Presidential Task Force on Campus Climate
Preliminary report: Campus Experience Subcommittee
May 1, 2018

The Campus Climate subcommittee was charged with examining the effectiveness of existing structures and resources for promoting an inclusive campus experience, and providing recommendations for improvements that can be made. We began our work by discussing what we collectively interpret the core components of "an inclusive climate experience" to include. The following represent the three common themes that emerged:

1. *Meeting the diverse needs of the community.* This requires first and foremost an awareness among faculty, staff, and students that people enter the Cornell community from a wide range of lived experiences, with different levels of readiness for what they will encounter, and with diverse needs and interests associated with their social identities. It also requires that all members of the community be able to easily find answers to questions about who or where to go for what, whether it be for oneself or for others.

2. *Perceived fairness in access to all aspects of the educational experience,* including learning and research opportunities, leadership roles, funding, faculty and staff mentoring, and participation and engagement in co- and extra-curricular activities.

3. *Shared commitment to engaging in meaningful dialogue* to expand our capacity for learning and to enrich the process of scientific inquiry. Our diversity offers tremendous educational value, but only when dialogue and perspective-taking make super-additivity[1] possible. Dialogue is also essential for replacing misunderstandings, judgment, and bigotry, with humility, respect, and curiosity. Dialogue blurs surface-level differences that threaten to divide us and reveals the commonalities that unite us.

Operational definition of inclusion. The committee's operationalization of inclusive campus climate aligns nicely with the most widely adopted definitions of inclusion in the academic literature. At the individual level, inclusion involves simultaneously experiencing belonging and individuality. Belonging results from a sense of connection or identification with the values and norms that bind community members together; that is, from a shared superordinate identity that emerges when the core values of a community are not only very clear but also internalized by community members. Belonging contributes to inclusion only when individuals are also able to maintain and nurture their individuality. Inclusion differs from assimilation in which identification with the collective comes at the cost of having one's individuality subsumed by the collective.

Recognizing the diverse needs of community members and striving to meet them (#1 above) rather than expecting community members to conform to monolithic traditions and systems helps promote individuality. Fairness in access (#2 above) promotes belonging by signaling that

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[1] Supper-additivity is when 1 + 1 = 3, under conditions where two unique identities or perspectives are recognized independently and hybrid combinations make the whole greater than the sum of the parts.

each community member has just as much of a right to a full Cornell experience as any other member. A shared commitment to dialogue (#3 above) promotes both belonging and individuality because at the core of dialogue is empathy; demonstrating empathy gives others a feeling of being understood (individuality) and accepted (belonging).

Research on inclusive climate at the collective level also aligns with the committee's operationalization. Inclusive climates are defined as being constituted by three foundational dimensions that mirror the conditions required for positive intergroup interactions: 1) perceived fairness in the implementation of practices and distribution of resources such that arbitrary (i.e., unearned) status hierarchies are delegitimized within the local context; 2) investments in moving beyond simplistic, stereotype-based understandings of others to developing personalized understandings; and 3) interaction norms that facilitate the expression and integration of diverse identities and perspectives, particularly in the pursuit of collective goals.

The academic construct of climate focuses not only on "how things are," which reflect descriptive norms, but also captures shared perceptions about the behaviors that are expected and valued within a particular context (i.e., prescriptive norms). Shaping strong climates involves first *articulating core strategic values* and the associated behaviors that are expected of community members; *role modeling of those behavioral standards* by individuals in key positions of influence; and *reinforcing valued behaviors* by reiterating their importance in many forms, and by rewarding exemplary behaviors and discouraging or punishing unacceptable behaviors.

These themes are reflected throughout the recommendations below. Those recommendations that we believe should be implemented immediately are marked with an asterisk*; intermediate goals with two asterisks**; and aspirational goals with three asterisks***.

