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Type of Action	Legislation
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S.A. Resolution #73
Annual United Student Body Update

ABSTRACT: A thorough review of United Student Body to streamline the process for the coming two years

Sponsored by: Shivang Tayal'16, Emma Johnston'16, Matthew Henderson'15, Maria Chak'18

Whereas, United Student Body has been a working document under the Student Assembly for the last two years.

Whereas, United Student Body promotes more inclusivity, engagement and a diverse composition in Cornell's student organizations.

Whereas, United Student Body has faced obstacles in its implementation in the last two years.

Whereas, the university administration has granted $5,000 for the implementation of United Student Body.

Be it therefore resolved, that United Student Body will be reviewed at the end of every year to ensure more efficient functioning in the succeeding year.

Be it finally resolved, that the changes in the attached appendix will be made to United Student Body.

Respectfully Submitted,

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VP Diversity and Inclusion, Student Assembly

Matthew Henderson'15
VP Internal Operations, Student Assembly

Emma Johnston'16
Arts and Sciences Representative, Student Assembly

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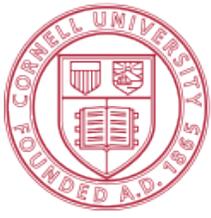
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(Reviewed by: SACIDI, 4/28/15)

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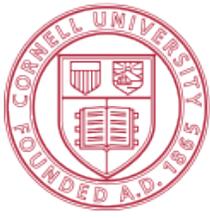
United Student Body

Presented by the Cornell University Student Assembly
Fall 2015 – Spring 2017
Student Assembly
Student Life Diversity and Inclusion Plan

Cornell University
Spring, 2013

Presented by:

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3   *(DRAFT v.5 – April 25th, 2013)*
4

5   **Table of Contents**

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34 **I.   Introduction**

36 According to the ~~2011~~ 2015 Cornell PULSE Survey, 27% of the surveyed students ~~70%~~
37 said they do not feel a sense of community on Cornell's campus. According to the 2013
38 PULSE survey, more than 12% of surveyed students were not satisfied with the ethnic
39 diversity on-campus during their academic year. Further, in the same survey, 40% of
40 students felt they had none or some participation in a diverse and multicultural
41 world. ~~have "very often" or "often" socialized or shared a meal with students differing in~~
42 ~~race, national origin, sexual orientation and political views. Although this is a promising~~
43 ~~statistic, it only partially tells the story of students' sense of diversity and inclusion,~~
44 ~~however..~~

46 ~~Delving below the surface, 38% of students said that "they [occasionally] felt out of place~~
47 ~~or that they didn't fit on campus," 10% said they "often felt" out of place and 6%~~
48 ~~responded saying they felt this feeling "often" in interactions with diverse students.~~
49 ~~Perhaps even more striking, furthermore, is that 16% of the student body stated they~~
50 ~~"occasionally" have felt insulted or threatened based on their social identity, 5% said~~
51 ~~"often" and 4% answered "very often" - together adding up to one in four members of~~
52 ~~the student body.~~

54 Students endorse Cornell's 2000 "Open Doors, Open Hearts, Open Minds" statement
55 and agree with the goals outlined in President Skorton's statement on diversity in 2012.
56 The student body, furthermore, believes that the university's Toward New Destinations
57 framework has laid the foundation to increase institutional diversity at Cornell. Other
58 offices, divisions and resources for students, such as the Center for Intercultural
59 Dialogue (626) and the Office of Academic Diversity Initiatives (OADI) have also laid
60 the foundation for a greater sense of community on campus and seek to foster the
61 greatest sense of inclusion for all students.

63 These initiatives, however, cannot end on an institutional level. Student leaders across
64 this campus must also embrace principles of diversity and inclusion. The notion of
65 diversity is a multi-faceted concept: it encompasses diversity of thought, diversity of
66 culture and diversity of belief. The student body is composed of individuals from
67 different backgrounds, ethnicities, and religions, from each of the fifty states, and from
68 around the world. Students identify with different gender identities, have varying levels
69 of ability, have different skin colors, speak different languages, and observe different
70 religious and cultural customs. Student leaders of every community on campus,
71 therefore, must also engage in the process of making student life at Cornell a more
72 diverse experience; one that fosters the appreciation of differences that exist within the
73 student body and the world.

