

Cornell University Student Assembly

Cornell University Student Assembly

Agenda of the Thursday, March 8, 2018 Meeting
4:45pm-6:30pm in Willard Straight Hall: Memorial Room

- I. Call to Order & Roll Call**
- II. Open Microphone**
- III. Approval of the Minutes:**
 - a. March 1st Minutes
- IV. Announcements & Reports**
- V. Presentations:**
 - a. CRPC Update and Q&A with Dean Van Loan and Anna Waymack
- VI. Business of the Day:**
 - a. Resolution 32: Accommodating Muslim Holidays
 - b. Resolution 33: Increasing Gender Neutral Bathrooms
 - i. Resolution 33 Addendum
 - c. Resolution 34: Risley Crosswalk
 - d. Resolution 35: Creating an Asian American Living Learning Unit (LLU)
 - e. Resolution 36: Supporting the Activism of Prospective Students
- VII. New Business**
 - a. Resolution 37: Improving Communication and Access to the Student Body
 - b. Resolution 38: Reinstating Statement Policy

- c. Resolution 39: Making Cornell's Economics program STEM-certified
 - i. Resolution 39 Appendices

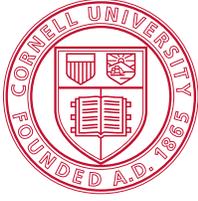
VIII. Additional Announcements and Reports

- a. GPSA, FS, EA, UA Liaison Reports

IX. Adjournment

X. Executive Session

- a. Appropriations Committee Internal Election (1 seat)



Cornell University Student Assembly

Cornell University Student Assembly

Minutes of the Thursday, March 1, 2018 Meeting
4:46pm-6:45pm in Willard Straight Hall: Memorial Room

I. Call to Order & Roll Call

- a. V. Devatha called the meeting to order at 4:46 pm.
- b. Roll Call:
 - i. *Present:* T. Ball [0.5], D. Barbaria [0], A. Chowdhury [2], O. Corn [0], R. Cornell [2.5], V. Devatha [1], O. Din [2], O. Egharevba [0], H. Hassan [3], N. Hernandez [0], R. Herz [5], M. Indimine [1.5], S. Iruvanti [0], G. Kaufman [0], S. Lim [0], L. Lipschutz [4.75], D. Nyakaru [0], S. Park [1.5], G. Park [0], M. Peralta-Ochoa [1], C. Schott [1.25], E. Shapiro [1], J. Sim [1], M. Valadez [1], I. Wallace [1]
 - ii. *Absent:* J. Kim (*unexcused*) [1], S. Romero Zavala (*unexcused*) [3], D. Tokunboh (*excused*) [2.75]

II. Open Microphone

- a. No speakers at the open microphone.

III. Approval of the Minutes:

- a. February 22nd Minutes
 - i. G. Kaufman motioned to amend the minutes to read “G. Kaufman” where they had previously read “the committee” – **amended**.
 1. This occurs in section VI, subsection c, subsection viii, subsection 1.
 - ii. D. Barbaria motioned to amend the minutes to read “M. Indimine (*excused*) [1.5] in the roll call – **amended**.
 - iii. Motion to approve the minutes – **approved**.

IV. Announcements & Reports

- a. Rep Schott – Making the Econ major STEM-certified
 - i. C. Schott said that work is being done to make the Cornell Economics major STEM-certified, such that international students can take the major and be eligible for a work authorization extension. He also said that at this time, faculty in the department have been responsive, but the administration and the Dean of Arts & Sciences has not acknowledged this initiative. He also invited anyone who wanted to provide assistance in this regard to do so.
- b. City and Local Affairs Committee
 - i. Sofia Ellam said that the Committee is working with different groups outside of the Cornell campus, as well as the Office of Community Relations, and that the Committee will be tabling next week to obtain different student perspectives on interactions with the community. She also mentioned an informal speaker series with the Tatkon Center, specifically regarding ways for students to get involved in the community outside of the classroom.
 - ii. D. Barbaria asked the proposed date of an aforementioned town hall.

- iii. S. Ellam said that dates in April are currently being considered, and that these will be solidified at their next meeting.
 - iv. V. Devatha asked whether or not the Committee wanted the Student Assembly to contribute to these initiatives.
 - v. S. Ellam responded in the affirmative, saying that they are still in the coordination stage, but that it would be appreciated if the Assembly were to assist with publicity later on.
 - vi. M. Valadez said that a member of the Financial Aid Review Committee told her that FARC might be invited to the aforementioned speaker series to talk about the Summer Experience Grant, and voiced FARC's openness and willingness to come to any events to which they are invited.
- c. Environmental Committee
- i. Nathanael Cheng provided updates on current Committee initiatives, including improved water infrastructure to lessen the use of disposable water bottles and increase the use of reusable water bottles, as well as the restarting of the Lights Off Initiative.
 - 1. The latter initiative would involve students going around Cornell campus at night and turning the lights off in rooms of buildings that are not being used at that time.
 - ii. N. Cheng clarified that there was no cohesive change in leadership in the Committee following the departure of the previous e-board.
 - iii. C. Schott said that the Campus Infrastructure Committee (henceforth CIC) of the University Assembly is planning a similar initiative to that which N. Cheng mentioned regarding reusable water bottles, and advised that N. Cheng pass these initiatives through the CIC.

V. Presentations:

- a. Tri-Council D&I Updates
- i. Paul Russell of the Interfraternity Council (henceforth IFC), Christina Nastos of the Panhellenic Council (henceforth PHC), and Tyler Henry of the Multicultural Greek Letter Council henceforth (MGLC) presenting.
 - ii. P. Russell and C. Nastos explained the First, Second, Third, and Fourth Quarter Action Items of the Tri-Council Diversity and Inclusion Plan.
 - 1. First Quarter items include facilitating programming between Zeta Psi membership and the Center for Intercultural Dialogue, as well as collaboration with campus partners to endorse a hate speech provision.
 - 2. Second Quarter items include the planning of New Member Orientation, a revamping of Total Membership Development plans, and the establishment of Citizenship, Diversity, and Inclusion positions on each council and within each chapter at Cornell.
 - 3. Third Quarter items include the execution of the revamped New Member Orientation program and Diversity & Inclusion chairs organizing relevant programming for their respective chapters.
 - 4. Fourth Quarter items include the evaluation and assessment of outcomes from the previous three quarters and the presentation of the Tri-Council Progress Report.
 - iii. C. Nastos said that chapter leaders are being encouraged to have deeper evaluations of their members, and that programming is to be tailored to each chapter's needs.
 - iv. T. Henry commented further on specific Fourth Quarter Action Items.
 - v. I. Wallace said that a previous IFC presentation said that it lacked ways to tackle issues regarding the LGBTQ+ community in Greek life, and asked whether this

initiative could be considered comprehensive when many people who identify as LGBTQ+ are being left behind.

- vi. T. Henry said that these issues have been discussed, and that heteronormativity within IFC culture has been an issue, and that they have reached out to some LGBTQ+ organizations on campus.
- vii. I. Wallace asked which organizations had been reached out to.
- viii. T. Henry said that he cannot name the organizations off the top of his head, but that he does have an Excel sheet with the organizations on it that he would be willing to share with I. Wallace.
- ix. I. Wallace asked if he had heard back from any of these organizations.
- x. T. Henry said that other Diversity & Inclusion representatives had sent these emails out.
- xi. Joseph Anderson said that Lavanya Aprameya had never been contacted to this point, and also asked whether anything had yet been done in regard to gender-nonconforming students.
 1. L. Aprameya is the president of Haven, the umbrella organization for many LGBTQ+ organizations at Cornell.
- xii. C. Nastos said that Tri-Council does not have as much jurisdiction over things such as this as they would like, and that membership criteria rest within individual chapters, not with Tri-Council. She also said that Alpha Chi Omega has been incredible in this regard, but that Tri-Council, while able to make strong suggestions, cannot regulate chapters.
- xiii. D. Barbaria asked P. Russell to elaborate on his previous point regarding the hate speech provision.
- xiv. P. Russell said that he did not know the specifics regarding progress made by his predecessors, but that they did previously meet with Student Assembly representatives.
- xv. D. Barbaria asked whether Tri-Council would be open to further input as they moved forward in this regard.
- xvi. P. Russell replied in the affirmative.
- xvii. V. Devatha limited time for questions to 30 seconds for each member.
- xviii. M. Valadez asked how many chapters complied in regard to Tri-Council's request for the creation of Expectation of Membership provisions. She also asked whether there has been collaboration between the diversity chairs of each chapter, saying that it is important for the IFC, the PHC, and the MGLC to meet.
- xix. P. Russell said that expectations of membership are communitywide, but since fraternities and sororities are national organizations, Tri-Council cannot suggest what they can or cannot use as criteria for membership in their organization. He added that Tri-Council would be able to say that a Greek organization could only have a place at Cornell if they followed certain expectations, and that sanctions would be placed on non-compliant organizations.
- xx. T. Henry said that he has met with the Diversity & Inclusion chairs for the PHC and the IFC, but mentioned that scheduling meetings between all three councils is difficult.
- xxi. S. Lim asked how Tri-Council could ensure the quality of each chapter's training, since more in-depth training is left up to the chapters.
- xxii. P. Russell said that a major contributor in this regard is the fact that the Diversity & Inclusion chairs leading these meetings are meeting regularly, and that there is higher involvement throughout the process.
- xxiii. T. Henry said that if scheduling permits, he will be at training sessions to oversee what happens, and that he will attempt to oversee each as it happens.

- xxiv. S. Lim asked how the three councils work in the context of Tri-Council to connect, aside from events such as mixers.
- xxv. P. Russell said that it is difficult, but that Tri-Council has been encouraging chapters in this regard, and that the Vice President of Philanthropy has contacted the philanthropy chairs of each chapter, and asked members of the Student Assembly to contact him with ideas regarding collaboration.
- xxvi. C. Nastos said that she was the president of her chapter last year, and that when she ran for her position that there was an initiative to interact with the MGLC community. She also said that a fundamental problem in regard to collaboration is variability between councils in regard to resources. She clarified that the IFC has a great deal more resources than either the PHC or the MGLC do.
- xxvii. V. Devatha closed the floor on discussion regarding this presentation.

VI. Business of the Day:

- a. V. Devatha urged Assembly members to use the resolution template when submitting resolutions, and to ensure that each resolution is formatted properly.
- b. C. Schott suggested sending out the resolution template via Google Docs.
- c. V. Devatha said that doing so would greatly interfere with the layout of the template.
- d. D. Barbaria motioned to amend the agenda such that Resolution 31 would present before Resolution 29 – **amended**.
- e. Resolution 31: Adding a Veteran’s Ex-Officio Representative to the Student Assembly
 - i. V. Devatha passed his duties as chair to D. Barbaria so that he could present on Resolution 31.
 - ii. D. Barbaria gave the sponsors of Resolution 31 two minutes to re-present the resolution when ready.
 - iii. V. Devatha proposed to amend line 27 to add the words “This liaison must represent the interests of the United States and its allies”.
 - iv. J. Anderson **called the question** – approved.
 - v. Motion to amend the resolution – **amended**.
 - vi. Luke Opyd said that he is primarily present to answer last-minute questions regarding the resolution.
 - vii. C. Schott said that he has heard concerns from Singaporean and Korean students, and asked L. Opyd if the Cornell Undergraduate Veterans Association (henceforth CUVA) was advocating for veteran students from allied nations.
 - viii. L. Opyd said that the student body has always responded favorably to CUVA issues, and that the organization’s biggest issue is identifying issues that veteran students face. He added that CUVA is more than happy to support the international student veteran community, and that they must identify which issues are similar and which are different.
 - ix. S. Park asked what types of changes they are seeking to make.
 - x. L. Opyd said that the most critical component of this position is that the veteran opinion will always be in the Student Assembly, so that they will be able to leverage the Assembly when necessary to advance the agenda of the student veteran community at large.
 - xi. V. Devatha asked S. Park to clarify her question.
 - xii. S. Park obliged, asking what the Student Assembly could do to support the veteran community should Resolution 31 not be passed.
 - xiii. V. Devatha said that certain hurdles prevent veterans from communicating effectively with other organizations, and that the Student Assembly could help by reaching out to different communities and figuring out how to advocate for the needs of more students on campus.

