- Minutes -
Engineering College Council Meeting
March 31, 2017
Ithaca, NY

Members Present: Nadine Aubry, Najib Canaan, Lance Collins, Frank DeCosta, Greg Galvin, Rana Glasgal, Kent Goklen, Kenneth Goldman, Andrea Ippolito, Kevin Johnson, Marcus Loo, Jonathan Ludwig, Ivan Lustig, James McCormick, Daniel Simpkins, Elissa Sterry, Duane Stiller, John Swanson, Joseph Thanhauser, Molly Tschang, Andrew Verhalen, Lisa Walker, Eric Young, Todd Zion.

Emeriti Present: Jay Carter, Robert Shaw

The meeting presentations and materials can be found at:
https://confluence.cornell.edu/pages/viewpage.action?spaceKey=ECC&title=2017+Spring+ECC+Meeting

Username: eccmeeting@gmail.com
Password: eccmeeting#

Welcome and Introductions

Greg Galvin, ECC Chair, welcomed the Council to the Spring '17 ECC Meeting. Lance Collins, Dean of Engineering, announced that the focus of the meeting would be diversity in the College. He also welcomed a new member to the Council: Kevin Johnson (Cornell B.S. '88 EE) Quinn Emanuel Urquhart and Sullivan, LLP.

Diversity Programming in the College of Engineering

Lance Collins, Joseph Silbert Dean of Engineering

Lance Collins's presentation focused on the importance of diversity in the College. He indicated that although Cornell is a leader in diversity, much work still needs to be done. He asked for the Council's advice on how to improve diversity in the College and encouraged the Council to share some of the knowledge they've gained at their companies.

Lance pointed out that the largest underrepresented minority (URM) groups in the College are Afro-American and Hispanic students, with the fastest growing group being Hispanic. He also stressed the importance of promoting diversity so that the College can generate the talent to fulfill the increased demands in engineering. According to the Harvard Business Review 2008, "Radical innovations often happen at the intersections of disciplines... The more diverse the problem solving population, the more likely a problem is to be solved."

Lance outlined the three phases of diversity in the College:

- Phase I: Women and URMs appear in engineering programs (1970s and 1980s).
- Phase II – Programs for underrepresented students are developed to create a

community and provide support. The College's Diversity Programs in Engineering (DPE) program has been nurturing our students by providing support and creating a community.
- Phase III – College wide "culture change" to one that values diversity and rewards success equally. The College is experiencing this change and needs advice on how to get everyone on board with this.

Lance gave the following breakdown of the diversity statistics in the College:
- All Undergraduate Engineering Students: 41% Women (which is well above the national average of 18%), 58% Men.
- Graduate Students in Engineering Fields: 31.27% Women (national average 23%); 68.62% Men. Engineering Faculty: 19% Women (national average of 14%), 81% Men.
- URM Engineering Undergraduate Students: 16% URM (national average 13%); 84% Other. URM Engineering Graduate Students: 8.03% URM (national average 7%); 91.97% Other. URM Engineering Faculty: 7% URM (national average 6%); 93% Other.

Lance also summarized Cornell's commitment to diversity through the Towards New Destinations (TND) initiatives which began during the 2012-13 academic year. Each college and administrative unit selected several annual initiatives on which to focus their efforts structured according to the following four core principles:
- Composition (demographic make-up)
- Engagement (personal and professional commitment to institutional goals; retention)
- Inclusion (climate and interpersonal relations)
- Achievement (levels of attainment; opportunities to participate)

Lance pointed out that the constituencies include: undergraduates, graduate and professional students, postdocs and academic professionals, tenure track faculty, staff and off campus (vendors, community, parents, alumni). He outlined the College's TND initiatives for 2016-17 which include:
- Composition of Faculty (URM and Women)
- Undergraduate Achievement (URM)
- Graduate Student Engagement
- Staff Engagement (Supervisors engaging staff in group discussions on diversity).

