



Cornell University University Assembly

Cornell University Assembly

Agenda of the March 13, 2018 Meeting

4:30 PM – 6:00 PM

401 Physical Sciences

- I. Call to Order (Chair)
 - a. Call to Order (1 minute)
 - b. Welcome and Introduction (2 minutes)
 - c. Call for Late Additions to the Agenda (2 minutes)
- II. Consensual Relationships Policy Committee (C. Van Loan) (20 minutes)
- III. Approval of the Minutes (Chair)
 - a. February 13, 2018 (2 minutes)
 - b. February 27, 2018 (2 minutes)
- IV. Committee Reports
 - a. Executive Committee (E. Michel) (1 minute)
 - b. Codes and Judicial Committee (M. Battaglia) (1 minute)
 - c. Campus Welfare Committee (J. Anderson) (3 minutes)
 - d. Campus Infrastructure Committee (C. Schott) (1 minute)
- V. Business of the Day
 - a. Resolution 9: Reinstating the Budget Planning Committee (J. Anderson) (9 minutes)
 - b. Resolution 10: In Support of E.A. R. 8: Furthering the Institutional Commitment to All LGBTQ+ Members of the Cornell Community (J. Anderson) (1 minute)
 - c. Resolution 12: Increasing Access to Gender Neutral Bathrooms on Campus (C. Schott) (5 minutes)
 - d. Resolution 13: Risley Crosswalk Resolution (C. Schott) (5 minutes)
 - e. Resolution 14: Making Cornell's Economics program STEM-certified (C. Schott) (5 minutes)
- VI. Working Group on Hate Speech and Harassment (R. Lieberwitz & M. Battaglia) (30 minutes)
- VII. Assembly Reports
 - a. Student Assembly (J. Kim) (1 minute)
 - b. Graduate and Professional Student Assembly (E. Winarto) (1 minute)
 - c. Employee Assembly (C. Wiggers) (1 minute)
 - d. Faculty Senate (C. Van Loan) (1 minute)
- VIII. Liaison Reports
 - a. Policy Advisory Group (E. Winarto) (1 minute)

If you are in need of special accommodations, contact Office of the Assemblies at (607) 255-3715 or Student Disability Services at (607) 254-4545 prior to the meeting.



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- b. Transportation Task Force (K. Fitch) (1 minute)
 - c. Council on Sexual Violence Prevention (K. Quinn) (1 minute)
 - d. Student Health Benefits Advisory Council (J. Anderson) (1 minute)
 - e. Campus Planning Committee (M. Hatch) (1 minute)
- IX. Late Additions to the Agenda (2 minutes)
- X. Adjournment (1 minute)
- XI. Executive Session
- a. Internal liaison appointment to the Judicial Codes Counselor search committee (3 minutes)

Synopsis of “Policy 6.x”: Consensual Relationships (3/12/2018)

Romantic or sexual relationships between faculty and students can jeopardize the integrity of the University’s mission. Professional and institutional power differentials are part of academic life, but it is unacceptable when they become instruments of coercion, making it difficult for a student to refuse an advance or leave a relationship. Even where fully consensual, romantic or sexual relationships between faculty and students can adversely affect the research/learning climate for others because of rumored or actual favoritism.

Policy 6.x is concerned with relationships in which one individual (the authority) can influence the academic or professional progress of the other (the subordinate). It applies only to those situations where the subordinate is an undergraduate student, a graduate student, or a postgraduate. The authority is typically a faculty member, but it can also be a postgraduate, a graduate student, an undergraduate student, or a staff member.

Policy 6.x is not about the policing of morals. It is about guaranteeing the right of Cornell students to pursue their academic and professional interests in an environment that is free of preferential treatment, unfair advantage, discrimination, and coercion. Therefore,

- All romantic or sexual relationships between faculty and undergraduates are prohibited. Anything less would interfere with the principle of “any person, any study.”
- All romantic or sexual relationships with the property that one party has authority to make decisions that can directly affect the academic progress or professional advancement of the other party are prohibited. This would include authority-subordinate pairings where the subordinate is either a graduate student or a postgraduate and the authority is a faculty member who plays the role of advisor, special committee member, course instructor, degree-program director, department chair, etc. Prohibitions would also apply if the subordinate is an undergraduate and the authority is (say) a coach, an undergraduate grader, or a graduate TA.

Consensual relationships that are not prohibited may require disclosure with a recusal plan in order to protect the subordinate and preserve the integrity of the academic workplace. An example would be a faculty-student relationship where both belong to the same graduate field. The plan would likely prohibit participation by the faculty member in field decisions that would affect the student’s financial support or academic standing.

