers as of Fall 2017.

- College of Agricultural and Life Sciences: Women 30.4%, URM 4.8%

- College of Architecture, Art and Planning: Women 34.0%, URM 4.3%

- College of Arts and Sciences: Women 36.5%, URM 11.8%

- Faculty of Computing and Information Science: Women 22.6% , URM 3.2%

- College of Engineering: Women 18.0% , URM 6.2%

- College of Human Ecology: Women 47.9% , URM 10.6%

- Law School: Women 31.7% , URM 14.6%

- College of Business: Women 17.8% , URM 7.2%

- College of Veterinary Medicine: Women 34.4% , URM 4.8%

- School of Industrial and Labor: Women 36.8% , URM 7.0%

B.2 Analysis of Cornell faculty work life surverys

The office of Institutional Research and Planning provided an analysis of the Academic Work Life Survey by race and gender. The data that were examined included diversity climate, work load, work allocation of time, stressors on faculty, access to mentoring, status of partners and spouses, faculty negotiations before and after hire, faculty climate over time (2005, 2010, 2016), reasons faculty leave Cornell and whether faculty recommend Cornell as a place of work. Some of these data are publicly available here. Others are available in the figures below.

B.3 Analysis of current best practices

In the first 6 weeks of our study we reviewed best practices to gain a basic understanding of the following questions:

1. What programs/practices currently exist at the colleges and university level on campus?

2. What successful programs exist at other institutions?

3. Which universities compete with Cornell for diverse faculty?

To provide insight into these questions and to be able to benchmark our positions in the broader higher education landscape, we focused on programs at both the college and the university levels. Since our charge was to suggest programs to be adopted centrally by the Provost and the President, we focused on programs that could be scalable from the college level to the institution as a whole.

The experience and expertise of task force members are broad-reaching and diverse. Each member was asked to consider best practices for diversifying the faculty through their college and disciplinary lens. Next, each member was asked to identify institutions and departments outside of Cornell that are in direct competition for faculty candidates. The next step was to gather input on the first two topics from several constituency groups on campus. In particular, we met with the following groups:

1. OFDD Advisory Board (November 17, 2017),

2. Faculty of Color (November 20, 2017, December 12, 2017 (with the Provost), and March 14, 2018)

3. Women in STEM (December 7, 2017)

The Faculty of Color and Women in STEM were able to identify significant deficiencies in the current model.

B.4   Input from the faculty at large

On Jan 5, 2018 we emailed all tenure track faculty to provide an opportunity to complete a survey on enhancing diversity and/or attend a lunch with members of the Task Force. The survey questions posed (in either venue) follow:

1. Why did you choose to come to Cornell? Have your expectations been met?

2. What excites you intellectually at Cornell?

3. How would you define faculty diversity? Given Cornell's unique history (Land Grant status, its motto: ...any person...any study) what responsibility in the 21st century does Cornell have to ensure the faculty are diverse?

4. What might the university administration do to increase the likelihood of recruiting faculty from under-represented groups?

5. What challenges are there to retaining a diverse faculty?

6. If you were recruited elsewhere, what caused you to stay at Cornell?

7. How might the experience of being recruited be different for under-represented groups?

- 69 people completed the online survey.

- 73 people expressed interest in attending a lunch. 55 faculty attended the lunches (18 either cancelled due to illness or could not make any of the 7 lunches offered (January 18, 23, 24, 25, February 2, 5, and 6). Each lunch was 1-1.5 hours long and was facilitated by two task force members.

Some of the input from the lunches confirmed what we had discerned either in our own meetings or through interactions with other constituency groups. There were also interesting insights discussed regarding both women/URM faculty and the broader and diverse faculty at large. In either case, we found that these meetings both enhanced and informed our later discussions.

B.5   External Comparisons

We note that the university already makes significant investments in diversity when compared to our peers. See Table 2. Take for example the Provost's fund for diversifying the faculty (see Recommendation C.5). This program is in its second year, but in steady state our estimates are that the program (under its current construction) will cost approximately $2.25 million/year. If our recommendation is followed, we estimate the cost to be $6.75 million/year. This is only one program, and it does not include funding for dual career efforts by the university. Our recommendations are that we further enhance these efforts.

