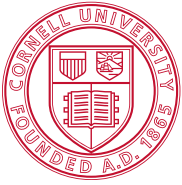


Cornell University Student Assembly

Cornell University Student Assembly Agenda of the Friday, December 4, 2015 Meeting 4:30pm-6:30pm in Rockefeller Hall Room 104

- I. **Call to Order & Roll Call**
- II. **Open Microphone**
- III. **Announcements and Reports:**
 - a. *Committee Chair Reports*
- IV. **Business of the Day**
 - a. *Resolution 24: Cost Barriers to Study Abroad*
 - b. *Resolution 25: Bystander Trainings for Student Groups*
 - c. *Resolution 26: Promoting Justice and Friendship in the Housing Lottery*
- V. **New Business**
 - a. *Resolution 27: Ending Bottled Water Sales on Cornell Campus*
 - b. *Resolution 28: Improving Research Matching for Students and Professors*
 - c. *Resolution 29: Improving Academic Advising*
 - d. *Resolution 30: Indigenous Peoples' Day*
 - e. *Resolution 33: Supporting the Establishment of a Veterans Resource Center*
- VI. **Executive Session Internal Elections**



Cornell University Student Assembly

Originally Presented on:	11/05/2015
Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #24 Cost Barriers To Study Abroad

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ABSTRACT: This resolution recommends that Cornell University take necessary strides to reduce cost barriers for studying abroad.

Sponsored by: *Philip Titcomb '17*

Whereas, the former President of Cornell University, President David Skorton, set a goal for the university that 50% of students will have had a meaningful educational experience abroad by the year 2020;

Whereas, only 476 students studied abroad through Cornell Abroad in 2012-2013;

Whereas, Cornell University imposes a \$2,500 fee to “[cover] costs of remaining registered, transferring credit and financial aid” for all students who are studying abroad during the academic year, commonly referred to as the CIPT (Cornell International Program Tuition);

Whereas, students are already discouraged from studying abroad due to co-curricular obligations, fear of not graduating in 4-5 years, and fear of language and cultural barriers;

Be it therefore resolved, that the Student Assembly recommends that President Garrett encourage the Cornell Board of Trustees to eliminate or significantly reduce the CIPT to help students offset the additional costs that they will incur as a part of their abroad experience including student visas and airline tickets;

Be it further resolved, that the Student Assembly recommends that each college create additional grants and scholarships to offset the price of airfare for semester abroad students;

Be it further resolved, that the Student Assembly recommends that the Administration continue to charge students the cost of their non-Cornell international program in lieu of charging for traditional Cornell tuition and fees for their semester abroad;

Be it further resolved, that the Cornell Abroad Office make significant strides to be more transparent in regards to costs incurred by students, including outlining the necessity for any administrative or other fees charged to students;

Be it further resolved, that a copy of this resolution be forwarded to the Faculty Senate to help improve the quality of the Cornell undergraduate experience;

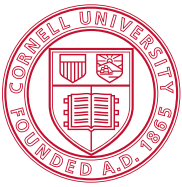
Be it finally resolved, that the Student Assembly will continue collaboration with the Cornell Abroad Office on real and perceived barriers to study abroad.

Respectfully Submitted,

Jordan Berger '17
Parliamentarian, Student Assembly

Philip Titcomb '17
LGBTQ+ Representative, Student Assembly

(Reviewed by: Academic Policy Committee, 10/28/15)



Cornell University Student Assembly

Originally Presented on:	11/05/2015
Type of Action:	Legislation
Status/Result:	New Business

1 S.A. Resolution #25
2 Bystander Trainings for Student Groups
3

4 ABSTRACT: This resolution calls for the creation of a large-scale “Caring Community” peer-to-peer
5 training session related to mental health, sexual assault, mitigating the harms of high-risk drinking,
6 and diversity issue sensitivity. All byline funded organizations would be required to send a
7 representative, and SAFC is encouraged to adopt a similar policy.
8

9 Sponsored by: Emma Johnston '16, Matt Indimine '18, Carolina Bieri '16, Radhika Gupta '18
10

11 **Whereas**, the Student Assembly prioritizes the wellbeing of students;
12

13 **Whereas**, the Student Assembly allocates funding through the Student Activity Fee to byline funding
14 organizations;
15