74
75 Most – if not all – student leaders are in favor of their organizations becoming more
76 inclusive and becoming more diverse. Many student leaders, however, do not
77 necessarily have the tools or know where to start. Cornell is a large, often-decentralized
78 campus and there are many isolated communities. *United Student Body* will provide
79 students with the framework to implement diversity and inclusion initiatives and to
80 bring the student body together across all activities that are the crux of student life.
81
82 **II.   <u>Menu of Annual Student Life Initiatives</u>**
83
84 In honoring and keeping with the above commitments, the Student Assembly asks that
85 each student organization create a *Diversity and Inclusion Plan* (DIP) by selecting three
86 Annual Initiatives from the menu below and incorporating them into the activities of
87 their organization. The DIPs will strengthen organizations and the activities they carry
88 out by connecting communities and bringing activities and events to different places on
89 campus. The three initiatives organizations choose can be from any combination of the
90 below listed menu items.
91
92 Each organization is different and engages in distinct activities. The activities of campus
93 literary journals are different from the activities of a cappella groups, sustainability
94 organizations or pre-professional fraternities. Thus every organization's DIP will likely
95 be different and reflect the nuances of each organization and the work they carry out
96 each semester. *United Student Body* is meant to give students flexibility in determining
97 which diversity and inclusion initiatives are best for *their* organization. The S.A. will not
98 determine what is the best route for any one organization. All organizations over time
99 will implement diversity and inclusion initiatives because all groups ought to share a
100 common thread of appreciating the diversity that exists within the student body.
101
102   **A. Composition**
103
104 Composition refers to student organizations taking specific action steps to offer
105 involvement, participation, and membership to all communities on campus and making
106 sure the demographic makeup of the student organization reflects the diversity of the
107 student body.
108
109   1. **Increase the effectiveness of communication and recruitment**
110   **around diversity:** increase the visibility and influence of the student
111   organizations' messaging, recruitment, and collaboration among many
112   communities. Seek to increase the diversity of your student organization. Seek
113   to appeal and invite the broader Cornell community and seek to assess the

114   venues and media methods that the organization recruits virtually and in-
115   person.

116

117   **2. Increased targeted pipelines:** develop or enhance relationships with
118   strategic partners, student leaders, student organizations, and communities.
119   Assure that every year organizations are maintaining a commitment to recruit
120   from diverse communities – that the partnership becomes an operational and
121   social norm.

122

123   **Initiatives:**

124

125   ● Email diverse student organizations and communities with recruitment blurbs
126   during formal recruitment.

127

128   ● Present at pertinent events, general body meetings.

129

130   ● Organize recruitment events at diverse organizations.

131

132   **Examples:**

133

134   **1.** Email different organizations, resource centers, affinity spaces, and student
135   leaders during formal recruitment with publicity about the organization's
136   recruitment period. Some possibilities include:
137   • ALANA Intercultural Board
138   o The Umbrella Organizations: Black Students United (BSU), La
139   Asociación Latina (LAL), Cornell Asian and Asian American
140   Umbrella Organization (CAPSU), Native American Students at
141   Cornell (NASAC), South Asian Council (SAC).
142   • Haven: The LGBTQ Student Union
143   • Women's Resource Center
144   • The Center for Intercultural Dialogue: 626 Thurston
145   • Office of Academic Diversity Initiatives (OADI)
146   • International Students and Scholars Office (ISSO)
147   • Cornell United Religious Work (CURW)
148   • Student Disability Services or Cornell Union for Disability Awareness

149

150   **2.** Present at pertinent events around campus to discuss the work and
151   opportunities within your student organization. Example of events include
152   but are in no way limited to:

153   • Ujamaa's Unity Hour
154   • LAL's Cafe con Leche
155   • OADI's Tuesday Lunch Engagement Series
156   • American Indian Program (AIP) Wednesdays Soup Day Speakers &
157   Luncheons
158   • Haven: The LGBTQ Student Union Sunday brunch meetings
159   • Thursday Lunch Series at 626 Thurston, The Intercultural Center
160   • Scholars Working Ambitiously to Graduate (SWAG) monthly meetings
161   • Religious organizations' meetings: Committee for the Advancement of
162   Muslim Culture (CAMC), Cornell Hillel, The Catholic Fellowship,
163   among others.
164   • Coffee Hour - have members from organization attend and informally
165   talk about it or request that content relating to respective student
166   organization is used as a discussion topics.
167   • Classes in various academic colleges around the University.
168
169
170   **B. Engagement**
171
172   Engagement is the process of ensuring that students of all identities and backgrounds
173   experience the full range of dynamic and stimulating exchange across difference within
174   student organizations' activities.
175
176   1. **Support and expand a culture and strengthen activities and**
177   **initiatives promoting engagement across difference**: increase
178   communication, offerings, and events that provide exposure to and
179   information on engagement across difference.
180
181   2. **Expand collaboration and intellectual initiatives around diversity:**
182   highlight and encourage activities, intellectual work and conference
183   presentations on topics relevant to the study of diversity.
184
185   **Initiatives:**
186
187   ● Collaborate with different student organizations to plan events that will appeal to
188   the broader Cornell community.
189
190   ● Have scholarships for events or activities that are not financially accessible to all
191   students.

192
193   ● Plan events and meetings that are accessible to people with disabilities.
194
195   ● Form mentorship programs to provide current members not only with an outlet
196   but also engages members across the organization from different backgrounds.
197
198 **Examples:**
199
200   **1.** When planning a banquet, make the dress code less formal so that having the
201   right clothing is not prohibitive on attendance.
202
203   **2.** Write a statement on all advertisements with contact info regarding making
204   accessibility accommodation requests. For example: "We strive to make our
205   events accessible. For accommodation requests please contact
206   abc123@cornell.edu." Or alternatively, "We strive to make our events
207   accessible to all students regardless of financial need. Please contact
208   abc123@cornell.edu if you would like to speak about the financial constraints
209   of the activity."
210
211   **3.** If planning a trip to a conference ask students if they would be willing to
212   donate to a fund for students that might not be able to afford to go without
213   support.
214
215   **C. Inclusion**
216
217 Inclusion refers to cultivating an environment in which students of all identities and
218 backgrounds feel welcomed, included, and at home in the student organization's
219 opportunities activities.
220
221   **1. Highlight and advance an appreciation of the relevance of diversity**
222   **to excellence in student activities**: promote inclusion on the significance
223   of diversity in student activities and support awareness of the catalyzing
224   effects of difference.
225
226   **2. Support leadership development for a target area or constituency**:
227   increase the diversity of participants in leadership training, student
228   leadership positions, conference participation, rewards and recognitions,
229   strategic planning.
230
231 **Initiatives:**

- Choose event themes that foster a sense of diversity and inclusion that allow for all people to be represented.

- Review and ensure that titles, tag-lines, and slogans of events refrain from exclusionary language that ostracize communities on campus.

- For journals, incorporate articles that emphasize diversity or appreciate different cultures and identities.

- Invite various organizations to co-sponsor and take part in organizing events.

- Physically transfer the location of organization's event to a location that represents a different constituency or niche of campus.

Examples:

1. Inclusive themes: Sustainability Hub's Earth Day theme, "The Faces of Sustainability" or the Student Assembly's "Know the Power of Your Words" event which featured a panel where students spoke about their experiences dealing with incidents of gender, race, religion, disability and sexual orientation bias.

2. Concert collaboration between the Glee Clubs of Morehouse College and Cornell University.

III. Implementation and Timeline

A. Structure and Leadership

United Student Body will be implemented by the United Student Body Task Force under the Student Assembly Diversity and Inclusion Committee. The Task Force will elect a Director every year, who will ensure its efficient functioning. It is recommended that the Task Force be composed of students from diverse backgrounds, interests and cultures with at least 15 members.

The function of the Task Force is (1) to review an organization's proposed DIP, (2) approve the DIP or encourage the organization to make changes if necessary, (3) review the extent to which the organization carried out its DIP.