- xiv. A representative of the resolution said that the problem with aiming to get a voting seat would be that anyone at Cornell would be able to run for the position, and that veterans' issues are so esoteric that it is crucial that the seat belong to a veteran.
- xv. A community member said that they contacted the University regarding the number of veterans enrolled at Cornell, and that they found that there are 24 undergraduate veterans and 81 graduate veterans. The community member asked why there is such a discrepancy between undergraduate and graduate numbers, and asked whether the GPSA had done anything in this regard.
- xvi. The CUVA representative said that a big distinguishing factor between graduate and undergraduate veterans is that the former are often officers returning after 4-6 years of service, and that there is a big difference between the two groups socioeconomically and regarding experience.
- xvii. L. Opyd said that he is hoping to create an avenue of communication between undergraduate and graduate veteran students. He added that the largest number of veteran graduate students are business students, and that there are four law students who are veterans.
- xviii. J. Sim said that the resolution does not dive into the structure of the liaison position, and asked how this position would be selected.
- xix. L. Opyd said that the position would be selected in CUVA, and that all candidates will declare themselves when the election cycle begins. He added that the election itself is the last weekend in March before Spring Break, and that at that time, it will be more clear who will fill this role.
- xx. V. Devatha said that L. Opyd would be willing to amend the bylaws of CUVA to ensure this position, and asked whether this sentiment was still true.
- xxi. L. Opyd responded in the affirmative.
- xxii. O. Com voiced her support for the resolution, saying that there is no member of the Student Assembly who knows the veteran experience.
- xxiii. M. Peralta-Ochoa motioned to vote.
 - 1. G. Kaufman dissented, saying that there are still amendments to vote on.
 - 2. M. Peralta-Ochoa maintained his motion.
 - 3. V. Devatha said that the motion would need 19 votes to pass, and that there are currently 25 members present (one of whom is nonvoting, since D. Barbaria is acting as chair).
 - 4. M. Peralta-Ochoa **withdrew** his motion.
- xxiv. J. Sim said that he has sent an amendment in the Student Assembly Slack that would provide further clarification to the resolution.
- xxv. J. Anderson dissented.
- xxvi. V. Devatha made known his desire to comment on this amendment.
- xxvii. D. Barbaria started a speakers' list on the amendment.
- xxviii. V. Devatha said that the resolution references non-US citizens, but that CUVA is an organization focused on veterans of the United States and its allies.
- xxix. C. Schott motioned to amend the amendment, such that "non-U.S. citizens" now reads "citizens of U.S. allies" – **amended** 16-0-6.
- xxx. M. Valadez told the members of the Assembly that abstentions in voting are to be used when there is a conflict of interest, not when a member does not know what to vote for.
- xxxi. J. Anderson said that he does not believe that the Student Assembly should tell CUVA how to elect its liaison, and motioned to divide the question into two separate amendments – **divided**.
 - 1. The amendment was divided into two amendments; the first being the amendment to line 23 of the resolution, and the second being the amendment to line 26 of the resolution.

- xxxii. J. Anderson called the question on the amendment to line 23 – approved.
- xxxiii. Motion to amend line 23 of the resolution – amended 23-0-1.
- xxxiv. J. Anderson reiterated his previous point that the Assembly does not make other organizations tell them their process, and that he does not believe that the Assembly should tell another organization how to send its liaison.
- xxxv. V. Devatha said that this amendment is not necessary since the mention of internationalism was incorporated in a previous amendment, and motioned to vote.
- xxxvi. J. Sim motioned to amend the amendment, striking the text from “The liaison shall...” until “...of the academic year in which they were elected”.
- xxxvii. D. Barbaria asked J. Sim to read the amendment as it would read following the proposed amendment.
- xxxviii. J. Sim obliged.
- xxxix. V. Devatha dissented for his aforementioned reasons.
 - xl. J. Anderson echoed V. Devatha’s sentiments.
 - xli. C. Schott said that the concerns of internationalism have already been incorporated.
 - xlii. There was a motion to vote on the amendment – fails 1-21-2.
 - xliii. V. Devatha motioned to amend line 26, such that “University” would read “Undergraduate” – amended 23-0-1.
 - xliv. N. Hernandez motioned to vote on the resolution.
 - 1. S. Park dissented.
 - 2. N. Hernandez maintained her motion.
 - xlv. Greater than 60% of the Student Assembly voted in favor of moving to voting; the Assembly moved to vote.
 - xlvi. D. Barbaria said, since this resolution affects Assembly bylaws, that 19 or more members out of the 24 voting members present must vote in favor of the resolution.
 - xlvii. Motion to vote on Resolution 31 – passed 24-0-1.
- f. Resolution 29: Community Sponsorship Access
 - i. D. Barbaria passed his duties as chair to V. Devatha so that he could present on Resolution 29.
 - ii. D. Barbaria said that this resolution is also an amendment to bylaws, and that there is currently no framework within Assembly bylaws that says who can and cannot sponsor a resolution. He added that the only thing that this resolution does in regard to things currently in bylaws is that it limits the amount of sponsors on a resolution.
 - iii. O. Din said that he has heard many different conversations over the past few weeks, and said that this resolution is not some sort of “sneak attack” to bring up divestment and other related issues in future meetings. He added that when issues are too controversial, Assembly members often do not want to attach their names to it.
 - iv. O. Din motioned to amend the resolution to strike all text in parentheses from line 48.
 - v. S. Park expressed her confusion as to what this resolution accomplishes.
 - vi. D. Barbaria said that the resolution does not change anything, and that it just clarifies Student Assembly procedure.
 - vii. V. Devatha ended the conversation between D. Barbaria and S. Park, and asked that further questions be limited to the amendment at hand.
 - viii. T. Ball asked whether or not the original intent of this resolution was to change Student Assembly bylaws such that community members could introduce a resolution without a Student Assembly sponsor.
 - ix. D. Barbaria said that this was never his intention, and that O. Din would speak in this regard.

- x. O. Din said that this was his intention, saying that some Student Assembly members like to “play politics” and cause conflict.
- xi. D. Barbaria called the question on the amendment – approved.
- xii. Motion to amend resolution 29 – amended 21-3-1.
- xiii. O. Corn motioned to vote on the resolution.
 - 1. S. Park dissented.
 - 2. O. Corn maintained her motion.
- xiv. The Student Assembly moved to vote on the resolution with a vote of 20-4-1.
- xv. Motion to vote on Resolution 29 – passed 22-2-1.

VII. New Business

- a. Resolution 32: Accommodating Muslim Holidays
 - i. O. Din motioned to amend Khaddy Kebbeh ‘19’s name to the sponsor line – amended.
 - ii. O. Din motioned to move this resolution to Business of the Day.
 - 1. D. Barbaria dissented, saying that keeping this resolution in New Business will improve discussion.
 - 2. O. Din withdrew his motion.
 - iii. O. Din said that this resolution seeks to rectify academic conflicts with Muslim religious holidays, particularly Ramadan.
 - 1. Ramadan requires Muslims to ingest no food or drink from dawn until dusk during the entire holy month; fasts are broken following sunset, but there is no consumption during daylight hours.
 - iv. K. Kebbeh said that fasting during the month of Ramadan is already difficult, and that fasting during finals only would compound this difficulty.
 - 1. Ramadan begins on May 15th, 2018. This is also the second day of scheduled final exams at Cornell.
 - v. O. Din said that many professors are typically willing to accommodate students’ religious needs in regard to exam times, but that it would be beneficial for this to be codified.
 - vi. K. Kebbeh said that when speaking with members of other religious groups, there is a consensus opinion that the Cornell calendar is focused on the Christian faith, and that it is important for other faiths to get the same treatment as Christianity in this regard.
 - vii. V. Devatha apologized on behalf of the Assembly for the lack of respect expressed at this time.
 - viii. O. Corn said that she fully supports every person who has religious conflicts, especially when these conflicts extend across a full month, and asked what this resolution would do to fix policies currently in place. She also referenced certain policies that some dining halls have in regard to religious needs.
 - ix. C. Schott said that many of the things that O. Corn mentioned are not formal policies.
 - x. O. Din echoed this, and said that the resolution seeks to make these policies universal.
 - xi. T. Ball motioned to amend the resolution, striking the words “in the evening” from line 61.
 - 1. I. Wallace dissented.
 - 2. O. Din said that this was taken into account in the writing of the resolution.
 - 3. I. Wallace withdrew his dissent.
 - xii. Motion to amend the resolution – amended 24-0-1.
 - xiii. S. Iruvanti said that he was curious about how this resolution could be achieved from a feasibility standpoint, and asked whether the sponsors of the resolution had

any information in regard to the number of Muslim students on campus, and whether their grades are negatively affected while fasting. He added that it might not be feasible for every professor to accommodate students in this regard.

- xiv. O. Din said that it is hard to have a precise estimate of the number of Muslim students on campus, but that current projections lie between 300 and 500 students. He added that while he does not have any specific data regarding fasting and grades, that he has taken finals in the past while fasting. He said that, when this occurred, he essentially had the choice of studying while hungry or forgoing sleep to study.
 - xv. S. Iruvanti said that it would be helpful for the sponsors of this resolution to send out a survey to get actual evidence from Muslim students that fasting does negatively affect their studying.
 - xvi. O. Din agreed.
 - xvii. D. Barbaria motioned to extend the meeting time by fifteen minutes – **approved**.
 - xviii. Brandon Cohen said that New York State law guarantees religious accommodations, and that the current policy at Cornell allows professors to decide what is fair for affected students, rather than the affected students themselves.
 - 1. B. Cohen is the co-president of the Interfaith Council at Cornell.
 - xix. There was a motion to table the resolution – **tabled**.
 - 1. D. Barbaria clarified that tabling a resolution pushes its discussion to the next meeting, not to the next week.
 - xx. Shivani Parikh motioned to amend the agenda such that Resolution 35 would be discussed before Resolution 33 – **amended**.
- b. Resolution 35: Creating an Asian American Living Learning Unit (LLU)
- i. S. Parikh thanked I. Wallace and J. Anderson for their work on the Loving House resolution, and added that other universities have an Asian-American LLU similar to the one that this resolution seeks to create.
 - ii. S. Park asked whether or not a floor of a current building would be enough for long-term interest, and asked about current interest levels.
 - iii. S. Parikh said that N. Hernandez explained that the Latino Living Center was formerly just one floor in another building, but that growing interest forced them to expand to their current location. She added that such a thing could happen with the Asian LLU.
 - iv. S. Park asked why the resolution didn't seek to get a building now as opposed to later.
 - v. S. Parikh said that the plan for a floor is the norm in regard to the procedures undergone at other universities. She added that there has been some criticism from Asian and Asian-American alumni regarding self-segregation, and that she is wary about potentially asking for too much.
 - vi. V. Devatha asked whether or not a survey gauging potential interest had yet been conducted.
 - vii. S. Parikh said that preliminary research had been done, and that she wants to make sure that the request for the LLU is submitted before formal housing plans are sent to developers. She added that their request would be rescinded if, following this, it was found that the LLU is not wanted by the Asian/Asian-American community at Cornell.
 - viii. J. Anderson said that the Multicultural Living Learning Unit (henceforth McLLU) is different from housing options such as Ujamaa, the Latino Living Center, and Akwe:kon. He added that the popularity of Ujamaa is greater than that of McLLU, and that he anticipates that the popularity of an Asian LLU will also be greater than that of McLLU.
 - ix. V. Devatha recommended getting data regarding J. Anderson's comments.

- x. S. Lim said that students who join Cornell in the spring are especially interested in the Asian-American LLU.
 - xi. S. Parikh mentioned that this resolution has the support of the director of the Asian & Asian American Center, as well as other relevant figures in the community.
 - xii. O. Egharevba said that he is unsure of the real interest in the Asian LLU.
 - xiii. S. Parikh said that it is currently believed that this is what students want, and that if it is found that the Asian-American LLU is not needed, then they will act accordingly. She added that she does not believe that the LLU needs to be demanded (as other similar residences at Cornell have in the past), and that she thinks that the administration would be open to this project.
 - xiv. A representative of The Cornell Daily Sun said that he reported on the material in this resolution a few days prior, and found that Kianna Early said that the primary difference between an Asian-American LLU and an Asian fraternity or sorority would be whether a member student lived on or off campus. He asked whether the LLU would divide the community.
 - 1. Kianna Early is the president of the Residential Student Congress.
 - xv. S. Parikh said that the mentioned organizations primarily exist for East Asian students, and that the LLU would seek to unite students of all Asian identities.
 - xvi. S. Lim said that she did not understand why the Asian community is being attacked.
 - xvii. There was a motion to vote on the resolution – **tabled**.
 - xviii. D. Barbaria motioned to table the resolution – **tabled**.
- c. Resolution 33: Increasing Gender Neutral Bathrooms
- i. I. Wallace said that the initial proposal for this resolution was created by L. Aprameya, and supported tabling the resolution until next meeting, since L. Aprameya was not present.
 - ii. Motion to table the resolution – **tabled**.
- d. Resolution 34: Risley Crosswalk
- i. S. Lim said that this resolution was voted on by the Infrastructure Committee, and that it urges the administration to add another crosswalk outside of Risley Hall.
 - ii. I. Wallace added that this proposal was submitted by two community members who were both unassociated with the Student Assembly. He motioned to table the resolution – **tabled**.
- e. Resolution 36: Supporting the Activism of Prospective Students
- i. J. Anderson said that this resolution seeks to make the sentiment espoused by Cornell in a Twitter post permanent, and to codify the University’s response to nonviolent protest for the future. He also motioned to table the resolution – **tabled**.
 - 1. The Twitter post was made in reference to the planned “walk-outs” to be conducted by high school students in response to federal governmental response to school shootings, particularly the Parkland shooting.
 - 2. The tweet reads “Cornell University values civic discourse as essential to the academic mission and promotes public engagement as critical to inspiring future leaders. Disciplinary action resulting from responsible engagement in non-violent protest will not jeopardize admission to Cornell”.