16 **Whereas**, some byline organizations informally participate in sessions to train members and student
17 leaders on “how to respond to friends in distress,” including Gannett’s “Friend to Friend
18 Program,” Cayuga’s Watchers trainings, EARS outreach, and Wingman101;
19

20 **Whereas**, student wellness and wellbeing is a priority of every student organization, regardless of their
21 explicit mission, since students comprise their memberships;
22

23 **Whereas**, Appendix B, Section 1 of the Student Assembly Charter states that “Each organization that
24 receives funding from the Student Assembly (SA) through the Student Activity Fee (SAF) is
25 subject to guidelines set by the Assembly;”
26

27 **Whereas**, the Student Assembly’s Health and Wellness Committee is currently working on coordinating
28 a large-scale training session for all interested students in the areas of sexual assault/violence,
29 mental health & wellbeing, and mitigating the harms associated with high-risk drinking;
30

31 **Be it therefore resolved**, that the Student Assembly, through the Health and Wellness and Diversity
32 Committees, in coordination with student organizations, plans a “Caring Community” training
33 session encouraging and instructing appropriate peer intervention on the issues of mental and
34 emotional health & wellbeing, sexual assault and misconduct, mitigating the harms associated
35 with high-risk drinking, and diversity issue sensitivity;
36

37 **Be it further resolved**, this training session be open to the entire Cornell community on the afternoon
38 of Sunday, February 21st;
39

40 **Be it further resolved**, that the Student Assembly requires each byline organization, with the exception
41 of the Collegiate Readership Board and Club Insurance, to send at least one representative from
42 their executive board, where an executive board exists, to this training session;
43

44 **Be it further resolved**, that the Student Assembly encourages the Student Activity Finance Commission
45 to consider adopting a similar policy requiring SAFC funded organizations to also send
46 representatives;
47

48 **Be it finally resolved**, that the Student Assembly seek input pertaining to implementing a policy
49 requiring each byline organization to hold a “Caring Community” training session for their entire
50 memberships during each academic year.

51
52 Respectfully Submitted,

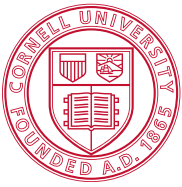
53
54 Matt Indimine '18
55 *Undergrad Rep, University Assembly*

56
57 Emma Johnston
58 *Vice President, Student Assembly*

59
60 Carolina Bieri
61 *Co-Chair, Health and Wellness Committee*

62
63 Radhika Gupta
64 *Womens Rep, Student Assembly*

65
66
67 *(Reviewed by: HEALTH AND WELLNESS, 26-0-0, 11/3/15)*



Cornell University Student Assembly

Originally Presented on:	(MM/DD/YY)
Type of Action:	Legislation
Status/Result:	New Business

S.A. Resolution #26

Promoting Justice and Friendship in the Housing Lottery

1
2
3
4 ABSTRACT: This resolution changes the order in which students receive their time-slots and pick their
5 blocking unit and creates a two-part lottery system to guarantee that students can live with their friends,
6 reduce politicking, and give more time to freshmen to select blocking units.

7
8 Sponsored by: Gabriel Kaufman '18
9

10 Whereas, according to Article III, Section 1 of the Student Assembly Charter, “the Student Assembly has
11 *legislative authority* over the policies of the Division of Campus Life” and thus by extension the
12 Office of Residential and Event Services (ORES) therein;
13

14 Whereas, the Student Assembly has exercised this authority in the past, such as when the Student
15 Assembly passed (AY 2012-2013) Resolution #12: “Adoption of a Gender Inclusive Housing
16 Policy” and (AY 2009- 2010) Resolution #13: “Housing Lottery Time Slots;”
17

18 Whereas, the Student Assembly has a compelling interest in reviewing the distribution pattern of the
19 living arrangements of students throughout the campus;
20

21 Whereas, the Office of Residential and Event Services manages the housing lottery to which this
22 resolution refers in the following clauses;
23

24 Whereas, the housing lottery is the primary means by which returning students obtain residence and thus
25 defines the aforementioned distribution pattern;
26

27 Whereas, in the current housing lottery system, students receive time-slots *before* they decide who will
28 comprise their blocking unit of no more than four other students (five students per blocking unit)
29 and those time-slots are allocated randomly to students by class year;
30