Lance indicated that the College's DPE office includes: Mark Lewis, Associate Dean for Diversity and Faculty Development; Jami Joyner, Director; Cathy Mosqueda, Associate Director; Angelica Keen, Assistant Director; and Debra Moss, Administrative Assistant and Program Coordinator. The DPE staff are strong advocates for URM and female undergraduate and graduate students.

Lance summarized the results of the ECC Survey on diversity noting that most of the ECC members indicated that their companies value diversity. He mentioned that some of the comments regarding the practices that their companies implement to create a climate of inclusivity included: emphasizing team work; inclusivity at social events; including diversity standards when conducting performance assessments; using outside speakers; organizing diversity committees – diversity training events; having a culture team to encourage employees

from different groups/levels to interact; sponsored inclusion days, inclusion sessions for managers; and small group discussions and awareness. However, when the Council was asked if their companies require any of these practices, the majority of the members answered "no". When asked if their companies have specific practices in place for professional development, advancement and promotion of under-represented group in your place of employment, the majority also answered "no".

Lance noted that the College is being proactive by working on changing biases, which is a work in progress. Changing culture is very difficult to implement, however, the top leadership needs to continue to stress its importance.

Undergraduate Pipeline challenge
Betsy East, Associate Dean for Student Services
Scott Campbell, Director of Engineering Admissions

Betsy East gave an overview of the challenges of recruiting under-represented minority students to Cornell Engineering. She noted that the college has been fairly successful in its efforts, however, we still face many challenges (such as poverty and attracting students to Upstate New York). She pointed out that the quality of our applicants has skyrocketed. The admit rate has gone down, but our yield has gone up. Over time we've increased the rate of women from 28% – 43%, and URM's from 10% - 16%, which far ahead of the national averages. Betsy also pointed out that the Hispanic population has increased steadily, whereas the Afro-American population has only grown slightly. The College has been working to improve these numbers for the last 20 years with the support of the University, the alumni, and in collaboration with the Diversity Programs in Engineering (DPE) office, University Admissions and Engineering Departments. The engineering faculty have also assisted in recruitment and yield activities (i.e., hosting programs).

Scott Campbell discussed the college's admissions process which involves three cycles.

- Cycle 1: Recruitment: May-October: pursues niche population.
- Cycle 2: Selection: November-March: after close review, determine who they're admitting.
- Cycle 3: Yield: April-May: Needs to partner with Diversity Programs in Engineering (DPE) in effort to get admitted women and URM students to decide to attend Cornell.

Scott described some of the college's recruitment efforts, which include: an integrated communications plan; AP and SAT (prequalify the prospect pool); marketing mechanisms from paper publications to brief 2-3 min. videos; campus information sessions and engineering tours; targeting high school math and science teachers, principals and guidance counselors in schools with priority populations; sending emails and videos to likely admits with a focus on women, URMs and HEOP applicants; and hosting programs for priority populations. He pointed out that the College is admitting fewer students than ever before, although the number of applicants has increased significantly since 2003 due to the common application process. He added that offers for admission to women and URMs went up: in 2016, 48% were women and 19% URMs.

Scott also gave an overview of the admissions selection process which takes place from November to March each year. He indicated that the number of applications for first-year students has risen dramatically over the last few years from 4,216 in 1998 to 12,325 in 2017. This year 1,510 students have been admitted, with an enrollment target of 780. He noted that over the last few years, the number of transfer student applicants has also risen from 319 in 1998 to 718 in 2016 (54 transfer students were admitted and 38 enrolled in the College).

Scott described the admissions selection criteria which includes a review of the applicant's academic record, depth of engagement in the community, evidence of engineering interest, letters of recommendation and content and depth of writing. Quality indicators and objective data such as SAT 1 (math, critical reading), SAT 2 Subject Tests (Math 1 or 2 and a science), are also considered. He indicated that AP test scores are considered optional.