<p align="center">**Lessons Learned from Outreach**</p>

Perceived lack of significant progress toward inclusion. Although numerous units have adopted visible and innovative inclusion practices, Cornell's decentralized structure has hindered rather than catalyzed progress across the University. Some individuals described diversity and inclusion programming as reflecting a "mom and pop" approach in which many units across campus are "winging it" and developing home-grown approaches, sometimes without professional expertise or clear guiding principles. We also heard about how the many small initiatives fail to add up in a significant way, in part because they often operate in total isolation. In the absence of a strong central "engine" for diversity and inclusion, the community has not experienced a singular culture or vision, individuals are often unclear about whom to turn to or where to go for what, and units have tended to engage in knowledge sharing only on an ad hoc and limited basis.

The University Diversity Officers (UDOs) have done an excellent job in leading diversity and inclusion efforts for their respective populations, but they have an extremely limited budget and no dedicated staff for developing, communicating, and implementing an institutional-level strategic plan. With the leadership of the University Diversity Council, the Towards New Destinations (TND) initiative seems to have taken root. It has gotten units accustomed to setting annual goals, and the central review of TND goals by the UDOs has helped the university to identify innovative local practices that can be emulated by other units. However, it has the potential to be much more, particularly with the introduction of more robust accountability mechanisms.

Critical need for more uniform diversity education. We repeatedly heard that the greatest need has to do with equipping students, faculty, and staff with the skills or tools that they need to engage in effective dialogue, particularly with people who hold different views and come from different backgrounds, and in response to trigger events.

A major challenge relates to the need to extend our reach to involve more – and preferably all – campus members in diversity education programs. As is often the case across organizations, we continue to preach to the choir – faculty, staff, and students who are intrinsically motivated to advance diversity and inclusion are the ones who participate in seminars, workshops, and other educational opportunities. Some people resist the idea of mandatory programming or education, but many believe that it is long overdue.

As the university expands its diversity education efforts, it will be important to incorporate lessons learned from research on diversity training, which has shown that participant reactions – and, ultimately, impact – are more favorable when training: a) content focuses not just on awareness building but also the development of behavioral skills; b) delivery is interactive (vs. lecture); c) is rationalized not as a punitive measure but as being necessary for the achievement of collective goals; d) is actively supported by leaders; and e) is reinforced by a wide variety of policies and initiatives and by the broader organizational culture.

Ineffective communication of information. People often do not know about available resources (or don't know where to find them), nor are they aware of parallel and overlapping initiatives being pursued by other units on campus. This is likely because: a) information is difficult to find on the Cornell website (and in many cases is not up-to-date); b) too many units send emails in an uncoordinated way; and c) email may not be the most effective way to reach community members. When information and resources are difficult to find, the system privileges those students who are better able to navigate it, whether it be due to their social networks, role models and mentors, or savvy parents. Unfortunately, in the absence of readily available information, some people are quick to assume that the University "doesn't care," "is not transparent," and/or "isn't doing anything."

Insufficient response to misconduct. The University must assert more oversight over misconduct, particularly within the Greek community and in other exclusive student organizations. In our outreach, we learned about a range of persistent issues: a) continued

hazing; b) a culture that is not only permissive of, but glamorizes, sexual harassment and violence; c) need for stronger leadership by the Office of Sorority & Fraternity Life in holding Greek chapters accountable to a higher and more consistent set of behavioral standards (including recently developed diversity and inclusion plans); d) lack of transparency and university regulation of recruitment practices; and e) absence of visible alternatives to Greek life for making friends and having fun. More recently, Student and Campus Life (SCL) has been taking a more aggressive stance, particularly against hazing. However, given the pervasiveness of problems associated with alcohol and drug abuse, sexual violence, and discrimination, there is no question that greater investments are necessary.

Opportunity for more intentional and better coordinated First Year Experience (FYE).
Currently, we are not taking full advantage of the first-year experience (FYE). This is the one year during which the University has oversight over the student experience. Through our outreach, we learned that, surprisingly, management of and funding for the FYE is spread across multiple units without a single staff member whose sole responsibility is to direct FYE programming. Greater investment in a shared FYE is important for developing stronger identification with the Cornell community, clearer understanding of our core values, and more integrated social networks.