271
272 **B. <u>Gradual Implementation</u>**
273
274 From past learnings and discussions with campus leaders, it has been decided that
275 United Student Body will cover only By-Line and Performance Tier funded
276 organizations under its coverage for the next two years.
277
278 The implementation plan is described below:
279   i) **2015-2016**: Collection and initial review of the DIPs by the United Student
280   Body Task Force. The United Student Body Task Force is required to meet
281   each by-line and performance tier organization at least once within this year.
282   ii) **2016-2017**: Follow-up and successful implementation of DIPs. To ensure
283   that there is real impact created by the DIPs, the USB Task Force will ensure
284   regular follow-ups for successful implementation of DIPs. During this year the
285   USB Task Force is required to meet each organization at least once every
286   semester.
287
288   Upon the successful implementation of this 2 year plan, the Student Assembly
289   leadership will decide whether United Student Body is implementable for
290   more organizations for the subsequent years.
291
292 **C. Selection and Submission of Diversity and Inclusion Initiatives**
293
294
295 The DIP forms, past DIP examples, a comprehensive guide on writing DIPs will be
296 available and encouraged for student organizations to view on OrgSync. The due date
297 for the submission of DIPs will be before Fall Break.
298
299
300 **D. Discussion with Student Organizations' Adviser**
301
302 The Student Assembly Vice President of Diversity and Inclusion will collaborate with the
303 Student Activities Office to organize a training session and workshop for advisers of
304 student organizations at the end and the beginning of the academic year. The training
305 session will focus on methods to incorporate the principles of United Student Body into
306 the organization's activities. The training session will also highlight examples of
307 successful DIPs.
308
309 **E. Cultural and "Niche" Organizations**

310
311 Many cultural organizations on campus already reach out to many communities on
312 campus when they program events. For example, ALANA reached out to the Student
313 Assembly, CAPSU, LAL, BSU, NASAC, SAC, and Haven to be a part of their
314 Commemoration of the Willard Straight Hall Takeover Dinner. However, there is still
315 room for all organizations to reach across difference and become more inclusive and
316 engaging of all communities. All student organizations, eventually, will have to consider
317 how they can engage more communities on campus.
318
319
320
321 **IV.   Preparation, Accountability and Enforcement**
322
323 In order to assure that organizations are upholding the values of diversity and inclusion,
324 the Student Assembly will partner with the Office of Student Leadership, Engagement,
325 and Campus Activities. ~~The Student Assembly Committee on Diversity and Inclusion~~
326 ~~Initiatives (SACIDI) United Student Body Task Force will review organization's selected~~
327 ~~menu items within their Diversity and Inclusion Plans. The co-chairs of SACIDI shall~~
328 ~~designate a task force of no fewer than 8 members of the committee's membership~~
329 ~~whose charge will be to review new and current student organizations' Diversity and~~
330 ~~Inclusion Plans (DIPs). The SA VP of Diversity & Inclusion will chair this task force~~
331 ~~along with one of the SACIDI co-chairs.~~
332
333   **A. Training of Committee Members:** Each member of the committee will take
334   part in an annual training overseen by the S.A. VP of Diversity & Inclusion. The
335   S.A. VP of D&I will coordinate the training with the University Diversity Officers.
336   The training will emphasize the complexity of the notion of diversity, educating
337   members about *United Student* Body, and some of the best practices for
338   implementing institutional frameworks focused on inclusion, with particular
339   focus on *Toward New Destinations*. The training will also focus on the DIP
340   review process and the evaluation of organization progress.
341
342 ~~**Diversity and Inclusion Plan (DIP) Review Process:** The function of the~~
343 ~~committee is (1) to review an organization's proposed DIP, (2) approve the DIP or~~
344 ~~encourage the organization to make changes if necessary, (3) review the extent to which~~
345 ~~the organization carried out its DIP.~~
346
347 ~~**Diversity and Inclusion Plan Timeline:**~~

