

Cornell University Student Assembly

Cornell University Student Assembly

Agenda of the Thursday, November 19, 2020 Meeting
4:45 – 6:30 on ZOOM

I. Call to Order

II. Announcements and Presentations

- a. OSGR Presentation, [Statement](#) on [2020-21 Agenda](#) [4:50-5:00]
- b. CUPD Police Chief Honan [5:10-5:30]

III. Open Microphone

IV. Approval of the Minutes

- a. [November 5th, 2020 Minutes](#)
- b. [November 12th, 2020 Minutes](#)

V. New Business

- a. Resolution #14: [Amendment to 2019-2020 S.A. Resolution 14 \(Establishing the Office of Student Government Relations\): Creation of Bylaws](#)
- b. Resolution #15: [Demanding Cornell to Support the Black Lives Matter Movement](#)
- c. Resolution #16: [In Support of the Cornell University Caribbean Students' Association's Demands](#)
- d. Resolution #17: [Reduction of Convocation Committee's Student Activity Fee Allocation](#)

VI. Business of the Day

- a. Resolution #11: [Calling For the Disarmament of the Cornell University Police Department](#)

VII. Adjournment



CORNELL UNIVERSITY
**OFFICE OF STUDENT
GOVERNMENT RELATIONS**
2020-2021

ADVOCACY AGENDA



OSGR

CORNELL STUDENT ASSEMBLY

FEDERAL AGENDA

Supporting Higher Education Accountability and Student Choice

Students ought to have adequately available data in their higher education decision making processes. Information should be made more widely available to better support students.

Expanding Paid Academic Internships

Unpaid internships are rapidly becoming unaffordable as the costs of living, travel, and unpaid wages are burdens on students. We propose tightening the guidelines on situations in which academic credit can serve as a substitute for wages, and support the overall elimination of unpaid internships for college students.

Extending Student Protections Surrounding COVID19

Due to the persisting effects of COVID-19, low income and underprivileged students are expected to default on their student loans within this year. There should be greater flexibility surrounding student federal loan payment and collection of interest.

Reinstating Higher Education Funding for Incarcerated Students

Pell Grants serve as an integral part of funding prison education programs and support very positive social and economic outcomes for inmates. Grants should be reinstated for eligible incarcerated students to pursue postsecondary degrees.

Maintaining International Student Status & Accessibility

International students support thousands of jobs and hundreds of millions of dollars to the economy. The educational rights of these students should continue to be respected.

STATE AGENDA

Mandating a uniform mental health professional to student ratio across public NYS institutions

Given the importance of mental health to student success, it is critical that the State of New York enact a uniform mental health professional to student ratio across public NYS institutions in order to ensure that this vital area of student well being is supported throughout this crisis and beyond.

Support more comprehensive sexual assault policy

It is essential that New York State education law is amended, in relation to requiring institutions of higher learning to provide sexual harassment training to all participants in internships and externships as well as providing sexual assault statistics to those who request that information.

Making financial aid more adaptable to real world needs

Financial aid programs for “non-traditional” students should be expanded to ensure academic success. Such programs would allow for absence because of uniformed service, maternity/paternity, FMLA, or due to compensable injury to be creditable time..

Support students’ access to affordable required textbook and essential class materials

It is imperative that an academic review board for the review of textbooks sold, purchased, or used for academic purposes on all State University of New York campuses should be put in place in order to enact cost-controlling policies.

Creating A Rent Relief Fund For Students

Given the enormous loss of income that has come as a result of the COVID-19 pandemic, it is essential that New York students have access to a student specific rent relief fund to enable their future academic success.

Ensuring Emergency Support for eligible DACA student recipients

Eligible students should be granted financial assistance by New York State through a subsidized loan program specifically developed to assist students that fall under the New York State DREAM Act.

Continued Funding for TAP, EOP, and Excelsior Scholarships:

As students are further economically disadvantaged by the COVID-19 pandemic, New York State should match last year’s higher education funding for TAP, EOP, and Excelsior scholarships.

LOCAL AGENDA

Bridging the Town-Gown Divide

The citizens that make up the Cornell-Ithaca Community should be able to have an open and honest conversation about the conditions that impact them. Community-Student relations would be enhanced by improved channels of communication.

Increasing Student Civic Engagement in Tompkins County

Students should be made aware of ways to get involved with Tompkins County Affairs and have more opportunities to make a meaningful impact. There should be official channels so that community leaders can interact with interested students and encourage their participation.

Developing Connections between the Cornell Student Assembly and Local Government

The City of Ithaca, the Town of Ithaca, and the Tompkins County Administration determine policies that impact Cornell Students. The student voice should be connected to the lawmakers governing them, and they should have a chance to weigh in on policies that affect them.

Building Relationships between Local Student Government Organizations

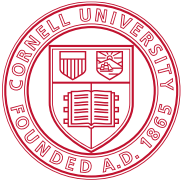
The Cornell Student Assembly, Ithaca College Student Government Council, and the Tompkins-Cortland Community College Student Government Association regulate the affairs of all students in the Ithaca area. These groups would benefit from connecting to relay issues impacting them all and to create solutions that would improve the local student experience.

OSGR

CORNELL STUDENT ASSEMBLY

BAILEY

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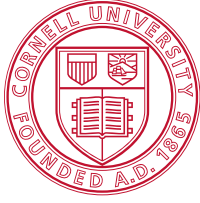
Cornell University Student Assembly

November 19th, 2020

Approving the Agenda of the Office of Student Government Relations

The Student Assembly formally endorses the attached 2020-2021 Agenda for the Office of Student Government Relations. We thank the Office for the hard work they have performed this past semester and summer in advocating for Cornell students at every level of government. We endorse their agenda items as issues of local, state, and federal advocacy that directly affect the Cornell student body.

In support,
The Cornell Student Assembly



Cornell University Student Assembly

Cornell University Student Assembly

Minutes of the Thursday, November 5, 2020 Meeting
4:45pm via Zoom

I. Call to Order & Roll Call

- a. C. Huang called the meeting to order at 4:45pm.
- b. Roll Call
 - i. *Members Present:* L. Abd Elmagid, M. Baker, J. Bansah, K. Bentley, K. Butler, C. Castillo, U. Chuckwukere, L. Contreras, A. Gleiberman, S. Kapoor, A. Lampert, A. Miramontes Serrano, E. Perez, K. Santacruz, M. Shardow, L. Smith, C. Tempelman, V. Valencia, N. Watson, S. Woldai, V. Xu, Y. Yuan, L. Zumpano, S. Zverev, C. Huang
 - ii. *Members Absent:* D. Anadkat, E. Moy, J. Noriega, T. Reuning, R. Zohar

II. Land Acknowledgement of the Gayogohó:nq' (Cayuga Nation)

- a. Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York State, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession, and honor the ongoing connection of the Gayogohó:nq' people, past and present, to these lands and waters.

III. Open Microphone

- a. No speakers at the open microphone.

IV. Approval of the Minutes

- a. October 29, 2020
 - i. Motion to approve the October 29th minutes – **approved** 23-0-2

V. Presentations

- a. Presentation by the community and leadership of Tompkins County; Daniel Brown, Executive Director of Racker, Jason Molino, Tompkins County Administrator, Dr. Martin Stallone, CEO at Cayuga Medical Center, and Jennifer Tavares, the CEO of the Chamber of Commerce for the Ithaca region.
 - i. D. Brown expressed his appreciation for the students at Cornell University for their commitment to social distancing and mask wearing. When first learning that Cornell University would be having students in person, he was hesitant to believe the students would follow all guidelines. However, the students proved him wrong and stated that the students at Cornell deserve to be recognized by the local community, as their actions have met the highest standard of ethical behavior by promoting trust, fairness, kindness, and generosity. D. Brown also shared a message from James Brown, president of the Tompkins County United Way, which expressed J. Brown's gratitude for

Cornell University students for their commitment to the collective health and safety of the community.