31 Whereas, this system results in a random group of students (those receiving early time-slots) with the
32 ability to decide *both where and with whom they will live*;
33

34 Whereas, such a system allows a student with the better time-slot to exercise complete power over the
35 composition of his or her blocking unit, creating an unfair and unequal dynamic among students
36 who do have early time slots and those who do not;
37

38 Whereas, allocating the time-slots before the students choose their blocking unit partners creates a
39 perverse incentive for students to choose *with whom* they will live as a function of *where* they
40 will live, which makes building friendly communities more difficult as those blocking units are
41 chosen not based on the inherent qualities of the students, but on the prospect of receiving better
42 housing;
43

44 Whereas, that incentive is removed if participants cannot choose based off another participant's time-slot;
45

46 Whereas, a housing lottery system where students choose with whom they will live before they know

47 where they will live will incentivize students to choose blocking unit partners based only off the
48 value of their friendship (or their compatibility as roommates);
49

50 Whereas, such a system which allows students to pool their chances of getting a better time-slot by
51 blocking with other students increases the blocking unit's chance to get better housing
52 proportionally to the number of students in the block (e.g, giving a blocking unit of x number of
53 students x time slots and assigning the blocking unit the best one);
54

55 Whereas, such a system would be fair for large, medium, and small blocking units as larger blocking units
56 would be more likely to get better time-slots but smaller blocking units would have more
57 available blocks from which to choose;
58

59 Whereas, the Office of Residential and Event Services would be able to adjust the probability that a
60 blocking unit with x number of participants receive a time-slot sufficient to obtain favorable
61 housing such that there is no advantage to having a larger block,
62

63 Whereas, such as system would give participants far more time to decide who will be in their blocking
64 unit as they would not have to wait for the assignment of the time slot in February to think about
65 who they will block with;
66

67 Whereas, a housing lottery system incorporating all of these features can be created by changing the order
68 of assigning the time-slot and choosing with whom to block, and by switching to a two-part
69 housing lottery outlined in the following clauses;
70

71 Be it therefore resolved, that the Office of Residential and Event Services change the order in which
72 participants receive their time slots and decide with whom to block, such that participants choose
73 their blocking unit and then, after submitting the blocking unit, collectively receive a time slot to
74 select their residential community (in most cases a building, such as Becker House or Cascadilla
75 Hall), and then, once they have selected their residential community (defined at the discretion of
76 the Office of Residential and Event Services), the residential community shall conduct a second
77 internal lottery with the same group with new timeslots to determine the order in which blocking
78 units select their rooms;
79

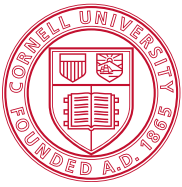
80 Be it further resolved, that the capacity of residential communities would be determined according to the
81 total number of beds available in a residential community instead of based on individual rooms or
82 blocks;
83

84 Be it further resolved, that blocking units *may not break up until there are no suitable blocks remaining in their*
85 *residential community capable of fitting that blocking unit*, as this guarantees that blocking unit members are
86 able to live in the same residential community as their block mates even in the event that in the
87 internal lottery, all of the members are not able to block together;
88

89 Be it further resolved, that in the individual residential community lotteries (the second lottery), blocking
90 units would collectively receive a new time slot for which to choose their specific living arrangements
91 in the residential community;
92

93 Be it further resolved, that if blocks do break up, the students in those blocks would be able to block in any
94 available rooms in the residential community during the time-slot their blocking unit received

95
96 Be it further resolved, that in the first lottery, blocking units collectively receive the best time-slot of the
97 time-slots that any of the participants would have received under the current system;
98
99 Be it further resolved, that the Office of Residential and Event Services have otherwise broad discretion
100 in implementing this policy change to take into account the nuances of the system;
101
102 Be it finally resolved, that the Office of Residential and Event Services report to the Student Assembly
103 before the conclusion of the 2016 Spring Semester to give an update on ORES's progress in
104 implementing the change.
105
106
107 Respectfully Submitted,
108
109 Gabriel Kaufman '18
110 *Undesignated At-Large, Student Assembly*
111
112 Christian Welling '17
113 *Residential Student Congress Liason*
114
115 Erinn Liu '18
116 *Engineering Representative, Student Assembly*
117
118 Dustin Liu '19
119 *Freshman Representative, Student Assembly*
120
121 Justin Selig '17
122 *Engineering Representative, Student Assembly*
123
124 Patricia Mawn-Malhau '18
125 *Advocacy Director, Residential Student Congress*
126
127 *(Reviewed by: Residential Life Committee, DATE)*
128