348 ~~All DIPs are due prior to Fall Break in the Fall semester. The SACIDI members specifically~~
349 ~~tasked with reviewing the Diversity & Inclusion Plans, upon receiving the DIPs, will arrange to~~
350 ~~meet with the groups.~~
351
352 **B. Approving an Organization's Diversity and Inclusion Plan:** The DIP
353 Task Force will approve an organization's DIP if it has satisfied the criteria of the
354 Student Assembly's Student Life Diversity and Inclusion Plan. The student
355 organization must select at least three menu items and implement them over the
356 course of the academic year. For the review process, the ~~committee~~ Task Force
357 must notify the group that it is being reviewed. (This review process must be
358 ongoing.). The ~~committee~~ Task Force must give student organizations the
359 opportunity to meet with its ~~a~~ representative ~~of SACIDI~~ if they need help
360 choosing menu initiatives or would like to review any ideas with regard to their
361 DIP prior to submission.
362
363
364 **C. SA Funding Eligibility:** By-line funded organizations and SAFC performance
365 tier groups, and organizations seeking to become eligible for by-line or
366 performance tier funding, will only be eligible for and receive current funding
367 within this category if they complete a DIP meet with the DIP Task Force, and
368 receive approval of their DIP prior to submitting their budget. Under special
369 circumstances, such as the DIP Task Force's failure to meet the organizations'
370 deadlines or to communicate effectively, the Student Assembly Appropriations
371 Committee may waive this eligibility requirement by a two-third majority vote.
372
373 ~~V.   Implementation Plan~~
374
375 ~~F. Selection of Diversity and Inclusion Initiatives~~
376
377 ~~All student organizations will able to download a document with the examples of~~
378 ~~diversity initiatives above, among many others, in order to plan which initiatives they~~
379 ~~will enact. The Student Activities Office and the Student Assembly will distribute the~~
380 ~~document online.~~
381
382 ~~1. Organization's Student Leadership~~
383
384 ~~The organization leadership will internally discuss which initiatives will be best suited~~
385 ~~for their organization for the academic year.~~
386

387   The Student Assembly Vice President of Diversity and Inclusion as well as members of
388   the DIP Task Force and the Student Assembly Committee on Diversity and Inclusion
389   Initiatives (SACIDI) will hold office hours at the beginning and end of the school year.
390   Organization leadership will have the opportunity to discuss their Diversity and
391   Inclusion initiatives with members of the committee.
392
393   **G. Discussion with Student Organizations' Adviser**
394
395   The Student Assembly Vice President of Diversity and Inclusion will collaborate with the
396   Student Activities Office to organize a training session and workshop for advisers of
397   student organizations at the end and the beginning of the academic year. The training
398   session will focus on methods to incorporate the principles of United Student Body into
399   the organization's activities. The training session will also highlight examples of
400   successful DIPs.
401
402   **H. Cultural and "Niche" Organizations**
403
404   Many cultural organizations on campus already reach out to many communities on
405   campus when they program events. For example, ALANA reached out to the Student
406   Assembly, CAPSU, LAL, BSU, NASAC, SAC, and Haven to be a part of their
407   Commemoration of the Willard Straight Hall Takeover Dinner. However, there is still
408   room for all organizations to reach across difference and become more inclusive and
409   engaging of all communities. All student organizations, eventually, will have to consider
410   how they can engage more communities on campus.
411
412   **I.   Logistics**
413
414   The Student Assembly will partner with the Student Activities Office to successfully
415   implement United Student Body. Upon applying to be a student organization, officers
416   would include which initiatives they plan to enact during the academic year.
417
418
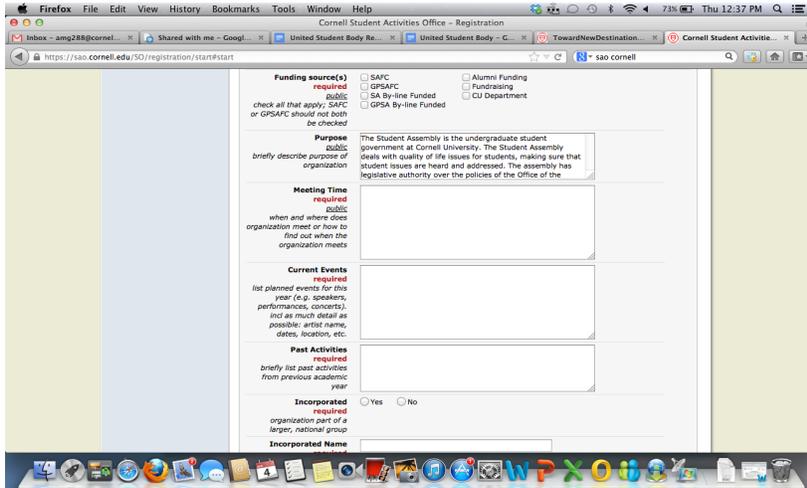
419
420
421 **J. Gradual Implementation**
422
423 *United Student Body* will be phased in over the course of a few years in order to assure
424 that it is properly implemented. Tentatively, the groups in the Student Assembly
425 Finance Commission's (SAFC) "Performance Tier" were the first organizations that will
426 select diversity and inclusion initiatives under *United Student Body*. This occurred in
427 the 2013-2014 academic year. The SAFC estimates that this number will be a small
428 number of organizations relative to the overall number of SAO organizations. Every
429 year, *United Student Body* would apply to the subsequent funding tier and then the
430 process repeats itself. Therefore, each organization writes a new DIP every three years.
431 The focus will be the byline funded organizations in the academic year 2015-16 and the
432 process will be restarted with emphasis on implementation of the DIP. It will be
433 beneficial for the student assembly to restart the process and focus on a smaller group at
434 first and then expand into the lower tier organizations.
435
436 The breakdown of tiers—and the academic year during which *United Student Body*
437 would apply—is below:
438

