The Big Idea

As they are essential to inquiry, debate, innovation, scientific advancement, and solutions-driven research, promoting diversity, equity, and inclusion is a top priority for the College of Engineering (COE). For undergraduates, graduate students and faculty, the COE will take concrete actions to advance recruitment, retention and achievement across underrepresented minorities (URMs), to increase the diversity of race, ethnicity and gender in the college community. It will also work to promote the overall sense of belonging and inclusion on campus, with initiatives that range from the department-level up to the university-level.

Strategic Initiatives

Recruit and retain more URMs in the undergraduate population:
- Expand existing programs for prospective students: The CURIE Academy, the CATALYST Academy, and the Bridges Program effectively increase connections for prospective students.
- Create proactive tutoring and mentoring initiatives: Among other interventions, launch a pilot program for study groups that help students coordinate their course schedules and workload.
- Assess existing courses: Identify any courses that might disproportionately affect the current achievement gap and work with faculty to implement more inclusive teaching practices.

Increase diversity among domestic graduate students:
- Invest in endowed scholarships: Attract and retain engineering graduate students by reducing financial barriers to higher education.
- Grow recruitment network: Establish relationships with national organizations and minority-serving institutions to develop new recruitment pipelines.
- Increase mentoring and professional services: Launch a mentoring initiative for graduate students and establish an industry affiliates program to enable graduate student success.

Hire strategically to exponentially increase faculty diversity:
- Encourage “diversity bridge: searches: Encourage all departments to consider opportunities presented by positions that are expected to become available due to retirement.
- Set high standards for hiring: Regularly assess the composition of candidate pools to ensure that gender parity and diversity are core values of the hiring process.
- Invest in support for current faculty: Systematic mentoring and other supports will serve as powerful incentives for recruitment and retention.

Promote greater inclusion and belonging throughout the college community:
- Hold ongoing conversations throughout COE: Take a grassroots approach that promotes ongoing dialogues about inclusion in all departments and administrative units.
- Develop multiple mechanisms for reporting issues: Provide opportunities for individuals to receive personal guidance and discuss options for conflict resolution.

Outcomes

Cumulatively, this work will create a cultural shift that fosters a diverse community of talented individuals, ultimately advancing a higher quality of research, education, and service throughout COE.
SUMMARY

- How can Cornell Engineering do more to foster diversity on campus?

Diversity is a top priority for the College of Engineering (COE). As part of a world-class institution of learning, the collective mission is to always provide excellent education for everyone — fulfilling Cornell’s founding motto of “any person...any study.” In addition to making academic life richer in every way, diversity is essential to inquiry, debate, innovation, scientific advancement and solutions-driven research.

The COE aims to promote greater diversity, equity and inclusion (DEI) by examining how it affects both students and faculty, as well as the engineering community at large. In 10 years, the college aspires to have a composition that exceeds the standards reported by the American Society for Engineering Education (ASEE) and ideally reaches the composition of the general U.S. population.

For undergraduates, graduate students and faculty, the COE will take concrete actions to advance recruitment, retention and achievement across underrepresented minorities (URMs), to increase the diversity of race, ethnicity and gender in the college community. It will also work to promote the overall sense of belonging and inclusion on campus, with initiatives that range from the department-level up to the university-level.

To become true leaders in the national field of engineering, the COE will broaden recruitment pipelines, re-evaluate admissions and interview processes, expand URM programming and fellowships, and partner with the university to further the Belonging at Cornell initiative.

This work will create a cultural shift that values a diverse community of talented individuals — ultimately driving a higher quality of research, education and service.

Recommendations

1. Recruit and retain more URMs in the undergraduate population

Over the last 10 years, the college has taken great strides to promote a more diverse undergraduate student body. In 2020, the COE achieved gender parity, surpassing the ASEE average and coming on par with the general U.S. population. This gives the COE a decisive edge in the quality and impact of its engineering education.

Now, the college must work harder to increase the composition of non-international URMs in the undergraduate population and decrease the achievement gap between them and their non-URM peers.

While the URM population in the COE has risen to 21%, it is still less than the ASEE average, as well as the general public. The overall rise has predominantly benefited the enrollment of Hispanic and Latino students, and the college needs to reinforce efforts to reach prospective Black and Native American students. To do so, it will partner with admissions offices to broaden recruitment pipelines — identifying and working with high schools that produce competitive students from the target demographics.