Inadequate representation and support for diverse faculty and staff. Continued investments in attracting and retaining diverse faculty and staff are critical for the success of the University in serving our increasingly diverse student body. Because the Presidential Task Force on Faculty Diversity is exploring issues specific to faculty diversity, we focused more of our attention on staff diversity. Over the last four years, the overall annual turnover rate has remained stable; however, the turnover rate among faculty and staff of color has been increasing. Historically, people have attributed retention challenges to the fact that Cornell is situated in rural Ithaca.

We need to change this rhetoric and adopt a much more aggressive, systematic, and proactive approach to addressing the key pain points experienced by faculty and staff of color. Our outreach revealed the following to be among the most pressing issues: a) workplace climate that is monolithic rather than inclusive; b) need for more visible support for the professional development of staff; c) desire for more frequent and accessible university-supported initiatives for building a more collaborative community; d) disproportionate representation of staff of color in diversity-related positions and under-representation in upper-level, permanent (not interim) leadership roles; e) lack of affordable housing in Ithaca; and f) difficulty in meeting personal needs within the local community.

Emerging recommendations

Launch a Core Values Campaign. In our attempts to understand the ways in which violations of our core values contribute to a negative campus climate, it became clear to us that our core values are not clear. When prompted, most people indicated that "any person, any study" seems to be a guiding principle, and that our land grant status makes public impact more

important for us than is the case for our peer institutions. But when we asked what these core values mean for them in their daily lives, most people were unable to answer the question.

Given that inclusion initiatives (or any organizational initiatives, for that matter) are more effective when integrated into the core mission, our first recommendation is that Cornell's values be better articulated through a Core Values Campaign that addresses the following: What are our core values? What do those espoused values mean in everyday practice? What are the many ways in which they are operationalized across roles on campus? What do our core values look like in action? What are the competencies that we expect all Cornellians – including students, faculty, and staff – to develop in support of these core values?

Below, we provide recommendations about the key touch points throughout the student and employee life-cycles during which our core values can and should be communicated and reinforced:

Students	Faculty	Staff
1. **Recruiting materials**: Clearly depict core values using verbal and visual content and examples.** 2. **Admissions question**: Ask applicants to articulate how they personify core values.*** 3. **Orientation:** Create Intergroup Dialogue Project (IDP) workshops focused on dialogue and civic engagement* 4. **FYE programming**: "Living Where You Live" courses that highlight core values in action.*** 5. **Guiding framework**: Use for leadership development and standards for Greek and other organizations.*** 6. **Student recognition**: Offer prestigious Presidential Awards to individuals and groups that embody values to reinforce them.**	1. **Recruitment and orientation**: Introduce core values during the recruitment process, and again during new faculty orientation at Cornell.* 2. **University faculty guidelines**: Imbue our guidelines with intentional messaging about how Cornell's core values shape our conceptualizations of "excellence" (e.g., in teaching and service, for tenure and promotion review).** 3. **Faculty recognition**: Launch the new Presidential faculty excellence awards that align with our core values, in parallel with student awards.**	1. **Performance dialogues**: Include focus on explicating the "line of sight" between individual roles and the university's core values.** 2. **Employee goal setting**: Encourage staff to develop personal and unit goals that promote our core values**. 3. **Strategic planning**: Use core values as the building blocks for all strategic planning exercises.* 4. **University communications**: Continuously reinforce our values by making explicit connections to them in the stories that they feature.*

The goal is to make it easy for members of the community to name our core values and describe how they actually manifest in the daily behaviors of students, staff, and faculty. The advisory council members and trustees, with whom we spoke, suggested that we need to remember to "re-educate" alumni about our core values, and in particular, the different ways in which they manifest now compared to when they may have been students.