VIII. Adjournment

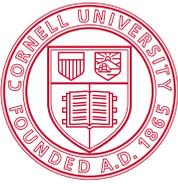
- a. V. Devatha adjourned the meeting at 6:45 pm.

IX. Executive Session

Respectfully Submitted,

John Hannan

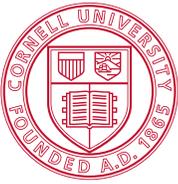
Clerk of the Assembly



Cornell University Student Assembly

Originally Presented on:	(03/01/2018)
Type of Action:	Recommendation
Status/Result:	New Business

1 S.A. Resolution #32
2 Accommodating Muslim Religious Holidays
3
4 ABSTRACT: This resolution urges the University to allow for academic exemptions and
5 accommodations for Muslim students celebrating religious holidays.
6
7 **Sponsored by: Omar Din '19, Khaddy Kebbeh '19**
8
9 **WHEREAS**, Cornell University is an institution founded on the principle: “any person...any
10 study.”;
11
12 **WHEREAS**, Article II of the Student Assembly Charter states the Student Assembly has “the
13 authority and the responsibility to examine any matters which involve the interests or concern the
14 welfare of the student community”;
15
16 **WHEREAS**, the diverse Cornell University student body includes individuals from many faiths and
17 background;
18
19 **WHEREAS**, there have been numerous studies showing the link between faith and overall
20 wellbeing and improved mental health;
21
22 **WHEREAS**, most academic calendars, including Cornell’s, have been built to accommodate
23 Christian holidays (ex. Christmas during winter break, Easter during spring break);
24
25 **WHEREAS**, Section 3 of New York State Education Law states:
26
27 “3. It shall be the responsibility of the faculty and of the administrative officials of each
28 institution of higher education to make available to each student who is absent from school,
29 because of his or her religious beliefs, an equivalent opportunity to . . . make up any
30 examination, study or work requirements which he or she may have missed because of such
31 absence on any particular day or days”
32
33 **WHEREAS**, Muslim religious holidays such as Eid-al-Fitr and Eid al-Adha often conflict with
34 course schedules, forcing students to choose between their education and their religious observance;
35
36 **WHEREAS**, Ramadan is a required month-long religious holiday, during which Muslims can
37 neither eat nor drink anything from sunrise to sunset, occurring in 2018 from May 16th to June 14th;
38
39 **WHEREAS**, Final examinations for the spring 2018 semester are slated from May 14th to May
40 22nd, thus overlapping with Ramadan;
41



Cornell University Student Assembly

42 **WHEREAS**, students observing these holidays are often fatigued and drained physically, leading to
43 difficulty retaining information and reduced attention span, which negatively impacts exam
44 performance;

45
46 **WHEREAS**, the University recommends for instructors to allow students to move scheduled finals
47 or take make up examinations if there are more than two examinations in a 24 hour period;

48
49 **BE IT THEREFORE RESOLVED**, the Student Assembly affirms students should never be
50 required to choose between their faith and education;

51
52 **BE IT FURTHER RESOLVED**, the Student Assembly requests the Faculty Senate Educational
53 Policy Committee review procedures and policies regarding religious holiday accommodations;

54
55 **BE IT FURTHER RESOLVED**, the Student Assembly requests that, where practical and
56 appropriate, instructors should outline policies regarding said religious holiday accommodation, for
57 any religion, on distributed syllabi;

58
59 **BE IT FURTHER RESOLVED**, that for final examinations that conflict with students fasting
60 for Ramadan, students are given the option to either take the finals before Ramadan begins or to
61 take them after they have broken their fast;

62
63 **BE IT FURTHER RESOLVED**, that takeout or to-go boxes are made available on North, West,
64 and Central Campus dining halls to students upon request, where they are not otherwise provided,
65 so that students may still utilize their meal plan and save the food for when they are able to eat;;

66
67 **BE IT FURTHER RESOLVED**, that such opportunities for religious exemptions are made
68 aware to the student body as a whole through a campus wide email sent out by the Vice President
69 for Student and Campus life in the weeks leading up to Ramadan (among other religious holidays);

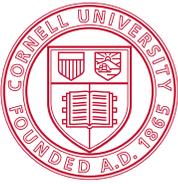
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71 **BE IT FINALLY RESOLVED**, that a copy of this resolution be conveyed to the Vice President
72 for Student and Campus Life, the Provost, the Dean of Faculty, the Cornell Dining Director, the
73 Deans of each college, and the Chairs of each academic department.

74
75 **Respectfully Submitted,**

76
77 Omar Din '19
78 *Board Member, Muslim Educational & Cultural Association*
79 *Human Ecology Rep, Student Assembly*

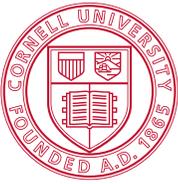
80
81 Khaddy Kebbeh '19
82 *Board Member, Women of Color Coalition*

83
84 Mahfuza Shovik '19



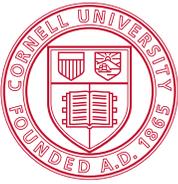
Cornell University Student Assembly

- 85
86 Syed Samin '19
87 *President, Muslim Educational & Cultural Association*
88
89 Varun Devatha '19
90 *Executive Vice President, Student Assembly*
91
92 Mishcat Ibrahim '19
93
94 Arwa Ali '18
95
96 Zaynub Ibrahim '18
97
98 Salma Shitia '18
99 *Former President, Cornell Welcomes Refugees*
100 *Former President, Arab Student Association*
101
102 Aneeqa Karu '19
103
104 Raashed Raziuddin '18
105 *Resident Advisor, Ecology House*
106 *Executive Board Member, Muslim Educational and Cultural Association (MECA)*
107
108 Roanne Yehia '20
109
110 Ghali Jorio '21
111
112 Abdullah Tahir '20
113
114 Emine Özen '21
115
116 Aaliya Khan '19
117 *Vice President of Finance, ALANA*
118 *Former Vice President, PSA*
119
120 Aisha Rupasingha '18
121
122 Shamma Ahammad '19
123
124 Hannah Rashdan '19
125 *President, Arab Student Association*
126
127 Travis Cabbell '18



Cornell University Student Assembly

- 128 *Director of Elections, Student Assembly*
129
130 Shivani Parikh '19
131 *President, South Asian Council*
132 *Presidential Task Force on Campus Climate, Campus Response Committee*
133
134 Anuush Vejalla
135 *Vice President, South Asian Council*
136 *Secretary, Hindu Student Council*
137
138 Aliza Adhami '19
139 *Former President, Pakistani Students Association*
140 *Advocacy Chair, South Asian Council*
141 *HE Dean's Advisory Council*
142
143 Alekhya Chaparala '18
144
145 Kimaya Raje '20
146 *President, Hindu Students Council*
147
148 Samir Salih '19
149 *Executive Board, Men of Color Council*
150
151
152
153 *(Reviewed by: Academic policy, 09-0-1, 02/11/2018)*



Cornell University
Student Assembly

Originally Presented on:	(02/28/2018)
Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #33

Increasing Access to Gender Neutral Bathrooms on Campus

ABSTRACT: This resolution calls for increasing access to gender neutral bathrooms across campus.

Sponsored by: Ian Wallace '20, Lavanya Aprameya '19

Whereas, transgender and gender non-conforming persons may face discomfort and discrimination when using gendered bathrooms;

Whereas, the university has made strides in increasing access to gender neutral bathrooms since SA resolution 21, "Availability of Accessible Gender-Neutral Bathrooms and Locker Rooms on Campus" was adopted during the 2011-12 school year;

Whereas, bathrooms in dorms on West Campus operate under the gender inclusive "E" system;

Whereas, Cornell Maps shows locations for all-gender bathrooms across campus;

Whereas, many buildings used heavily by undergraduates contain no gender neutral Bathrooms;

Whereas, Robert Purcell Community Center and Appel Commons, two important community centers for freshman, contain no gender neutral bathrooms;

Whereas, students should not require a map to find a bathroom they can use;

Whereas, existing gendered bathrooms can be converted into gender neutral bathrooms promptly and cost-effectively;

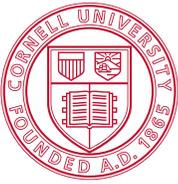
Be it therefore resolved, that Cornell University set the goal for itself that every building on campus will contain at least one gender neutral bathroom;

Be it further resolved, that the University will redesignate existing multi-stall bathrooms to be all-gender;

Be it further resolved, in future renovations Cornell University will incorporate designs for all-gender inclusive restrooms;

Be it further resolved, that Willard Straight Hall enters a trial period in which all bathrooms on the fourth floor be designated all-gender;

Be it further resolved, that the "E" system by expand to encompass all dorms on west;



Cornell University Student Assembly

43 **Be it further resolved**, that Bartels Hall, Duffield Hall, Statler Hotel, Robert Purcell Community
44 Center, Appel Commons, Helen Newman Hall, Myron Taylor Hall, and Day Hall be considered
45 high priority for inclusion of gender neutral bathrooms;

46
47 **Be it finally resolved**, that this resolution be forwarded to the Campus Planning Committee, Dean
48 Pendakur, VP Lombardi, Shorna Allred, Edward Baptiste, Garrick Blalock, Julia Thom-Levy, and
49 Steven Jackson;

50
51 **Respectfully Submitted,**

52
53 Ian Wallace '20
54 *Chair, Student Assembly Infrastructure Fund Commission*
55 *LGBTQ+ Liaison At-Large, Student Assembly*

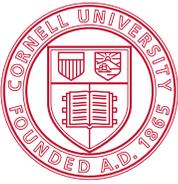
56
57 Lavanya Aprameya '19
58 *President, Haven: The LGBTQ Student Union*

59
60 Marco Antonio Peralta-Ochoa '21
61 *Freshman Representative, La Asociación Latina*
62 *Freshman Representative, Student Assembly*

63
64 Savanna Lim '21
65 *Freshman Representative, Student Assembly*
66 *Member, Student Assembly Committee Infrastructure Fund Commission*

67
68 Olivia Corn '19
69 *Arts and Sciences Representative, Student Assembly*
70 *Member, Student Assembly Infrastructure Fund Commission*

71
72 *(Reviewed by: SAIFC, 9-0-1, 02/25/2018)*



Cornell University
Student Assembly

Originally Presented on:	(02/28/2018)
Type of Action:	Recommendation
Status/Result:	New Business

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S.A. Resolution #34
Risley Crosswalk Resolution

ABSTRACT: The Risley Crosswalk on North Campus has been a major source of stress and danger for pedestrians and drivers; this resolution urges the administration to add a crosswalk and ensure safe crossing for all.

Sponsored by: Savanna Lim '21, Ian Wallace '20

Whereas, the Student Assembly Infrastructure Funding Committee (SAIFC) has received multiple requests from students regarding the addition of a crosswalk on Thurston Ave by Risley over the multiple years;

Whereas, SAIFC has received two requests from students regarding the addition of the crosswalk during the 2017-18 school year;

Whereas, students, especially freshman, find crossing the road from Balch to Risley or vice versa to catch the bus to be extremely dangerous;

Whereas, in addition to being next to a bus stop, Risley constitutes both a residency and a dining hall;

Whereas, many students dangerously jaywalk across Thurston Ave by Risley;

Whereas, the Campus Planning Office has acknowledged the importance of a crosswalk at this location;

Whereas, there has been no official statement from administration regarding the crossing;

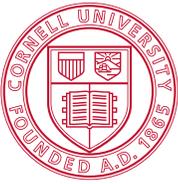
Whereas, there has been anticipated construction of the Risley Crosswalk that the SAIFC finds to be an unreasonable amount of time;

Whereas, that the SAIFC urges the administration to take swift action to implement a crosswalk;

Be it therefore resolved, that the SAIFC urges the administration to take swift action to implement a crosswalk;

Be it further resolved, that Cornell University recognizes the dangers of the crosswalk and promptly take action to ensure the safety of all students;

Be it further resolved, the Campus Planning Office research student safety regarding the intersection of Credit Farm and Thurston, specifically regarding the curb radius;



Cornell University Student Assembly

44 **Be it further resolved**, the Cornell University work with the City of Ithaca to construct a crosswalk
45 that allows for students to walk safely across Thurston Ave;

46

47 **Be it further resolved**, that Cornell University release an official timeline regarding the
48 implementation of a crosswalk on Thurston Ave between Risley and Balch Hall;

49

50 **Be it finally resolved**, that this resolution be forwarded to Leslie Schill and Steven Wolf.