Tier	Number of Organizations	*USB* Implementation
Byline Funded Organizations	30	2013-2014
SAFC "Performance" tier	–	2013-2014
SAFC tier 2	**–**	**2014-2015**
SAFC tier 3	**–**	**2014-2015**

439

440 *Please note: the number of organizations in each SAFC funding tier is confidential and*
441 *therefore not included in this document.*
442
443
444
445
446 **V. Measurement of Success, Metrics and Acknowledgement**
447
448 **A. Metrics**
449
450 The Student Assembly could collaborate with the Office of Institutional Research and
451 Planning or the Department of Inclusion and *Workforce Diversity to assure that it is*
452 *accurately tracking trends in the opinions of the student body.*
453
454 There are two potential metrics that the Student Assembly could measure the success of
455 *United Student Body*. The first option is observing the changes in the Cornell PULSE
456 survey, which is measured every other year. The survey asks the extent to which
457 students feel comfortable socializing and interacting with students differing in race,
458 national origin, sexual orientation and political views, among other characteristics,
459 during their time at Cornell. Additionally, the survey asks whether they feel "out of
460 place" on campus in interactions with diverse students or whether students have felt
461 insulted or threatened based on their social identity. The Student Assembly could
462 measurably track the changes in these survey questions over time. The drawback,
463 however, is the survey might not specifically address student life or student activities
464 enough, and the S.A. might have to work with the Office of Institutional Research to
465 refine some of the questions.
466
467 A second potential metric is asking that all organizations instruct their membership to
468 complete a survey at the beginning of the academic year. ~~Ulysses Smith, president-elect,~~
469 ~~is currently working on a survey for the S.A. and its committees that could be adapted~~
470 ~~for all student organizations.~~ The survey will ask questions measuring the extent to
471 which members feel included and engaged based on the activities of the organization or
472 the extent to which the composition of the organization reflects the diverse student body
473 at Cornell. This data could then be used as a base line for subsequent surveys. The data
474 could also allow organization leadership to identify particular diversity and inclusion
475 initiatives that they might want to choose to include and engage all communities on
476 campus.
477

478 A third potential metric could be the feedback of the liaisons who will be noting the
479 progress of the organizations and submitting reports on the implementation of the
480 Diversity and Inclusion Plans
481
482 **B. Acknowledgement and Sharing Best Practices**
483
484 The S.A. ought to formally acknowledge student organizations that successfully
485 implement their DIPs. The S.A.'s goal is to bring together as many Cornell communities
486 and groups as possible.
487
488 If an organization demonstrates that it has become more inclusive and diverse by
489 selecting and successfully implementing a DIP (3 of the menu items), then that
490 complying organization will present at an event that the S.A. will organize at the end of
491 the year. The aim is that different organizations will come together and continue the
492 conversation of promoting more diversity and inclusion initiatives and share best
493 practices.
494
495 **VI.   Student Assembly Diversity Innovation Fund**
496
497 A $ 5,000 grant sponsored by the office of the Vice President for Student and
498 Academic Services will be used as an annual fund to sponsor any initiatives to
499 promote on-campus diversity. Metrics for these will be determined by the USB
500 Task Force at the beginning of the academic year.
501
502 ~~**C. Model Organizations and Creating Outreach Requirements**~~
503
504 ~~Organizations particularly successful—meaning reasonably determined to be among the~~
505 ~~most effective organizations in metrics relevant to outreach by the DIP Task Force—~~
506 ~~along United Student Body's core and measurable vectors will take on the added~~
507 ~~responsibility of being "Model Organizations." Model Organizations will act as test beds~~
508 ~~for the development of Outreach Requirements, which will be implemented in the future.~~
509 ~~These requirements should further the goals of United Student Body in the following~~
510 ~~ways:~~
511
512 ~~1.   Increase the visibility and influence of the student organizations' messaging,~~
513 ~~recruitment, and collaboration among many communities.~~
514
515 ~~2.   Seek to appeal and invite the broader Cornell community and seek to assess the~~
516 ~~venues and media methods that the organization recruits virtually and in-person.~~
517