Cornell University Student Assembly

Originally Presented on:	11/19/2015
Type of Action:	Sense of the Body
Status/Result:	New Business

1 S.A. Resolution #27
2 Ending Bottled Water Sales on Cornell Campus

3
4 ABSTRACT: This resolution seeks to end the purchase, sale, and distribution of bottled water on
5 Cornell University campus and sanctioned events.

6
7 Sponsored by: Emma Johnston '16
8

9 **Whereas**, the Cornell Climate Action Plan, which seeks to “provide a model for solutions that will engage,
10 educate, and inspire our state, nation, and our world,” identifies energy conservation as one of the
11 five recommended action areas and promotes “active leadership” and “campus engagement from
12 faculty, staff, students, and alumni
13

14 **Whereas**, President Garrett said that she and campus leaders “agree that moving toward greater sustainability
15 is a priority,” emphasizing the necessity of Cornell’s campus to act as a living laboratory for
16 sustainability
17

18 **Whereas**, 870+ Cornell students, faculty, alumni, and staff have signed a petition in support of ending
19 bottled water sales on campus
20

21 **Whereas**, all incoming students receive free reusable water bottles
22

23 **Whereas**, Cornell has installed more bottle filling stations designed for reusable water bottles since 2010
24

25 **Whereas**, Cornell’s design standards for new buildings and renovations now include bottle filling stations
26

27 **Whereas**, Cornell Water Filtration Plant filters Cornell’s tap water, which consistently exceeds EPA standards
28

29 **Whereas**, public tap water is safe and significantly more affordable, accessible, and environmentally
30 sustainable than bottled water
31

32 **Whereas**, Cornell annually sells 350,000-400,000 single-serving water bottles and purchases more than 30,000
33 five-gallon carboy water bottles for campus water coolers
34

35 **Whereas**, the Cornell community spends an estimated \$640,000 on bottled water per year, but the same
36 volume of tap water would cost \$1,000
37

38 **Whereas**, Cornell’s annual consumption of bottled water causes nearly 115,000 kg of CO2 emissions, which
39 is equivalent to 265 barrels of oil
40

41 **Whereas**, plastic water bottles enter Cornell’s waste stream which increases campus’ greenhouse gas
42 emissions as well as contributes to the larger landfill crisis
43

44 **Whereas**, over 90 Colleges and Universities have banned or are restricting the use of bottled water on their
45 campuses, including Harvard University and Brown University
46

47 **Whereas**, Cornell has an opportunity to be a leader in environmental stewardship
48

- 49 **Be it therefore resolved**, that the Student Assembly recommends that the University take concrete steps to
50 slowly end the purchase, sale, and distribution of bottled water on campus and at University
51 sanctioned events, specifically refusing to sell bottled water through Cornell Dining and vending
52 machines, and including a significant tax-based phase-out for at least one year, and a strategic
53 marketing campaign of the tax and the bottle phase-out
54
- 55 **Be it further resolved**, that the Student Assembly recommends that President Garret issue a directive to all
56 departments, facilities, and functions discouraging the purchase of bottled water for their offices or
57 events
58
- 59 **Be it further resolved**, that the Student Assembly recommends that the University encourage the use of and,
60 where possible, give out reusable bottles at University sanctioned events and functions for free
61
- 62 **Be it further resolved**, that the Student Assembly recommends that the University continue investing in
63 drinking fountain infrastructure by increasing the number of and, where possible, retrofitting
64 drinking fountains on campus with bottle filling stations for reusable water bottles
65
- 66 **Be it further resolved**, that the Student Assembly recommends pairing the campus phase-out of bottled
67 water with educational campaigns to aid the transition and bring awareness to Cornell's contribution
68 to global waste streams
69
- 70 **Be it further resolved**, that the Student Assembly recognizes the importance of sustainability and authorize,
71 endorse and facilitate efforts to educate, via various media, the University community regarding the
72 value and benefits of tap water
73
- 74 **Be it further resolved**, that the Student Assembly recommends reviewing current and negotiating future
75 beverage contracts
76
- 77 **Be it finally resolved**, that the Student Assembly recommends that the President's Sustainable Campus
78 Committee (PSCC) includes a timeline of specific measures pertaining to decreasing the consumption
79 of bottled water into its "annual progress report on Cornell's campus sustainability initiatives and
80 commitments" as part of the Climate Action Plan
81