- ii. J. Molino seconded D. Brown's statement and added that the relationship between Tompkins County and Cornell University has never been stronger. Additionally, J. Molino stated that students have set an example, not only in the community, but across the state and the nation. Tompkins County has the lowest infection rate per capita in New York State and the lowest death rate per capita in New York State. J. Molino stated that a huge part of that is because of students' actions and they deserve to congratulate themselves for their hard work and effort.
 - iii. Dr. M. Stallone seconded both J. Molino's and D. Brown's words. Dr. M. Stallone stated that the medical community and the hospital is incredibly proud of how students have conducted themselves. Testing program compliance, social distancing and mask wearing, limiting gatherings have contributed immensely to the low infection rate. Dr. M Stallone encouraged students to continue to be responsible, as those actions protect members of the community who the virus has more dire consequences than it might among college populations.
 - iv. J. Tavares stated that students play a large role in the economic activity in the community and the actions of students to be safe, have helped the livelihoods of those across the county. J. Tavares explained that students' commitment to safety blew her and the community's expectations out of the water and that the community hopes to continue to support the Cornell University students.
 - v. C. Huang expressed her appreciation for the community leaders for coming to this meeting and also recognized that the achievements have been a complete team effort between students and the community. As an out-of-state student, C. Huang stated her gratitude for being welcomed into Tompkins County.
 - vi. A. Miramontes Serrano agreed with C. Huang's statement and emphasized that people from everywhere are really happy to be in Tompkins County.
 - vii. L. Smith stated his thanks towards the presenters for creating an amazing community. Additionally, L. Smith stated he was impressed with the resources that have been dedicated from the community which allowed students to be successful in their efforts.
 - viii. S. Zverev explained that the student body has done such a great job in keeping with the rules and regulations due to Cornell Health working in unison with the medical centers. The administration has done a phenomenal job making sure that cases are low, and it is the harmony between students and administration that have led to such a successful result.
- b. Police Disarmament Teach-In led by SA Rep. and founder of Do Better Cornell Uchenna Chukwukere, Kataryna Restrepo, member of the Cornell Abolitionists Revolutionary Society, SA Rep. Lucy Contreras, Sherell Farmer, a member of CARS, and Conor Hodges who studies policing in the 1960s and in the Global War on Terror period.
 - i. Policing in the United States originated from slave patrols, as when slaves ran away, squadrons of white volunteers were sent out to find them to crush uprisings and punish those violated any rules. From these squadrons, the first

police forces were constructed, which were overwhelming white and focusing on responding to disorder. Additionally, police have been used to uphold racist laws since slavery, including Black Codes, which prevented people from holding certain jobs and owning property, and Jim Crow Laws. The Ugly Laws targeted primarily low income and disabled folks and prohibited folks with any noticeable physically presenting disability from visiting public spaces. The Ugly Laws disproportionately targeted folks at the intersection of income and disability status. Police enforced laws which were incredibly racist and were directed at the most marginalized communities. I

After the abolition of slavery, some former plantations were converting to prison labor camps which were mostly populated by young black men and many were arrested based on false accusations. As prisoners were excluded from protections, they were forced to complete labor for free and under convict leasing, they were imprisoned and send back to plantations. Prison labor still exists today. Police brutality is defined as the use of excessive or unnecessary force by personnel affiliated with law enforcement duties when dealing with civilians and suspects. From 2015 to 2020, there have 5367 fatal police shooting. Among armed victims, Native Americans were killed by police a rate three times that of white people, black people were killed at 2.6 times the rate of white people and Hispanics are killed at nearly 1.3 times the rate of white people. Among unarmed victims, black people were killed at 3 times the rate and Hispanics at 1.4 times the rate of white people. There are many factors that contribute to police brutality, including aggressive defensive police officers and resistance to change in police unions. Qualified immunity is a traditionally created doctrine that shields government officials from being held personally liable for constitutional violation. More factors that contribute to police brutality are racism in police departments, the historical development of policing, militarization of police, tactics that escalate tension, such as stop and frisk, the inadequacies of police training, and psychology, as demonstrated in the Stanford prison experiment. Before the mid 20th century, some universities hired nightwatchmen with the primary responsibilities for reporting curfew violations and ensuring gender segregation. They didn't have the power of arrests or policy authority to conduct searches and were never armed. In the 1960s, things picked up in response to the unrest and social agitation on the end of Jim Crow, the Civil Rights Movement, and particularly on college campuses, the response to the draft and the drafting of men aged 18 to 24 to go and fight the war in Vietnam. New York State was at the center of some these debates over social unrest on college campuses, the most important incidences at Columbia and Cornell. The Cornell example, in particular, motivated schools to have campus police departments to break up student movements before they go to the point. One would expect that if the numbers of police officers on campus are increasing, the violent crime rates would also increase. However, this is not the case. The number of police officer on college campuses have continued to increase, despite decreasing rates of crimes on campuses decreased. From 2004 to 2010, the violent crime rates on campus decreased 27%, yet at the same time presence of police on campus have increased 94%. The most common crimes on campus involved property theft or damage or

underage drinking, and there is absolutely no need to be heavily armed to address those situations. There have been negative experiences with campus police all around the country, with examples at Smith College and UC Davis. There is not much criminological literature on campus police armament, however researchers in Norway found that Swedish armed police injured more citizens than Norwegian unarmed patrol. Another study found that the presence of a firearm enhances his or her sense of safety, but necessarily his or her actual safety. Additionally, another study found that unarmed police are similarly deterrent to crime to armed police officers. In conclusion, the history of policing is rooted in racism and targeted marginalized communities. Police brutality and armed police officers needs to be discussed for the safety and well-being of the Cornell community and across the nation.

- ii. J. Silverstein expressed his disappointment in the presentation for the demonization of police officers and hatred towards the police. J. Silverstein stated that the privilege of being a Cornell student allows them to not face the danger of the crimes the police do. Additionally, the Student Assembly voted to cut ties with the Ithaca Police department and the presentation suggested the abolishing of the Cornell University Police Department. J. Silverstein expressed his desire to redirect Cornell funds and opt of the Student Assembly in the future.
 1. U. Chukwukere exhibited his disappointment in J. Silverstein's lack of comprehension of the presentation. The presentation outlined the racist and horrific history of policing, not only in this nation, and the discrimination, marginalization and the oppression that policing has enacted on people of color.
- iii. L. Abd Elmagid stated her gratitude for the presentation and that if you were astonished about the idea of disarming campus police, you did not pay attention to the presentation, as there were several explanations as to why campus police should not be armed.
- iv. D. Johnson asked how prison labor was a term of slavery, if they are getting paid for their labor and if how campus police would respond to violent outbreak if they were unarmed.
 1. C. Huang answered that very often incarcerated folks are not getting paid for their labor and if they are, it is minimal amounts at that completely unacceptable, like \$1 an hour or \$0.13 an hour.
 2. S. Farmer stated that police on campus have actually never stopped an active shooting and that it is important to consider what the role of police actually is.
 3. M. Adeghe explained that prison labor is slavery and prisoners are not paid for the level of work that they do.
- v. R. Horrigan stated that J. Silverstein being white and in a place of privilege should not matter at all when proposing to abolish the police, as they are all

students on campus, regardless of their race. His opinion should not be invalidated because he is white.

