Cornell University—Institutional Diversity Planning
*Toward New Destinations*
Annual Initiatives 2013-14
Summary

**Deans**

**Architecture, Art and Planning**

INCLUSION—undergraduate students
- *Increase success of URM students transitioning to college through programs, events, and new website.*

ACHIEVEMENT—undergraduate students
- *Expand programming for URM students, including expanded off-campus opportunities.*

COMPOSITION—undergraduate students, graduate and professional students
- *Increase recruitment and enrollment of undergraduate and graduate URM students through outreach and events.*

INCLUSION—faculty
- *Ensure annual participation in Cornell Faculty Institute for Diversity.*

ACHIEVEMENT—undergraduate students
- *Better utilize Cornell’s Learning Strategies Center to assist high-risk students.*

**Arts and Sciences**

COMPOSITION—faculty
- *Continue two faculty diversity hiring initiatives: reserving faculty-renewal bridge funds to allow extra hiring for opportunities, including URM candidates, that appear in regular searches; reserving up to 10 positions for target-of-opportunity hires of tenured faculty, including URM candidates, outside regular searches.*

COMPOSITION, ACHIEVEMENT, INCLUSION—faculty, graduate students, undergraduate students
- *Enhance Africana Studies Research Center by adding new professorial faculty; implementing new PhD graduate field; implementing new undergraduate curriculum.*

COMPOSITION, ACHIEVEMENT—faculty
- *Continue diversity fellowship program offering final-year Ph.D. and postdoc fellowships with bridge funding for tenure-track appointments.*

COMPOSITION, ACHIEVEMENT—undergraduate students
- *Continue to build POSSE program to enhance recruitment, advising/achievement for URM students.*

ACHIEVEMENT—undergraduate students
- *Support Mellon Mays program’s preparation of underrepresented students for graduate study.*

**College of Agriculture and Life Sciences**

COMPOSITION—undergraduate students
- *Increase percentage of Native American students in CALS through relationships with targeted high school and higher education institutions; work with American Indian program for NYS students & Land Grant Institutions for transfers.*
COMPOSITION—undergraduate students

• Increase the international undergraduate student population; develop transfer programs, exchange programs, and CALS Visiting Fellows program.

ACHIEVEMENT—undergraduate students

• Expand summer internship opportunities for URM students and include students in networking/development sessions for all underrepresented students; create a CALS seminar focused on “Diversity Across the Disciplines”; increase the number of courses offered in CALS to satisfy the Diversity requirement.

• COMPOSITION—faculty, graduate students, staff

• Provide grants for department-based and faculty-led diversity recruitment initiatives, advertising availability of resources.

INCLUSION—faculty and staff

• Actively recruit nominees for the CALS Diversity Award; create focused communication and outreach around CALS diversity efforts.

Computing and Information Science

COMPOSITION, ENGAGEMENT, ACHIEVEMENT—undergraduate students

• Increase the numbers of women and URMs in the Computer Science major by supporting their success in introductory programming courses through curriculum design, mentorship and academic support.

COMPOSITION—undergraduate students

• Increase the numbers of women and URM students expressing interest in Computer Science as entering freshmen by working with College of Engineering Admissions to feature Computer Science research, students and careers to prospective students.

COMPOSITION—undergraduate students

• Increase the numbers of women and URMs majoring in Statistics by promoting the new Actuarial Science track in the College of Arts & Sciences.

COMPOSITION—faculty

• Increase opportunities for URM and women applicants for faculty positions through targeted recruitment and diversity training for search committees.

ENGAGEMENT, INCLUSION—staff

• Develop a unit-wide communication plan to promote an inclusive environment for staff that includes awareness, feedback and the opportunity to contribute to the development of unit initiatives.

Continuing Education and Summer Session

COMPOSITION—off-campus constituents

• Maintain and expand pipelines to targeted local, regional, national, and international communities, and nations.

ACHIEVEMENT—undergraduate students, graduate students

• Identify and reach out to colleges and pre-professional schools not represented in current offerings.

INCLUSION—faculty, staff, off-campus constituents

• Improve multicultural competency through Respect@Cornell and classes that promote co-curricular study and engagement.
ACHIEVEMENT—off-campus constituents
• Support career development offerings by professional students.

COMPOSITION—faculty, staff
• Recruit, retain, and promote diversity in faculty and staff, through recruiting, networking and career opportunities.