518 3. ~~Be quantitative and reasonably within the control of the organization.~~
519
520 ~~Outreach Requirements will not mandate outcomes. These requirements will be~~
521 ~~developed over a period of two years by the model organizations. At this time, SACIDI~~
522 ~~along with the SA VP of Outreach will meet with the model organizations and determine~~
523 ~~which outreach practices should become requirements. The Student Assembly will then~~
524 ~~vote on these requirements.~~
525
526 ~~These requirements will then be revisited every two years, using the Model~~
527 ~~Organizations as test beds.~~
528
529 **VII. Sample Diversity and Inclusion Plans (DIPs)**
530
531 **To:** Student Assembly VP of Diversity & Inclusion
532 **From:** Minds Matter
533 **Re:** Diversity & Inclusion Plan 2013-2014
534
535 Cornell Minds Matter is a student-run organization that works to decrease the stigma
536 associated with mental illness and finding mental health resources, and makes sure every student
537 has a voice on how their mental health is treated. A struggle that our organization constantly
538 faces is how to reach communities and social groups where mental health is so
539 stigmatized. Holding workshops and panel discussions, although effective, require active student
540 participation. A person has to attend the meeting or walk to the workshop. Not surprising, many
541 groups that shy away from the topic of mental health will opt out of attending our programming.
542 So how do we reach these audiences? That was our focus when creating our initiatives, how do
543 we find those individuals that are essentially "hiding?"

544 The first initiative we are trying to launch in the spring is a mental health diversity
545 campaign. A saying that gets "thrown around" in Cornell Minds Matter a lot is this idea that "
546 We may not all have a mental illness but we all have mental health." This powerful idea will
547 serve as the inspiration for this campaign. We want to structure this as an awareness campaign,
548 tapping into social media particularly Facebook for momentum. We want to bring "Cornell
549 celebrities," the notable students, faculty and staff from around campus to be part of "The Faces
550 of Mental Health." The name is still a work in progress but the idea is as follows:

551 A picture of an athlete with a caption, "I am an athlete, I am all-American, I hold a world
552 record for swimming etc. . .And I care about my mental health" or "it's my mental health." The

553 description would also have a statistic or fact of interest such as 1 in 4 college students will
554 report feeling depressed within their first year. This campaign speaks to the heart of Cornell
555 Minds Matter's message of fighting stigma. It also speaks to a wider audience by showing a
556 diverse group of people from the various communities that affect the Cornell climate. This
557 particular example focused on an athlete, a member of a group on campus that has proven
558 particularly hard for CMM to reach due to scheduling conflicts with much of our programming.

559   CMM has a Campus Outreach Chair who would work with the Vice President of
560 Outreach, the President, and all e-board and staff members on our diversity initiatives committee
561 to implement the campaign. Work would include contacting leaders from across campus, as we
562 do with many of our other events and structuring a visual slogan/picture concept. This campaign
563 is our way of entering the different communities of the campus, through a liaison that provides
564 our message the credibility it needs to be heard.