82 Respectfully Submitted,

83
84 Emily Dong '18

85 Chair of Environmental Policy and Planning Commission, Student Assembly

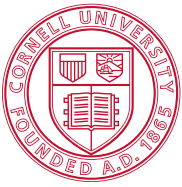
86
87 Cornell Environmental Collaborative (ECO)

88
89 Take Back the Tap

90
91 KyotoNOW!

92
93 Society for Natural Resources Conservation (SNRC)

94
95 *(Reviewed by: Environmental Policy and Planning Committee, 14-0-0, 11/16/15)*



Cornell University Student Assembly

Originally Presented on:	11/19/2015
Type of Action:	Recommendation
Status/Result:	New Business

S.A. Resolution #28

Improving Research Matching for Students and Professors

ABSTRACT: Resolution recommending the Cornell administration implements a program to fix the research matching process.

Sponsored by: Ben Bacharach '18, Gabriel Kaufman '18

Whereas, Cornell University prides itself on being a world-renowned research university that encourages undergraduate research;

Whereas, it is difficult for many undergraduates to find research opportunities and will often not do research because of the challenge of finding opportunities;

Whereas, Cornell does not currently have an organized resource for students to find research opportunities and for professors to advertise research opportunities;

Whereas, undergraduate research plays a vital role in the education of undergraduate students;

Whereas, Cornell students could benefit from a streamlined research opportunity finding process;

Be it therefore resolved, the SA recommend the Cornell administration implement a university wide program to increase the transparency for research opportunities and encourage undergraduate research campus wide;

Be it finally resolved, that the University consider ResearchConnection or other vendors as a potential option to address this problem, as it matches students with research opportunities, encourages students to become more involved in research and to develop relationships with professors, and saves professors and students time with its skill-matching features by pairing professors who are looking for certain skillsets with students who can provide such expertise at a cost of \$5,000/year.

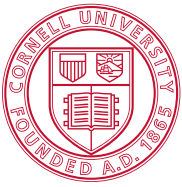
Respectfully Submitted,

Adam Bronfin '18
Community Member, Academic Policy Committee

Ben Bacharach '18
Industrial and Labor Relations Representative, Student Assembly

Gabriel Kaufman '18
Undesignated At-Large, Student Assembly

(Reviewed by: Academic Policy Committee, 11/11/2015)



Cornell University Student Assembly

Originally Presented on:	11/19/15
Type of Action:	Sense of the Body
Status/Result:	New Business

1 S.A. Resolution #29
2 Improving Academic Advising

3
4 ABSTRACT: This resolution recommends that the Faculty Senate work with the Student Assembly
5 to improve academic advising for undergraduates.

6
7 Sponsors: Katie Zhu '18, Gabriel Kaufman '18

8
9 **Whereas**, the relationship between faculty and students is an integral part of the Cornell experience;

10
11 **Whereas**, faculty-student advising serves the function of fostering closer relationships between
12 faculty and undergraduates at an individual level;

13
14 **Whereas**, according to the 2015 PULSE survey, 34% of overall students at Cornell were either
15 'Generally dissatisfied' or 'Very dissatisfied' with academic advising;¹

16
17 **Whereas**, overall student satisfaction with academic advising is 17% lower than Cornell's
18 overall student satisfaction;²

19
20 **Whereas**, page 84 of the Faculty Handbook reads, "The precise form of this [student] advising
21 varies from one academic unit to another and is ordinarily established by the department chair or
22 dean in consultation with individual faculty members;"

23
24 **Whereas**, the Faculty Senate's Educational Policy Committee is tasked with considering
25 revisions to the Faculty Handbook;

26
27 **Be it therefore resolved**, that Student Assembly recommends that the Faculty Senate
28 Educational Policy Committee consider adding more specific language outlining the precise
29 obligations faculty advisors have to undergraduates to the faculty handbook, and that this
30 language be added at the broad discretion of the EPC.