Policy 6.x details both the disclosure process and the processes that are invoked when there is a policy violation. As written, the implementation of these procedures requires the creation of a “6.x Office” in central HR. This office (perhaps just a single person) would serve as a resource for authorities who may need help with disclosure and for subordinates who may need help with a difficult situation. These roles square with the idea that Policy 6.x is as much about harassment prevention as anything else. The 6.x Office would also coordinate with department chairs, degree program directors, college deans, the dean of faculty, and others to ensure that enforcement procedures are evenly applied and faithfully executed. Timeliness, confidentiality, and due process are essential if the policy is to be effective.



Cornell University University Assembly

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Minutes of the February 13, 2018 Meeting

4:30 PM – 6:00 PM

401 Physical Sciences

- I. Call to Order (Chair)
 - a. Call to Order (1 minute)
 - i. G. Kaufman called the meeting to order at 4:33pm
 - b. *Present:* J. Anderson, M. Battaglia, R. Bensel, M. de Roos, K. Fitch, M. Hatch, G. Kaufman, J. Kim, J. Kruser, C. Schott, C. Van Loan, A. Waymack, C. Wiggers, E. Winarto
 - c. *Absent:* L. Copman, V. Guido, R. Howarth, E. Loew, E. Michel, K. Quinn,
 - d. *Others present:* G. Giambattista, T. Malone
 - i.
 - e. Welcome and Introduction (2 minutes)
 - i. G. Kaufman introduced Craig Wiggers, the new chair of the EA, who is replacing the outgoing chair of the EA, Ulysses Smith.
 - f. Call for Late Additions to the Agenda (2 minutes)
- II. Approval of the Minutes (Chair)
 - a. January 30, 2018 (2 minutes)
 - i. The minutes were **approved** by unanimous consent.
- III. Dean Eduardo Peñalver on the Regulation of Speech and Harassment (30 minutes)
 - a. Dean Peñalver said that he planned on being on the committee but was asked to take the role of the chair. He said the committee has met once. He said that, at that meeting, they mapped out their plan. He said their charge was to answer four questions posed by President Pollack. The sub-committee that he is working on is the smallest, with eight members. He said that, he thinks that that is by design. The basic timeframe is to have the work completed by the end of the spring semester. He said that the first half of the time, they have been gathering facts. The sub-committee has been looking at University documents, lining up various meetings with the Title IX Office, Judicial Administrator's Office, The Judicial Codes Counselor's Office the Bias Reporting Office, etc. He said that they are also meeting with other interested student organizations and groups, and, later, a survey will be administered to gather quantitative data and feedback about the Campus Code of Conduct. Later, they will draft a recommendation for changes to the Campus Code



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of Conduct. He said that there is a process that any Campus Code of Conduct changes must go through, and that that is beyond that scope of the sub-committee.

- i. J. Anderson said that he has concerns about the representation on the sub-committee because there are two freshmen, and from an undergraduate perspective, he would not trust them. He asked if there is anything being done to address the concerns.
 1. Dean Peñalver said that he had no role in choosing who was on the committee. He said that he appreciates the concerns. He said that it is helpful to have a small group looking at the issue. He said that, in coming up with any recommendations, he would want to have all the breadth of concerns from everyone. He said that the specific undergraduates shouldn't matter because requests for feedback will be going to individuals and groups.
- ii. M. Battaglia said that Dean Peñalver has been very accessible. He said that he looks forward to the meeting tomorrow. He asked, how does Dean Peñalver see the sub-committee and the UA and CJC working together?
 1. Dean Peñalver said that he looks forward to the conversation tomorrow. He said that, speaking from the process of the sub-committee, there is an internal process outlined. He said that he hopes to create some harmony between the groups. He said that he hopes that the work is not wasted, and that the work is enriched. He said that the sub-committee has to stand on its own feet.
- iii. C. Van Loan said that he would rather have an enthusiastic non-expert, than an unenthusiastic expert. He said that it would be great to see a handful of failed attempts. He said that he is in favor of the freshmen. He said that it would be interesting to see the layouts of the permutations of different scenarios to analyze solutions.
- iv. R. Bensel said that the CJC has emphasized concrete examples. He said that it is more complicated than it looks, but he recommends it. He said that one concern is to sub-committees use of the word "propose," since that is the UA's domain. He said that the sub-committee should let the UA see what the sub-committee gathers. Then, that recommendation can be channeled through the UA's proposal
 1. Dean Peñalver said that the sub-committee's work is not self-executing, nor does it have a binding effect. He said that, whatever happens after the sub-committee issues a recommendation, it will be



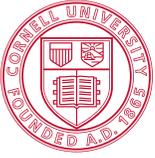
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left up to the governing processes. He said that the sub-committee is not trying to formally insert itself into this process.