The COE already runs two successful programs, which should also be expanded to provide more financial support for registration and travel to the Ithaca campus:
The CURIE Academy — A week-long summer program that brings talented high school girls to campus to learn more about engineering.

The CATALYST Academy — An on-campus, week-long summer program for high school students from diverse racial, socioeconomic and geographic backgrounds to explore engineering fields.

These hands-on opportunities expose high school students to COE faculty, grad students and other Diversity Programs in Engineering (DPE) offerings — building confidence, inspiring curiosity and providing an inside look at engineering excellence.

Similarly, the COE should enhance the existing Bridges Program, which helps high school students and guidance counselors develop strong applications, increasing students’ chances of getting into top engineering schools.

After students join Cornell, the COE needs to maximize their opportunities for academic success, both in terms of overall retention and in decreasing existing the GPA gap between URM and non-URM students. Proactive tutoring and mentoring initiatives have provided clear benefits in recent years, but more efforts are still necessary.

The college plans to launch a pilot program for study groups that help undergraduates coordinate their course schedules and workload. Working with the Cornell Engineering Advising staff will allow the COE to proactively identify students who may need extra support and allow them to reach out earlier with academic and mental health resources.

It will also reassess ongoing DPE programs, coordinate with student organizations and collaborate with undergraduate units to identify any courses that might disproportionately affect the current achievement gap. Then, the COE will work with faculty to examine how more inclusive teaching practices could contribute to better outcomes.

In the next 10 years, the college aims to eliminate the GPA gap for URMs, as well as for first-generation college students — regardless of race or ethnicity.

2. Increase diversity among domestic graduate students

The COE’s goal is to lead the way in educating a body of diverse graduate students that are reflective of the general population. This will improve Cornell’s legacy of research excellence and produce graduates that broadly serve as agents of change.

Investing in endowed scholarships has strong potential both to attract and retain engineering graduate students by reducing financial barriers to higher education. Through close collaboration with the Cornell Graduate School and with alumni affairs and development offices, the COE should work to identify and encourage opportunities for such philanthropic support.

To improve the diversity of applicants, the college will establish relationships with national organizations and minority-serving institutions to develop regular recruitment pipelines — including research and mentoring opportunities with COE faculty while students are still working on their undergraduate degrees.

The Research Experiences for Undergraduates program serves as another touchpoint for prospective graduate students. Expanding the online presence of these summer partnerships can help boost interest
in Cornell. Similarly, existing platforms for master’s degree programs may serve as conduits to recruit more URM students into engineering Ph.D. programs and to attract more domestic applicants.

In collaboration with the Graduate School, the COE is deeply dedicated to providing continual institutional support of all the structures and activities that contribute to graduate student success. Within existing fellowship and leadership programs, both units provide special instruction that increases participants’ academic and professional skillsets.

Building on the success of those programs, the college plans to launch a mentoring initiative for graduate students that works with senior Ph.D. students across all engineering fields. Expanding the COE’s distinguished lecturer series offers another opportunity to provide graduate students with professional advice from academic and industry leaders.

The college should also establish a DPE industry affiliates program that consolidates relationships with potential employers and establishes regular engagement activities — ideally leading to graduate student mentoring, internship and employment.

These cumulative efforts will nurture graduate students throughout their degree program and demonstrate a firm commitment to supporting their overall success.

3. **Hire strategically to exponentially increase faculty diversity**

It is mission-critical for the college to aggressively pursue diverse faculty hires. Faculty drive discovery, inspire innovation and instill educational excellence throughout every part of the campus community, and their overall composition needs to be more reflective of the current student body.

While the percentage of female faculty has risen over the last decade, that of URMs has fallen. Now a high retirement rate provides the perfect opportunity for the college to renew its efforts to recruit diverse faculty, striving for 50% of offers across all searches. Anticipating approximately 38 positions opening, the COE’s goal is to achieve a faculty population of 35% women and 10% URM tenure-track faculty by 2030.