Revise and reinvest in the TND initiative*.* The existing Toward New Destination (TND) system represents a good first step, but needs to be revamped considerably. As it currently stands, the TND process is invisible to students. Systematic, cohesive change is virtually impossible within the existing structure because only very limited resources are dedicated to coordinating goal setting, assessing the impact of initiatives, and monitoring progress across the university. Although the localized, bottom-up approach has allowed innovative approaches to develop in some units, there is an overwhelming sense that the TND process lacks a guiding university-level strategy. In many cases, it has translated into a loosely coupled pro forma activity that lacks "real teeth."

Although the University Diversity Council has successfully increased the perceived importance of the TND goal setting process over the last few years, they simply lack the resources to do much more. Quite a number of people suggested that the TND moniker needs to be replaced with a label that is more instinctively recognizable, but many more focused instead on the need to implement more rigorous annual reporting requirements and accountability mechanisms to drive change. The greatest needs are to enhance accountability for goal attainment, be more data-driven, involve more faculty and staff in the process, and expand the reach of TND by cascading it down to lower-level departments. As such, our recommendations include:

Enhance accountability for achieving goals:

1. *Require units to share their TND goals with members of their units (e.g., on college website, with students, staff, faculty, and alumni) to encourage even greater mindfulness about the goals set and enhance accountability to them.
2. **Identify a limited number of specific, measurable institutional-level goals each year (or over another defined timeframe), to which units should link local efforts. With all units aligned to goals that are identified (based on data) as priorities for the university, we will vastly improve the odds of making visible progress. Units may set additional goals that are specific to their local communities.

Support decentralized efforts with data-driven processes and more dynamic information sharing:

3. *Create a new staff position for someone whose sole responsibility would be to oversee the revision and expansion of the TND initiative. This individual would ideally have a strong data analytics background combined with extensive work experience related to diversity and inclusion. This individual would be tasked with the following:

a. *Serve as the central node for best-practice sharing and available resources across TND units;
b. *Ensure that the TND goals set and accomplished are communicated more broadly with the University community to share a more accurate and positive narrative about Cornell's commitment to D&I; and
c. **Collect, analyze, and disseminate diversity analytics to TND units for use in developing goals and monitoring progress against those goals.

Embed into the core fabric of the university by integrating research and teaching:

4. **Push the TND process down to lower-level units (e.g., academic departments and administrative units within each college; Career Services, Cornell Health, Athletics, Campus and Community Engagement within SCL) to extend accountability for diversity and inclusion throughout the university. For academic units, goal setting might focus on issues related to access and composition, curricular content (embedding a diversity of perspectives and epistemologies; considering how scientific principles or their application may be culturally bounded), community building, and decision-making transparency.
5. ***If the recommendation to identify annual institutional-level TND goals is adopted, consider appointing research fellows associated with each goal or theme. With appropriate incentives in place (e.g., research funds; course buy-out), fellows with expertise related to the goal or theme could provide direction and inspiration to TND units by sharing relevant research-based knowledge and benchmarking data, organizing seminars with guest speakers, and convening discussion forums for TND unit leaders related to the theme or goal.

Create and invest in a coordinated structure. Whether or not the university decides to expand and strengthen the TND initiative, we have a great need to invest in structures and staff position(s) that have as their primary function the threading together of the vast array of initiatives and units that currently lack coherence. As one University Diversity Officer aptly phrased it, "we need a conductor for the orchestra;" without one, visible impact is much less likely to emerge at the institutional level. The following represent the primary needs and objectives of a more coordinated structure:

Hire a dedicated communications staff person with diversity and inclusion expertise to:

1. *Develop and manage communication protocols, including communication in response to campus incidents;
2. *Collect diversity-related news and stories about campus events, students, research projects, courses, outreach activities, and student activities and push content out to relevant Cornell populations using the communication tools and social media platforms that are most likely to be effective. Consider developing a companion app that provides users with easy access to information about campus resources as well as events; and

3. **Create and manage a "one-stop" full-service university website[2] for diversity and inclusion that is dynamic, up-to-date, and thoughtfully developed so that people can easily find answers, resources, and communities.