51

52 **Respectfully Submitted,**

53

54 Savanna Lim '21

55 *Freshman Representative, Student Assembly*

56 *Member, Student Assembly Committee Infrastructure Fund Commission*

57

58 Ian Wallace '20

59 *Chair, Student Assembly Infrastructure Fund Commission*

60 *LGBTQ+ Liaison At-Large, Student Assembly*

61

62 Annie Weiss '21

63 *Member, Student Assembly Dining Committee*

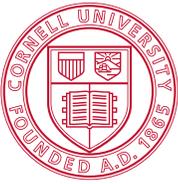
64

65 Olivia Corn '19

66 *Arts and Sciences Representative, Student Assembly*

67

68 *(Reviewed by: SAIFC, 9-0-1, 02/25/2018)*



Cornell University Student Assembly

Originally Presented on:	(02/28/2018)
Type of Action:	Recommendation
Status/Result:	New Business

1 S.A. Resolution #35
2 Creating an Asian American Living Learning Unit (LLU)
3
4

5 ABSTRACT: Cornell University and Residential Student Congress recommends the creation of an
6 Asian American LLU to be included in the creation of new housing at Cornell.
7

8 **Sponsored by: Shivani Parikh '19 & Savanna Lim '21**
9

10 **Whereas**, Cornell University has a long tradition of cultural housing for students of minority and
11 marginalized backgrounds, seen in program houses such as Ujamaa, the Latino Living Center (LLC),
12 Akwe:kon, Holland International Living Center (HILC), and the Multicultural Living Learning Unit
13 (McLLU), and;

14 **Whereas**, a Living Learning Unit engages students fully in experiential education and co-curricular
15 learning, and;
16

17 **Whereas**, Asian Americans are Americans of Asian descent and the term refers to a panethnic
18 group that includes diverse populations which have ancestral origins in East Asia, Southeast Asia, or
19 South Asia, as defined by the U.S. Census Bureau¹, and;

20 **Whereas**, Asian and Asian-American students are the only racial minority group on campus that do
21 not have a cultural residential area and solely have the Asian & Asian-American Center (A3C) and
22 Asian American Studies Program (AASP) office as designated identity spaces, and;

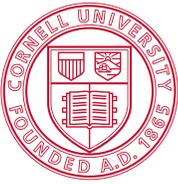
23 **Whereas**, Cornell University and the Student Assembly are committed to creating and maintaining
24 an atmosphere of diversity and inclusion on this campus, and;

25 **Whereas**, Cornell University and the Student Assembly acknowledges, through their commitment
26 to diversity and inclusion, the needs of all students, and;

27 **Whereas**, it is essential for Asian & Asian-American individuals to connect with their peers, their
28 heritage, and their cultural community so that they may too find themselves with students who
29 identify with comparable histories, migrational journeys and backgrounds, and;

30 **Whereas**, visibility of Asian & Asian-American individuals through such a living learning unit is
31 essential to their efforts to dispel the Model Minority Myth; to demonstrate their cultural diversity
32 and work against stereotypes perpetuated by the ideas of the “Yellow Peril,” the “Hindoo Invasion,”
33 Islamophobia, and more broadly xenophobia; and to celebrate their hyphenated identities and
34 relationships with the lands in Asia that their ancestors call home, and;

¹ A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.



Cornell University Student Assembly

35 **Whereas**, an Asian & Asian-American space would be able to support all Asian & Asian-American
36 individuals and be able to supplement the Cornell Asian & Asian-American Center (A3C) in
37 providing more dedicated spaces to Asian & Asian-American individuals, and;

38 **Whereas**, this model of an Asian & Asian-American Living Learning Unit, consisting of one floor
39 of a residence hall, has been successful at peer institutions including but not limited to, Dartmouth
40 College², University of California at Berkeley³, Amherst College⁴, and;

41 **Whereas**, currently Vice President Student and Campus Life Ryan Lombardi and many individuals
42 of the Cornell community are involved in the implementation of the Housing Master Plan, and;

43 **Whereas**, the implementation of the Housing Master Plan allows for the strategic implementation
44 of an Asian & Asian-American Living Learning Unit, and;

45 **Be it therefore resolved**, that the Student Assembly endorses and wishes to to create an Asian &
46 Asian-American Living Learning Unit, and;

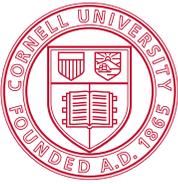
47 **Be it finally resolved**, the creation of the program living learning unit be implemented with a task
48 force that benefits from the consultation of Asian & Asian American individuals including, but not
49 limited to, a representative of Residential Student Congress, the Asian & Asian American Center
50 (A3C) staff and interns, the Facilitator of Cornell Asian Pacific Student Union (CAPSU), the
51 President of South Asian Council (SAC), Asian & Asian-American members in Residential and New
52 Student Programs (RNSP), and anyone else deemed necessary.

53

² The Asian and Asian American Living Learning Community is a residential community base for all Dartmouth students interested in engaging with issues specific to Asian/Asian American identity and the histories of trans-Pacific migrations, regardless of prior knowledge base or racial identification.

³ The Asian Pacific American Theme House (APATH) was established in 1992 and is a residence for students who have an interest in Asian American and Pacific Islander history, culture, and contemporary issues. APATH provides a small community experience in a large university. The program offers a dynamic environment for interaction and learning through academic and social activities such as group discussions, cultural events, and community service. A live-in theme program assistant provides resources and support for residents' social and academic needs. Our academic seminar brings together students and faculty, alumni, community leaders, activists, and other speakers to discuss a variety of topics. Through social and academic activities, students gain leadership skills, form a close-knit community, and have fun.

⁴ The Asian Culture House was established to enhance awareness of all Asian cultures and to promote cultural diversity on campus. Each semester, members are required to organize one event that pertains to Asian culture and to attend events organized by fellow members. These projects are excellent opportunities to increase visibility and impact on campus. The Asian Culture House currently occupies the first floor of Morrow residence hall. The House is open to all students. In fact, it is vital to the success of the House to include people of all nationalities and cultures who are interested in Asian culture. Students are not required to be Asian or to speak an Asian language. Any and all those who possess an interest in Asian culture are strongly encouraged to apply. Sincere interest, strong commitment, and enthusiasm are most sought in applicants.



Cornell University Student Assembly

54 **Respectfully Submitted,**

55 Shivani Parikh '19

56 *Residential Student Congress Liaison, Student Assembly*

57 *President, South Asian Council*

58

59 Savanna Lim '21

60 *Freshman Representative, Student Assembly*

61 *Member, Chinese Students Association*

62

63 Omar Din '19

64 *Board Member, Muslim Educational & Cultural Association*

65 *HumEc Rep, Student Assembly*

66

67 Anuush Vejalla '20

68 *Vice President, South Asian Council*

69 *Secretary, Hindu Student Council*

70

71 Hana Gabrielle Bidon '20

72 *Large Events Coordinator, Cornell Minds Matter*

73 *Member, Cornell Filipino Association*

74

75 Kimaya Raje '20

76 *President, Hindu Student Council*

77

78 Carunya (Caro) Achar, '18

79 *Ex Officio, South Asian Council*

80 *Student Organizer, Cornell Organization for Labor Action*

81

82 Joseph Anderson '20

83 *Undergraduate Representative, University Assembly*

84 *Vice President, Residential Student Congress*

85

86 Mayra Valadez '18

87 *VP Diversity & Inclusion, Student Assembly*

88

89 Michelle Zhao '20

90 *President, Chinese Students Association*

91 *Programming Co-Director, East Coast Asian American Student Union*

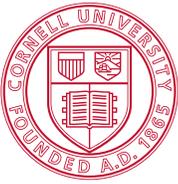
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93 Olivia Corn '19

94 *Arts and Sciences Representative, Student Assembly*

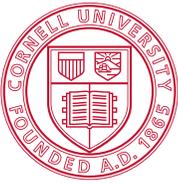
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Cornell University Student Assembly

- 97 Nancy Liang '21
98 *Marketing and Outreach Committee, East Coast Asian American Student Union*
99
100 Katherine Tam '21
101 *Freshman Liaison, Chinese Students Association*
102 *Programming Committee, East Coast Asian American Student Union*
103
104 Shraddha Harshvardhan '20
105 *Chief Organizer, Let's Talk About Diversity*
106
107 Ellie Month '21
108 *Member, Student Assembly Infrastructure Committee Fund*
109
110 Benjamin Finegan '19
111 *Staff Writer, Cornell Daily Sun*
112 *Member, Student Assembly Infrastructure Committee Fund*
113
114 Derek Yan '20
115 *Member, Student Assembly Infrastructure Committee Fund*
116
117 Sarah Park '20
118 *Women's Representative, Student Assembly*
119
120 Katha Sikka '20,
121 *Member, Asha Cornell*



Originally Presented on:	(02/28/2018)
Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #36

Supporting the Activism of Prospective Students

ABSTRACT: This resolution seeks to have Cornell not rescind any admissions decision of students who participate in peaceful protests, regardless of their school’s disciplinary policy.

Sponsored by: Joseph Anderson ‘20, Mayra Valadez ‘18 and Natalia Hernández ‘21

Whereas, in result of the tragedy at Marjory Stoneman Douglas High School in Parkland, Florida many high school students have participated in walkouts and other peaceful protests against gun violence; and

Whereas, many school districts have threatened these students with suspensions; and

Whereas, these suspensions might put these students acceptance decisions at risk; and

Whereas, Yale University, MIT, Boston University, University of Virginia, Tulane University, Dartmouth College, George Washington University, University Massachusetts at Amherst, Brown University, Northeastern University, and others have said in response they will not rescind any acceptances of students who are punished over these disciplinary codes¹; and

Whereas, Cornell University released a statement on its various social media platforms that supports students who are participating in non-violent protest²; and

Whereas, the support of or participation in, non-violent protests should never jeopardize incoming students’ applications; and

Be it therefore resolved, the Student Assembly requests that Cornell University make the policy of not considering disciplinary actions of students who take part in nonviolent protests permanent for all future applicants; and

Be it finally resolved, that Cornell University accurately defines what the University considers “non-violent” protest.

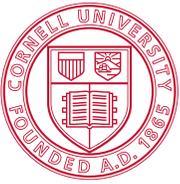
Respectfully Submitted,

Joseph Anderson ‘20
Undergraduate Representative, University Assembly

Mayra Valadez ‘18
Vice President of Diversity & Inclusion, Student Assembly

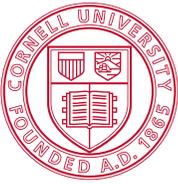
¹<http://time.com/5174165/colleges-gun-control-protests-admission/>

² <https://twitter.com/Cornell/status/967850219055575040>



Cornell University Student Assembly

- 42
43 Natalia Hernández '21
44 *Minority Students Liaison At-Large, Student Assembly*
45
46 *(Reviewed by: Diversity and Inclusion, 17-0-0, 2/27/18)*



Cornell University Student Assembly

Originally Presented on:	(03/08/2018)
Type of Action:	Internal Policy
Status/Result:	New Business

S.A. Resolution #37

Improving Communication and Access to the Student Body

ABSTRACT: This resolution amends the Student Assembly Charter to improve communication and access to the student body via control over the student body listserv.

Sponsored by: Varun Devatha '19, Dale Barbaria '19, Jaewon Sim '21

Whereas, Article III, Section 5 of the Student Assembly Bylaws refers to a “Student Assembly newsletter...to be sent over email to the entire undergraduate student body *at least* two times / semester,” but does not specify how often the newsletter may or should be sent out,

Whereas, the Student Assembly has discussed whether or not it has the right to send undergraduate-wide emails with the Office of Assemblies multiple times, and the Office of Assemblies has been unable to clarify whether there is a limit on the number of emails the Student Assembly may send,

Whereas, the Student Assembly has the need to regularly update and obtain information from the student body in regards to the undergraduate student experience,

Whereas, the Student Assembly believes there needs to be a clear provision in the Student Assembly Charter concerning mass emails,

Be it therefore resolved, the following section be added to the Student Assembly Charter after Article IV, Section 5, Section E as Section F:

C. The Student Assembly Executive Board may send up to three emails a month to the undergraduate student body at large.

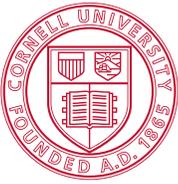
Respectfully Submitted,

Varun Devatha '19
Executive Vice President, Student Assembly

Dale Barbaria '19
Vice President for Internal Operations, Student Assembly

Jaewon Sim '21
Vice President of External Affairs, Student Assembly

(Reviewed by: Executive Committee, 5-0-0, 03/04/2018)



Cornell University Student Assembly

Originally Presented on:	(03/08/2018)
Type of Action:	Recommendation
Status/Result:	New Business

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S.A. Resolution #38 Reinstating the Interim Suspension Statement Policy

ABSTRACT: This resolution intends to reinstitute the policy of providing public statements when a campus organization is placed on interim suspension.