1. C. Huang stated that this presentation was not about abolishing the police, it was about disarming the police.
 2. U. Chukwukere explained that the presentation showed that policing disproportionately affects black and indigenous people of people. There is a stark difference between the way police interact on average with white people versus black people. U. Chukwukere stated that there are countless stories of people of color with negative run-ins with CUPD and that everyone deserves to feel safe on campus.
 3. K. Restrepo referred to the point of the presentation about the Ugly Laws, which were laws designed to protect white women. It is important for any person on campus to recognize their privilege when police radically treat black folks and indigenous folks very differently. K. Restrepo stated that they were not invalidating J. Silverstein's opinions, they were just stated that he holds certain privileged identities that he needs to engage with and understand before making comments about how everyone should be okay with policing on campus.
- vi. Y. Yuan asked about what level of disarmament the presenters imagined for the CUPD.
1. C. Hodges explained that any weapon can be made lethal. In Norway, police officers have firearms in the vehicles that they can call on in cases of an active shooter. In the UK, there are specifically trained firearm officers and are pre-staged at different locations. At SUNY Cortland, they would have armed officers in police headquarters that could be called on for incidents requiring armed responses.
- vii. E. Perez expressed her concerns on why people are heavily relying on hypotheticals of violence, instead of believing the presentation.
- viii. C. Hodges explained that people in professions like law enforcement or military believe that any sort of possible threat must be guarded against through any possible means. The likelihood of violent outbreaks needs to be considered and especially in light of the ongoing harms of having that precaution in place with the opportunity costs of overfunding the CUPD and what else the money using to train them on firearms could be used for. Professor James Alan Fox at Northeastern University found that folks are more likely to be struck by lightning than they are to be murdered on a college campus.
- ix. S. Woldai asked what the difference between the training between CUPD and Ithaca Police Department. S. Woldai expressed her appreciation for the presentation.
1. C. Hodges explained CUPD attends full police officer training and have the same qualification standard as IPD.
- x. J. Silverstein stated his gratitude for R. Horrigan's statement, and it is inappropriate to suggest that his opinion is somehow invalid by the virtue of his skin color, which is in direct contrast with what heroes like Martin Luther King Jr stated. J. Silverstein asked how many students on campus were shot by CUPD officers in the last three years. He also explained that he never said

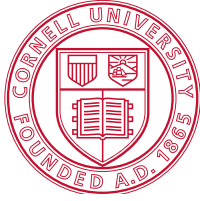
everyone should be fine with policing on campus, just that it is a reckless idea to disarm or abolish the police. J. Silverstein expressed his disdain for recognizing privilege before speaking, as it is an attack on free speech as in order to speak, he would have to agree with the presenters.

1. C. Huang explained that this presentation is not coming from just hating the police.
 2. U. Chukwukere stated J. Silverstein should not disrespect Martin Luther King and use him as justification for not understanding the presentation.
 3. K. Restrepo stated that recognizing privilege is not an infringement on free speech and that it is important to understand that police drastically interact differently with folks of colors and it is not an attack on J. Silverstein personally.
- xi. A. Wilk asked why we should wait for a student to be murdered by police to even stating considering disarming police.
 - xiii. Y. Kaymyka expressed concern over the idea that the campus is safer when police are armed versus when police are unarmed. The primary concern is making sure all students feel safe on campus.
 - xiii. J. Silverstein stated that zero students were shot by CUPD in the last year.
 1. C. Huang expressed that imagining a student being shot by the CUPD is probably the worst possible scenario.
 2. U. Chukwukere explained that there should be not waiting until someone dies or get shot and injured before addressing the issues with policing.
 - xiv. S. Zverev stated concern that the people responding did not listen to anything in the presentation and that it is upsetting as the presentation was long and information. S. Zverev stated that a quota for deaths before action about the police makes absolutely no sense.
 - xv. C. Templeman thanked the presenters for the informative presentation and research and asked what sort of equipment the CUPD currently has apart from firearms.
 1. C. Hodges stated that we do not what equipment CUPD has and we do not know what their use of force police is. C. Hodges will be asked as part of the Public Safety Advisory Committee.
 - xvi. S. Farmer explained that they are trying to make a better campus and hold Cornell to their model of “any person, any study” by making this an equitable and safe community for any person. By disarming CUPD, they are being proactive as opposed to retroactive.
 - xvii. L. Contreras stated that the presenters will be sending all the sources and a document with FAQs to all SA members. If you are a community member that would like to receive it, message any of the presenters.
 - xviii. C. Huang asked anyone present who would like the slides from the presentation with message her privately. It is also recommended to watch the documentary “13th” on Netflix, as it is extremely relevant and informative.

VI. Adjournment

- a. C. Huang adjourned the meeting at 6:23pm (EST)

Respectfully Submitted,
Ciara Shanaban
Clerk of the Student Assembly



Cornell University Student Assembly

Cornell University Student Assembly

Minutes of the Thursday, November 12, 2020 Meeting
4:45pm via Zoom

I. Call to Order & Roll Call

- a. C. Huang called the meeting to order at 4:48pm.
- b. Roll Call
 - i. *Members Present:* L. Abd Elmagid, D. Anadkat, M. Baker, J. Bansah, K. Bentley, K. Butler, C. Castillo, U. Chuckwukere, L. Contreras, A. Gleiberman, S. Kapoor, A. Lampert, A. Miramontes Serrano, E. Moy, E. Perez, T. Reuning, K. Santacruz, M. Shardow, L. Smith, C. Tempelman, V. Valencia, N. Watson, S. Woldai, V. Xu, Y. Yuan, R. Zohar, L. Zumpano, S. Zverev, C. Huang
 - ii. *Members Absent:* J. Noriega

II. Land Acknowledgement of the Gayogohó:nq' (Cayuga Nation)

- a. Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York State, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession, and honor the ongoing connection of the Gayogohó:nq' people, past and present, to these lands and waters.

III. Announcements and Presentations

- a. A. Ononye, on behalf of the Office of the Student Advocate, announced that Kataryna Restrepo '21 will be serving as the Director of Finance for the Office of the Student Advocate.
- b. L. Smith shared the link to the Tompkins County Website (<https://www2.tompkinscountyny.gov/ctyadmin/reimaginepublicsafety>) and announced that over the next couple of weeks Tompkins County and City of Ithaca are holding reimagining public safety forums and essentially designed to get community input about recent interactions with law enforcement. L. Smith

encouraged all members to join, as this has been a prevalent topic in Student Assembly meetings.

- c. A. Gleiberman stated that the research and accountability form is now live (https://cornell.ca1.qualtrics.com/jfe/form/SV_74M5LAAEq0GLcpf) and encouraged members to participate.
- d. C. Huang communicated that President Pollack recognized her letter that called for the university to declare Election Day a university holiday and would be taking this into account moving forward when establishing the academic calendar.
- e. C. Huang welcomed all guests to the Student Assembly meeting and reminded new folks about the Standing Rules.
- f. C. Huang asked for the agenda to be amended to remove Resolution #10 as the President's office responded to the resolution yesterday, 11/11.
 - i. Motion to amend the agenda – **amended** 27-0-1

IV. Open Microphone

- a. No speakers at the open microphone.

V. New Business

- a. SA R11: Calling For the Disarmament of the Cornell University Police Department
 - i. Abstract: This resolution is calling for the disarmament of the Cornell University Police department.
 - ii. U. Chukwukere explained this resolution is the building off from the teach-in from last SA meeting (11/5) and has been a long time coming. Policing in American is rooted in racism, slavery, corruption, and violence, especially against black and brown people. American law enforcement began as slave patrols and union busters. U. Chukwukere stated that policing has upheld and enforced racist laws and policies that have disproportionately affect people of color.
 - iii. K. Restrepo explained that Ugly Laws were legislation that prohibited people with notable physical presenting disabilities from visiting public spaces starting back from 1860s all the way until the 1970s. They are one example of the disproportionately targeted folks at the intersection of race, income, and disability status.
 - iv. L. Contreras communicated several examples of similar universities disarming their police or plans to disarm their campus police, such as Portland State University, University of Chicago, and Harvard University.
 - v. M. Adeghe encouraged all to contemplate the last time they called the police and why you felt having the police being armed necessary.
 - vi. Y. Yuan thanked the co-sponsors for the resolution expressed the importance to think about the relationship between students and police presence on campus. Y. Yuan asked what the co-sponsors vision of police presence on campus would look like.
 - 1. M. Adeghe encouraged Y. Yuan to think about the last time he interacted with the police and if guns were necessary. In general, when was the last time you encountered the police and a gun was used in order to protect you and keep you safe.
 - 2. U. Chukwukere stated that armed police is not necessary, for example during mental health crises. In Philadelphia, a black man was having a mental health crisis and police officers eventually gunned him down.