[Table 1 about here.]

[Table 2 about here.]

Overall, how satisfied are you being a faculty member/academic at Cornell?
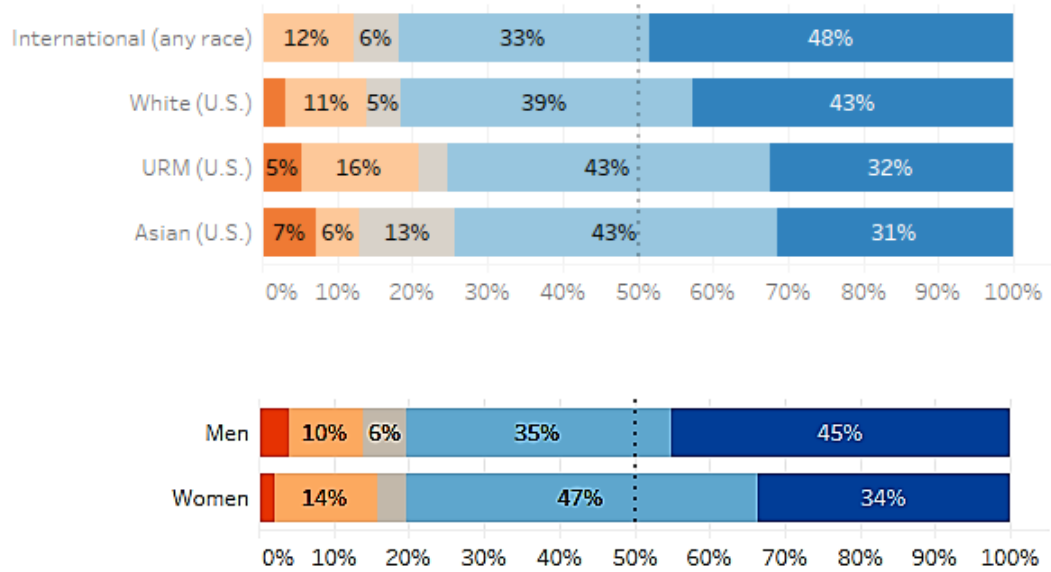
Figure 1: Satisfaction by race and gender
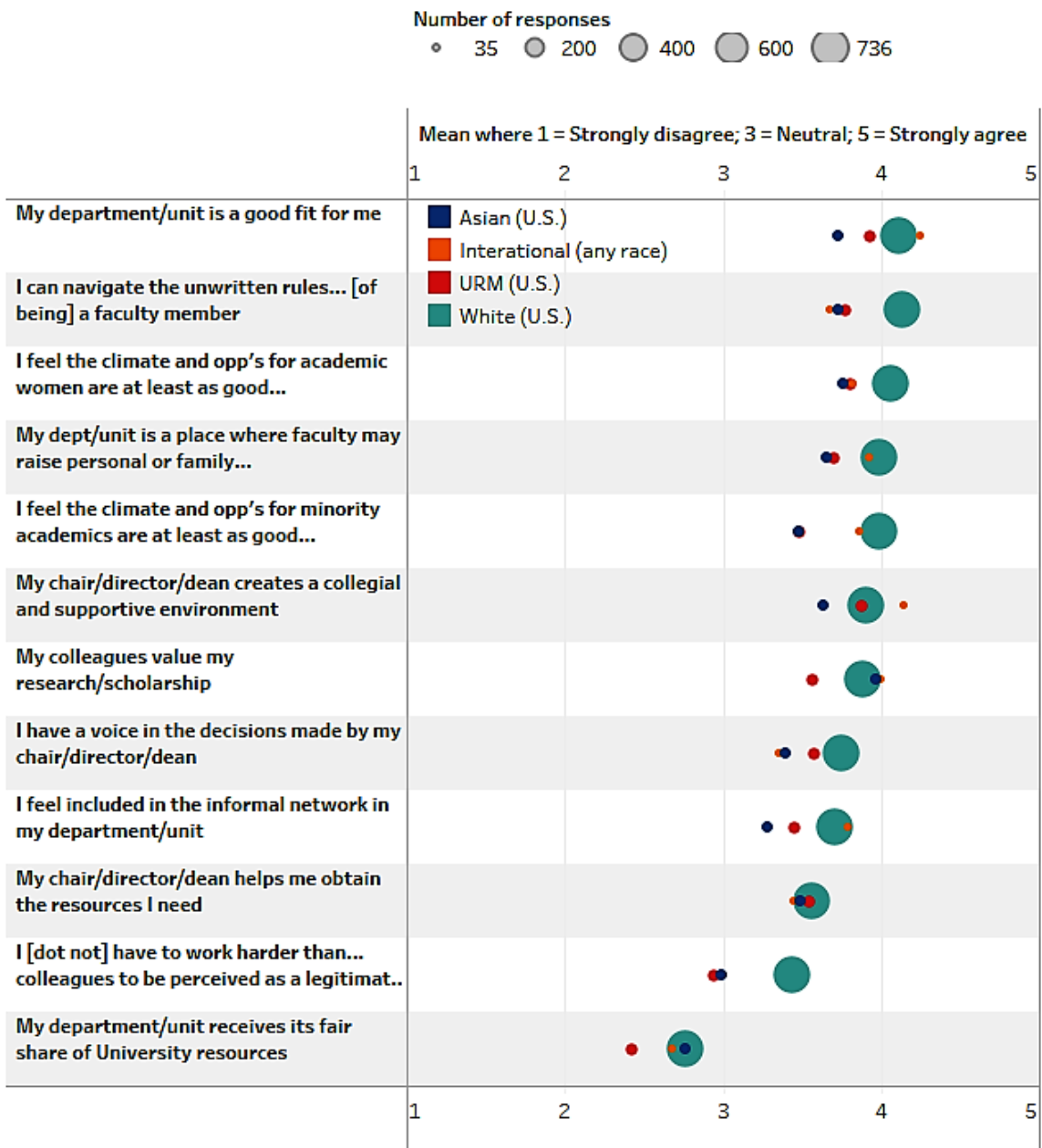
Figure 2: Feelings of being valued by race