College of Engineering

COMPOSITION—faculty
• Continue implementation of plans to increase the number of URM and women faculty, including search committee training, lines held for targets of opportunity, including URM candidates, proactive addressing of retention challenges, and support for mentoring and resource programs.

COMPOSITION, ENGAGEMENT, ACHIEVEMENT—graduate students
• Recruit and support URM PhD students through Sloan Scholars Program of targeted recruitment and enrollment strategies; faculty and peer mentoring; supplemental advising; leadership development programming.

ACHIEVEMENT—undergraduate students
• Improve retention rate for URM and first-generation undergraduates through academic interventions.

INCLUSION—staff
• Coordinate a college-wide message about diversity and inclusion via college-wide events and discussions in local units.

ENGAGEMENT, ACHIEVEMENT—undergraduate students, graduate and professional students, postdocs, junior faculty
• Host Men of Color in STEM symposium and Empowering Women in Science and Engineering conference.

Graduate School

COMPOSITION—graduate and professional students
• Support graduate fields to develop relationships with strategic partners; foster exchange of information, and lead implementation and management of new Graduate School Recruitment Grants to increase enrollment of URMs.

ENGAGEMENT—graduate and professional students, post docs and academic professionals
• Continue professional development programs addressing phases of grad/professional/postdoc progression, at least two of which will target women's professional development. Target advertising to student of color and women's organizations.

INCLUSION—graduate and professional students
• Continue to increase visibility and influence of messaging about excellence, learning, collaboration, and achievement through diversity by improving content of diversity pages of website.

INCLUSION—graduate and professional students
• Continue to employ Graduate Diversity Council to review professional development and student life program plans and make recommendations for direction, content, and focus.
ACHIEVEMENT—graduate and professional students
• Continue to make available “field metrics” on Graduate School Intranet site that allows fields and Graduate School leadership to monitor and discuss achievement indicators for different groups of students.

School of Hotel Administration
COMPOSITION—undergraduate students
• Increase targeted pipelines of URM applications by visiting key multicultural high schools in four cities and inviting select students to campus open house. Continue to target Historically Black Colleges for Masters candidates.

COMPOSITION—undergraduate students
• Increase efforts to attract Veteran applicants. Research ways to connect with applicants and inventory best practices.

INCLUSION—faculty, staff
• Continue requiring all faculty and staff to complete Respect@Cornell; inventory best practices across campus to continue to strengthen culture and conversations about diversity and inclusion.

COMPOSITION—faculty, staff
• Improve hiring managers’ awareness of the importance of and strategies for diversity recruiting. Work with HR to increase applicant pool of URM candidates.

INCLUSION—off-campus constituents
• Partner with DFA and Procurement Services to increase support for diverse suppliers and contractors.

College of Human Ecology
ENGAGEMENT—undergraduate students
• Enhance CHE standard course evaluation to address diversity and inclusion issues in the classroom.

COMPOSITION—undergraduate students
• Develop undergraduate URM and/or First Generation pipeline pilot with Santa Monica Community College. Build a model that can be replicated at other community colleges.

INCLUSION—faculty, staff, graduate and professional students, undergraduate students
• Analyze results of 2012-13 diversity and inclusion climate survey; identify and begin to address areas of concern.

INCLUSION—undergraduate students, graduate and professional students
• Develop and implement an awareness program and administrative support for faculty and instructors to understand the process and services available to assist and meet needs of students.

INCLUSION—faculty, staff
• Continue to promote the completion of Respect@Cornell.

ILR School
COMPOSITION—undergraduate students
• Continue to consider how to increase the number of freshman and transfer applicants from low-income families, especially among underrepresented groups.
ACHIEVEMENT—undergraduate students
• Continue to consider how to increase underrepresented students’ participation in a variety of undergraduate academic programs: Global Scholar, Study Abroad or other international programs, dean’s list, Honor’s theses, or preparation for Ph.D. programs.

COMPOSITION—undergraduate students
• Continue to consider ways to increase the proportion of underrepresented candidates among transfer applicants.

INCLUSION—undergraduate students
• Continue to evaluate all aspects of the required, one-credit Freshman Colloquium course, including whether it is a potentially useful vehicle to stimulate a meaningful dialogue among students from different economic and racial backgrounds.