31
32 Respectfully Submitted,

33
34 Katie Zhu '18

35 *CALS Representative, Student Assembly*

36
37 Gabriel Kaufman '18

¹ See Appendix A

² Ibid.

Satisfaction with Cornell

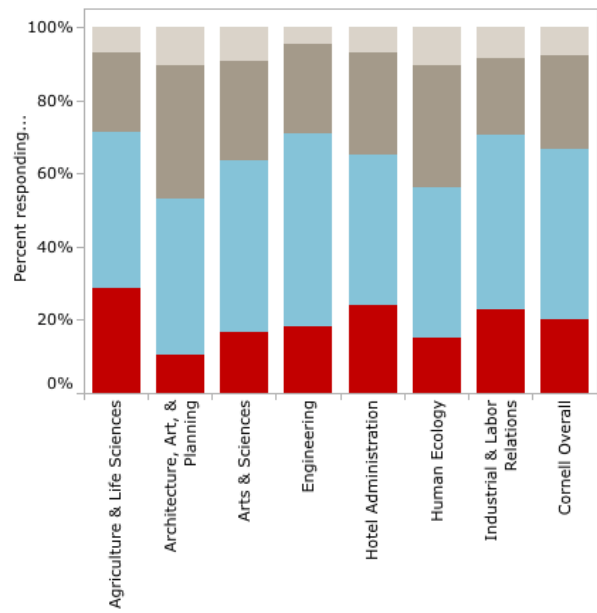
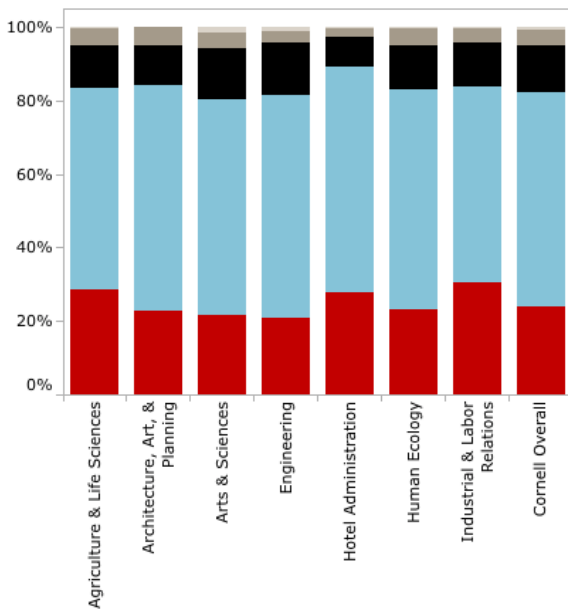
Overall, how satisfied have you been with your undergraduate education so far?

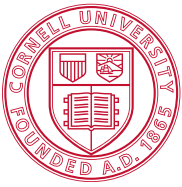
Satisfaction with:

Academic advising

Very satisfied
Generally satisfied
Ambivalent
Generally dissatisfied
Very dissatisfied

Very satisfied
Generally satisfied
Generally dissatisfied
Very dissatisfied





Cornell University Student Assembly

Originally Presented on:	11/19/2015
Type of Action:	Sense of the Body
Status/Result:	New Business

S.A. Resolution #30 Indigenous Peoples' Day

1
2
3
4 ABSTRACT: This legislation seeks to amend the Cornell Academic Calendar to recognize
5 Indigenous Peoples' Day on the second Monday of October, which is commonly referred to as
6 Columbus Day.

7
8 Sponsored by: Maria Chak '18, Saim Chaudhary '17
9

10 **Whereas**, Columbus Day, a federal holiday in the United States of America, is celebrated on second
11 Monday of October every year to signify the landing of Christopher Columbus in what is now
12 known as and called the Americas
13

14 **Whereas**, millions of Native Americans were either killed or driven out of their native lands as a result
15 of the colonization that ensued after Columbus' voyage;
16

17 **Whereas**, according to reasonable estimates, 20 million indigenous people resided on the lands now
18 known as and called the Americas before Christopher Columbus discovered what is now called
19 the Americas;
20

21 **Whereas**, roughly 19 out of 20 indigenous people lost their lives during colonization,
22

23 **Whereas**, Cornell University and the City of Ithaca were established on the ruins of indigenous societies
24 that were brutally devastated throughout the course of colonization that ensued after Christopher
25 Columbus' arrival,
26