- U. Chukwukere stated he does not feel safe around CUPD and wants a system that will protect all people, especially people of color.
- vii. A. Lampert explained she had the same question as Y. Yuan and additionally asked if there are mental health workers on campus already that would be able to handle these crises, or would this system need to be constructed.
1. U. Chukwukere explained that currently the university does not have a response team in place, but there are people who could respond.
 2. T. Reuning stated that the closest thing available right now is the RA system, however it is unfair to place that kind of burden on them. Resources currently being used to give CUPD guns could be better spent getting a mental health crisis response team together.
 3. Point of Information: K. Butler stated that there is currently a unit in the works as an alternative to the police department.
- viii. D. Anadkat commended the members of the community for joining and it's so good to see this outreach and engagement for such an important discussion. Previously, the Student Assembly voted to ban the Ithaca Police Department from the Cornell campus and is now voting to disarm the CUPD. D. Anadkat expressed concern for this resolution without clear alternatives and solutions in place now. D. Anadkat asked if there is a middle ground to come to where police officers leave their weapons in their cars and only carry them if they're responding to violence or an attack. This is a bold resolution and D. Anadkat expressed fear the University Administration will not pay much attention to it, which is increasingly common with the resolutions.
1. Point of Information: U. Chukwukere stated that the SA did not vote to ban the IPD, the SA voted to dissolve ties with IPD.
 2. Point of Information: C. Huang explained that the President's Office is addressing resolution and had responded to two of the SA resolutions just this week.
 3. M. Adeghe restated her question of when has a police officer holding a gun or taser made you feel safe and that much of the counterarguments are just hypotheticals. It is not the role of the abolitionists to always have measures intact for what is going to happen in the future. When slavery was abolished, there was no plan for how people would operate without free labor. However, this doesn't mean slavery shouldn't have been abolished. M. Adeghe stated that just because there is no immediate resolution, doesn't mean it should not happen.
 4. T. Reuning asked if there has been documentation of an event where a school police officer actually prevented a mass shooting from happening. At Stoneman Douglas, when the shooting started, the school police officer left the school and did not make a difference. At

Virginia Tech, there was armed police officers that did not stop the mass shooting.

- ix. V. Xu asked if Cornell Police Officers were responsible for the protection of high-profile special guests on campus for events.
 1. T. Reuning explained that most high-profile guest have their own security details that are more qualified than CUPD.
- x. A. Gleiberman expressed appreciation for the resolution, however, stated that she has personally felt the need for CUPD when walking home late at night. She has felt very unsafe on campus extremely late at night and the protection of a CUPD officer has made her feel safe. A. Gleiberman stated that armed police are not needed for mental health crises or alcohol/drug cases.
 1. S. Woldai explained that she completely understands A. Gleiberman's concerns when walking home at night and have felt similar feelings on campus. However, having the CUPD walk her home scares her even more.
 2. M. Adeghe stated, as a black woman, that she could never imagine calling the police for anything. Additionally, M. Adeghe asked if being walked home by someone with a gun was what made A. Gleiberman feel safe or if it was just being walked home by someone.
 3. U. Chukwukere expressed that A. Gleiberman's standpoint and experiences are valid, but stated to not invalidate the experiences, fears, and worries of all other people of color, especially come from marginalized groups.
- xi. C. Tempelman asked for clarification on what the category of lethal weapons include.
 1. U. Chukwukere stated that it does include handguns, tasers, and batons.
- xii. M. Baker expressed concerns that in the event of a violent crime, like a robbery, stabbing, or murder police officers would be left defenseless.
 1. K. Restrepo explained that in most incidences of gun violence, police officers are able to detain the perpetrator without using the full force and CUPD would be able to respond without lethal weapons.
 2. T. Reuning supplied that in events like burglaries, police are called after the crime has already occurred. Someone else entering your space with a gun is not going to necessarily make you feel safer.
- xiii. S. Woldai asked for all people present to contemplate the last time, if ever, CUPD weapons were necessary and called for people to empathize with other students of campus, specifically students of color.
- xiv. L. Smith asked what the status of the police oversight committee was.
- xv. S. Kannan stated that experiences with law enforcement for minority individuals are subjective. As a brown minority American, S. Kannan never felt unsafe with their multiple interactions with CUPD. An article published in the Guardian states that law enforcement has stopped at least seven mass shootings.
 1. U. Chukwukere stated that one's lived experiences does not define the experiences of other people. One person of color feeling safe around CUPD does not discount the experiences of all other people

- of color. This resolution is based on a lot of community outreach and many of the co-sponsors have lived experiences with the CUPD.
2. K. Restrepo stated that mass shootings are not common are very rare. More instances of police brutality happen compared to mass shootings in general.
 3. T. Reuning explained that even in the examples where law enforcement stopped a mass shooting, dozens of people were still killed or injured. If there was mental health resources or universal background checks in place, shootings could be prevented in the first place.
- xvi. M. Shardow stated she will cede her time to community member Z. Sherin, however does not sponsoring anything Z. Sherin says and does not want anything said held to her.
- xvii. Z. Sherin thanked M. Shardow for yielding their time. Z. Sherin explained that at their old school, before transferring to Cornell, there was an incident where in the basement of the library someone went on social media and stated that they were going to shoot up the school. It was a small incident and several students were shaken by it and lots of students asked about the logistics if the shooting did take place. Many students were comforted by the fact there was an armed officer on the second floor of the library. Z. Sherin asked how the SA would respond if there were a school shooting and the police were unarmed, leading to more lives to be lost.
1. K. Restrepo stated that in Z. Sherin's story, no lethal weapon was needed to stop the student and that this question has been asked multiple times. CUPD should not have weapons because they would not be effective in deterring any person from taking violence against students and we believe in preventative measures.
 2. M. Adeghe explained that this is a hypothetical and asked how the police would have stopped a shooting.
 3. T. Reuning stated it is the SA's responsibility to protect the student body within its ability and right now the most pressing threat to the student body, particularly marginalized students, is police with lethal weapons. The possession of lethal weapons by police does not prevent a mass shooting from happening, even in the example given.
- xviii. A. Gleiberman asked for what is categorized as a lethal weapon.
1. T. Reuning explained that the idea of non-lethal weapons is a misnomer, as any weapon can be made lethal.
- xix. K. Santacruz thanked the cosponsors of this resolution and the presenters from previous meetings for bring awareness to these issues. K. Santacruz asked if it would possible to provide a better definition of lethal weapon in the resolution.
1. U. Chukwukere stated it might be possible to make a few amendments, but anything a police officer is carrying is lethal.
- xx. Community member, Raquel, stated that believes guns do act as deterrents for crimes if they are present. Additionally, much of the argument is that this resolution is taking preventative measures, however, on the other hand, waiting for a violent crime to happen to arm the police is retroactive. For

drug and alcohol cases, there are medical amnesty laws and good Samaritan laws, so police do not come and shoot people.

1. A. Cintron explained that in the resolution, it is cited that studies have shown that unarmed officers are just as effective as armed police officers in deterring crime.
 - xxi. D. Johnson stated that it is more appropriate to come up with an emergency response team before disarming the police and asked if they want Cornell to be completely defenseless against violent outbreaks. D. Johnson explained that he has met several CUPD officers personally and has observed that none of them are hateful or racist. D. Johnson explained that students should not have to worry about interactions with them based on race or skin color.
 1. M. Adeghe explained that police do not prevent mass violent outbreaks and that D. Johnson is not the arbiter of who is racist.
 2. U. Chukwukere expressed his displeasure with D. Johnson interrupting M. Adeghe as it is rude and disrespectful. As a white man, D. Johnson cannot tell people of color how they are supposed to feel around CUPD.
 3. T. Reuning stated that interrupting speakers is incredibly disrespectful, especially if they did not disrupt anyone else. T. Reuning explained that invalidating people's experiences is unacceptable.
 - xxii. A. Miramontes Serrano expressed her appreciation to the sponsors of the resolution and as this is very high concern, asked if it was possible to table this resolution to next week.
 - xxiii. K. Butler expressed her support for the resolution but stated some of the information in the resolution is misleading. Yale and Harvard have not officially disbanded, and Cortland released a 28-page report explaining and doing months of research. Other schools have spent more time and resources on this.
 1. U. Chukwukere that it is not misleading, and the sponsors have done much research and analysis on the information included in the resolution.
 - xxiv. There was a motion to table the resolution.
 1. U. Chukwukere dissented.
 2. Vote to vote – failed 18-9-1.
 - xxv. There was a motion to roll-call vote.
 1. Y. Yuan dissented.
 2. Vote to vote – failed 10-16-1.
 - xxvi. There was a motion to vote.
 1. A. Gleiberman, S. Kapoor, and K. Butler dissented.
 2. Vote to vote – failed 7-21-1.
 - xxvii. Motion to table Resolution #11 – tabled 25-3-1
- b. SA R12: Temporary Amendment of Appendix B of the Student Assembly Charter
- i. Abstract: This resolution seeks to temporarily suspend Appendix B of the Student Assembly Charter that in-part outlines the off-year reporting duties of the Appropriations Committee for the 2020-2021 academic year.
 - ii. U. Chukwukere stated that every even numbered year, there is off-year reporting for organizations who receive direct funds from the student activity