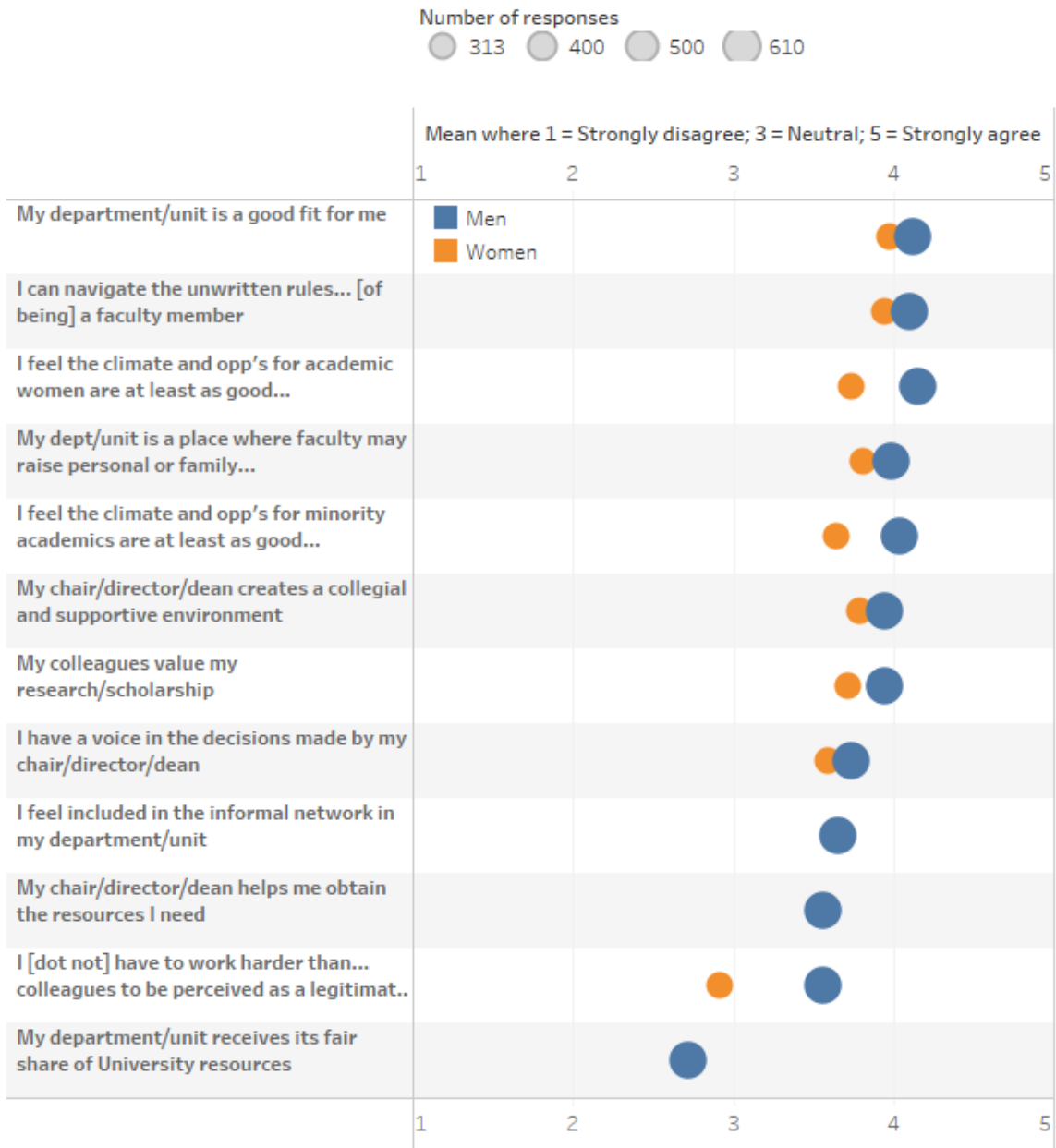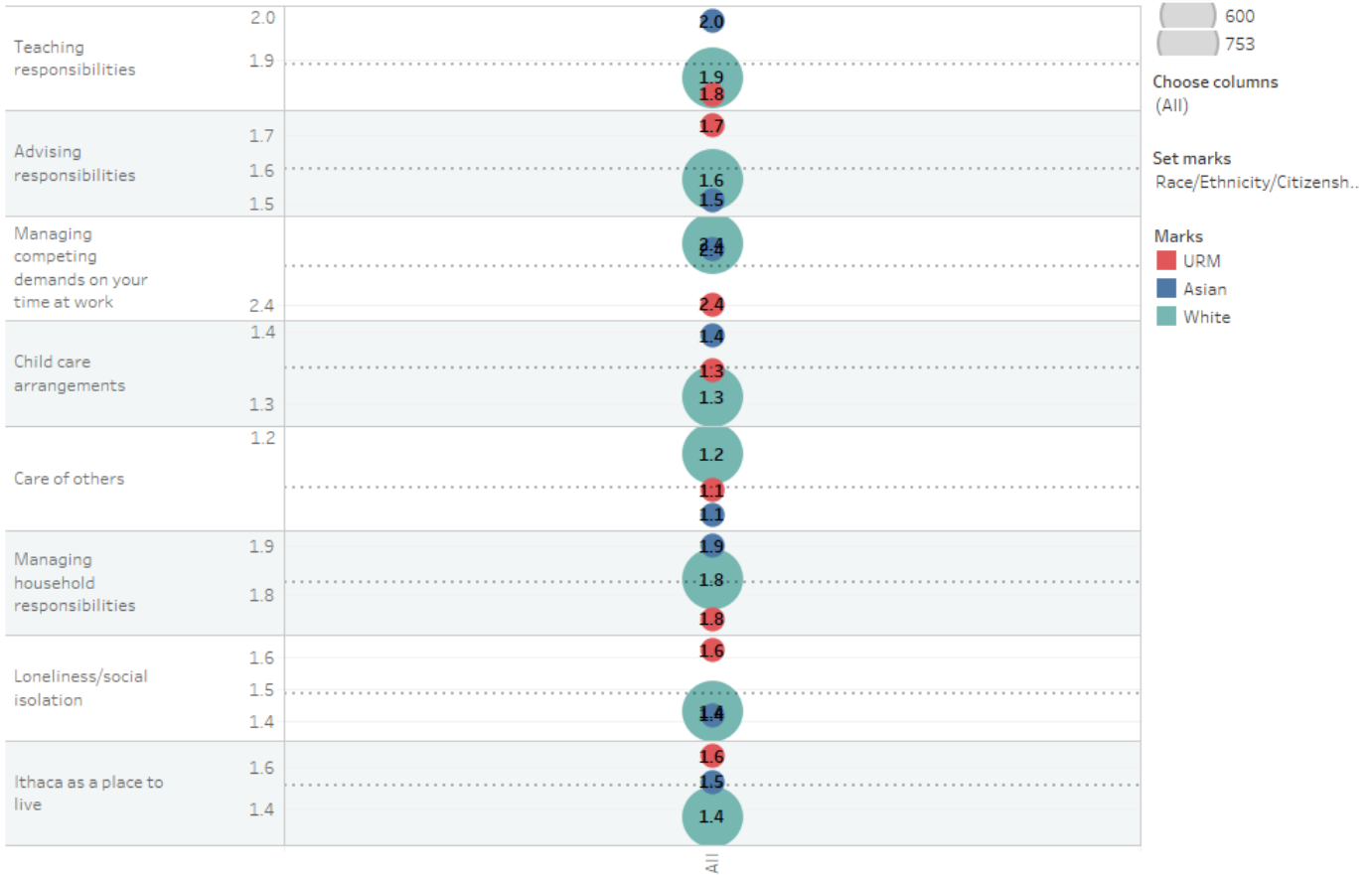
Figure 3: Feelings of being valued by gender