27 **Whereas**, the land that Cornell University sits upon was seized from the Cayuga Nation during a
28 scorched earth campaign commissioned by General George Washington in 1779,
29

30 **Whereas**, at Cornell, there is no formal acknowledgement of the violent colonialist history behind the
31 seizure of lands later granted to the university,
32

33 **Whereas**, at Cornell, there is no formal acknowledgement of Cornell's ongoing occupation of native
34 territories,
35

36 **Whereas**, Cornell University has an ethical obligation as a land-grant institution of higher
37 education to promote the public good and confront systems of oppression,
38

39 **Whereas**, the commemoration of Columbus Day ignores the loss of lives and territories of the
40 indigenous people, which was a direct result of the actions of colonizers
41

42 **Whereas**, Columbus Day memorializes the ethnic cleansing of the lands now called the Americas and
43 consecrates the arrival of colonizers whose arrival to lands known as the Americas marked the
44 liquidation of hundreds of indigenous cultures,
45

46 **Whereas**, Indigenous Peoples' Day claims space after an erasure of the violent land seizures, giving
47 voice to an often invisible and marginalized group of people.
48

49 **Whereas**, the celebration began in Berkeley, California, through the International Indian Treaty Council
50 and Denver, Colorado

51
52 **Whereas**, there are 9 cities in the lands now called the United States celebrating Indigenous Peoples’
53 Day, including: Albuquerque, New Mexico; Lawrence, KS; Portland, OR; St. Paul, MN; Bexar
54 County, TX; Anadarko, OK; Olympia, WA; Alpena, MI; and Seattle, Washington.

55
56 **Whereas**, the students of Cornell’s peer institutions, specifically Harvard and Brown, are advocating and
57 pushing for Indigenous Peoples’ Day

58
59 **Whereas**, institutional recognition and affirmation of Indigenous People’s Day at Cornell University will
60 aid the efforts to transfer spaces and voices to indigenous people as a step towards
61 acknowledging the university’s role in an invisible, large part of history, as well as empower
62 marginalized, local indigenous communities that still exist to this day

63
64 **Be it therefore resolved**, that the Student Assembly recommends that the Provost amends Cornell
65 University’s Academic Calendar to annually recognize Indigenous Peoples’ Day on the day on
66 which Columbus Day is federally observed

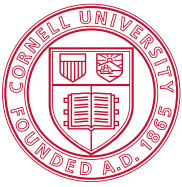
67
68 Respectfully Submitted,

69
70 Maria Chak ‘18
71 *Vice President of Outreach, Student Assembly*
72 *Co-President of Amnesty International*

73
74 Christopher Hanna ‘18
75 *Co-President of Amnesty International*
76 *Assistant Director of the Cornell Roosevelt Institute Center for Foreign Policy and International Affairs*

77
78 Saim Chaudhary ‘17
79 *Vice President of Diversity and Inclusion, Student Assembly*

80
81 *(Reviewed by: Diversity and Inclusion Committee, 11/15/15, 14-0-0)*



Cornell University Student Assembly

Originally Presented on:	12/3/2015
Type of Action:	Recommendation
Status/Result:	New Business

1 S.A. Resolution #33
2 Supporting the Establishment of a Veterans Resource Center
3
4 ABSTRACT: This resolution aims to increase on-campus support for veteran students through the
5 creation of a resource center, knowledgeable staff, and a team room in order to ensure the effective
6 recruitment, retention, and transition of veteran students.
7
8 Sponsored by: Matt Indimine '18, Dustin Liu '19, Seamus Murphy '16, David Outlaw '17
9
10 **Whereas**, the Student Assembly is charged “with the authority and the responsibility to examine any
11 matters which involve the interests or concern the welfare of the student community.”
12
13 **Whereas**, the University counts more than 400 veterans among students, faculty, and staff.
14
15 **Whereas**, there is currently no resource center that is specific to the needs of veteran undergraduate
16 students, and as a result these students have reached out to veteran staff to mitigate
17 difficulties.
18
19 **Whereas**, veteran students have expressed concerns regarding the lack of support from the
20 administration in the recruitment, support, and transition of veterans to the university
21 setting.
22
23 **Whereas**, in 2013, the U.S. Department of Education, the U.S. Department of Veterans Affairs, and
24 the U.S. Department of Defense set forth a voluntary initiative titled “8 Keys to Veterans’
25 Success” which details steps that postsecondary institutions can take to assist Veterans and
26 Service members in transitioning to higher education.
27
28 **Whereas**, as of the first of December 2015, 1,958 colleges and universities have committed to
29 supporting veterans as they pursue their education and employment goals.
30
31 **Whereas**, other comparable institutions such as Brown University and Syracuse University house
32 resource centers and have support staff that support the recruitment and retention of
33 veterans through accessible staff members and resources.
34
35 **Whereas**, the Cornell Undergraduate Veterans Association has been established in efforts to
36 increase communication between veteran students and has indicated a lack of
37 acknowledgement of the challenges that they face.
38
39 **Whereas**, both the Student Assembly and the University actively tackle issues facing the diverse
40 communities on campus, yet fail to address the needs of the veteran community.
41
42 **Be it therefore resolved**, that the Student Assembly recommends that Cornell creates a Student
43 Veteran Resource Center to address the needs of our students that have served our country,
44 and serve as a team room;
45