In conclusion, Scott indicated that recruiting efforts in the College have increased substantially. The prospect pool has risen dramatically over the last 20 years and the applicant pool has tripled in the last 13 years. Although the number of women applying has risen substantially, the number of URMs applying has grown at a slower rate. However, the quality of both pools has gone up significantly. He noted that although the prospect pool for URMs has increased, it is still a very small number and these students are being recruited heavily by every engineering college in the country. The U.S. racial composition is driving a lot of what's happening in the applicant pool, The Afro-American population is static, whereas the Hispanic population is growing. Adjustments to admissions are being made based on factors, such as ethnicity and first-generation college families, etc. The number of women admitted has reached a critical mass -- as more women come, more women will come.

Diversity Programming – High School/Undergraduates/ Graduate Students
Jami Joyner, Director of Diversity Programs in Engineering

Jami Joyner gave an overview of the Diversity Programs in Engineering (DPE) office which supports those who are historically under-represented in Engineering and Computer Science. Jami pointed out that compared to most of our peers, our College is ranked second with respect to our undergraduate female enrollments, fourth with respect to our undergraduate URM's, and slightly ahead with respect to our URM women. She described DPE's key initiatives which are: Academic Excellence (scholars programs, advising and mentoring, resources and support, Academic Excellence Workshops, undergraduate research opportunities, and TA training). She mentioned that URM students often come to their office to talk their feelings of isolation. DPE offers walk-ins and appointments to discuss their concerns.

Jami added that another key initiative in DPE is mentoring which includes CU EMPower – a peer mentoring program. This program supports personal and academic development and achievement of first-year undergraduate and graduate students, as well as undergraduate transfer students by matching them with upperclassmen and/or advanced graduate student peer mentors. This program also strives to increase student satisfaction and retention, which contributes to a holistic student support system, helps develop meaningful connections

between new and more experienced students and creates a positive and caring community among engineering students. The DPE Student Leaders Council, Sloan Faculty Mentors and Junior Faculty Mentoring Program, are also part of this mentoring effort.

DPE also provides outreach and research opportunities such as the CURIE Academy and CATALYST Academy, as well as summer undergraduate research opportunities (ESMI and LSMAP). Jami discussed the Cornell LSAMP Scholars Program (Louis Stokes Alliance for Minority Participation) sponsored by the NSF which is another outreach program administered by DPE. This program provides strategic graduate school preparation for URM undergraduates. She explained that the CU LSAMP REU (Research Experience for Undergraduates) is an 8-week summer research program with faculty research mentors.

The CURIE Academy (current sophomore and junior girls of all backgrounds) and CATALYST Academy (current URM freshmen, sophomore, and junior girls and boys) are one-week summer residential programs for high school students who excel in math and science and want to learn more about careers in engineering. DPE's signature recruitment events are the Engineering Diversity Hosting Weekend and Women in Engineering Weekend. Jami indicated that student experiences from these outreach programs have a significant impact on the yield from these programs.

Jami highlighted the Cornell University Engineering Success (CUES) Program which is supported by an NSF grant. The goal of this program is to increase the retention and graduation rates of URMs and first-generation students to levels equal to the overall engineering student body through enhanced tutoring, the Engineering Summer Math Institute and spatial visualization skill development.

Jami gave an overview of additional outreach programs in DPE which include the: Engineering Summer Scholars Program (ESSP) (a pre-freshman summer program). This six-week summer residential program allows selected first-year students (up to 34 students) to learn about the College and build a solid academic and social foundation before the fall semester. She also mentioned the Ryan Scholars Program which another outreach program that provides students with continued academic support throughout their engineering undergraduate career. The Ryan Scholars Program is sponsored in part by the generous support of Robert L. Ryan (MS EE '68).

In addition to these outreach programs, Jami indicated that DPE administers several diversity fellowships, including:

CU Sloan Fellowships (through partnerships with the Alfred P. Sloan Foundation and the Cornell Graduate School) provide support for up to three academic years and summer stipend support, tuition, and health insurance for highly competitive underrepresented minority (URM) students who are who are US citizens or permanent residents and are beginning their doctoral work in engineering, natural science and mathematics. Jami added that the Cornell-Sloan Minority PhD Program has sent over 60% of the program graduates to post-doctoral or faculty positions; and 50% of the Sloan Scholars have been awarded Graduate Research Fellowships.