Develop mechanisms to learn from past bias incidents:

4. *Develop protocol and mechanisms for extracting, synthesizing, and disseminating critical data and lessons learned from incidents that are reported to the Bias Reporting System, Judicial Administrator, Cornell University Police, and Title IX office;
5. *Document trends and patterns evident in bias reports to inform education efforts, evaluate the need to revise existing structures and resources, and address student concerns about the lack of transparency involved in these systems; and
6. **Create a map of "hot spot" locations based on the number of reported bias incidents associated with any location (and perhaps also an indication of high-risk times during the academic year) so that students can make informed decisions about where to (or not to) socialize.

Offer more aggressive diversity education. A major weakness in the university's existing approach to diversity education is that it is fractured and inconsistent. Some students opt to take courses related to diversity and inclusion if they are interested, others do not. Some units elect to offer some type of programming for their faculty, staff, and/or students, while others do not. Some units outsource their training to established training providers and facilitators on campus (e.g., IDP, Cornell Interactive Theatre Ensemble, Cornell Center for Teaching Innovation), while others rely on volunteers. Despite the best of intentions, the highly decentralized approach undermines the potential for training to have a positive impact on campus climate.

Decades of research on training effectiveness has documented that even if people acquire new knowledge or skills during training, they are unlikely to actually apply what they have learned in their post-training lives unless what they have learned is continually reinforced. Members of the community cannot reinforce critical knowledge and skills for each other unless they hold them in common. Furthermore, the impact of shared frameworks is amplified when people are aware that they are shared, as this realization removes psychological barriers to utilizing new insights. Accordingly, we offer the following recommendations:

Coordinated skills-based training for students, staff, and faculty:

1. *Replace our historical approach of content/awareness-based diversity training during new student orientation with skills-based training, particularly about how to engage in effective dialogue across difference. As part of this training, ensure that students

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[2] A related solution would be to develop a "Find Your Resource" platform on Sales Force that mirrors the "Find Your Opportunity" platform. Assuming that students become accustomed to using this portal as their first stop when looking for an opportunity, using the same format for finding answers to questions would be extremely valuable.

understand that being able to engage in constructive dialogue will accelerate their learning and enhance their leadership capacity (and therefore their future careers), and, moreover, that it is an essential competence expected of Cornellians. Help students to understand how people's lived experiences have been shaped by their place in societal, historical, and cultural systems, and that as a result, the lenses through which they see and experience the same set of events can differ. Deliver this training in small groups, despite the cost, to personalize it and enhance engagement, beginning with incoming undergraduate students. Given widespread support for the IDP model across campus, we can leverage its approach and deploy IDP-trained facilitators to deliver the training.

2. *During orientation, introduce students to the importance of recognizing differential experiences of privilege, and do so by rooting the discussion in an acknowledgement of the Cayuga Nation territory on which Cornell University is situated.

3. *Reinforce impact by training students in key positions of influence using the same IDP-based framework, for example leaders of student organizations and Greek chapters.

4. **Invest resources as needed to extend the availability of IDP-based training to transfer students as well as graduate and professional students.

5. **Provide parallel workshops to faculty, staff, and student advisors on North and West Campus so that they reinforce what students have learned by adopting similar language and dialogue tools to facilitate difficult conversations and resolve conflicts within students' living and learning communities.

6. **Guarantee that Teaching Assistants, many of whom have little or no prior teaching experience, received structured orientation prior to assuming their roles. Although instructional demands vary across the disciplines, all TAs should receive training about inclusive pedagogical practices.

7. ***Require faculty to participate in some form of diversity education. Although some faculty may resist this idea, others welcome it. A priority is to supplement currently available two- and three-day workshops offered by the Faculty Institute for Diversity (of the Center for Teaching Innovation; CTI) with short, bite-sized workshops that can be delivered in the academic "homes" of faculty. To enhance participation, department chairs and deans can arrange for these workshops to be delivered during already scheduled faculty meetings.