To increase recruitment efforts, the college will encourage all department to pursue diversity bridge searches for positions that are expected to become available due to retirement. Setting high standards for the composition of candidate pools will ensure that gender parity and diversity are core values of the hiring process. Strategic oversight should periodically assess and improve these practices.

The COE should also work with the Cornell Presidential Postdoctoral Fellows program to identify and recruit diverse talent who could qualify for junior faculty positions upon completion of their appointment. Some of these postdoctoral positions are already tied to research under the Provost’s Radical Collaboration initiative, which overlaps closely with many engineering fields and goals.

As the college continues its commitment to retaining successful faculty, it will invest in more ways to support female and URM professors. Systematic mentoring will provide general support to assistant professors — helping develop skills for both academic success and work-life balance, supplementing mechanisms for growth beyond tenure and working to resolve tension in dual-career situations. Enhancing mid-career pathways will also make the COE more attractive to prospective faculty.
Investing in programs that support current faculty will serve as powerful incentives for recruitment and retention; and as the faculty population diversifies, it will provide ample evidence of the COE’s supportive environment, making it more attractive to diverse candidates.

4. **Promote greater inclusion and belonging throughout the college community**

In the next 10 years, the college aims to increase people’s overall sense of belonging — improving climate in every department and school for all students, faculty and staff. This environment should nurture a culture of shared mission and success, and have established mechanisms to report DEI issues and to advance DEI programming.

Moving forward, the college will launch a series of initiatives across the departments and administrative units that takes a grassroots approach to promoting inclusion. The goal is to give each person within the community an opportunity to have a voice and a forum for advancing positive change — with a particular emphasis on URMs, first-generation college students and members of the LGBTQ+ community.

To ensure effective personal connections, each department will establish regular meetings where faculty, staff, and students have facilitated discussions and trainings related to inclusion, diversity and belonging. An overarching theme will be to encourage departmental unity and to work through differences toward a shared mission.

It is also essential to develop multiple, clear mechanisms for reporting any issues of racism and discrimination within the community. This effort should support formal university procedures, but also provide the opportunity for individuals to receive personal guidance and discuss options for conflict-resolution that do not necessarily involve filing a formal complaint.

The goal is to build a program where trained advocates across faculty, staff and graduate student populations can provide a safe space for individuals to voice concerns. These advocates will be given strategic training in intergroup dialogue skills, as well as detailed knowledge about other resources and processes at the university, so that they can listen, advise and report incidents as appropriate.

Both these efforts will make sure that everyone has a safe and positive experience on campus — fostering a greater sense of collective unity and security.
This document describes the academic populations in Cornell Engineering from the diversity and inclusion perspective, assessing where we are and where we would like to be in terms of composition (who we are), achievement (what we want to accomplish), and sense of belonging (how we want the journey to feel like). It does not cover all aspects in equal depth, in part because as of today we have more data and insight in some respects than others. Nevertheless, the College’s intention is to address this area comprehensively and strategically.

Why Diversity?

Why has diversity been, and continues to be, a top goal for Cornell Engineering? The answer to this question has multiple dimensions. First, as a world-class institution of learning, our aspiration should always be to provide excellent education for everyone. Cornell’s motto of “any person, any study,” embodies well this aspiration. Second, because not only does diversity make academic life richer in every way, but it is in fact essential to academic inquiry and debate. And third, because empirical studies repeatedly show that problem-solving efforts produce superior outcomes when the team involved is itself diverse. Lu Hong and Scott Page’s experimental study on the subject, published in the Proceedings of the National Academy of Sciences (PNAS), concludes in part:

“We find that when selecting a problem-solving team from a diverse population of intelligent agents, a team of randomly selected agents outperforms a team comprised of the best-performing agents. This result relies on the intuition that, as the initial pool of problem solvers becomes large, the best-performing agents necessarily become similar in the space of problem solvers. Their relatively greater ability is more than offset by their lack of problem-solving diversity.”
Undergraduate Students
Composition

The figure above shows the evolution, over the last ten years, of our undergraduate student composition, broken down by gender on the left, and by race or ethnicity on the right. As with all data reporting, it is neither perfect nor comprehensive; for example, the left plot does not capture non-binary gender identities, whereas the right plot puts multiple underrepresented races/ethnicities under the same umbrella.