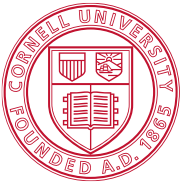
fee. In a normal year, the SA would require them to come in and give an oral presentation, but due to the current pandemic it would be better to make it optional unless the Appropriations Committee mandates some to come in to discuss any discrepancies.

- iii. Motion to vote on Resolution #12 – approved 23-0-4
- c. Due to time constraints, SA President C. Huang passed chair duties SA Vice President N. Watson.
- d. SA R13: Approving the 2020-2021 Student Assembly Budget
 - i. Abstract: The resolution approves the Student Assembly operating Budget for the 2020-2021 Academic Year.
 - ii. U. Chukwukere explained that resolution is approving the budget proposal and the only change is the that support accounts were added for the Office of the Student Advocate, OSGR, and the Research and Accountability Committee.
 - iii. A. Miramontes Serrano asked what the budget of the Environment Committee goes into.
 - 1. U. Chukwukere explained that the budget for each of the committees are up to the discretion of the committee chairs and members of the committee.
 - iv. A. Miramontes Serrano asked, that due to the pandemic, would any committee be able to ask the SA for an extension of money if needed.
 - 1. U. Chukwukere stated that they potentially could.
 - v. Motion to vote on resolution #13 – approved 22-0-5.

VI. Adjournment

- a. N. Watson adjourned the meeting at 6:34pm (EST).

Respectfully Submitted,
Ciara Shanahan
Clerk of the Student Assembly



Cornell University Student Assembly

Originally Presented on:	11/19/2020
Type of Action:	Internal Policy
Status/Result:	New Business

1 S.A. Resolution #14
2 Amendment to 2019-2020 S.A. Resolution 14 (Establishing the Office of Student
3 Government Relations): Creation of Bylaws
4

5 ABSTRACT: These amendments to the Student Assembly Bylaws seek to establish the bylaws for
6 the Office of Student Government Relations
7

8 **Sponsored by: Cat Huang '21, Aadi Kulkarni '22, John Clancy '22, Collin Kane '22, Lucas
9 Smith '22, Suchritha Patlolla '23, Ethan Rubin '23,**
10

11 **Whereas,** the Office of Student Government Relations (OSGR) has been created to advocate for
12 the voice of students from across Corne's undergraduate student body at the federal, state,
13 and local levels of government.
14

15 **Whereas,** the OSGR would be made up of undergraduate students serving as points of contact
16 between students and appropriate government officials.
17

18 **Whereas,** when issues arise pertaining to areas of expertise already handled by other offices of the
19 Cornell Student Assembly, the OSGR will refer students to those offices as a first point of
20 contact.
21

22 **Be it therefore resolved,** that the Student Assembly approve and adopt the attached Bylaws
23 amendments:
24

25 OFFICE OF STUDENT GOVERNMENT RELATIONS

26 Article 1. Name, Mission, and Affiliation

27 Section 1: Name

28 The name of the office shall be the Office of Student Government Relations (abbreviated to
29 OSGR).

30 Section 2: Mission

31 The mission of OSGR shall be to advocate on behalf of current and future students for the
32 accessibility, affordability, and quality of Cornell University.

33 Section 3: Affiliation

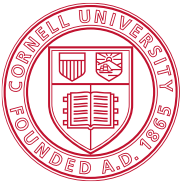
34 The Office of Student Government Relations shall be affiliated as an external executive office of the
35 Cornell Student Assembly.
36

37 Article 2. Roles and Responsibilities

38 Section 1: Director of the Office of Student Government Relations

39 The responsibilities of the Director of the Office of Student Government Relations are as follows:

- 40 1. Chair all Office meetings and attend all SA executive board meetings
- 41 2. Correspond with the Student Assembly to affect office priorities
- 42 3. Create training programs for directors and other office members
- 43 4. Appoint additional members of the office as appropriate
- 44 5. Oversee the budget of the office



Cornell University Student Assembly

45 Section 2: Director of Local Relations

46 The responsibilities of the Director of the Office of Local Relations are as follows:

- 47 1. Understand and act upon student needs and requests
- 48 2. Maintain and foster communications with appropriate institutions, entities, and individuals

49 Section 3: Director of State Relations

- 50 1. Understand and act upon student needs and requests
- 51 2. Maintain and foster communications with appropriate institutions, entities, and individuals

52 Section 4: Director of Federal Relations

- 53 1. Understand and act upon student needs and requests
- 54 2. Maintain and foster communications with appropriate institutions, entities, and individuals

55 Section 5: Voting Members of OSGR

56 The responsibilities of Voting Members of OSGR are as follows:

- 57 1. Understand and act upon student needs and requests
- 58 2. Collaborate and support the Directors of Local, State, and Federal Relations as needed

59

60 Article 3: Recruitment of Office of Student Government Relations members

61 Section 1: The outgoing Office of Student Government Relations shall nominate a new Director of
62 the office as well as new Directors of Local, State, and Federal Relations to be discussed and
63 approved by the Student Assembly before the end of each calendar year. Nominations for
64 the Director of State Relations are encouraged to have lived in New York State prior to
65 becoming a student at Cornell. The first Director of the Office shall be appointed by the SA
66 President and confirmed by the Student Assembly and shall staff the remainder of the office
67 to be confirmed again by the Student Assembly.

68

69 Article 4: Funding

70 Section 1: Funding for the OSGR shall be appropriated during byline funding years from the
71 Student Assembly. OSGR funds shall be used for trips to local offices, Albany, and DC.
72 Additionally, funds will be used for the upkeep and maintenance of administrative expenses
73 and the implementation of lobbying and advocacy events. The Director of the office shall
74 control the budget of OSGR. In preparation for byline funding years, the Director shall
75 work with the Student Assembly's VP of Finance to provide updates and calibrate the
76 appropriations asks of the Student Assembly.

77

78 **Respectfully Submitted,**

79

80 Cat Huang '21

81 *President, Student Assembly*

82

83 Aadi Kulkarni '22

84 *Director, Office of Student Government Relations*

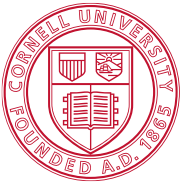
85

86 John Clancy '22

87 *Director of State Relations, Office of Student Government Relations*

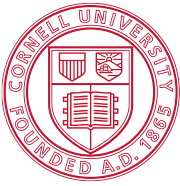
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89



Cornell University Student Assembly

90	Collin Kane '22
91	<i>Director of Federal Relations, Office of Student Government Relations</i>
92	
93	Lucas Smith '22
94	<i>Director of Local Relations, Office of Student Government Relations</i>
95	
96	Suchritha Patlolla '23
97	<i>Deputy Director of OSGR, Office of Student Government Relations</i>
98	
99	Ethan Rubin '23
100	<i>Deputy Director of State Relations, Office of Student Government Relations</i>
101	
102	
103	
104	
105	<i>(Reviewed by: Executive Committee, 6-0-1, 11/18/20)</i>



Cornell University Student Assembly

Originally Presented on:	11/19/2020
Type of Action:	Recommendation
Status/Result:	New Business

1 S.A. Resolution #15
2 Demanding Cornell to Support the Black Lives Matter Movement

3
4 ABSTRACT: The purpose of this resolution is to have Cornell University and the Student Assembly
5 to be in solidarity with the Black Lives Matter Movement.