Figure 4: Feelings of stress by ethnicity

The extent to which each of the following has been a source of stress over the past twelve months:
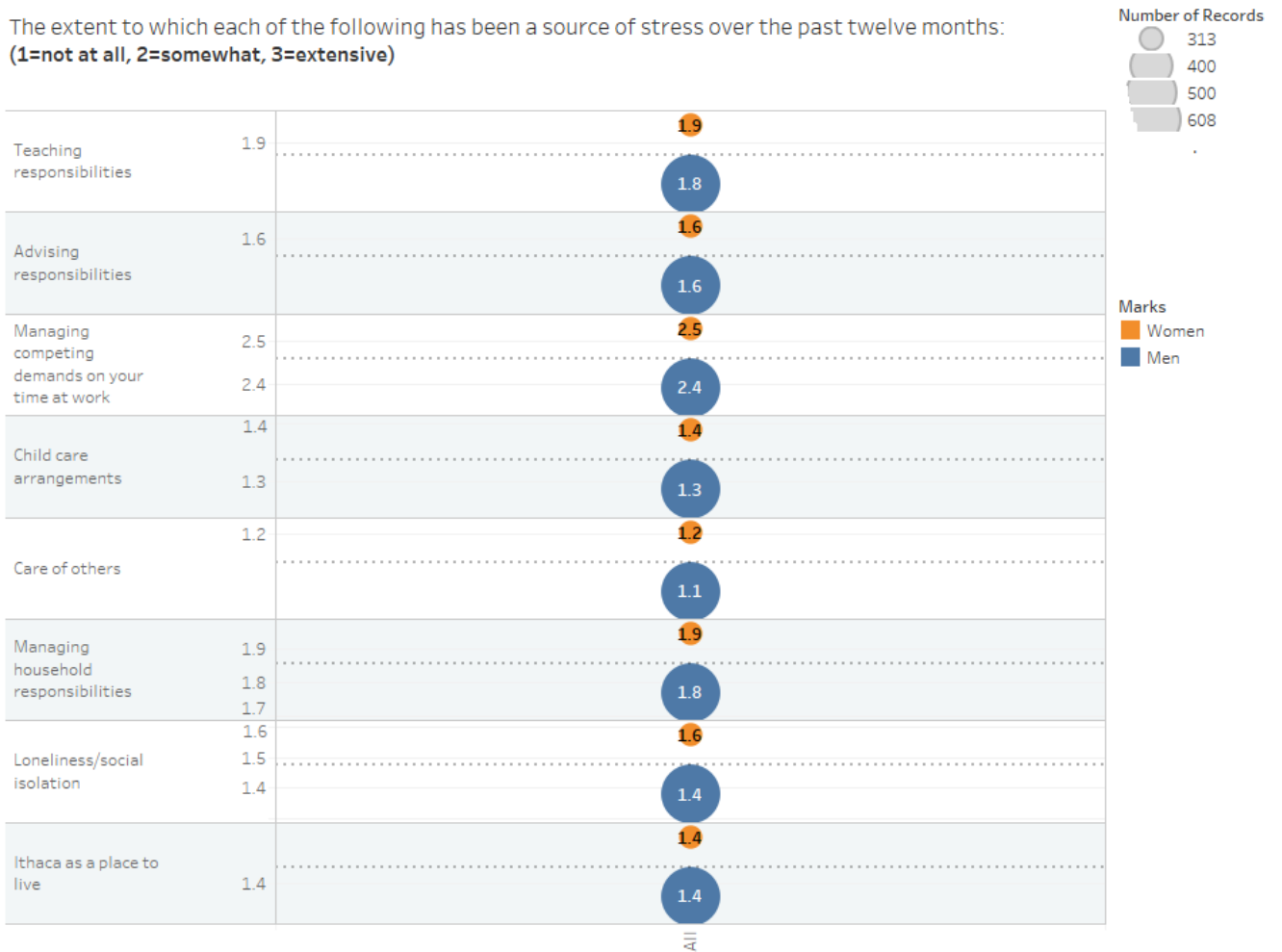(1=not at