Assessments of teaching:

8. **Revise faculty guidelines for promotion and tenure so that descriptions of "excellence" in teaching and service explicitly describe the importance of promoting inclusion in the classroom and in the Cornell community.

9. **Convene a Task Force of experts in assessment, instructional methods, and learning outcomes to carefully review the teaching evaluations currently used across colleges and recommend revisions to be adopted immediately. For many students, their experiences in the classroom are what signal to them whether or not they are a valued member of our university community. Including evaluation questions that assess classroom climate would signal to students that the university is taking their concerns seriously. It would also heighten faculty awareness about the importance of attending

to these issues, and would likely motivate faculty to seek teaching resources to improve their performance in this regard. Another goal should be the identification and removal of vague teaching evaluation questions that are most prone to unconscious bias (against female faculty and faculty of color).

Cultivate more integrated communities and opportunities for positive intergroup interaction. Even though Cornell has succeeded in drastically diversifying its student body, we have many traditions and structures that unnecessarily perpetuate sorting and segregation among students (e.g., housing assignment and roommate selection process, costs associated with joining organizations, etc.). To promote more interactions across different individuals and encourage integrated communities in programming and living spaces, we make the following recommendations.

1. **Offer engaged learning courses to cohorts of students from residential halls. Engaged learning courses provide positive intergroup contact experiences that facilitate the development of meaningful relationships across identity boundaries. When courses are embedded within living communities, students have a greater chance of maintaining friendships following the conclusion of the course. If offered as part of the FYE, they will also provide opportunities for students to develop strong (and more diverse) friendships outside of the Greek community.
2. **Identify structures that unnecessarily promote sorting and segregation among students and develop appropriate solutions for counteracting those forces. For example, consider eliminating the possibility for incoming first-year students to choose their roommates, and offer extracurricular grants to support the participation of low-income students in student organizations and club activities.
3. ***Create a multicultural student center that is designed to preserve identity-specific cultural centers while also supporting intersectionality and multicultural programming. Such a center should contain mixed-use spaces that can be used to host social events.
4. ***Develop a Disability Cultural Center to accommodate the increasing number of students with disabilities, which has more than doubled in the past ten years. Cornell's Student Disability Services is not equipped (nor is it meant) to serve as a cultural center to promote culture change and awareness. As a result, disability is not fully recognized as a dimension of diversity as it ought to be on campus. Embedding a Disability Cultural Center under the Dean of Students umbrella would make Cornell a leader among its peer institutions. Professional staff associated with such a Disability Cultural Center could also help lead the charge to improve the physical, web, communication, and programmatic accessibility of all units, offices, and colleges within Cornell; and better understand and address the troubling finding that sexual assault experiences are higher among students with disabilities; and advocate for universal design principles in our pedagogical approaches.

Invest in resources and community building to enhance our success in recruiting and retaining diverse staff. Our recommendations below focus primarily on the needs of staff of color. We anticipate that our final report may include additional insights and recommendations based on

scheduled outreach with staff who are affiliated with the Disability, LGBTQ, and Veteran Colleague Network Groups.

Enhanced support for professional development and networking:

1. *Provide more discretionary funds for the Colleague Network Groups to sponsor events and activities that help connect staff of color professionally and socially. Staff offered numerous examples, including: social events co-sponsored by Ithaca College that provide opportunities to broaden social networks; organized bus outings to larger, more diverse urban areas for staff who may not otherwise be able to afford such trips; and a central campus location to host regular happy hours.
2. *Provide opportunities for Colleague Network Groups to interact with senior leaders (e.g., President Pollack, General Counsel, VP for Student and Campus Life, Provost's Staff, VP of Human Resources) so that staff can feel confident that their needs and concerns are being heard directly (and not filtered through middle layers of management) and their expertise is visible.
3. **Create a central professional development fund to which staff can apply for grants to support their participation in professional development activities (e.g., attend conferences, take courses not available at Cornell).