Sponsored by: Joseph Anderson '20 and Natalia Hernandez '21

Whereas, in the 2016-2017 academic year, individuals of the Cornell community were notified when a campus organization went on interim suspension via a public statement;

Whereas, in the 2017-2018 academic year, no public statements have been made about interim suspensions of campus organizations although there have been campus organizations that have been placed on interim suspension;

Whereas, by not providing a public statement when a campus organization is placed on interim suspension it causes there to be higher risk for individuals who interact with that campus organization;

Whereas, there is the general importance of transparency in a large decentralized university, such as, Cornell University;

Be it therefore resolved, that the policy of providing a public statement when a campus organization is placed on interim suspension be reinstated;

Be it further resolved, that these statements should be sent from the Executive Director of Campus and Community Engagement, Joseph Burke, as there were in the 2016-2017 academic year;

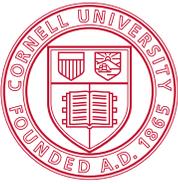
Be it finally resolved, that campus organizations that were placed on interim suspension in the 2017-2018 academic year and did not have a public statement written now have a public statement written that notifies the Cornell community when they were placed on interim suspension and of their current status.

Respectfully Submitted,

Joseph Anderson '20
Undergraduate Representative, University Assembly

Natalia Hernandez '21
Minority Students Liasion at-Large, Student Assembly

(Reviewed by: Executive Committee, 4-0-0, 03/06/2018)



Cornell University Student Assembly

Originally Presented on:	(03/08/2018)
Type of Action:	Recommendation
Status/Result:	New Business

1 S.A. Resolution #39
2 Making Cornell's Economics program STEM-certified

3
4 ABSTRACT: Changing the certification of the Arts and Sciences Economics major to CIP code
5 45.0603 (Econometrics and Quantitative Economics) to allow 2-year OPT extension for
6 international students.

7
8 **Sponsored by: Christopher Schott '18**

9
10 **Whereas**, CIP code 45.0603 is a STEM-certified program¹, while Cornell's current Economics
11 major CIP code 45.0601 (Economics, General) is not;

12
13 **Whereas**, international graduates of STEM-certified majors can apply for a two-year extension of
14 their OPT (Operational Practical Training) work authorization, granting them a total of three
15 years of work authorization²;

16
17 **Whereas**, non-STEM majors, including Cornell's Economics major, grant only one year of work
18 authorization³;

19
20 **Whereas**, the opportunity of a three-year work authorization conveys enormous benefit upon the
21 employment prospects of international students, including additional opportunities to apply
22 for H1-B visas, increased employability and extended professional training;

23
24 **Whereas**, Cornell's Economics program meets the general description of the 45.0603 code:

25
26 "A program that focuses on the systematic study of mathematical and statistical analysis of
27 economic phenomena and problems. Includes instruction in economic statistics, optimization
28 theory, cost/benefit analysis, price theory, economic modeling, and economic forecasting and
29 evaluation."⁴

30
31 **Whereas**, our peer institutions Brown, NYU, Princeton, MIT, Yale, Columbia, Williams, Pomona,
32 Wellesely and Wisconsin-Madison have all recently recertified their Economics majors to
33 CIP code 45.0603 (Econometrics and Quantitative Economics)⁵

34
35 **Whereas**, Cornell's Economics program has identical or nearly identical quantitative course
36 requirements to those of its peer institutions⁶,

37

¹ According to the US Department of Education

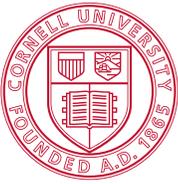
² According to the Department of Homeland Security

³ Ibid

⁴ As found on the US Dept. of Ed. website under CIP code 45.0603 or Appendix D (Appendix p.10)

⁵ See Appendix A (Appendix p.1)

⁶ See Appendix B (Appendix p. 3)



Cornell University Student Assembly

38 **Whereas**, Cornell’s Economics major certainly possesses a more technical curriculum than STEM-
39 certified majors such as New York University’s “Media, Culture and Communications”⁷;

40
41 **Whereas**, the recertification of our peer institutions’ Economics programs has involved a mere
42 technical change in the description of the Economics program;

43
44 **Whereas**, Columbia University achieved aforementioned recertification of their Financial
45 Economics program within 3 months (September 2017 – December 2017) and of their
46 general Economics program in 5 months (September 2017 – February 2018)⁸;

47
48 **Whereas**, the Chair of the Faculty Senate, Dean Van Loan, has deemed this initiative “a nice idea”⁹

49
50 **Whereas**, Professor Blume, Chair of the Cornell Economics program, said of this initiative: “[It]
51 seems like something we should attempt”¹⁰

52
53 **Be it finally resolved**, that President Martha Pollack, Provost Kotlikoff and Dean Ritter take
54 appropriate action, in cooperation with Economics department faculty such as Professor Blume and
55 Professor O’Donoghue, to initiate the recertification of the Cornell Economics program to CIP code
56 45.0603 (Econometrics and Quantitative Economics) as soon as possible.

57
58 Christopher Schott ‘18
59 *International Student Liaison At-Large*

60
61
62 *(Reviewed by: Academic Policy Committee, 7-0-1, 03/04/2018)*

⁷ See Appendix C (Appendix p. 4)

⁸ See Appendix E (Appendix p. 11)

⁹ See Appendix D (Appendix p.10)

¹⁰ *ibid*

Appendix A

International students are integral to Cornell's campus, mission, and values. There is no denying the value and diversity that their presence brings to this campus. Yet international students face many unique barriers at Cornell and are often treated as second-class students. They are the only group subjected to need-aware admissions following the [administration's decision to terminate need-blind policy a couple of years ago](#). They are the only constituency ineligible to re-apply for financial aid under any circumstances. [There was also a sudden termination of Curricular Practical Training](#) (work authorization international students require for summer internships) and the withdrawal of [International work-study](#), both of which were reinstated only after students' active efforts to demonstrate how essential these were to their college experience. There seems to be a gap between Cornell's alleged values and its actions regarding international students. A gap which remains all too wide.

Yet we are convinced that the Cornell administration wants the best for us, even at a time where [xenophobic, anti-immigrant, and racist sentiments are on the rise in the U.S.](#) The creation of an International committee with the Vice Provost of International Affairs and recent mental health and career counseling initiatives by the ISSO¹ demonstrate this intent.

We would therefore like to present an ideal opportunity for the University to make an invaluable contribution to the livelihood of its international constituents: By certifying Cornell's Economics major with a [CIP code 45.0603](#) (Econometrics and Quantitative Economics), which would classify it as a STEM program according to the Department of Homeland Security. Such a move would immensely benefit Cornell's international Economics majors.

International graduates of STEM-designated programs are eligible for what's known as the STEM OPT (Operation Practical Training) extension, which enables them to work in their field for a total of up to 36 months in the U.S. By contrast, students with degrees in non-STEM fields are only eligible for 12 months of OPT work authorization. The extra months that students in STEM programs can spend on OPT makes them more hireable, grants them extended professional training and gives them additional chances in the annual lottery for the limited number of H-1B skilled worker visas.

Many of Cornell's [peer institutions have recently certified their Economics programs under the 45.0603 code](#), despite having the same or nearly the same course requirements as Cornell. These institutions include [NYU](#), [Brown](#), [Williams](#), [Columbia](#), [Yale](#), [Princeton](#), [MIT](#), [Pomona](#), [Wisconsin-Madison](#), [Wellesley](#) and the [University of Southern Florida](#). The table below demonstrates that Cornell is lagging behind its Ivy-League peers, as five out of seven have already recertified their Economics majors, and a sixth (UPenn) is currently considering the move.

¹ International Students and Scholars Office

The recertification of our Economics program also corresponds more closely to the quantitative and analytical nature of the Cornell major. Many Economics majors take the recommended class Calculus 2, which includes study of advanced integration methods and infinite series. This places them on-par with the math requirements of even the most quantitative Ivy-League Economics programs. Nearly all Cornell Economics classes at the 3,000-level and beyond utilize partial differential equations and econometric methods. All Economics students gain proficiency in at least one statistical programming language (STATA) as part of the Econometrics class. Cornell's Economics program is definitely more technical than [NYU's government-certified STEM courses](#) like "Journalism". Cornell Economics matches the requirements of the 45.0603 code, as described by the [US Department of Education](#).

Given the experiences of our peer institutions with nearly identical (but STEM-designated) Economics programs, we are unaware that the change would necessitate any alterations to the Cornell Economics curriculum. For peer institutions, the change in CIP certification involved a mere technicality. Despite holding nearly identical academic qualifications, international graduates of Cornell Economics face lower employability, significantly less time to work in the US and lower chances of obtaining H-1B visas. *Cornell prides itself as a premier Ivy League University, but how can it do so truthfully when it neglects to afford its international students equal opportunities to those of peer institutions?*

While recruitment is a stressful time for all students, international students face the added pressure of requiring work authorization. This issue has been compounded in the past by Cornell's inability to provide timely CPT work authorization for internships. Companies are becoming more reluctant to hire international students, a trend intensified by a political climate hostile to immigration. Even fairly large firms including A.T. Kearney, Pepsi, Unilever and Accenture do not accept international student applicants. Smaller firms are even less inclined to sponsor internationals. For employers hiring international students, a STEM degree is more attractive: It triples the period international students can work to three years, signals their technical skills and increases the probability of long-term employee retention through H-1B skilled worker visas.

We appreciate that the policies which govern the definitions of majors and their associated CIP codes are not entirely internal to Cornell. However, such bureaucratic procedures present a mere temporary hurdle to implementation. Given that [Columbia University recertified its Financial Economics major within 3 months](#) (and its Economics major in 5 months), we hope that the administration will make appropriate haste on behalf of its international students. The recertification of the Economics major is critical to the professional careers of all international students within the major. It presents the perfect opportunity for the Cornell administration to demonstrate its commitment to *all students: Any person. Any study. Any country.*

Respectfully,

Christopher Schott '18
International Students Liaison At-Large 17/18

Appendix B

Institution	Required Quant. classes ¹	STEM-certified?
Cornell	3	NO
Yale	2 ²	YES
Columbia	4	YES
Brown	3	YES ³
Dartmouth	3	NO
Princeton	4	YES ⁴
Harvard	3	YES ⁵
University of Pennsylvania	4	CONSIDERING

¹ Defined as Math, Statistics or Econometrics classes

² 3 classes required for honors distinction

³ As quoted in the [Columbia Spectator](#)

⁴ As quoted in the [Columbia Spectator](#)