COMPOSITION—faculty
• Continue to take steps to ensure the full consideration of diverse candidates for faculty positions.

Johnson Graduate School of Management

COMPOSITION—professional students
• Maintain or increase the percentage of underrepresented students and women in the two-year MBA Program by expanding pipelines, focusing on marketing campaigns, and improving recruiting and yield activities.

ENGAGEMENT—faculty and staff
• Provide diversity and inclusion training for Management Committee, Senior Administration, and staff. Possible topics: multicultural competency, unconscious bias, micro-inequalities.

INCLUSION—professional students
• Incorporate diversity and inclusion within the MBA curriculum and experience through focus on community activities, curriculum, intranet, the leadership program, the ODI Award, and Johnson communications.

INCLUSION—professional students, faculty, staff
• Facilitate climate study and develop new diversity and inclusion strategic plan.

COMPOSITION—faculty, professional students
• Improve diverse Ph.D. and faculty pipelines by creating partnerships, participating in annual and DSA conferences, and developing an alumni database.

Law School

COMPOSITION—faculty
• Increase diversity of African-American and Hispanic faculty through: identification of new recruitment methods for identifying URM candidates; expansion of opportunities for visiting assistant professors, clinical teachers, and adjunct faculty; climate survey for URMs and women faculty.

COMPOSITION—faculty
• Promote opportunities for women and URMs to enter law school through expansion of programs for visiting faculty, clinical teachers, practitioners; identification of potential candidates among past students; conference for emerging scholars from diverse backgrounds.

COMPOSITION—graduate and professional students
• Increase the percentage of URM students who matriculate through: utilizing alumni of color for targeted recruitment; increasing academic support for all students.
INCLUSION—professional students

- Discuss FY13 climate assessments of racial, ethnic, and gender diversity of the Law School community and offer solutions to issues uncovered.

ACHIEVEMENT—graduate and professional students

- Implement strategies to promote improved academic performance and bar passage for URMs.

Library

COMPOSITION—staff

- Investigate and identify recruiting resources within the library and archival communities to outreach to known minority groups.

ENGAGEMENT—off-campus constituents

- Conduct outreach to community partners to share and partner on diverse programming.

ENGAGEMENT—off-campus constituents

- Increase number of diverse suppliers used by CUL.

COMPOSITION—graduate and professional students

- Build and promote research collections in African American History to help recruit potential candidates for Africana Studies PhD program.

COMPOSITION—staff

- Increase targeted minority pipeline by hosting ARL diversity fellow.

College of Veterinary Medicine

COMPOSITION—staff

- Continue the Vet Technician pipeline initiative targeting 2- and 4-year NYS programs with a highly diverse student population.

ENGAGEMENT—graduate students

- Through survey and analysis, support "connectedness" and develop inclusion plans for the new introductory course in the Biological and Biomedical Sciences Graduate Program.

INCLUSION—staff

- Engage supervisors and managers in "Race: The Power of an Illusion" with debriefing discussion with trained facilitators.

ENGAGEMENT, INCLUSION—extended community

- Develop comprehensive database of minority alumni and seek their involvement on recruitment, retention, and climate issues.

ENGAGEMENT, INCLUSION—off-campus constituents

- Encourage high-achieving URM and low-income students to consider veterinary medicine though partnership with high schools; sponsored visits to campus for selected students.

COMPOSITION—off-campus constituents

- Identify opportunities to increase diversity spend and establish a goal to increase spending with diverse suppliers where feasible.

Vice Presidents

Alumni Affairs and Development

COMPOSITION—staff

- Increase external visibility to recruit culturally fluent staff; create a video, marketing materials tool kit, and marketing ambassadors program.
INCLUSION—staff
• Embed diversity and inclusion into division's culture by incorporating a diversity and inclusion goal into staff work plans of Senior Leadership team.

INCLUSION—staff
• Develop and implement internal communications to inform and encourage commitment around diversity issues.

INCLUSION—staff
• Develop Phase II of the "Business of Diversity and Inclusion" by offering trainings and/or cultural exchanges.

INCLUSION—extended community
• Access Cornell alumni who are Diversity and Inclusion professionals at major corporations for guidance and best practices for paradigm shift.

Facilities Services
COMPOSITION—staff
• Continue to measure and improve pipeline to increase diversity through initiatives including job fairs, apprenticeship programs, rotational assignments, and mentoring.