6
7 **Sponsored by: Selam Woldai '23, Uche Chukwukere '21, Harry Ducrepin '24, Maia Lee '24,**
8 **Youssef Aziz '22, Lissan Bagayoko '22, Nnaemeka Nwankpa '22**

9
10 **Whereas,** Cornell University prides itself in the mantra “any person, any study”, emphasizing the
11 fact this is meant to be an inclusive environment.

12
13 **Whereas,** Cornell University has proposed initiatives in the name of increasing diversity and
14 inclusion. Cornell University sponsored a community-wide read of Ibram X Kendi’s “How to Be an
15 Antiracist”. The Public Safety Advisory Committee was reconstituted to make recommendations to
16 improve campus security policies, in addition to reviewing issues that affect the “overall safety and
17 wellbeing of Cornell’s diverse community”.

18
19 **Whereas,** the proposed initiatives do not address issues on a systemic level.

20
21 **Whereas,** Black students are over 2.5 times more likely to feel dissatisfied with the feeling of
22 security on Cornell campus.

23
24 **Whereas,** Black students are over 5 times more likely to feel very dissatisfied with the climate for
25 ethnic and racial minorities on Cornell campus.

26
27 **Whereas,** Black students were over 2.5 times more likely to disagree that Cornell demonstrates a
28 strong institutional commitment to diversity.

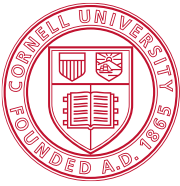
29
30 **Whereas,** higher education contributes to systemic racism to oppress Black people due to factors
31 such as access to opportunity, representation, and acceptance rates, which are exemplified at Cornell
32 University.

33
34 **Whereas,** Black students are over 1.5x more likely to forgo non-paid research and internships,
35 extracurriculars, or study abroad due to lack of money.

36
37 **Whereas,** as of 2018, Cornell’s 19 highest paid employees do not include any Black or Latinx
38 employees.

39
40 **Whereas,** only 8.6% of Cornell faculty members identify as an underrepresented minority.

41
42 **Whereas,** the Cornell class of 2023 is 6.7% Black while the United States population (aged 18-24) is
43 14% Black.



Cornell University Student Assembly

44
45 **Whereas**, out of 16 members, there are zero Black individuals in Cornell's senior administration.
46
47 **Whereas**, the retention rate of Black students is significantly lower than other races. At private,
48 four-year colleges the retention rates for Black students is 63.3%. This is a result of various factors
49 of systemic racism, including, but not limited, to financial barriers and mental health.
50
51 **Whereas**, financial aid is a large factor in retention rates as 88% of Black students receive grants and
52 71% of Black students receive loans, the highest out of all races.

53
54 **Whereas**, the mental health of Black students deteriorates in higher education due to racial trauma,
55 lack of representation, financial barriers, and lack of a support system.

56
57 **Whereas**, the Black Lives Matter movement was created in July 2013 as a response to the acquittal
58 of George Zimmerman, the murderer of Trayvon Martin by three Black women Alicia Garza,
59 Patrisse Cullors and Opal Tometi.

60
61 **Whereas**, the Black Lives Matter movement is not to just address police brutality. The Black Lives
62 Matter movement is meant to encompass the fact Black people are victims to systemic racism.

63
64 **Whereas**, Black people have been victims of police brutality and after the murder of George Floyd,
65 the Black Lives Matter movement expanded into a global support as protests erupted internationally
66 demanding for an end to police brutality.

67
68 **Whereas**, Black students were forced to watch the deaths of people in their community throughout
69 the pandemic, while also being expected to be good students and complete their schoolwork. The
70 mental strain and desensitization that this has caused has never been fully resolved.

71
72 **Whereas**, the Black Students United, as the acting umbrella organization of over 30 Black
73 student organizations and representing approximately 1,500 students support and urge the
74 need for this resolution.

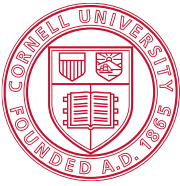
75 **Be it therefore resolved**, that the Student Assembly to unequivocally support Black lives and the
76 Black Lives Matter movement.

77
78 **Respectfully Submitted,**

79
80 Selam Woldai '23
81 *Vice President of Diversity and Inclusion, Minority Student Liaison At-Large*

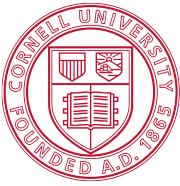
82
83 Uche Chukwukere '21
84 *Vice President for Finance*

85
86 Maia Lee '24
87 *Diversity and Inclusion Committee Member*



Cornell University Student Assembly

88	
89	Harry Ducrepin '24
90	<i>Diversity and Inclusion Committee Member</i>
91	
92	Youssef Aziz '22
93	<i>Diversity and Inclusion Committee Member</i>
94	
95	Lassan Bagayoko '22
96	<i>Co-Chair of The Black Students United</i>
97	
98	Nnaemeka Nwankpa '22
99	<i>Co-Chair of The Black Students United</i>
100	
101	
102	
103	<i>(Reviewed by: Executive Committee, 6-0-1, 11/18/2020)</i>
104	



Cornell University Student Assembly

Originally Presented on:	11/19/2020
Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #16

In Support of the Cornell University Caribbean Students' Association's Demands

ABSTRACT: This resolution asks for the Student Assembly to support the demands of the Cornell University Caribbean Students' Association (CSA).

Sponsored by: Matthew Arthur '21, Aurora McKenzie '21, Justin Lowe '23, Elijah Gallimore-Repole '22, Catherine Huang '21, Uchenna Chukwukere '21

Whereas, Cornell is a private university in New York which houses 4 statutory colleges, all of which receive partial funding from the State of New York;

Whereas, the population in 2020 of Cornell undergraduate students from New York was 4,887 with a total undergraduate enrollment of 14,743, amounting to an approximate 33% of Cornell undergraduates hailing from New York;

Whereas, the population in 2020 of undergraduate students from New York belonging to a statutory college was 2,880, with the total enrollment across these colleges being 6,647, amounting to 43%;

Whereas, no data is supplied regarding the population of New York students from specific regions within the state, including New York City, an assumption can be made that a reasonable fraction of all New York Students are from New York City, considering that the population of New York City is approximately 43% of that of New York State;

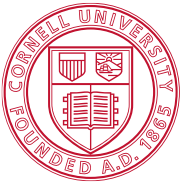
Whereas, data on the Caribbean population in New York state is not readily available;

Whereas, approximately 1,161,177 million NYC residents are immigrants from the Caribbean, representing 35% of the entire foreign-born/immigrant population of New York City, and 14% of the entire population of New York City;

Whereas, in addition to the approximate 1.16 million NYC residents that are Caribbean immigrants, the entire population representing NYC residents of Caribbean descent, including both immigrants and those born in the U.S, is undoubtedly higher although this data is not readily available;

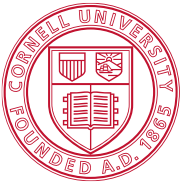
Whereas, as a university partially funded by New York State, Cornell has a responsibility to cater to the interests of its constituents, including within New York City, which comprises a sizable population relative to that of the entire State;

Whereas, data representing the population of persons from New York City attending Cornell is not readily available, but the population of NYC relative to that of NY may serve as a proxy for the population of students from New York City attending Cornell;