CU Colman Fellowships (funded by the Colman Family Foundation and in collaboration with the Cornell Graduate School), provide up three years of fellowship support to selected underrepresented minority PhD students in the College of Engineering.

GEM Fellowships give prospective and current MEng, MS, and PhD students the opportunity to apply for fellowships from the National GEM Consortium, whose primary focus is to administer and award fellowships with paid internships to highly qualified URM students who wish to pursue graduate students in engineering or applied sciences.

CU Clare Boothe Luce Fellowships (through partnerships with the Clare Boothe Luce Program, which is part of the Henry Luce Foundation, and the Cornell Graduate School) provide Fellows with up to three years of academic year and summer stipend support, tuition, and health insurance. This fellowship program targets highly competitive female PhD students in electrical and computer engineering, materials science and engineering, and mechanical and aerospace engineering.

CU Sage/Diversity Fellowships (in collaboration with the Cornell Graduate School) provide one-year fellowships for URM students who have a history of overcoming adversity, students from single-parent households, and/or first-generation college students.

Jami also discussed the Colman Leadership Program which focuses on PhD student development in the areas of: self-awareness as a leadership skill, appreciating fundamental group dynamics, understanding of how to create teams from groups, differentiating between role authority and leadership in an organizational context, appreciating diversity in all contexts, learning skills of integration and synthesis via an electronic portfolio. A cohort of 25-30 students participate in this program which has received very positive feedback.

Jami also explained that DPE is affiliated with nine student organizations: American Indian Science & Engineering Society (AISES); National Society of Black Engineers (NSBE), Society of Asian Scientists & Engineers (SASE); Society of the Advancement of Chicanos/Latinos and Native Americans in Science (SACNAS); Society of Women Engineers (SWE); Women in Computing at Cornell (WICC); Out in Science Technology Engineering & Mathematics (oSTEM@Cornell); Under-Represented Minorities in Computing (URMC).

Diversifying the Faculty
Mark Lewis, Associate Dean for Diversity Programs and Faculty Development, Professor of Operations Research and Information Engineering

Mark Lewis gave an overview of faculty diversity in the College of Engineering. He pointed out that the Lance Collins is the first URM dean in the College and that leadership in the College has also become more diverse. Three of the 10 schools in the College have female directors and, of the five associate deans, there are two women, one URM and three men. He added that we're doing much better than most of our peers with respect to the diversity of our faculty. Mark

stressed the importance of diversity and inclusion because it creates a better university and sends our students out into the world better equipped to handle the future. He added that the guiding principles of Cornell include efforts to see a diverse student body, staff and faculty. “I would found an institution where any person can find instruction in any study.” – Ezra Cornell, 1868.

Mark outlined the College’s strategic Initiatives on faculty diversity. He noted that the percentage of female faculty has increased to 18% and should reach 20% by 2020. He added that the percentage of URM faculty should increase from 7% to 10% by 2020. The College is also committed to having at least 20% female faculty in each science and engineering department. He added that to achieve these goals, the College created a Strategic Oversight Committee (SOC). He noted that attitudes or stereotypes that affect our understanding, actions and decision in an unconscious manner can affect how we write search ads, who we invite to interview and to whom we make offers. The SOC is involved in three critical stages of the search process: search approval, invitations to candidates for interviews and offer approval. Mark discussed the search process which begins with the departmental search committee chair submitting a recruitment plan indicating where the ad will be posted, a list of women and URM faculty who will be contacted, as well as a diversification plan that discusses how they will ensure the diversity of both the applicant and interviewee pool. At the beginning of the search, the departmental search committee meet with the Associate Dean for Diversity to discuss best practices in searches and interviewing, and to explain how they were going to deal with any implicit biases. Before extending invitations to interview candidates, the search committee is required to demonstrate the diversity of the applicant pool to the SOC.