46 **Be it further resolved,** that this Student Veteran Resource Center be lead by a full-time paid staff
47 member who is a VA-certified official to better connect veteran students with University
48 resources, including but not limited to: Financial Aid, Student and Academic Services, Career
49 Services, and Gannett Health Services.

50
51 **Be it finally resolved,** the Student Assembly recommends the University to show a greater amount
52 of support for student veterans by recognizing the challenges that are faced by these
53 individuals.

54
55 Respectfully Submitted,

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57 Matt Indimine '18

58 *Chair of Student Assembly Health and Wellness*

59 *Undergraduate Representative, University Assembly*

60

61 Dustin Liu, '19

62 *Freshman Representative at-Large, Student Assembly*

63

64 Seamus Murphy, '16

65 *Member, Cornell Undergraduate Veterans Association*

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67 David Outlaw, '17

68 *Member, Cornell Undergraduate Veterans Association*

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71 *(Reviewed by: Health and Wellness Committee, 12/1/2015)*

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Appendix A – 8 Key Steps

The "8 Keys to Veterans' Success" are steps that postsecondary institutions can take to assist Veterans and Service members in transitioning to higher education, completing their college programs, and obtaining career-ready skills.

Postsecondary institutions listed on this site have voluntarily affirmed their support for the 8 Keys. However, a listing here is not a representation or assurance by the U.S. Department of Education that an institution has implemented the 8 Keys or how well it has implemented them, and it does not constitute an endorsement by the U.S. Department of Education of these institutions or their policies or programs.

To help you determine whether a school meets your needs or interests, we recommend that you seek out additional information from the school or schools you are considering. You may also wish to seek additional information from current or former students, and other sources.

The 8 Keys

1. Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans.
2. Ensure consistent and sustained support from campus leadership.
3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
4. Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them (even if limited in size).
5. Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.
6. Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion.
7. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.
8. Develop systems that ensure sustainability of effective practices for veterans.

<http://www.ed.gov/veterans-and-military-families/8-keys-success-sites>

134 **Appendix B – Syracuse University Programming**

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136 VETERANS CAREER TRANSITION PROGRAM (VCTP)

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138 Transitioning from the military to careers in civilian business/industry, government and other
139 careers often presents two challenges:

140 -How to translate education, experience, skills and training from a military to civilian
141 environment to be a competitive candidate for recruitment and hiring?

142 -How to develop the soft skills necessary to succeed in a civilian corporate or government
143 environment, particularly in business sectors not closely connected to the military?

144

145 The Veterans Career Transition Program, operated by the Institute for Veterans and Military
146 Families at Syracuse University, is delivered at no cost to post-9/11 veterans, their spouses, and
147 spouses of active duty military. Paid for in entirety by a grant from JPMorgan Chase & Co, VCTP
148 offers solutions to the above challenges, as well as connections to specific education and training
149 programs, business/industry coalitions focused on veteran employment and information about
150 national and state-level opportunities and benefits for veterans and their families. The Professional
151 Skills Track and the Tech Track are offered through an advisor-led group admitted quarterly, and
152 the Independent Study Track is available for start at any time. Each track is described below.

153

154 <http://vets.syr.edu/education/employment-programs/>