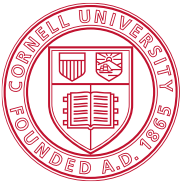
Cornell University Student Assembly

45
46 **Whereas**, data representing the population of Caribbean persons in New York State is not readily
47 available, but the population of Caribbean persons in New York City may serve as a proxy
48 for the population of Caribbean persons in New York State;
49
50 **Whereas**, Cornell has a moral imperative to not only cater to its Caribbean students who are grossly
51 misrepresented amongst the student body demographic, there is also a moral imperative
52 owed to its founder whose vision called for the pursuit of instruction in any study by any
53 person wishing to do so;
54
55 **Whereas**, the objective of “*Any Person, Any Study*,” was formed in response to the lack of access to
56 education for minority groups;
57
58 **Whereas**, the population of Caribbean persons was nearly desolate in 1865, Ezra Cornell’s vision
59 would have applied to the current Caribbean Students at Cornell who are now requesting
60 that Caribbean representation in academic spaces, amongst others be rightfully
61 acknowledged;
62
63 **Whereas**, Cornell has an economic imperative to cater to not only the needs of its Caribbean
64 students who are already misrepresented amongst the population of the student body, but to
65 the evidently large Caribbean community in New York, whose labor yields capital for the
66 state in the form of taxes, a portion of which is subsequently awarded to Cornell for the
67 upkeep and maintenance of its statutory colleges;
68
69 **Be it therefore resolved**, in order to improve the lack of representation of the Caribbean in
70 academic spaces amongst others, the members of the Caribbean Students’ Association at
71 Cornell present the demands in appendix A to the University Administration;
72
73 **Be it further resolved**, the Undergraduate Student Assembly will recognize these demands, and
74 support the efforts of Caribbean students, staff, and faculty, in moving these demands into
75 practice;
76
77 **Be it finally resolved**, that the Student Assembly calls on the University to meet these demands,
78 and in doing so subsequently acknowledge the vision of its founder to provide a space for
79 unabated provision of *any* study, which would inherently include study of the Caribbean
80 region and its constituents as demanded by the Caribbean students of Cornell;
81
82
83
84
85
86 **Respectfully Submitted,**
87
88 Matthew Arthur ‘21



Cornell University Student Assembly

89	
90	Aurora McKenzie '21
91	
92	Elijah Gallimore-Repole '22
93	
94	Justin Lowe '23
95	
96	Catherine Huang '21
97	<i>President, Student Assembly</i>
98	
99	Uchenna Chukwukere '21
100	<i>Vice President of Finance, Student Assembly</i>
101	
102	
103	<i>(Reviewed by: Executive Committee, 6-0-1, 11/18/2020)</i>



Originally Presented on:	11/19/2020
Type of Action:	Legislation
Status/Result:	New Business

1 S.A. Resolution #17

2 Reduction of Convocation Committee's Student Activity Fee Allocation

3
4 ABSTRACT: This resolution is putting in place a temporary reduction of Convocation Committee's SAF
5 allocation due to their violation of Appendix B of the Student Assembly Charter.

6
7 **Sponsored by: Uche Chukwukere '21**

8
9 **Whereas**, The Student Assembly, through the delegated authority of the President and the Board of
10 Trustees, is charged with the allocation of the Student Activity Fee (SAF)

11
12 **Whereas**, The Student Assembly Charter, Appendix B Section 2E States:

13 If the SA determines that an organization has committed a violation, the SA may impose a fine,
14 reduction or revocation of the organization's by-line funding allocation. In order for a fine, reduction, or
15 revocation of funding to occur, a two-thirds majority of the SA must concur. Reasons for a fine, reduction, or
16 revocation of funding include, but are not limited to, violation of these rules, violation of campus policies, or
17 violation of contract. Any money garnered from a fine on an organization shall be placed in the Special
18 Projects Fund of the Student Assembly. If a reduction or revocation of funding affecting the remainder of the
19 funding cycle occurs, the University shall attempt to reduce the SAF to reflect the lower amount. Excepting
20 that, the money shall revert to the Special Projects Fund;

21
22 **Whereas**, Convocation Committee is in current violation of Appendix B, Section 4, part F, i which states,
23 "At the time of the selection of Convocation Committee membership, the Convocation Committee Chair
24 shall invite all voting members of the SA, directly-elected undergraduate members of the UA, and student-
25 elected trustee(s) that belong to that class year to participate as full voting members of the Convocation
26 Committee. The SA Vice President for Finance shall serve as an ex-officio member of the Committee."

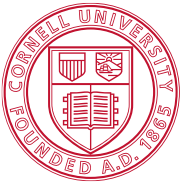
27
28 **Whereas**, At the time that the Convocation Committee membership selection was under way, no voting
29 members of the Cornell Student Assembly that belonged to the class of 2021 were extended invitations and
30 still have not been extended invitations to join the Convocation Committee

31
32 **Whereas**, The SA Vice President for Finance should be able to serve as an ex-officio member of the
33 committee and should have the opportunity to be involved in all committee meetings in any fashion regarding
34 Convocation Committee.

35
36 **Whereas**, the Convocation Committee has had multiple opportunities to specifically work with members of
37 the Appropriations Committee and the Student Assembly to resolve these violations since the Spring 2020
38 academic semester.

39
40 **Whereas**, Convocation Committee has blatantly disregarded and refused to comply with Appendix B,
41 Section 4, part F, i, and has claimed that they have provided compromises and "flexibility" in order to comply
42 where they have offered none.

43
44 **Whereas**, the Convocation Committee and the work that they do is important to the Cornell community and
45 they must have accurate and fair representation on the committee.



Cornell University Student Assembly

47 **Be it therefore resolved,** Convocation Committee's Student Activity Fee allocation be reduced and access to
48 remaining funds suspended until full compliance with Appendix B of the Student Assembly charter is met

49

50 **Be it finally resolved,** Convocation Committee's current SAF allocation at \$18.00 per student per year be
51 reduced to \$0.50 per student per year and the funds generated from the reduction be placed in the Special
52 Projects fund until full compliance with Appendix B of the Student Assembly Charter is met.

53

54 **Respectfully submitted,**

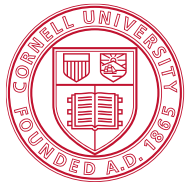
55

56 Uche Chukwukere '21

57 *Vice President for Finance*

58

59 *(Reviewed by: COMMITTEE, 5-0-2, 11/18/2020)*



Originally Presented on:	11/12/2020
Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #11

Calling For the Disarmament of the Cornell University Police Department

Sponsors: Uche Chukwukere '21, Shaun Roberts '23, Tyler Brown '22, Angeliki Cintron '22, Valeria Valencia '23, Kat Restrepo '21, Cat Huang '21, Selam Woldai '23, Lucy Contreras '21, Sherell Farmer '22, Estefania Perez '21, Moriah Adeghe '21, Tomás Reuning '21, Meshach Boyce '21

ABSTRACT: This resolution is calling for the disarmament of the Cornell University Police department.

Whereas, The policing system in America is rooted in racism, slavery, corruption, and violence, particularly against Black and Brown people, which has been commonplace since the institution's inception;

Whereas, American law enforcement as we know began as slave patrols and union busters where squadrons of white volunteers that enforced laws related to slavery by capturing and returning enslaved people who had escaped, crushing uprisings, and punishing enslaved workers believed to have violated plantation rules;

Whereas, Police have upheld and enforced racist laws since slavery, the black codes, and the Jim Crow laws;

Whereas, *Ugly Laws* were enacted as early forms of policing that primarily targeted low income and people with disabilities;

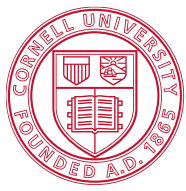
Whereas, Ugly Laws essentially "prohibited people with noticeable physical disabilities from visiting public spaces;"

Whereas, Ugly laws disproportionately targeted folks at the intersection of race, income, and disability status;

Whereas, After the ratification of the Thirteenth Amendment, slavery took on the form of prison labor camps, several of which were located on the grounds of former plantations;

Whereas, The prisoners in these camps were not safeguarded by the Fourteenth Amendment thus denying any type of protection from the harsh, unpaid labor that characterized these prisons;