Mark described several diversity efforts in the College to improve our chances of success. The Dean’s Excellence Seminars were created this year to increase the number of women and URM’s in the pool. The Dean provides funding (up to $1K) to bring a woman or URM speaker to the departmental research seminar. These have the added benefit of allowing graduate students to see faculty of their demographic speak in seminars. He also discussed the Women in Science in Engineering (WISE) group whose goals are to pursue: “continuing to advocate for more women faculty, improving the situation for dual-career hires, reducing student bias against women and under-represented faculty teachers, and encouraging more women to continue to advanced degrees and to pursue faculty careers”. Another diversity initiative he described was the Ephrahim Garcia Engineering Society whose mission is to “facilitate a welcoming and supportive environment for the under-represented faculty of Cornell University’s College of Engineering. With the understanding that a diverse faculty enriches the learning and research environment, we would like to be of service in the recruitment and retention of a more diverse engineering community. Pursuant to these goals, the society’s members provide advice to the dean on issues/concerns of diversity such as recruiting, mentoring and tenure and promotion of under-represented faculty.”

Mark also highlighted best practices for improving the number of female and URM faculty candidates. Connecting with the members of Ephrahim Garcia Engineering Society (EGES) and Women in Science and Engineering (WISE) is helpful in identifying potential candidates. It is also

helpful to choose a subset of faculty of under-represented groups, view their web sites and contact the faculty member about specific Ph.D. students. In addition, it is helpful to attend the talks of potential candidates at national meetings and invite potential candidates to give a seminar. Cornell is competing with other universities to attract these candidates. First we need to attract them, then they need to be approved. The selection committee has to explain why they made the choice that they made, as well as if there is potential down the line for that candidate. Some departments only make one offer a year. Lance added that the number one barrier to recruiting faculty is dual-career issues which are the biggest challenges to solve.

Mark discussed another effort to improve diversity in the College through the Cornell Interactive Theater Ensemble (CITE), which performs short vignettes that encourage an honest dialogue of bias and culture. CITE takes concepts of diversity and inclusion and makes them real and personal for participant groups. This interactive theatre also facilitates dialogue from multiple points of view creating a climate for participants that builds inclusion, fosters collaboration and gives participants knowledge and tools to take back to their own work environments. Mark indicated that the CITE will perform during departmental faculty meetings, followed by a facilitated discussion which will take place yearly over the next several years.

How to change Culture and Climate - Cornell Interactive Theatre Ensemble Presentation
Facilitated Conversation by Vice Chair Elissa Sterry

The Cornell Interactive Theater Ensemble performed a vignette entitled “Hang in there and be tough”. Vivian Relta, Director and Senior Facilitator, CITE, gave an overview of the vignette and introduced the professional actors from CITE, Dane Cruz and Jum Warritay. In the scenario, two members of the academic community – a female URM student and her advisor, a male professor - discuss her experiences of feeling discriminated against in the classroom. The vignette highlights what happens when people are not fully aware of their responsibilities in certain situations. Vivan asked the ECC members to pay attention to their own thoughts and feelings as they listened to the scenario, beginning by empathizing and identifying with the conversation. The ECC was asked to step into the shoes of the characters and be them for a few minutes. She also encouraged them to consider if they were that person, what would be their challenges, what would they think and feel. Following the vignette, Vivian opened up a dialog with the ECC members and actors to discuss the scenario. She indicated that evaluating scenarios involves problem solving and asked the ECC to consider some of the issues raised and to think about what some of the outcomes of the situation could be. She also asked the Council to think about how this would affect the professor/student relationship, as well as the effect on the department and institution where these two people reside. She added that if we don’t address these issues, it will trickle down.

Vivian also asked, “What can we do in advance to navigate these situations? When in doubt, how do we use our doubt as a tool of inquiry?” She noted that this process of inquiry is linked to problem solving. She emphasized that there’s no quick or easy fix. You have to look at the whole story and consider all points of view.