all, 2=somewhat, 3=extensive)
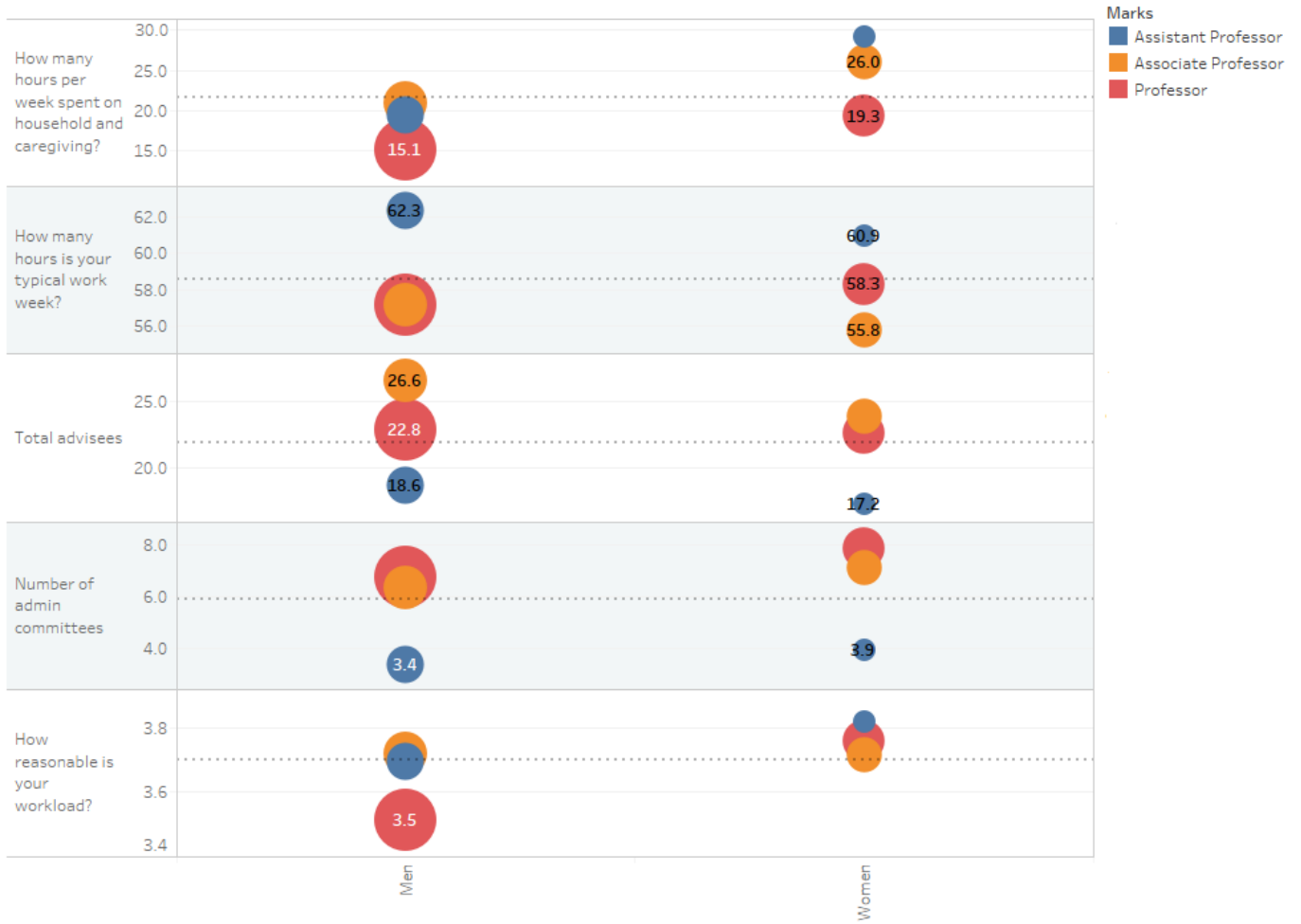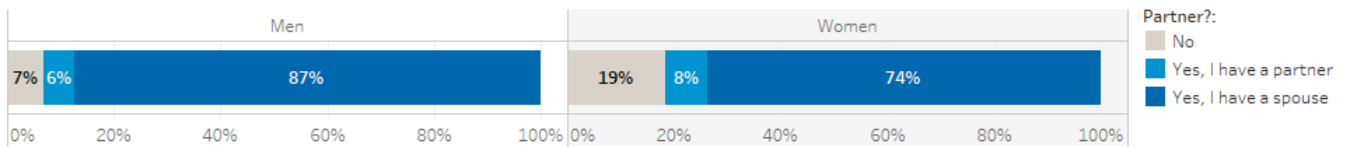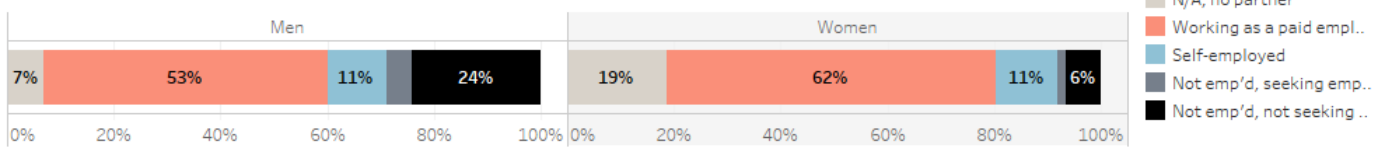
Figure 5: Feelings of stress by gender