⁵ According to the Harvard Economics Department

NYU Programs on the US Government STEM-Designated Program List

Undergraduate Programs			
School Name	Program Name	Degree	CIP Code
CAS	Biochemistry	BA	26.0202
CAS	Biology	BA	26.0101
CAS	Chemistry	BA	40.0501
CAS	Classical Art and Archaeology	BA	45.0301
CAS	Classical Civilization	BA	45.0301
CAS	Computer Science	BA	11.0101
CAS	Computer Science/Math	BA	11.0101
CAS	Computer Science and Economics	BA	11.0199
CAS	Economics	BA	45.0603
CAS	Economics and Mathematics	BA	27.9999
CAS	Environmental Studies	BA	26.1301
CAS	Journalism	BA	9.0702
CAS	Mathematics	BA	27.0101
CAS	Mathematics - Pre-Actuarial Pr	BA	27.9999
CAS	Physics	BA	40.0801
CAS	Pre-Professional Dental	BA	26.0101
CAS	Pre-Professional Medicine	BA	26.0101
CAS	Psychology	BA	42.2799
CAS	Applied Mathematics	BS	27.0301
CAS	Biology/Chem & Biomolecular En	BS	26.0101
CAS	Chemistry	BS	40.0501
CAS	Chemistry/Chem & Biomolecular	BS	40.0501
CAS	Computer Sci/Computer Engineer	BS	11.0101
CAS	Computer Sci/Electrical Engine	BS	11.0101
CAS	Computer Science	BS	11.0101
CAS	Energetics	BS	26.0101
CAS	Fluid Mechanics & Atmospheric	BS	14.1101
CAS	Mathematics	BS	27.0101
CAS	Mathematics/Civil Engineering	BS	27.0101
CAS	Mathematics/Computer Engineeri	BS	27.0101
CAS	Mathematics/Electrical Enginee	BS	27.0101
CAS	Mathematics/Mechanical Enginee	BS	27.0101
CAS	Neural Science	BS	26.1501
CAS	Physics	BS	40.0801
CAS	Physics/Civil Engineering	BS	40.0801
CAS	Physics/Computer Engineering	BS	40.0801
CAS	Physics/Electrical Engineering	BS	40.0801
CAS	Physics/Mechanical Engineering	BS	40.0801
CAS	Pre-Professional Medicine	BS	26.0101
CAS	Biology/Biomedical Engineering	BS-BE	26.0101
CAS	Biology/Chemical Engineering	BS-BE	26.0101
CAS	Biology/Environmental Engineer	BS-BE	26.0101
CAS	Chemistry	BS-BE	40.0501
CAS	Chemistry/Biomedical Engineeri	BS-BE	40.0501
CAS	Chemistry/Chemical Engineering	BS-BE	40.0501
CAS	Chemistry/Environmental Engine	BS-BE	40.0501
CAS	Chemistry/Materials Engineerin	BS-BE	40.0501
CAS	Computer SC/Computer Sc Engine	BS-BE	11.0101
CAS	Computer SC/Electrical Enginee	BS-BE	11.0101
CAS	Computer SC/Engineering Physic	BS-BE	11.0101
CAS	Computer Science/Mechanical En	BS-BE	11.0101
CAS	Engineering	BS-BE	14.0101
CAS	Mathematics/Civil Engineering	BS-BE	27.0101
CAS	Mathematics/Computer Engineeri	BS-BE	27.0101
CAS	Mathematics/Electrical Enginee	BS-BE	27.0101
CAS	Mathematics/Engineering Physic	BS-BE	27.0101

NYU Programs on the US Government STEM-Designated Program List

School Name	Program Name	Degree	CIP Code
CAS	Mathematics/Mechanical Enginee	BS-BE	27.0101
CAS	Physics/Civil Engineering	BS-BE	40.0801
CAS	Physics/Electrical Engineering	BS-BE	40.0801
CAS	Physics/Engineering Physics	BS-BE	40.0801
CAS	Physics/Materials Engineering	BS-BE	40.0801
CAS	Physics/Mechanical Engineering	BS-BE	40.0801
CAS	Engineering	BS-BS	14.0101
School of Engineering Undergraduate	Applied Physics	BS	14.1201
School of Engineering Undergraduate	Biomolecular Science	BS	26.0210
School of Engineering Undergraduate	Business & Technology Mgt	BS	15.1501
School of Engineering Undergraduate	Chem & Bio Engr	BS	14.0701
School of Engineering Undergraduate	Civil Engineering	BS	14.0801
School of Engineering Undergraduate	Computer Engineering	BS	14.0901
School of Engineering Undergraduate	Computer Science	BS	11.0101
School of Engineering Undergraduate	Construction Management	BS	14.3301
School of Engineering Undergraduate	Electrical & Computer Eng	BS	14.1001
School of Engineering Undergraduate	Electrical Engineering	BS	14.1001
School of Engineering Undergraduate	Environmental Engineering	BS	14.1401
School of Engineering Undergraduate	Information Management	BS	11.0103
School of Engineering Undergraduate	Information Systems	BS	11.0103
School of Engineering Undergraduate	Integrated Digital Media	BS	11.0103
School of Engineering Undergraduate	Materials Science & Engr	BS	14.1801
School of Engineering Undergraduate	Mathematics	BS	27.0301
School of Engineering Undergraduate	Mathematics & Physics	BS	40.0801
School of Engineering Undergraduate	Mechanical Engineering	BS	14.1901
School of Engineering Undergraduate	Metallurgical Engineering	BS	14.2001
School of Engineering Undergraduate	Nuclear Engineering	BS	14.2301
School of Engineering Undergraduate	Physics	BS	40.0801
School of Engineering Undergraduate	Polymer Science & Engineer	BS	14.1301
School of Engineering Undergraduate	Sustainable Urban Environments	BS	30.3301
School of Engineering Undergraduate	System Engineering	BS	15.9999
School of Engineering Undergraduate	Transp Planning & Engineer	BS	15.0000
SPS Undergraduate	Digital Communications & Media	BS	10.0304
SPS Undergraduate	Information & System Management	BS	11.0103
SPS Undergraduate - McGhee	Applied Data Analytics & Visua	BS	27.0501
Steinhardt Undergraduate	Applied Psychology	BS	42.2799
Steinhardt Undergraduate	Global Public Health/Applied Psychology	BS	42.2799
Steinhardt Undergraduate	Media, Culture and Communication	BS	9.0702
Steinhardt Undergraduate	Nutrition and Food Studies	BS	30.1901
Steinhardt Undergraduate	Public Health, Media, Culture and Communication	BS	9.0702
Steinhardt Undergraduate	Teaching Biology 7-12	BS	30.0101
Steinhardt Undergraduate	Teaching Chemistry 7-12	BS	40.0501
Steinhardt Undergraduate	Teaching Mathematics 7-12	BS	27.0101
Steinhardt Undergraduate	Teaching Physicas 7-12	BS	30.0101
Stern Undergraduate	Actuarial Science	BS	14.3701
Stern Undergraduate	Business (Actuarial Science)	BS	52.1304
Stern Undergraduate	Business (Information Systems)	BS	52.1301
Stern Undergraduate	Business (Operations)	BS	52.1399
Stern Undergraduate	Business (Statistics)	BS	52.1302
Stern Undergraduate	Information Systems	BS	11.0101
Stern Undergraduate	Music Technology	BMUS	40.0809
Stern Undergraduate	Quantitative Analysis	BS	14.3701
Stern Undergraduate	Statistics and Operations Rese	BS	14.3701
Stern Undergraduate	Statistics and Operations Rese	BS	14.3701
Tisch Undergraduate	Game Design	BFA	11.0899
Tisch Undergraduate	Interactive Media Arts	BFA	11.0801

NYU Programs on the US Government STEM-Designated Program List

Graduate Programs			
School Name	Program Name	Degree	CIP Code
CUSP	Appl Urban Sci and Informatics	MS	11.0104
Dentistry Graduate	Biomaterials Science	MS	14.0501
Dentistry Graduate	Clinical Research	MS	26.0102
GSAS	Applied Mathematics	MS	27.0301
GSAS	Applied Qualitative Research	MA	27.0501
GSAS	Applied Science	PHD	40.9999
GSAS	Atmosphere-Ocean Sci & Mathema	PHD	27.9999
GSAS	Atmosphere-Ocean Sci & Mathema	PHD	27.9999
GSAS	Biochemistry	MS	26.0202
GSAS	Biochemistry	PHD	26.0202
GSAS	Biochemistry	PHD	26.0202
GSAS	Bioethics	MA	26.9999
GSAS	Biology	MS	26.0101
GSAS	Biology	MS/PH	26.0101
GSAS	Biology	PHD	26.0101
GSAS	Biology	PHD	26.0101
GSAS	Cell Biology	MS	26.0401
GSAS	Cell Biology	PHD	26.0401
GSAS	Cell Biology	PHD	26.0401
GSAS	Chemistry	MS	40.0501
GSAS	Chemistry	MS/PH	40.0501
GSAS	Chemistry	PHD	40.0501
GSAS	Chemistry	PHD	40.0501
GSAS	Chemistry	PHD	40.0501
GSAS	Computational Biology	MS	26.9999
GSAS	Computational Biology	MS	26.9999
GSAS	Computational Biology	PHD	26.9999
GSAS	Computational Biology	PHD	26.9999
GSAS	Computational Biology	PHD	26.9999
GSAS	Computational Biology	PHD	26.9999
GSAS	Computer Science	MS	11.0101
GSAS	Computer Science	MS/PH	11.0101
GSAS	Computer Science	PHD	11.0101
GSAS	Computer Science	PHD	11.0101
GSAS	Computing, Entrepreneurship and Innovation	MS	11.0101
GSAS	Data Science	MS	27.0501
GSAS	Data Science	PHD	27.0501
GSAS	Data Science	PHD	27.0501
GSAS	Digital Humanities & Soc Sci	MS	11.0101
GSAS	Economics	MA	45.0603
GSAS	Energetics	MS	40.9999
GSAS	Energetics	PHD	40.9999
GSAS	Energetics - Economics	MS	40.9999
GSAS	Environmental Health Sciences	MS	51.2202
GSAS	Environmental Health Sciences	PHD	51.2202
GSAS	Environmental Health Sciences	PHD	51.2202
GSAS	Ergonomics & Biomechanics	MS	51.1401
GSAS	Fluid Dynamics and Atmospheric	MS	40.0401
GSAS	Fluid Dynamics and Atmospheric	PHD	40.0401
GSAS	Industrial/Organizational Psyc	MA	42.2799
GSAS	Information Systems	MS	11.0401
GSAS	Inter'l Relations and Journali	MA	9.0702
GSAS	Journalism	MA	9.0702
GSAS	Journalism & Africana Studies	MA	9.0702
GSAS	Journalism & East Asian Study	MA	9.0702
GSAS	Journalism & European & Medite	MA	9.0702

NYU Programs on the US Government STEM-Designated Program List

School Name	Program Name	Degree	CIP Code
GSAS	Journalism & International Rel	MA	9.0702
GSAS	Journalism/Business Economic R	MA	9.0702
GSAS	Journalism/Business Economic R	MACER	9.0702
GSAS	Journalism/French Studies	MA	9.0702
GSAS	Journalism/Lat Amer & Caribbea	MA	9.0702
GSAS	Journalism/Near Eastern Studie	MA	9.0702
GSAS	Journalism/Russian & Slavic St	MA	9.0702
GSAS	Journalism/Sci & Environmental	MA	9.0702
GSAS	Journalism/Sci & Environmental	MACER	9.0702
GSAS	Math & Statistics/Operations R	MS	27.9999
GSAS	Mathematics	MS	27.0101
GSAS	Mathematics	MS/PH	27.0101
GSAS	Mathematics	PHD	27.0101
GSAS	Mathematics	PHD	27.0101
GSAS	Mathematics	PHD	27.0101
GSAS	Mathematics in Finance	MS	27.0301
GSAS	Meteorology	MS	40.0401
GSAS	Meteorology	PHD	40.0401
GSAS	Meteorology	PHD	40.0401
GSAS	Microbiology	MS	26.0502
GSAS	Microbiology	PHD	26.0502
GSAS	Microbiology	PHD	26.0502
GSAS	Neural Science	PHD	26.1501
GSAS	Neural Science	PHD	26.1501
GSAS	Oceanography	MS	40.0607
GSAS	Oceanography	PHD	40.0607
GSAS	Oceanography	PHD	40.0607
GSAS	Parasitology	MS	26.9999
GSAS	Parasitology	PHD	26.9999
GSAS	Parasitology	PHD	26.9999
GSAS	Pathology	MS	26.091
GSAS	Pathology	PHD	26.0910
GSAS	Pathology	PHD	26.0910
GSAS	Pharmacology	MA	26.1001
GSAS	Pharmacology	MS	26.1001
GSAS	Pharmacology	PHD	26.1001
GSAS	Pharmacology	PHD	26.1001
GSAS	Physics	MPS	40.0801
GSAS	Physics	MS	40.0801
GSAS	Physics	MS/PH	40.0801
GSAS	Physics	PHD	40.0801
GSAS	Physics	PHD	40.0801
GSAS	Physiology and Neuroscience	MS	26.0901
GSAS	Physiology and Neuroscience	PHD	26.0901
GSAS	Physiology and Neuroscience	PHD	26.0901
GSAS	Psychology	MA	42.2799
GSAS	Psychology: Experimental	PHD	42.2704
GSAS	Psychology: Experimental	PHD	42.2704
GSAS	Psychology: Social/Personality	PHD	42.2707
GSAS	Psychology: Social/Personality	PHD	42.2707
GSAS	Science Health & Environmental	MA	9.0702
GSAS	Science Health & Environmental	MACER	9.0702
GSAS	Scientific Computing	MS	30.0801
School of Engineering Graduate	Interdisp Stdy in Engr	ME	14.2701
School of Engineering Graduate	ME Interdisp Stdy in Engr (WI)	ME	14.2801
School of Engineering Graduate	MS Applied Physics	MS	14.1201
School of Engineering Graduate	MS Bioinformatics	MS	26.1103