2. R. Bensel said that he is not worried about the sub-committee, but rather the President.
- v. J. Kruser said that it seems like a main concern seems to be communication. He said that any means to keep the UA and CJC in the loop will ease the process going forward.
- vi. J. Kruser said that the CJC is looking at a clear language overhaul of the Campus Code of Conduct. He said that he appreciates keeping that idea in mind.
- vii. A. Waymack asked that Dean Peñalver keep in touch. She asked, if the Black communities on campus have been involved? She said that there seems to be no Black representation on the sub-committee.
 1. Dean Peñalver said that there will be broad representation, and that anyone is welcome to send any recommendations.
- viii. M. Hatch said that there has been so much litigation of hate speech. He said that he is assuming that this can be an easily transparent process.
- ix. G. Kaufman recommended that Dean Peñalver remain open to consultation from the UA.
- x. Dean Peñalver said that he is happy to come back and meet again as the semester goes on. He said that hopes that what the sub-committee does is additive.

IV. Business of the Day

- a. Request from the Office of the President (25 minutes)
 - i. G. Kaufman said that everyone should refer to UA Resolution 11.
 - ii. J. Kruser said that the Executive Committee met with the President this morning for clarification on the written statement that she provided in regard to the reappointment process for the JA. He said the process that is currently being used is undocumented.
 - iii. He said that there has been a commitment to work with the President's office to develop a formal reappointment process by the end of this semester.
 - iv. M. Battaglia asked if this process is going to be used to reappoint the JA for another year? He said that he hopes that this should not be passed today, since it was only shared a few hours ago. He said that the community and the CJC will be interested in looking at this Resolution.



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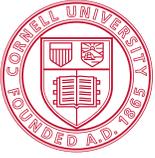
1. A. Waymack said, yes to the first question, this would extend the term of the current JA for one year. To the second, she said that President Pollack hopes this Resolution passes today.
2. J. Kruser said that Michelle Horvath is aware that this conversation is going on.
3. Point of Information-Battaglia-Has this been put out for community comment?
 - a. G. Kaufman said no.
4. M. Hatch said that he is fine with this, as there must be a formalized process. He said that the “Therefore be it resolved” should have language about how the UA is in charge of developing a process for reappointment. He said that the words should be rearranged to include a timeline for beginning a process.
5. J. Kruser said that he intended to include a definitive timeline to finish by the end of the semester.
6. M. Hatch said that, in the “Be it Therefore Resolved,” it should include how the UA is going to take action. He said that it should include how the UA is in control of the process.
7. M. Battaglia motioned to suspend the agenda and return to the standard order of business.
 - a. The motion was seconded. There was no dissent. The motion was adopted by unanimous consent.
8. M. Hatch motioned to amend the Resolution to strike lines 13-16. Then to add, “To establish an appointment/reappointment procedure...” M. Battaglia seconded the motion. The purpose is to reflect the President’s comprehensive view of what is to be accomplished. Amend line 27, to read “The University Assembly concurs with the...” Then add a second resolved clause to reflect the President’s cooperation.
 - a. A Waymack moved the question. R. Bensel seconded the motion.
 - b. J. Kruser said that a few minor formatting and language changes would need to be corrected before a vote can occur.
 - c. M. Battaglia said that the issue here is reappointment, and when the CJC gave a previous process to the President, it



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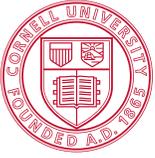
was not accepted. He said that there is no need to look over the whole process.

- d. By a vote of 11-0-2, the motion to vote was adopted.
9. By a vote of 10-0-3, the amendment was adopted.
- v. R. Bensel asked who the author of the Resolution was?
 1. J. Kruser said that the Executive Committee authored the Resolution.
 2. R. Bensel asked if the President saw the Resolution, and if changes were made?
 3. J. Kruser said yes, a grammatical error.
 4. J. Kruser said that President Pollack spent a half an hour detailing her thought process and logic of her response. He said that the President is actually looking for a longer term for the JA, but since that can't be done right now, the President asked for a one-year extension while this issue is hashed out.
 5. J. Kruser said that President Pollack said that, to adopt a better practice, and to employ it two years later, is unreasonable.
 6. R. Bensel asked if the resolution was written after the meeting with President Pollack. He asked A. Waymack and G. Kaufman how they feel about this?
 7. G. Kaufman said that he is impartial.
 8. A. Waymack said that G. Kaufman did the work on drafting the resolution. She said that she is not complacent, and that she has worries. She said that she is concerned about the schedule for the rest of the semester. She said that, given the stakes, she would pass this today, and as of now, she would abstain.
 9. J. Kruser said that, while having the President's Office as stakeholder in the Resolution is odd, the process of how it was developed is not. He said, with Michelle Horvath being aware of the conversation, he is more comfortable. He said that he would go with the Resolution.
 10. M. Battaglia said that his big contention is that it should not be voted on today. He quoted President Pollack. He said he intends to motion to table this resolution. He said there is no person in the room to spread the news to the community. He said that he would like the CJC to take a look at the Resolution. He said, through a process previously passed with the help of Joel Malina, there should