ACHIEVEMENT—staff
• Host a series of career development workshops to support job enhancement and life development opportunities.

ENGAGEMENT—staff
• Host three-part learning series “Race: The Power of an Illusion” with facilitated discussion sessions.

ENGAGEMENT—staff
• Develop train the trainer component of Building Inclusive Leaders program to address issues of race and racism.

INCLUSION—staff
• Incorporate disability accommodation awareness by including Just In Time Toolkit in Supervisory Management Training Program for all supervisors.

Financial Affairs and Information Technology
COMPOSITION—undergraduate students
• Create a potential future pipeline of diverse staff members by continuing and enhancing the DFA/CIT summer internship program.

INCLUSION—off-campus constituents
• Encourage units to add "spend with diverse suppliers" to FY14 TND goals. Continue working with targeted suppliers to meet business growth goals.

INCLUSION—staff
• Conduct division-wide diversity training designed to broaden awareness.

ACHIEVEMENT—staff
• Continue with informal mentoring pilot to assist in developing career paths; continue to roll out formal mentoring pilot.

INCLUSION—staff
• Continue to develop and expand communications strategy to increase diversity awareness, highlight achievements, improve climate, and encourage participation.
Government and Community Relations
ENGAGEMENT—undergraduate students, graduate and professional students, faculty, staff, off-campus constituents
• Work with Ithaca City School District and University Communications, and engage more CU students, staff, and faculty in promoting work of ICSD Equity and Inclusion Leadership Council.

ENGAGEMENT—undergraduate students, graduate and professional students, faculty, staff, off-campus constituents
• Introduce diverse components to the Access to College Education (ACE) program, which supports high school students limited by socio-economic circumstances. Involve more of the Cornell community in campus-based program events.

ENGAGEMENT—undergraduate students
• Work with OADI to promote and plan 2 days in Albany for students to lobby for financial aid.

ENGAGEMENT—undergraduate students
• Work with Office of Financial Aid and colleges to include students of color and diverse economic backgrounds in annual financial aid lobby day in Washington DC.

ACHIEVEMENT—undergraduate students, graduate and professional students, faculty, staff
• Work with Dorothy Cotton Institute "to develop, nurture, and train leaders for a global human rights movement.”

Human Resources and Safety Services
COMPOSITION—staff
• Increase diversity within job groups by working with REC to forecast openings; receive training on developing pipelines; recruit diverse applicants; report results.

COMPOSITION, INCLUSION—staff
• Ready HR&SS hiring and supervisory staff to recruit and retain Veterans by identifying skills conversion software or other training to recognize military service skills that can translate to meet Cornell workforce needs.

INCLUSION—staff
• All staff will complete series of two diversity-related workshops, as determined by ODFS in consultation with DIWD, to provide them with the skills needed to navigate differences.

ENGAGEMENT—staff
• Collaborate with Division of Financial Affairs and Information Technology Diversity Council to develop an accessible communications strategy, cross-planning and promoting diversity workshops, trainings, campus and community events.

INCLUSION—staff
• Provide orientation on CU "Leading in a Disability Inclusive Workforce" toolkit for managers and supervisors.

Student and Academic Services
ACHIEVEMENT—undergraduate students
• Continue efforts to increase retention of African-American male students to parity with all Cornell students by identifying retention practices, seeking student feedback, and implementing successful practices.
COMPOSITION—staff
- Evaluate recruitment efforts to increase diversity, explore staff attrition, and develop retention strategies for URM and non-majority demographic populations.

INCLUSION, ENGAGEMENT—undergraduate students
- Continue efforts to increase multicultural awareness and competencies of SAS student employees by creating calendar of diversity education opportunities, gathering data, and measuring growth.

INCLUSION—undergraduate students, graduate and professional students, staff
- Develop communication strategies to increase knowledge and competency of diverse populations. Share plan with other diversity councils; promote tagging of events on Cornell Events Calendar.

INCLUSION, ENGAGEMENT—staff
- Increase multicultural competency of SAS staff through diversity training and presentation on multicultural organization development in higher education, preceded and followed by reading and discussion.

University Communication
COMPOSITION—staff
- Continue to evaluate and reduce attrition through exit interviews, by tracking the demographic profile of staff members leaving the division, and analyzing the data provided by employee satisfaction surveys.