Comments regarding the CITE vignette:

Facilitator: What did the council think of the vignette?

- *Felt sympathy for the student.*
- *The professor's remark about how "it can't be that difficult" was insensitive.*
- *When one's self interest is at stake, that's when the rubber meets the road.*
- *Felt sorry for the student when she had to confront a person of authority (her professor).*
- *The professor could have been even more dismissive in the real world.*

Facilitator: What did the professor do well?

- *He tried to listen and be empathetic. However, he didn't empower the student.*

Facilitator: We have made many assumptions about the professor although we only heard him speak for a few minutes. Both characters are credible, but they are also fallible. This shows how quickly we make assumptions when we have little information.

- *The student seemed clear about what she wanted. It wasn't uniquely racial.*
- *The problem is extremely complex. At Northeastern University, one of their required courses is diversity and inclusion.*
- *You have to be very careful how you respond. You should seek legal advice before responding to avoid a lawsuit.*
- *Lance mentioned that he was with a group of Cornell students at a NSBE conference in for which he hosted a hospitality event. During the event, he was cornered by a group of disgruntled black students who voiced their concerns about racial issues they were facing at Cornell. This took him by surprise and he wasn't sure how to respond to them. He pointed out that it's easy to be judgmental if you haven't experienced this type of situation yourself. Lance ended up having a town hall meeting later at Cornell to discuss these issues students' concerns.*

Breakout Sessions

Questions discussed during the Breakout Sessions:

Given your experience since your college days and your knowledge of Cornell Engineering:

1) Can you provide suggestions that might help us recruit underrepresented faculty?
2) Can you provide suggestions as to how we might improve the culture of inclusivity?
3) What do you think would be attractive to underrepresented students about Cornell Engineering that would help us in recruiting?

Group Conversation/Breakout Reporting:

Jay Carter's Breakout Group:
Question #1 URM Faculty

- Start with early identification of candidates.
- Build a pipeline starting with up and coming PhD's.

- Keep in touch with top undergraduates who aspire to become faculty. Maintain a relationship with them after they leave to get their PhD elsewhere and possibly recruit them later.
- Have a program where UG**s** can come back later and give a seminar (to help attract them back at some point for their Ph.D. or as faculty **member**).
- Consider PhD's from outside the U.S.
- Define what "best talent" means.
- Build a relationship with identified talent before actually recruiting.
- Create interest areas for women and URM candidates and bring them in.
- Do we go the "extra mile" for dual-career candidates?
- Try to leverage ECC network for dual-career virtual jobs.
- Who closes on faculty offers? What "sales" training do they get? Do we analyze why we lose?

<u>Question #2 Improve Culture of Inclusivity</u>

- What is the culture of Cornell Engineering? What qualities are we looking for?
- Atmosphere where they will excel.
- Reinforce Cornell Engineering brand of inclusivity and embracing diversity. Place branding materials in most viewed places.
- Inclusivity training for teams. Empathy and how to relate to other cultures.
- Build more structured inclusivity training into curriculum.
- Develop more "ownership" of inclusivity throughout the organization.
- How to rationalize "exact fit" of a faculty candidate vs. "excellent" candidate, but only a "close" fit. SOC should continue to help with this.
- Increase repetition of training.
- Innovation on job definition, e.g., job sharing.
- Institute personal inclusion plans.
- A few guiding principles coupled with flexibility in performing "work". Deep democracy - all voices must be heard.

<u>Question #3 Attracting URM Students</u>

- Have role models so that they can see themselves as being successful.
- Build relationships with top feeder high schools for STEM, especially those having a larger portion of URMs.
- Use ECC to help identify these schools and build relationships.
- Have ECC companies put on STEM "college fair" to expose students to Engineering education and careers.
- Have STEM workshops (9^{th} and 10^{th} graders)
- Explore alliances with other universities to dramatically increase the pool.
- Partnering with other Cornell organizations, such as CAAAN, to develop a "kit" customized for Engineering.
- Lance noted that there's a very high fraction of UGs who trace their degree to Cornell. The branding shows up very high with women.
- Build relationship with identified talent before actually recruiting. The more we can

build the relationship early on, the better.
- Align with peer institutions.
- Athletic recruiting model: Have someone at their institution screen students.