Whereas, Policing was henceforth racially motivated, preying on almost exclusively young Black men, causing these prisons to be filled based on the racist predispositions that remained during the Reconstruction era;



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42 **Whereas,** This exploited workforce soon after were subjected to “convict leasing” which
43 allowed for plantation owners to buy back previously enslaved peoples for a small fee that
44 went to the state;

45
46 **Whereas,** To this day, the exploitation of prison labor is continually perpetuated,
47 predominantly targeting Black neighborhoods to sustain these racist systems which
48 disproportionately police and incriminate Black individuals;

49
50 **Whereas,** Police in the Jim Crow Era were integral in the mandatance of separate public spaces for
51 blacks and whites, such as schools, libraries, water fountains and restaurants. Police routinely
52 subjected Black Americans in violation of such laws, or who dared to deviate from social norms, to
53 intense beatings and other forms of police brutality;

54 **Whereas,** Police actively subjected peaceful protesters during the Civil Rights era to violence
55 through acts involving use of police dogs, fire hydrants, batons and other means of physical
56 violence, with the goal of suppressing protest and maintaining the existing racial status quo;

57 **Whereas,** Policing on college campuses started as a way to break up student movements before they
58 grew large enough to effectively pressure the administration to win change;

59 **Whereas,** Recent incidents suggest that policing in higher education continues to utilize the violent
60 tactics used to suppress the Vietnam War and civil-rights activists;

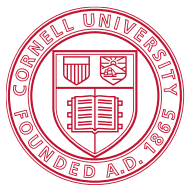
61 **Whereas,** Recent incidents include campus police pepper-spraying a row of passive, seated students,
62 unlawfully detaining students, murdering innocent unarmed people (including one during a period of
63 distress due to mental illness);

64 **Whereas,** The need for weapons has increasingly come into question as a result of the violent crime
65 rate on college campuses decreasing 27 percent from 2004-2010. Despite such a decrease, more
66 sworn officers with firearms (94 percent), chemical or pepper spray (94 percent), taser-like devices
67 (40 percent), and in some cases military-grade equipment, have been simultaneously added to college
68 campuses;

69 **Whereas,** The most common crimes at peer institutions, such as Harvard University, appear to be
70 mostly (95%) property related as opposed to those crimes requiring campus police to be heavily
71 armed. Further, at schools like SUNY Cortland, school administrators condemn an armed police
72 force for creating an unnecessary aura of power and domination on campus, as opposed to a role of
73 helpers, protectors and problem solvers;

74 **Whereas,** Unarmed police officers are similarly effective as armed police officers in deterring crime
75 through patrol ([American Society of Criminology’s Director of the Division of Experimental](#)
76 [Criminology](#));

77



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78 **Whereas,** Unarmed uniformed private security guards have a crime deterrent effect through patrol
79 ([ASA DEC](#));

80
81 **Whereas,** An alternative solution to policing can take the form of [targeted community investments](#),
82 such as investing into more CAPS staff and making mental health services more accessible to the
83 campus community;

84
85 **Whereas,** The police [should not respond to calls concerning mental health crises](#) or medical
86 emergencies, which should fall under the jurisdiction of EMTs and social workers, who are more
87 equipped and trained to handle these situations;

88
89 **Whereas,** Decriminalization helps reduce crime. CUPD should not respond to situations
90 concerning alcohol and drug abuse, including patrolling parties or being called to dorms when RAs
91 smell marijuana. Rather, alcohol and drug use should be decriminalized so that medical professionals
92 will instead respond appropriately when students require support related to substance abuse;

93
94 **Whereas,** Such alternatives target and prevent the roots of crime rather than what police forces do,
95 which is merely reacting to and reproducing crime;

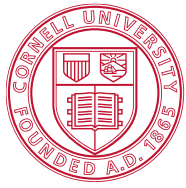
96
97 **Whereas,** [Portland State University](#) disarmed their campus police this fall. Their officers will now
98 conduct patrols without firearms, but are still permitted “non-lethal” tasers. The university has a
99 “Reimagine Campus Safety Steering Committee” dedicated to providing recommendations on
100 campus safety without armed officers .This policy change was in response to the fatal shooting of
101 Jason Washington on the PSU campus. Cornell should not wait for a tragedy to disarm CUPD;

102
103 **Whereas,** [The Massachusetts College of Art and Design](#) has an unarmed police force, and the
104 Board of Trustees voted to keep their campus police unarmed in 2019. The MassArt campus police
105 tried to regain their firearms, but a petition of over 550 students and community members urged the
106 Board of Trustees to keep campus police officers unarmed;

107
108 **Whereas,** Students at the [University of Chicago](#) founded the #CareNotCops campaign in 2018
109 with the intention of disarming, defunding, and disbanding the UCPD. The campaign started after
110 the UCPD shot a student on campus who was experiencing a mental health episode; once again,
111 Cornell should not wait for a tragedy to occur to make change. When the University of Chicago
112 refused to engage with students, activists occupied UCPD headquarters for 20 hours. Students are
113 still actively petitioning the University of Chicago to disarm, defund, and disband the UCPD;

114
115 **Whereas,** Students at [Harvard University](#) are also calling to disband their university police force.
116 Their demands were reinvigorated over the summer when [HUPD officers](#) were spotted in Boston
117 monitoring a demonstration after George Floyd’s death. This resulted in the University releasing an
118 [official statement](#) announcing an independent review of HUPD;

119
120 **Whereas,** The [Black Students for Disarmament at Yale](#) organization sent an [open letter](#) to the Yale
121 administration asking for the disarmament and dismantling of the Yale Police department.
122



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123 **Whereas,** This letter came after a Yale police officer fired 16 shots into the car of Stephanie
124 Washington and Paul Witherspoon- two unarmed, Black youth- in 2019. Cornell should not wait for
125 gun violence to occur to disarm the CUPD;

126
127 **Whereas,** Prior to 2005, the SUNY Cortland campus, as well as two other SUNY campuses, did not
128 permit their University Police to carry lethal weapons;

129
130 **Be it therefore resolved,** Supporting data and trends overwhelmingly show that police on college
131 campuses should not have access to lethal weapons as it is unnecessary and proves to increase the
132 likelihood of danger/use of lethal force rather than decrease;

133
134 **Be it finally resolved,** Cornell University must take action by immediately disarming the Cornell
135 University Police department of all lethal weapons.

136

137 **Respectfully submitted,**

138

139 Uche Chukwukere '21
140 *Vice President for Finance, Student Assembly*

141

142 Lucy Contreras '21
143 *First Generation Students Liaison At-Large, Student Assembly*

144

145 Selam Woldai '23
146 *Vice President of Diversity and Inclusion, Student Assembly*

147

148 Kat Restrepo '21
149 *Director of Finance, Office of the Student Advocate*

150

151 Amber Haywood '21
152 *Co-Founder, DoBetterCornell*

153

154 Estefania Perez '21
155 *Arts and Sciences Representative, Student Assembly*

156

157 Tomas Reuning '21
158 *LGBTQIA+ Representative At-Large, Student Assembly*

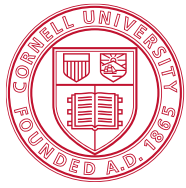
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160 Meshach Boyce '21
161 *MGFC Ex-Officio Representative, Student Assembly*

162

163 Sherell Farmer '22
164 *Co-Founder, CornellStudents4BlackLives (C4BL)*

165



Cornell University

Student Assembly

- 166 Valeria Valencia '23
167 *Minority Students Liaison At-Large, Student Assembly*
168
169 Tyler Brown '22
170 *Co-Founder, Cornell Abolitionist Revolutionary Society*
171
172 Angeliki Cintron '22
173 *Co-Founder, Cornell Abolitionist Revolutionary Society*
174
175 Shaun Roberts '23
176 *Cornell Abolitionist Revolutionary Society*
177
178 Cat Huang '21
179 *President, Student Assembly*
180
181 Moriah Adeghe '21
182 *Co-Director of Elections, Student Assembly*
183
184 *(Reviewed by: Executive Committee, 4-1-2, 11/11/2020)*