Figure 6: Feelings of stress by gender and rank
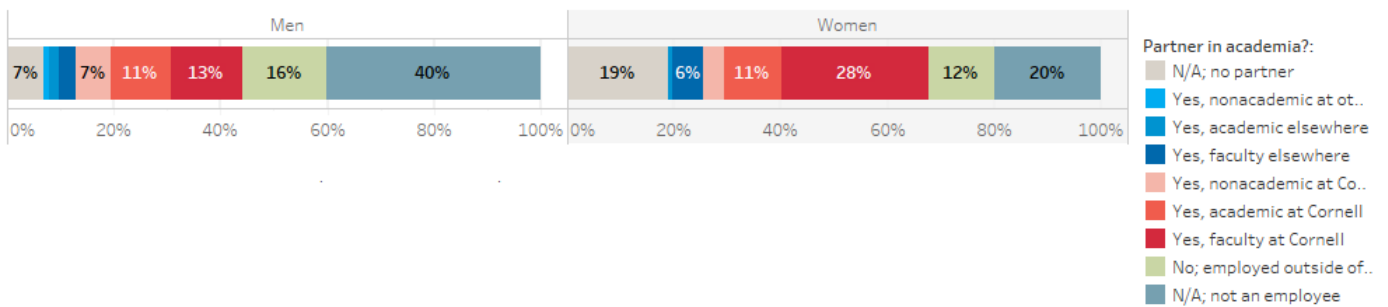
Figure 7: Spouse or partner working and where?