Andy Verhalen's Breakout Group
Question #1 – URM Faculty
- Create master list and maintain it.
- Define stages of recruiting process and map prospects, track.
- Use tools like Leva to track prospective candidates and coordinate interactions. When faculty go to conferences, have them report back on possible candidates using Leva.
- Could we offer superior maternal/paternal policies?
- Rotation program with Cornell Tech. Might be an advantage in recruiting if there was a rotational program where faculty could work 1-2 years in Ithaca then rotate to NYC for 6 months.
- Getting more explicit about defining the process.
- Women's challenges around childbirth. Review maternity and paternity policies (i.e. giving an extra year to get tenure). Lance indicated that we treat men and women the same. They both have a one-year extension on the tenure clock for child birth. They would have to opt out not to get that extension.
- We lose a lot of candidates in faculty recruiting. It would be good to have a confidential means for feedback.

Question #2 Improve Culture of Inclusivity
- Anonymous surveys might be good.
- Weekly meetings for URMs to connect to feel part of the community.
- Casual regular "all-hands" with faculty and PhD's by department? An informational exchange (i.e. to introduce guests and new employees, make announcements, celebrate accomplishments)

Question #3 – URM Students
- Students are more likely to attend Cornell if they participate in summer programs. Think about expanding participation in summer programs. Once students are admitted, recruit others from that cohort.
- Increase length of Catalyst program to a few weeks.
- "Possee-like program?
- Targeted outreach?
- Receptions (regional) for URM's.

Rana Glasgal's Breakout Group:
Question #1 – URM Faculty
- Early recruiting of doctoral students. Offer them a job early if they were superstars as UG's.
- Peer-to-peer recruiting.
- Recruiting faculty: dual career and the lack of easily available jobs. At Stanford, they

have HERSC (a consortia) that helps find jobs
- Misconceptions around entering into an academic career.

Question #2 Improve Culture of Inclusivity

- Inclusivity: having sensitivity to people's various economic circumstances. The book, "A Hope In The Unseen", by Ron Suskind, chronicles the life of a young man from a high school in the inner city of Washington, D.C., in his quest for achievement at the ivy league school of Brown University.
- Branding: how do we get our brand out there to let people know that we're a leader in diversity? Should include Diversity Certification Awards, HEED, in our branding materials.

Question #3 – URM Students

- Relate math and science into things that they're already doing.
- Outreach in the community (hot spotting – groups where there are talented students).
- Assist talented students with low SAT to provide tutoring, etc.
- Incentivizing – reserving some spots at Cornell Tech for students that want to work in industry (Robert Smith gift is a starting point). Recruit high school students with this in mind.

Greg Galvin's Breakout Group:

Question #3 Attracting URM Students

- We should make a strong effort to call and see potential candidates, as well as get them on campus for hosting events to increase the yield rate.
- Send a personal video to applicants encouraging them to attend Cornell.
- Use the admitted URM's to refer us to their siblings, relatives, and others they know. We might get 2-3 referrals per student this way.
- Perhaps Lance could make 3 calls a day for a few days. That could yield many more URM's saying "yes" to Cornell.
- Send a personal note or letter encouraging admitted URM students to attend Cornell.
- Evaluate the factors that are causing admitted URM's not to choose Cornell.
- Lance indicated that the overall yield is 50%. 1/3 of the African Americans accepted at Cornell, enroll here. The yield rate of Hispanics might increase if they were contacted directly. Betsy added that Greg Morrisett, chair of CS, sent a short video to the admitted CS female students, which resulted in an increased yield of female students in that department.