565   The second initiative we want to work on this year is our Random Acts of Culture or
566 RAC component of our outreach branch. We already take part in Random Acts of Kindness
567 where we hand out candy before prelims, pass out inspirational quotes throughout the academic
568 year etc. RAC is a division that has, as of late, been on hold. The idea would be to bring cultural
569 groups from across campus to perform in front of audiences whom would not seek out the group.
570 The idea would be to bring performance groups such as Bhangra, African Dance Repertoire,
571 Baraka Kwa Wimbo and the Irish Step team to places like trillium, Robert Purcell Community
572 Center and Ho plaza, to show people who wouldn't actively engage in these cultures a bit about
573 what they represent.
574   CMM believes that exposure is a step towards tolerance. By allowing
575 communities to mix and interact, the exposure can help unite the diversity of the campus. To
576 accomplish this we have a campus outreach chair that will work with the Vice President of
577 Outreach, President and RAC subcommittee to make sure a diverse group of performers are
578 contacted and a wide range of venues set up.

579   The third initiative we want to try and implement this year would be a restructuring of a
580 monthly event we already put on called Procrastinate at the Straight. Every month we hold this
581 event in Willard Straight hall as an opportunity for students to relax and take their minds off their
582 stresses. We provide free cookies, massages, crafts etc. Our idea for next semester is to ask
583 different cultural groups to host different tables. One table could have members of Cornell
584 Filipino club showing off a dish of theirs alongside information about their nation. Next to them

585   could be G@C, Ghanaians at Cornell, who would have their own table. Bringing these different
586   groups together for a common goal would again, increase tolerance and hopefully stir
587   conversation within these student organizations about how they can focus more on their own
588   mental health.

589   To accomplish this we have a Procrastinate at the straight e-board member who will work with
590   the Vice President of Events, President and Procrastinate subcommittee to make sure a diverse
591   group of organizations are contacted.

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593   **To:** Student Assembly VP of Diversity & Inclusion
594   **From:** Student Union Board
595   **Re:** Diversity & Inclusion Plan 2013-2014
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597   Overview: The Student Union Board has worked as a team to think up new ways that the board
598   can reach out to the Cornell Community and bring more diversity of thought, interest, identity,
599   and culture to Willard Straight Hall.
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Composition
During recruitment, SUB will try to reach out to more facets of the student body that make use of the Straight.

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1. SUB will grow its liaison positions from The Theater, APO, and Slopefest to encompass more groups who use the straight. Looking to add Minds Matters and Woman's Resource Center. Goal 3 new positions
2. Will reach out to students who are on north campus by having some tables in RPCC and Appel for recruitment and event information. Looking to add more Greeks, freshmen, and students from Co-Ops. Goal at least 2 from each group of new members
3. Finally we will create learning opportunities for our existing members by working with DOS staff to better make our organization aware of meeting the needs of a diverse student body. Goal at least 2 trainings

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Engagement
The Student Union Board will create programs that reach out to many of the areas of the campus in hopes to bring diverse thought into the straight.

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1. We will continue to host programs such as Coffee hour and Dr T series every week. Coffee Hour creates dialogue about a unique issue on campus each week bringing in a diverse student prospective on this issue. Dr. T project has a professor come in and

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619	discuss new weekly issues using differxent forms of media. Goal increase current
620	attendance 10%
621	2. We will partner with other organizations when doing study breaks and procrastinates to
622	bring unique groups such as the Pokémon club, knitting club, or the Hawaiian Club to the
623	building and enhance existing events. Goal 6 collaborations
624	3. We are also currently collaborating with SA in order to create this year's AIDS week.
625	This year's AIDS week will target students from various backgrounds in order to
626	showcase that AIDS is an issue that affects people globally from all different types of
627	backgrounds. We are also collaborating with other student organizations, i.e. HAVEN,
628	Women's Resource Center, IFC, Panhellenic, MGLC, CU-Tonight as well as other
629	organizations on campus. Goal reach 1000 student with events
630	**Inclusion**
631	Student Union Board will incorporate all students hosting or assisting in events at the Straight.
632	1. We will make sure that all of our events are in accessible locations. Goal all
633	2. We will mandate that organizations who throw events in the Straight try to the best of
634	their ability to not exclude any group when throwing an event. We will do this by
635	creating a new position of Diversity and Inclusion Chair who will work to ensure these
636	initiatives are followed. Goal fill position
637	3. We will make an effort to take every opportunity to make Willard Straight Hall a more
638	fun place on campus that best meets all non-academic student needs. We will do this by
639	looking into ways to make rooms more usable and create use for currently unused spaces.
640	Goal find use for old shop under theater
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