NYU Programs on the US Government STEM-Designated Program List

School Name	Program Name	Degree	CIP Code
School of Engineering Graduate	MS Biomedical Engineering	MS	14.0501
School of Engineering Graduate	MS Biotechnol & Entrepreneursh	MS	26.1201
School of Engineering Graduate	MS Biotechnology	MS	26.1201
School of Engineering Graduate	MS Chemical Engineering	MS	14.0799
School of Engineering Graduate	MS Chemistry	MS	40.0501
School of Engineering Graduate	MS Civil Engineering	MS	14.0801
School of Engineering Graduate	MS Computer Engineering	MS	14.0901
School of Engineering Graduate	MS Computer Science	MS	11.0701
School of Engineering Graduate	MS Construction Management	MS	14.3301
School of Engineering Graduate	MS Cyber Security	MS	11.1003
School of Engineering Graduate	MS Electrical Engineering	MS	14.1001
School of Engineering Graduate	MS Electrophysics	MS	14.1201
School of Engineering Graduate	MS Environmental Engineering	MS	14.1401
School of Engineering Graduate	MS Environmental Health Scienc	MS	14.1401
School of Engineering Graduate	MS Environmental Science	MS	14.1401
School of Engineering Graduate	MS Financial Engineering	MS	27.0301
School of Engineering Graduate	MS Industrial Engineering	MS	14.3501
School of Engineering Graduate	MS Information Management	MS	15.1501
School of Engineering Graduate	MS Information Systems Engng	MS	14.9999
School of Engineering Graduate	MS Integrated Digital Media	MS	11.0103
School of Engineering Graduate	MS Management	MS	15.1501
School of Engineering Graduate	MS Manufacturing Engineering	MS	14.3601
School of Engineering Graduate	MS Mathematics	MS	27.0301
School of Engineering Graduate	MS Mechanical Engineering	MS	14.1901
School of Engineering Graduate	MS Mechatronics & Robotics	MS	14.4201
School of Engineering Graduate	MS Mgmt of Technology	MS	15.1501
School of Engineering Graduate	MS Org Behavior, Syst & Anlyt	MS	52.1399
School of Engineering Graduate	MS Physics	MS	40.0801
School of Engineering Graduate	MS Polymer Science and Engr	MS	40.0507
School of Engineering Graduate	MS Polymeric Materials	MS	14.3201
School of Engineering Graduate	MS System Engineering	MS	14.2701
School of Engineering Graduate	MS Telecommunication Networks	MS	11.0901
School of Engineering Graduate	MS Translational Surface Engr	MS	14.0701
School of Engineering Graduate	MS Transport Planning and Engr	MS	14.0804
School of Engineering Graduate	MS Transportation Management	MS	14.0804
School of Engineering Graduate	MS Urban Sys Engr & Mgmt	MS	14.0803
School of Engineering Graduate	PHD - Chemistry	PHD	40.0507
School of Engineering Graduate	PHD - Environmental Eng	PHD	14.1401
School of Engineering Graduate	PHd - Transport Planning & Eng	PHD	14.0804
School of Engineering Graduate	PHD Applied Physics	PHD	14.1201
School of Engineering Graduate	PHD Biomedical Engineering	PHD	14.0501
School of Engineering Graduate	PHD Chemical Engineering	PHD	14.0799
School of Engineering Graduate	PHD Civil Engineering	PHD	14.0801
School of Engineering Graduate	PHD Computer Science	PHD	11.0701
School of Engineering Graduate	PHD Electrical Engineering	PHD	14.1001
School of Engineering Graduate	PHD Materials Chemistry	PHD	14.1801
School of Engineering Graduate	PHD Materials Science	PHD	14.0701
School of Engineering Graduate	PHD Mathematics	PHD	27.0301
School of Engineering Graduate	PHD Mechanical Engineering	PHD	14.1901
School of Engineering Graduate	PHD Physics	PHD	40.0801
School of Engineering Graduate	PHD Technology Management	PHD	15.1501
SPS Graduate	Management and Systems	MS	11.1099
SPS Graduate	Project Management	MS	11.1005
Steinhardt Graduate	Applied Stats in Soc Sci Rsrch	MS	27.0501
Steinhardt Graduate	Costume Studies/Library and Information Services	MA	11.0101
Steinhardt Graduate	Developmental Psychology	PHD	42.2703
Steinhardt Graduate	Digital Media Design for Learn	MA	13.0501

NYU Programs on the US Government STEM-Designated Program List

School Name	Program Name	Degree	CIP Code
Steinhardt Graduate	Directors of Mathematics	EDD	27.0101
Steinhardt Graduate	Directors of Mathematics	MA	27.0101
Steinhardt Graduate	Directors of Mathematics	PHD	27.0101
Steinhardt Graduate	Education & Social Policy	MA	43.0601
Steinhardt Graduate	Educational Communications & T	EDD	13.0501
Steinhardt Graduate	Educational Communications & T	MA	13.0501
Steinhardt Graduate	Educational Communications & T	PHD	13.0501
Steinhardt Graduate	Environment Conservation Education	MA	03.0103
Steinhardt Graduate	Food Studies/Library Science	MA	1.1001
Steinhardt Graduate	Games for Learning	MS	13.0501
Steinhardt Graduate	Human Dev & Social Intervention	MA	42.2799
Steinhardt Graduate	Human Development and Social Intervention	MA	42.2799
Steinhardt Graduate	Media, Culture and Communication	MA	9.0702
Steinhardt Graduate	Media, Culture and Communication	PHD	9.0702
Steinhardt Graduate	Media, Culture, and Communication/Library and Information Services	MSLIS	11.0101
Steinhardt Graduate	Music Technology	MM	40.0809
Steinhardt Graduate	Music Technology	PHD	40.0809
Steinhardt Graduate	Nutrition and Dietetics	MS	30.1901
Steinhardt Graduate	Nutrition and Dietetics	PHD	30.1901
Steinhardt Graduate	Phys & Gen Science 7-12 (Inter	MA	40.0801
Steinhardt Graduate	Phys & Gen Science 7-12 (Secon	MA	40.0801
Steinhardt Graduate	physical Therapy	MA	30.0101
Steinhardt Graduate	Psychological Development	PHD	42.2703
Steinhardt Graduate	Psychology and Social Intervention	PHD	42.2799
Steinhardt Graduate	Tchrs of Physics 7-12	MA	40.0801
Steinhardt Graduate	Teaching Mathematics 7-12	MA	27.0101
Steinhardt Graduate	Teaching Physics 7-12	MA	40.0801
Steinhardt Graduate	Teaching Physics 7-12	MS	30.0101
Stern Graduate	Information Systems	MS	11.0401
Stern Graduate	Math & Statistics/Operations R	MS	27.9999
Stern Graduate	Statistics and Operations Rese	MS	14.3701
Stern Graduate	Information Systems	PHD	11.0101
Stern Graduate	Information Systems	PHD	11.0101
Stern Graduate	Information Systems/Intl Busin	PHD	11.0101
Stern Graduate	Math & Statistics/Operations R	PHD	14.3701
Stern Graduate	Math & Statistics/Operations R	PHD	27.9999
Stern Graduate	Statistics and Operations Rese	PHD	14.3701
Stern Graduate	Statistics and Operations Rese	PHD	14.3701
Tisch Graduate	Game Design	MFA	11.0899
Tisch Graduate	Interactive Telecommunications	MPS	11.0801
University College Graduate	Bioethics	MA	26.9999



Classification of Instructional Programs (CIP)

[Home](#)
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[Help](#)
[Contact NCES](#)

CIP 2010 [\(change year\)](#)

[Browse](#)
[Search](#)
[Crosswalk](#)
[Resources](#)
[Quick CIP ?](#)

Detail for CIP Code 45.0603

[Print](#)

Title: Econometrics and Quantitative Economics.

Definition: A program that focuses on the systematic study of mathematical and statistical analysis of economic phenomena and problems. Includes instruction in economic statistics, optimization theory, cost/benefit analysis, price theory, economic modeling, and economic forecasting and evaluation.

Action: No Substantive Changes

▼ Crosswalk ?

CIP Title or Definition Changed

CIP 2000		CIP 2010			
Code	Title	Action		Code	Title
45.0603	Econometrics and Quantitative Economics.	-		45.0603	Econometrics and Quantitative Economics.

▼ Illustrative Examples ?

[Cost Analysis]

[Economic Forecasting]



Dean of Faculty Office via nam02-sn1-obe.outbound.protection.outlook.com
to me ▾

Nice idea. It is an Arts College issue.
Charlie Van Loan



Larry Blume

to me ▾

This is helpful, and seems like something we should attempt.

I'll push it up the chain and we'll see what happens.

...

NEWS | ACADEMICS

Economics reclassified as STEM major, international students now eligible for 2-year work extension



NATALIE GUERRA / STAFF PHOTOGRAPHER

Heejo Kang, CC '18, is an international student majoring in economics who played a central role in helping drive the policy change.

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Economics has been reclassified as a STEM major for Columbia College and General Studies students, the International Students and Scholars Office announced on Wednesday. This means that international students studying economics are now eligible to stay an extra two years in the United States after graduation under a federal law that benefits international students with STEM degrees.

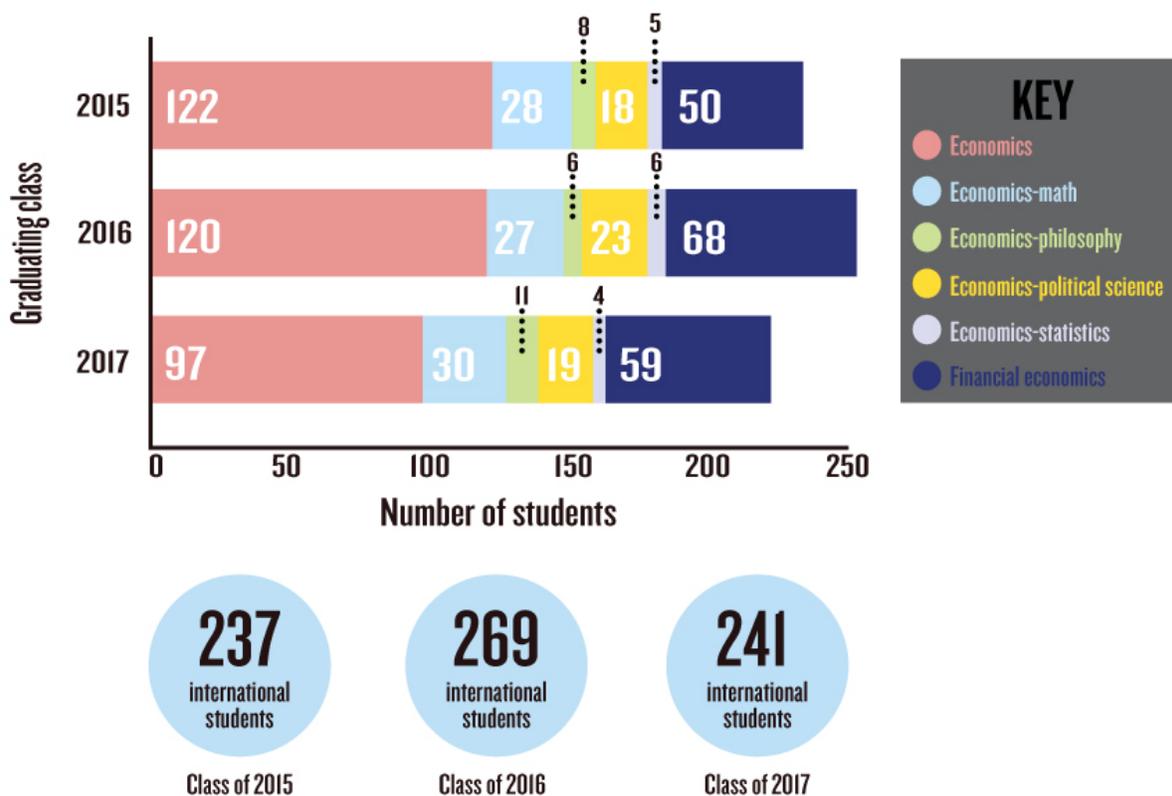
Although international students are able to remain in the country for one year after completing their degree through the Optional Practical Training extension, which applies to those pursuing careers specific to their field of study, those students must leave immediately afterward unless they receive some sort of work extension. The STEM OPT extension, which extends another year of resident status to students with STEM degrees, has helped ease some of these challenges that international students face when searching for long-term employment in the United States.

“It’s going to give international students the freedom to major in economics and have the additional benefit of not having to worry about being deported,” Heejo Kang, CC ’18, said. “Columbia really prides itself as a global university because we do have an incredible number of international students. ... As an international student at a global university like this, I’m confident that this is a change that will benefit a lot of students and the University itself.”