At the top of each plot, we can see the percentage of women and underrepresented race or ethnicities reported by the American Society for Engineering Education. For race and ethnicity, we have excluded international students, who make up roughly 10% of our undergraduate student population.

Arguably, the most remarkable piece of data is our achievement of gender parity in our undergraduate population, leaps and bounds ahead of the competition and on par with the general population. This is something we should feel extremely proud of, and it gives the College a decisive edge in the quality and impact of our engineering education in the broadest sense. It truly contributes to making our graduates not just better engineers, but truly agents of change. Let’s remember, however, that composition is just one piece of the puzzle, and that supporting student achievement and sense of belonging is also key.

The fraction of U.S. undergraduates that self-identity with an underrepresented race or ethnic minority is about 21%, roughly on par with ASEE figures but significantly behind the general U.S. population (32%). It is true that we have come a long way, and so has the national landscape in higher education. However, it is also true that we still have much work to do. In fact, breaking this down a little more will give us further insight on just how much work we have ahead of us.
This figure shows the ten-year progress broken down by race/ethnicity, both nationally as reported by ASEE, as well as within Cornell Engineering. The Hispanic and Latino population has seen a boom in undergraduate enrollment nationwide, with a 34% increase over ten years. No doubt part of this was a result of their demographic growth in the country; however, the rate at which Hispanics and Latinos enrolled in engineering degrees is significantly higher. This is great news, although a significant gap remains with the general U.S. population. Unfortunately, the same cannot be said of national figures for Black and Native American enrollment, where the last ten years not only saw no growth, but in fact a decline.

At Cornell, the growth rates for Hispanic/Latino and Black students have been well above ASEE averages; in particular, the rate for Black students greatly intensified in the last 5-6 years. Please note that, in both cases, Cornell’s starting position in 2010 was several points behind the ASEE. As of 2020, our Hispanic and Latino student population as a fraction of our engineering student population is slightly behind the ASEE average, whereas out Black student population is ahead of ASEE in that regard. Again, in any case, both well behind the general U.S. population. The numbers for Native American students is, no matter how you look at them, disappointing ASEE-wise, and even more so Cornell-wise. In the last ten years, Cornell Engineering has had on the order of three to a dozen Native American students enrolled each year, out of more than 3,000 students.

If we want to be true leaders in Engineering, we must start with our student composition. In numbers, this arguably means above ASEE and as close as possible to the general population. The College’s experience is that success in this regard comes from careful planning and execution across multiple years. Accordingly, we will:
• **Partner with our admissions office to broaden our recruitment pipeline**, in part by discovering and forming alliances with high schools that produce competitive students from our target demographics, with special emphasis on Native American enrollment.

• **Expand our CURIE and CATALYST programs** and endow registration and travel for at least a fraction of the participants.

These partnerships are often up close and personal. They include providing talented high school students with opportunities like CATALYST, where they are exposed to our faculty, our grad students, our DPE office, and our engineering know-how. They also include the Bridges program, a collaboration between DPE, our admissions office, and the high school counselors to show their students what successful applications to Cornell look like, so that they may in turn position their students better to succeed at applying to top engineering schools (hopefully Cornell!).

**Nurturing and Retention**

Composition of course is only part of the equation; once students join Cornell, it is our responsibility to maximize their opportunity for success in our curriculum. This means keeping the students in the program and making sure they can perform at the same level as their peers.

In the figure above, the left plot shows retention in Year 2, whereas the right plot shows average GPA. Retention-wise, the data looks a bit choppy, with some bumps along the road worth looking into, but overall, it is headed in the right direction. Not shown in the plots is that, in some of the “drops” in retention for women from underrepresented minorities, a significant fraction of the departures is to other STEM fields within Cornell.

The GPA plot is more concerning: It shows that, over the last five years, there is a gap of about 0.3 points which we have not been successful at closing. Three important comments: First, if we go farther back in time, we would see that where we are now is a better place than where we were 10+ years ago, in part thanks to aggressive and pro-active tutoring and mentoring initiatives out of the College, and a willingness
of the students to invest in summer and academic-year programs. Second, the GPA gap is in a sensitive bracket—the difference between a 3.2 and a 3.5 average may influence what kind of employment a particular student may have a shot at upon graduation. Third, we should always keep in mind that our students are multidimensional people with many talents, and GPA is only one narrow indicator of success.