	Cornell	Brown	Yale	Penn	Stanford	Columbia	Harvard
Women	33%	34%	35%	32.7%	28%	26%	30%
URM	8%	9%	7%	~7% illegible	less than 7%	No URM data as data are presented as all minority	Harvard separates tenure track and tenured, but it's around 7-8%
Note	Only ranked faculty	Includes lecturers and sr. lecturers?	Only ranked faculty	Only ranked faculty	Only ranked faculty	includes nursing and medical schools	Only ranked faculty

Table 1: Faculty Demographics by Peer Institution

APPROACH	WHERE	DETAILS	CORNELL'S APPROACH	POSSIBLE CONSIDERATION
Setting hiring Goals	Brown	Double the number of underrepresented faculty by 2022; 60 additional faculty in 5-7 years	Under Cornell ADVANCE university set a goal of 20% women in STEM in each STEM/Social science department between 2006-2013 (**in 2006 31 departments were under the threshold; in 2016 – 18**) 2010-2015 strategic plan: For faculty, 20% or pipeline percent (whichever is higher).	Setting numeric or proportional goals
Faculty diversity funds and investment	Brown	$100M for endowed positions	Diversity funds -- 25% of salary for five years	Increase proportion (50% to full funding)

Link 25% cost recovery from the center directly to the hiring department/unit |
	Penn	Faculty Opportunity Fund 5 years bridges (fully funded); Presidential Term Professorship – 10 endowed positions that return to the provost upon faculty departure.		
	Yale	$25M over 5 years for bridge lines -- 50% of salary.		
	Stanford	Faculty incentive fund Gabilan provost discretionary fund for hiring URM and women in STEM		
	Columbia	$83 million over 10 years (2007-2017) October 5, 2017 announcement of additional $100 Current budget (before announcement) is $30 million. Diversity Lines 2017 – Standard search which happens to identify a faculty members contributing to the diversity Provost financial commitment limited to three years. After that, 100% of the costs will be borne by the School and Departments. Lab-based faculty. Provost provides the lesser of up to $50K/year/3 years (total of $150K) or 20% of offer/year/3 years for a successful application. Non lab-based faculty. Provost provide the lesser of up to $25K/year/3 years (total of $75K) or 20% of offer/year/3 years for a successful application. **Target of opportunity searches (5 a year) Lab-based faculty**. The Provost's provides the lesser of up to $250K/year/3 years or 50% of offer/year/3 years. **Non lab-based faculty**. The Provost's Office is prepared to provide the lesser of up to $125K/year/3 years or 50% of offer/year/3 years.		
Supporting scholarship on race, diversity, equity, inequality, and inclusion	Penn	Fund provides resources for interdisciplinary scholarship		Centrally support scholarly endeavors on race, gender, diversity, inequality; set number of radical collaboration projects that can focus on the above topics
	Brown	$20 million to support the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ).		
	Stanford	Funds allocated to the faculty Development Initiative – Hiring faculty into the Center for Comparative Studies in Race and Ethnicity with funds		
Grants for faculty who contribute to the diversity of the faculty	Columbia	Junior faculty diversity grant 8-14 grants at $25K each	Small professional development grants (travel).	Allocate research fund for faculty who contribute to the diversity of the faculty
School/College Diversity/Action Plans	Brown, Columbia, Penn	University and unit action plans	TND annual initiatives	Move to 5 year action plans with the TND accountability
Communication efforts around faculty diversity	Brown	2015: $100 million (no set years, but increased faculty in 5-7 years). National media announcement and action plan.	2016: Diversity and Dual Career Fund communication 2012: TND	Make a $ amount announcement
	Yale	2015: $50 million over 5 years. National media announcement and action plan.		
	Penn	2011: $50 million over 5 years. National media announcement and action plan.		
	Columbia	2012:$30 million Announcement for faculty diversity 2015: Announcement of additional $33 million (not all from central funds) announcement. 2016: Announcement of $83 million past investment and $30 million current budget.		

Table 2: Details by Peer Institution