Partnership between Cornell and the Ithaca community:

4. ***Launch a partnership - perhaps called the Ithaca Coalition for Community Diversity - with other large employers in Ithaca (e.g., Ithaca College, Ithaca City School District, BorgWarner) to develop shared solutions for developing a vibrant, full-service living community that appeals to diverse populations. Such a community would ideally provide transportation, recreational, and child-care services; include restaurants and food purveyors that serve multicultural culinary interests; and subsidized, mixed-use housing (i.e., for staff, junior faculty, and graduate students).
5. ***Identify creative incentives that will dramatically increase the number of minority-owned businesses that can thrive in Ithaca and support the diverse community. In addition to possible financial or tax benefits, Cornell is well positioned to offer businesses a range of services through its academic and outreach programs. Examples include community-engaged courses aimed at providing business development; business, legal, and human resource consulting to businesses; incubator workshops through Cornell's entrepreneurship programs; and communication outlets to promote the businesses.

Summary of Outreach

Our committee has conducted over a 150 separate meetings with a wide variety of administrators, faculty, staff, students, alumni, and trustees. Meetings ranged in size from one-on-one meetings to groups of up to 100 individuals. Several more meetings are scheduled for the first week of May.

Administrators included leaders within the Division of Student and Campus Life (which also includes Residential Programs, Sorority & Fraternity Life, Cornell Health), University Diversity Council, associate deans, Dean and Associate Dean of the Faculty, vice provosts, Human Resources, Office of Engagement Initiatives, University Assemblies, and University Relations.

Faculty members included those associated with the University Assembly's Campus Welfare Committee, Diversity Community Meeting, Communidad LatinX in Hospitality, Faculty in Residence on North Campus and House Professor Deans on West Campus, Cornell Coalition for Inclusive Democracy, and Center for the Study of Inequality.

Staff with whom we met represent: Cornell United Religious Work, Student Disability Services, Building a Culture of Respect, Cornell Interactive Theater Ensemble, Skorton Center Public Health Fellows, Center for Teaching Innovation, Dean of Students, Class Councils, OADI, Student Services Advisors, Counseling and Psychological Services, Sorority & Fraternity Life, Intergroup Dialogue Project, staff of student resource centers, Campus Activities, Off-Campus, Cooperative and Graduate Living, Student Experience Initiative, Office of Inclusion and Workforce Diversity, Bias Assessment and Review Team (BART), Institutional Research and Planning, Athletics coaches, LatinX Studies Program Staff, Office of Engagement Initiatives, Learning Strategies Center, Student-Athlete Advisory Committee, members of college-level Diversity Councils, Colleague Network Groups (men and women of color; disability; LGBTQ; veterans), and residential house directors on North Campus and assistant deans on West Campus.

Students with whom we spoke were associated with or represented the Student Assembly Academic Policy Committee, Student Assembly Community Forum, Student Assembly Diversity and Inclusion Summit, Student Assembly Executive Board, GPSA Diversity and Inclusion Student Committee, GPSA Town Hall, GPSA Student Advocacy Committee, Office of Student Engagement Leadership Committee (graduate and professional students), leaders of a wide variety of student organizations, Cornell Union for Disability Awareness, Cornell United Religious Work students, Multicultural Greek Letter Council, LGBTQ students, residential advisors, Cayuga's Watchers executive board, Phi Gamma Nu Fraternity, executive board members of the Interfraternity Council and Panhellenic Council, Consent Ed, Black Students United, faith-based communities, students in Engaged Learning courses, Law School affinity groups, Cornell Deaf Awareness Project, Cornell Chabad, Mortar Board, and athletes.

Alumni and trustees groups include the CALS Advisory Council and the Board of Trustees Task Force on Diversity and Campus Climate.

In addition to our in-person outreach, a total of 2,062 faculty and staff, and 1,164 students (total of 3,226 respondents) completed our online survey. Included in the survey were both questions that respondents answered using a numerical scale as well as open-ended questions to which respondents provided written answers. We received a total of 19,447 written comments, all of which are being read and coded into major themes by Task Force members.