**Over the next ten years, we want to reduce or eliminate this gap, not only for students from underrepresented minorities, but also for first-generation college students regardless of race or ethnicity.** Indeed, we are interested in tapping onto our regional talent, in particular rural students, as our colleagues at CALS do so well. To accomplish this goal, we will:

- **Reassess our ongoing DPE programs**, coordinating with student organizations on campus. We plan to partner with undergraduate units to analyze whether some courses may account for a disproportionate contribution to this gap, and with faculty to examine how more inclusive teaching practices can contribute to better outcomes.
- **Launch a pilot program to support study groups**, by helping students coordinate their class schedules and facilitate times and spaces.
- **Tighten the partnership and data sharing with the College’s advising office**, for timely identification of and action on students encountering academic difficulties or mental distress.

### Graduate Students Composition

![Gender Ratio, Graduate](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2012</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2013</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2014</td>
<td>30%</td>
<td>70%</td>
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<td>2015</td>
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<td>2016</td>
<td>30%</td>
<td>70%</td>
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<tr>
<td>2017</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2018</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2019</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2020</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

![Race/Ethnicity, U.S. Graduate](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>White</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>32.2%</td>
<td>59.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>2030</td>
<td>34.8%</td>
<td>55.8%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

This figure shows trends for graduate student composition. Note that the breakdown by race/ethnicity shown is only for U.S. students, who constitute about 50% of our graduate student population. The figures show that we have managed to stay slightly above ASEE figures for gender, but still well below parity, and significantly above ASEE figures for underrepresented minorities, almost at the level of our undergraduate student population.
The College’s goal here is, again, to lead the nation and to aspire to educate a body of graduate students truly representative of the general population—both to improve our research excellence within Cornell and to produce graduates that are true agents of change in the broadest sense. Evidently, we will be most successful if we can manage to raise funding to endow scholarships that attract this talent. Beyond that, there are things we can do to increase our odds:

- Partner with DGSs and the graduate school to review the admissions process, so that expectations be more transparent to prospective applicants, and to ensure that our process is holistic.
- Engage national organizations, so we can actively reach out to these students.
- Form a tighter partnership with our own REUs, including creating a consolidated information and application portal.
- Establish and nurture partnerships with minority-serving institutions, engaging their students from relatively early in their undergraduate years through research experiences and mentoring, and establishing relationships with their faculty in research and beyond.
- Assess the potential of MS program(s) to recruit more URM graduate students to our Ph.D. program, and to increase the national pool of MS/Ph.D. graduates.

Nurturing and Retention

URM graduate student retention continues to be a priority for the College of Engineering, with significant emphasis placed on broad inclusion into the Sloan/Colman Fellows activities regardless of a student’s funding source. As the Sloan Fellows Program phases out over the next two years, the College of Engineering is committed to continued institutional support, in partnership with the Graduate School, of the structures and activities that make our students successful through completion of their graduate degree. Specifically for Ph.D. students, we identify the following priority areas:

- Generalize coordinated planning for student mentoring with graduate fields and PIs, currently limited to successful nominees of Sloan/Colman/Collins fellowships at the time of nomination. Among other initiatives, the College will pursue instituting a buddy mentoring program involving more senior Ph.D. students, both within and outside the graduate field.
- Invest in activities around the Colman Inclusive Leadership Program, which introduces doctoral students to a range of helpful skills and special topics that are suitable for both academic and professional environments.
- Expand our series of distinguished lectures by academics and industry professionals who can provide inspiration and valuable advice to graduate students for their Ph.D. years and beyond.
- Create a DPE industry affiliates program that can consolidate current and future relationships with potential employers under a common umbrella, with the goal of providing opportunities for mentoring, internships, and permanent employment to our students.
Faculty Composition

As of June 2021, the number of active tenure-track faculty members in the College of Engineering was 194, with 38 of them aged 60 or older. Of those 194 faculty members, 52 were women (27%, two 60 years old or more) and eight were from an underrepresented minority (4%, two of them women, none 60 years old or more).