International students, who account for 17 percent of the undergraduate population, have highlighted the difficulty of finding work when operating under the assumption that they can only stay one year after finishing school. This has been made especially tough under a presidential administration that has cracked down on immigration and has imposed a number of policies that make it even more difficult to obtain H-1B skilled work visas, which are given out through a lottery system.

“If you don’t get [an H-1B visa] in your first year, you’re kind of just like in no man’s land because if you’re at a company that’s big enough or nice enough to move you to a different country, that’s great—otherwise you’re kind of in limbo because you’re kicked out of [the United States] even though you kind of did everything right. You went to a good school, got a good job,” Abheek Ghatak, CC ’20 and an economics major, said. “The STEM extension helps hugely with that.”

NUMBER OF COLUMBIA COLLEGE ECONOMICS MAJORS 2015-2017



Graphics by Suzy Shin / Staff Designer

This reclassification follows a precedent set by Princeton, Brown, NYU, and, most recently, Yale (<https://yaledailynews.com/blog/2018/01/17/econ-reclassifies-programs-as-stem/>), who have all designated economics as a STEM subject.

At Columbia, Kang played a central role in helping drive the policy change, reaching out to University President Lee Bollinger last September to urge Columbia to follow the example set by its peer institutions. Over the course of the following months, Kang interfaced with the ISSO and the economics department to make the issue a priority.

Kang was also aided by University Senator Izzet Kebudi, SEAS '19, who met with ISSO director David Austell on multiple occasions on behalf of the University Senate to further push for the change.

The new policy was implemented following a review process by a committee headed by the ISSO and involved changing the major's Classification of Instructional Programs code (<http://registrar.columbia.edu/cip-codes>) to that of econometrics

and quantitative econometrics. The criteria for changing the CIP code are based on how a major's course descriptions and requirements align with the guidelines outlined by the U.S. Department of Education.

However, Austell expressed that although the extension makes international students studying economics eligible to apply, this does not qualify them for all job opportunities.

“It means that international students who are economics majors will be eligible for STEM extension of OPT, if otherwise all the other requirements for the STEM extension are met,” Austell said. “Just because any person has [an] eligible CIP code, doesn't mean any job is available to them. There are a list of steps that have to be followed for any international student to extend their OPT under the extension.”

Especially considering the same change was made to the financial economics major last semester, international students interested in pursuing careers in the field of economics have conveyed the optimism that this reclassification will bring in the future.

“[Trump is] narrowing the door for us. If I can get to stay here in the States for another two extra years, it would be immensely beneficial,” Mark Shin, GS '19 and financial economics major, said.

Complete instructions and guidelines for applying to the STEM extension can be found on the ISSO's website (<https://isso.columbia.edu/content/f-1-stem-opt-extension>).

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Econ reclassifies programs as STEM

JINGYI CUI & ADELAIDE FEIBEL | JAN 17, 2018

STAFF REPORTERS

Despite the tightening of immigration policies under President Donald Trump, international students majoring in economics at Yale will have an easier time seeking work authorization in the United States thanks to a department-led petition.

The Connecticut Office of Higher Education recently approved the Yale economics department's request to reclassify its undergraduate and graduate programs as STEM programs under the U.S. Department of Education's Classification of Instructional Programs code. The new designation makes international students in the economics department eligible for a two-year extension in their Optional Practical Training, in addition to the one-year window they have to pursue work related to their fields of study.

According to a departmentwide email sent by Economics Department Chair Dirk Bergemann on Jan. 3, the new classification of the major as "Econometric and Quantitative Economics" more closely corresponds to the "quantitative and analytical nature" of the program than the previous "Economics, General" classification.

"I'm very happy about this change, for what it spells for both current and future economics internationals at Yale," said Phyu Hnin Lwin '18, an economics major and peer liaison for the Office of International Students and

In 2012, under the Obama administration, the Department of Homeland Security expanded the list of STEM-designated degree programs to include Econometric and Quantitative Economics, among other programs. Since then, several universities, including New York University, Princeton University and Brown University, have reclassified their undergraduate economics program as “Econometric and Quantitative Economics,” according to Isabel Hummel ‘17, a former economics major and international student who is currently working in the United States.

Undergraduate students pursuing a degree in economics at Yale are required to take 12 term courses in total, including micro- and macroeconomics to the intermediate level, one class in calculus and another in econometrics.

Before the change in designation, Hummel said, international economics students would have to rely on the skilled visa program known as the H-1B to pursue career opportunities after the one-year Optional Practical Training extension granted to all international post-graduates. In addition to facing increased scrutiny by the Department of Homeland Security, H-1B visas are awarded on a lottery basis, leading to a “pretty grim” outlook for those hoping to stay in the U.S. after the Optional Practical Training expires, Hummel said. She added that she contacted the Yale College Dean’s Office, Office of International Students and Scholars, and the economics department to urge them to change the economics major’s Classification of Instructional Programs designation. Although several of her international friends who majored in economics work in America and are extremely excited about the change, she said others decided to work abroad partly because they expected to only receive a one-year Optional Practical Training extension.

According to Office of International Students and Scholars Director Ann Kulan, academic departments, the University Registrar’s Office and the Office of Institutional Research review the Classification of Instructional Programs codes of academic programs periodically to ensure that the designation matches the nature of the programs.

administration has not announced any formal changes to the employment-visa programs, the U.S. Citizenship and Immigration Services has stepped up its scrutiny of applications for H-1B. During 2017, the immigration agency issued the highest number of “requests for further evidence” to H-1B applicants since 2009, with 85,000 requests made in the first eight months of 2017.

On April 18, Trump signed the “Buy American and Hire American” executive order urging the Department of Homeland Security, which oversees Citizenship and Immigration Services, to reform policies to ensure that the H-1B visas are awarded only to the “most-skilled and highest-paid beneficiaries.”

“It’s been a very discouraging year to know that the current administration’s views on international students and labor is incredibly negative, especially when I’ve been seeing internationals I know leaving the U.S. because of a lack of sponsorship even before this administration,” Lwin said.

Asked what Office of International Students and Scholars has been doing in response to the current administration’s handling of work authorization for international students, Kuhlman said the office is working closely with its colleagues in international education and exchange to preserve opportunities for foreign students looking to gain work experience in the U.S. after completing their studies.

Hummel said she was glad Yale made the “straightforward” change because the situation tends to be “heartbreaking” for international students who would like to stay in the U.S.

“Anybody who is motivated to do work, especially in the higher skilled jobs should be able to have a fair chance of getting a job and also contributing to the American society,” Hummel said.

Eleven percent of Yale College students were international as of fall 2016.

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(<https://www.insidehighered.com>)



Economics departments reclassify their programs as STEM to attract and help international students

Submitted by Elizabeth Redden on February 19, 2018 - 3:00am

Some economics departments are changing the formal classification of their programs so that international students have more opportunities to work in the U.S. after they graduate.

It may seem like the most bureaucratic of changes, but changing the formal classification -- what's known as [the federal CIP code](#) ^[1] -- for an economics program from the one for "economics, general" to the one for "econometrics and quantitative economics" means that international graduates of those programs can work in the U.S. for two extra years after they graduate while staying on their student visas.

That's because the Department of Homeland Security considers econometrics and quantitative economics -- but not general economics -- to be a STEM field. International graduates of designated STEM programs are eligible for what's known as the STEM OPT extension, which enables them to work in their field for a total of three years in the U.S. while staying on their universities' sponsorship. By contrast, students with degrees in non-STEM fields [are only eligible for one year of OPT](#) ^[2], which stands for optional practical training.

Those involved in recruiting top international students who are considering options in the United States and other countries have long complained that the limited options for postgraduation work in the U.S. place American colleges and universities at a disadvantage. The extra two years that students in eligible STEM programs can spend on spend on OPT arguably make them more hireable, and give them additional chances to try their luck in the annual lottery for the limited number of H-1B skilled worker visas.

Michael Kuehlwein, chair of the economics department and the George E. and Nancy O. Moss Professor of Economics at Pomona College, said he was approached by an international student who asked if the department's economics major could be reclassified as a STEM field. That student had a friend at Williams College, which had already made such a change.

"We do have a fair number of international students who major in economics, and I have heard that only being able to spend one year in this country after you graduate is a real impediment when you're on the job market," Kuehlwein said. "I've actually heard that our majors they have gone on, have gotten a job in consulting or whatnot, and they literally have to leave the country after a year. So I looked at the criteria for this econometrics and quantitative economics major, and it just looked like what we do here already; it seemed like a very close fit. It seemed appropriate to say that this is what we do, and if our international students can benefit, that would be fantastic."

The definition for "[economics, general](#)" ^[3] on the U.S. Department of Education website is for "a general program that focuses on the systematic study of the production, conservation and allocation of resources in conditions of scarcity, together with the organizational frameworks related to these processes. Includes instruction in economic theory, micro- and macroeconomics, comparative economic systems, money and banking systems, international economics, quantitative analytical methods, and applications to specific industries and public policy issues."

By contrast, the definition for "[econometrics and quantitative econometrics](#)" ^[4] is more specialized and mathematically focused: "a program that focuses on the systematic study of mathematical and statistical analysis of economic phenomena and problems. Includes instruction in economic statistics, optimization theory, cost/benefit analysis, price theory, economic modeling, and economic forecasting and evaluation."

"Pomona's program includes instruction in all of those things," Kuehlwein said, ticking through the items on the list. "It just seemed clear that we satisfied the criteria."

Other departments that have made the change include the economics department at Yale University, which announced in January that its undergraduate and graduate economics programs now carry the CIP code for econometrics and quantitative economics. "The new classification more closely corresponds to the quantitative and analytic nature of our programs," says [a statement](#) ^[5] on the Yale economics department website.

The Massachusetts Institute of Technology also made this change in 2016. "At economics at MIT we are the most technical economics program in the United States, probably in the world," said David Autor, the associate head of the department and Ford Professor of Economics. Autor said in the past there was never much of a reason to care about the economics program's CIP code, which was used primarily for the purpose of submitting data to the federal government. But after the Homeland Security Department designated econometrics as a STEM field -- [a move it made in 2012](#) ^[6] -- there were new stakes for students.

"The question we had to ask is, does this qualify under the econometrics designation? It's not that we would say our program is more econometrics than anything else, but does it meet that criteria, because the stakes were high," Autor said. He said the answer is yes.

"We think our students are fully qualified under that heading."

Universities such as Yale and MIT have no shortage of international applicants, but a STEM designation for an economics program unquestionably offers a recruiting edge. In a proposal to change the CIP code for its graduate economics program from the one for economics to the one for econometrics in 2016, the economics department at the University of Wisconsin at Madison cited competition from other programs that had the STEM designation. "This year, we have already had 6 instances of applicants to our terminal MS program declining our offer and accepting the offers [of] other terminal MS programs and the reason given is that the other programs offer a STEM designation," says [the proposal](#) ^[7] considered by the University Academic Planning Council in 2016.

More recently, Madison's agricultural and applied economics department announced in January that it had received approval to change the CIP code for all of its graduate degrees from the one for "agricultural economics."

"When we looked at the description, we pretty much did everything in the description of this new CIP designation, and the old one didn't seem to fit us all that well," said Jeremy Foltz, the department chair. "Since we're brand-new at this, we're not sure all of the things this will mean. We know that there are

advantages in terms of the optional practical training program that our students will get an extra two years, so we think this will help make our program more attractive to foreign students.”

It's not just economics. Heidi Pickett, the director of MIT's master of finance program, said the program changed the CIP code from the one for "business/commerce, general" (non-STEM) to the one for "financial mathematics" (STEM) in 2016 -- a change that she said reflects the evolution of the curriculum to include more financial mathematics and financial engineering course work over the years. Pickett said she's fielded inquiries from other master of finance programs interested in making the same change.

"We're MIT, so we have such a strong brand that we're going to get way more applicants than we could possibly seek," said Pickett. Still, she continued, "the finance space, particularly the master of finance space, is becoming very crowded here in the U.S., as well as outside the U.S. Not all programs are going to be able to survive in the long run. Having the brand that we have but also the STEM designation, I think that will help us in the end to maintain our position -- and I think that will be a challenge for some of the second- and lower-tier programs."

The Department of Homeland Security's Student and Exchange Visitor Program did not comment directly on the choice of some universities to reclassify their programs. "If the Department of Education recognizes a degree program as a STEM degree and that degree falls within the two-digit codes designated by DHS as a qualifying degree, then that degree would qualify for the STEM OPT extension," a spokeswoman said.

Peter Rousseau, the secretary-treasurer of the American Economic Association, said the association has no position on universities reclassifying their programs. "The reclassification question is something determined by universities, and they may have several reasons for doing so, including the nature of their programs falling increasingly into the STEM domain, making the reclassification the intellectually appropriate one," he said.

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