ENGAGEMENT—staff
- Increase engagement for women and underrepresented individuals at Band F and above by providing leadership training events.

ENGAGEMENT—staff
- Strengthen engagement across difference by hosting a day-long team building retreat for all staff.

INCLUSION—staff
- All employees in the Division will participate in Cornell Interactive Theater Ensemble diversity training focusing on racial/ethnic, gender, and disability-related issues.

ENGAGEMENT—staff
- Promote engagement across differences through an activity in which teams volunteer with a community organization.

Medical College
Weill Cornell Medical College
COMPOSITION—graduate and professional students
- Continue to develop and expand the Weill-Ithaca Summer Experience in Research (WISER) Program, a longitudinal research mentorship and network experience, with CU Ithaca undergraduates.

ENGAGEMENT—graduate and professional students
- Expand the Minority House Staff Committee and infrastructure to support diversity. Establish Residency Diversity Groups in each department which can plan and implement events to attract diverse residents.

INCLUSION—faculty
- Establish a Faculty CME course to educate faculty on appropriate workplace behavior.
INCLUSION—post docs, graduate and professional students, faculty, staff

- Enhance climate of inclusion for LGBT patients at Weill Cornell and NY Presbyterian Hospital through revised patient materials that are more sensitive and inclusive with regard to sexual orientation and gender identity.

ACHIEVEMENT—faculty

- Work with WCMC Finance and Academic Affairs to compare starting salaries by gender within department.

Provost

Provost’s direct responsibilities

COMPOSITION—faculty

- In appointments of the academic deans, the provost will seek to increase the diversity of the academic leadership by developing pipelines and training opportunities, and managing nominating and interviewing activities, in partnership with the Office of Faculty Development and Diversity.

Staff constituency in the provost’s area

INCLUSION—staff

- In collaboration with other units, make training opportunities that support intercultural skills and knowledge available to provost area staff.

ACHIEVEMENT—staff

- Support career development for provost-area staff.

Key units in the provost’s area

Vice Provost for Undergraduate Education

ENGAGEMENT—faculty, administration

- Center for Community Engaged Learning and Research: Continue leadership team participation in Imagining America’s national initiative “Building the Architecture of Inclusion” to strengthen linkages between diversity and community engagement programs.

Vice Provost (Undergraduate Admissions and Financial Aid)

COMPOSITION—undergraduate students

- Improve yield of admitted URM first-year students through new efforts by new staff member to personally reach out to at least 50% of admitted URM first-year students and 100% of first-year students attending Diversity Hosting Month.

Vice Provost for International Affairs

INCLUSION—staff

- Educate members of staff on inclusive practices around disability, as it relates to the workplace as well as to the hosting of educational events and visiting delegations.

Vice Provost for Academic Affairs and Vice Provost for State Programs

COMPOSITION—faculty

- Develop a best practice guideline to be used by college administrators in dual-career recruitment; increase the success of such recruitments.
Division of Planning and Budget

COMPOSITION--staff

• Increase applicant pool (and diversity of pool) for open positions through compositional assessment, recruitment training, and revision of job descriptions.

INCLUSION—staff

• Improve multi-cultural competency by encouraging maximum participation in reading and structured discussion of Whistling Vivaldi, how stereotypes affect us and what we can do.

ENGAGEMENT—staff

• Promote and attend, as a Division, one diversity-related educational event.

ENGAGEMENT—staff

• As a Division, promote and attend one volunteer activity within the community.

ENGAGEMENT—staff

• Encourage participation in career-related activities to increase understanding of the University outside of day-to-day responsibilities.

Research Office

COMPOSITION, ACHIEVEMENT—graduate students

• Centers within the Research Division will work with the appropriate graduate fields to expand Cornell’s population of quality graduate students and to advance the success of our graduates.

COMPOSITION—graduate students, undergraduate students

• The collective group of REU programs and other undergraduate summer research internship-type programs administered within the Research Division will target students who might not historically have considered Cornell, including especially students from Primarily Undergraduate Institutions, institutions not included in the Carnegie Classification’s categorized listing of RU/VH, and institutions with large populations of underserved students.