A simple back-of-the-envelope calculation suffices to show how aggressive the College must be in pursuing diverse faculty hires: Assuming that 1) all 38 faculty members currently 60 years old or more retire by 2030, and that 2) all 38 positions are filled with women faculty from an underrepresented minority during that same period, the resulting faculty composition in 2030 would still fall a bit short of the general U.S. population, with about 45% women and 24% URM tenure-track faculty. If, instead, the 38 positions were filled with demographics consistent with the general U.S. population, the faculty makeup in 2030 would be approximately 35-36% women and 10-11% URM.

Even as the College has pursued diversifying its faculty body aggressively, efforts need to be redoubled to make significant progress by 2030. The College will embrace a goal of achieving 35% women and 10% URM tenure-track faculty by 2030. To accomplish this, the College will:

- Enable departments to engage in multi-year “diversity bridge” searches around faculty close retirement, with the specific goal of identifying and successfully recruiting women/URM faculty members.
- Set higher expectations for candidate pool composition at all stages of a faculty search, with a goal of at least full gender parity and at least one URM candidate among the ones invited for a full interview.
- Provide incentives for departments to engage in recruitment of (semi-)senior URM faculty and/or cluster hires.
- Encourage more Presidential Fellows-eligible offers, in part by fundraising for these positions (e.g., sesquicentennial fellows).
- Charge the Strategic Oversight Committee with periodic assessment of the diversity hiring practices.

Retention

The College of Engineering will continue its commitment to retaining successful faculty members, with special emphasis on women and URM professors. Areas for investment include: 1) a more systematic mentoring assignment for assistant professors; 2) regular workshops for academic success and work-life balance; 3) mentoring mechanisms for growth beyond tenure; 4) aggressive pursuit of dual-career case resolution.
Inclusion and Sense of Belonging (w/ Erin Mulrooney)

The College of Engineering is participating in the University’s Belonging at Cornell initiative and has identified two action plans for design and deployment, both involving students, faculty, and staff.

BaC Action Plan 1: A Large-Scale Deployment of Successful Pilot Programs for Inclusion

A primary goal of this initiative is to increase a sense of belonging and satisfaction among Engineering faculty, staff, and graduate students, affecting both retention (wanting to stay at Cornell) and recruitment (speaking positively about Cornell and encouraging others to join) by giving everyone a voice and a forum, particularly people from underrepresented groups such as i) underrepresented racial/ethnic minorities, ii) first-generation college graduates, and iii) members of the LBGTQ+ community. A secondary goal is to develop a set of best practices.

This initiative is organized at the department level—a small enough community that can promote personal connections effectively. At the same time, the deployment across all departments seeks to create a cultural shift in the College. While each department has the flexibility to tailor their program, a common core consists of regular meetings that include faculty, staff, and graduate students with facilitated discussion and training on inclusion, diversity, and belonging. In addition to providing critical education and information, these dialogues will contribute to an environment that facilitates the department coming together over shared missions.

For COE administrative units, the challenge is slightly different, in that there is more of a sense of belonging in siloed groups and not as much across college administration. We are working to use this initiative as a catalyst for cross-group interaction and a broader sense of belonging. In late June 2021, we will kick off a visioning session related to our core values (as part of our current strategic planning process), and we will leverage what we identify to help inform a committee made up of members of administrative staff from multiple college units, to develop this program for this population.

BaC Action Plan 2: Establish effective mechanisms to report DEI issues and grievances

We have a request from our minoritized graduate student population that we create clear and varied mechanisms for reporting of issues of racism and discrimination. While the University has the Title IX reporting mechanism, individuals often do not want to start with a formal complaint and want an opportunity to talk through an issue with someone who has been trained, to seek advice.

We plan to develop a program to identify advocates made up of individuals from the faculty, graduate student and staff ranks, whom people know they can approach safely to voice concerns, knowing that they will hear them out compassionately and, when appropriate, help reach out and/or report to the appropriate body within the University.
We are looking at a program developed in the Computer Science department at the University of Illinois, as a potential model:

https://cs.illinois.edu/news/cs-cares-committee-sends-a-clear-signal-that-illinois-cs-takes-its-values-seriously

Advocates would be trained not only in IDP methods, but also in understanding what resources are available at the University and how those processes function. A goal would be to have multiple advocates in each department and in College administration.

Acknowledgments

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