ACHIEVEMENT—off-campus constituents

• Cornell scientists and engineers will collaborate with Pre-K-12 teachers to improve science education, particularly among underserved students. To meet teachers’ needs for resources and experience to implement an inquiry-driven science curriculum, Cornell scientists and engineers will 1) develop and promulgate inquiry-based science experiments through a variety of programs, and 2) develop and offer a variety of school-year and summer professional development opportunities for Pre-K-12 teachers.

ACHIEVEMENT—off-campus constituents

• Cornell instructors or researchers will provide accelerator-physics research opportunities for undergraduate students at community colleges as an effort to encourage a greater number of them to pursue careers in STEM fields and science education.

COMPOSITION—staff

• Develop a process to review applicant pools for diversity and work towards increasing the diversity of those pools through increased outreach to websites, journals, schools, and organizations that identify with underrepresented groups. Working with departments, ensure that job postings identify the most appropriate education and experience in order to appeal to a broader audience.
**President**

**Collected units in the President’s area**

**COMPOSITION—staff**

- **Office of the Judicial Administrator**
  
  *Increase targeted pipelines by using tools developed in FY13 for any open positions.*

- **Investment Office—undergraduate students**
  
  *Broaden outreach to URM student groups to increase pipeline of diverse applicants for intern/analyst positions.*

**COMPOSITION, ENGAGEMENT**

- **Office of the Judicial Administrator—undergraduate students, graduate and professional students, staff**
  
  *Continue to network with supervisors and colleagues and meet with diverse student groups to share information about JAO work opportunities.*

**ENGAGEMENT—undergraduate students**

- **Office of the President—staff**
  
  *Expose staff to opportunities to enrich and diversify their experience through group community involvement at local agencies with diverse constituents.*

- **University Audit Office—staff**
  
  *Expose staff to opportunities to enrich and diversify their experience through group community involvement at local agencies with diverse constituents.*

**ENGAGEMENT—postdoc and academic professionals, faculty, staff**

- **Office of the University Ombudsman**
  
  *Continue to expand efforts to inform community about Ombudsman services through briefing sessions, email blasts, posters with tear-off cards.*

**ENGAGEMENT—undergraduate students, graduate and professional students**

- **University Audit Office**
  
  *Enhance career development opportunities for diverse students by advertising Student Summer Intern opportunities and collaborating with OADI, 626 Thurston, and student accounting organizations.*

**ENGAGEMENT—faculty**

- **Dean of Faculty Office**
  
  *Work with Elections and Nominations Committee to inform and encourage diverse faculty to fill open seats on committees.*

**INCLUSION—staff**

- **Office of the President**
  

- **Office of the Judicial Administrator**
  
• Office of the University Ombudsman  

• Investment Office  

• Dean of Faculty  

**INCLUSION—staff**

• Office of the President  
*Inform staff of campus events and talks on a monthly basis; encourage staff to increase their awareness of opportunities on campus to gain a better understanding of diversity and cultures.*

• University Audit Office  
*Offer flexible schedules to all University Audit Office employees to support individual work/life balance challenges.*

**INCLUSION, ACHIEVEMENT—Off-campus constituents**

• Office of the President  
*Strengthen relations with local vendors and support achievement for targeted groups by increasing the amount purchased from diverse suppliers by up to 10%.*

• Office of the Judicial Administrator  
*Strengthen relations with local vendors and support achievement for targeted groups by increasing the amount purchased from diverse suppliers by up to 10%.*

**ACHIEVEMENT—staff**

• University Audit Office  
*Increase the diversity of participants in leadership training, conference participation, rewards and recognitions, strategic planning, and job rotational assignments.*

**University Counsel**

**ENGAGEMENT—staff**

• Provide educational training and legal guidance in light of *Fisher v. Texas* Supreme Court decision regarding affirmative action in college admissions.

**ENGAGEMENT—staff**

• Provide educational training and legal guidance regarding disability accommodations in the workplace, with a particular emphasis on accommodating "invisible disabilities."

**INCLUSION—staff**

• Provide staff with training to improve multicultural competencies in order to serve an increasingly diverse clientele. Training to be provided as a part of an all-staff retreat.

**INCLUSION—staff**

• Improve multicultural competency by screening "Race: The Power of an Illusion," followed by speaker-led discussion.

**COMPOSITION—graduate and professional students**

• Encourage minority Cornell Law students to apply for Law Clerk positions in the Office of University Counsel; devise ongoing pipeline for minority law students to work in the office.