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- be more community comment. He said that this should be put on the website and be opened to the rest of the community.
11. M. Battaglia motioned to tabled. K. Fitch seconded the motion.
 - a. By a vote of 13-1-1, Resolution 11 has been tabled to the next meeting.
 12. M. Battaglia motioned to table the rest of the resolutions and adjourn the meeting.
 - a. There was no dissent. The Resolutions were tabled, and the meeting was adjourned.
 - b. Resolution 9: Reinstating the Budget Planning Committee (J. Anderson) (5 minutes)
 - i. Tabled until the next meeting
 - c. Resolution 10: In Support of E.A. R. 8: Furthering the Institutional Commitment to All LGBTQ+ Member of the Cornell Community (J. Anderson) (5 minutes)
 - i. Tabled until the next meeting
- V. Assembly Reports
- a. Assembly Reports were tabled until the next meeting.
- VI. Committee Reports
- i. Committee Reports were tabled until the next meeting.
- VII. Liaison Reports
- a. Liaison Reports were tabled until the next meeting.
- VIII. Late Additions to the Agenda (4 minutes)
- IX. Adjournment (1 minute)



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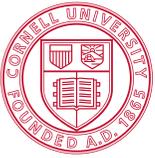
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Minutes of the February 27, 2018 Meeting

4:30 PM – 6:15 PM

401 Physical Sciences Building

- I. Call to Order (Chair)
 - a. Call to Order (1 minute)
 - i. G. Kaufman called the meeting to order at 4:31pm
 - b. *Present:* J. Anderson, M. Battaglia, R. Bensel, M. de Roos, K. Fitch, V. Guido, M. Hatch, R. Howarth, G. Kaufman, J. Kruser, E. Loew, E. Michel, C. Schott, C. Van Loan, A. Waymack, C. Wiggers, E. Winarto
 - c. *Absent:* L. Copman, J. Kim, K. Quinn, C. Van Loan
 - d. *Others present:* G. Giambattista, T. Malone
 - e. Welcome and Introduction (2 minutes)
 - f. Call for Late Additions to the Agenda (2 minutes)
 - i. There were no late additions to the agenda.
 - ii. M. Battaglia moved to amend the agenda to hold the election for Executive Vice Chair.
 1. There was no dissent.
 - iii. The University Assembly thanked Anna Fore Waymack for her service to the University Assembly and wished her well with her future endeavors.
- II. Approval of the Minutes (Chair)
 - a. February 13, 2018 (3 minutes)
 - i. The minutes were **tabled** until the next meeting.
- III. Business of the Day
 - a. Resolution 5: Bylaws Change Clarifying the Charge of the Codes & Judicial Committee (M. Battaglia) (5 minutes)
 - i. M. Battaglia- There have been no changes made. Small updates have been included in the CJC's charge in three different areas.
 - ii. J. Kruser- Is the "will" intentional?
 - iii. M. Battaglia- Any code amendments must go through the CJC.
 - iv. M. Battaglia- It is a bylaw change; the UA is eligible to vote on it today.
 1. The resolution was **adopted** by a vote of 14-0-1.
 - b. Resolution 11: Accepting President's Proposal of a One-Year Term Extension for the Judicial Administrator (10 minutes)



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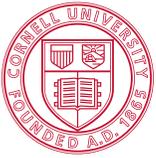
- i. G. Kaufman- This is probably the most contentious resolution. This resolution was produced from an ongoing conversation between the UA Executive Committee and the President, in regard to the JA appointment and reappointment process.
- ii. E. Winarto- motion to amend the resolution to add a “Be It Resolved” clause, adding, “Be It Finally Resolved, that a new or revised JA appointment/reappointment shall be finalized and agreed upon by all University Stakeholders by the last meeting of the Assembly in May 2018, and in the case that this is not achieved, the Assembly intends to follow the procedure currently laid out in the Campus Code of Conduct.”
 1. J. Anderson seconded the amendment.
 2. J. Kruser- setting a timeline is great, however, because this process is behind, the intent should be to follow the procedure that has been used, not what is in the Campus Code of Conduct.
 3. M. Battaglia- the procedure could be followed with this upcoming October. If we reach an impasse, it is good to have something to do by October, when the time comes to deal with this issue.
 4. M. Hatch- the current procedure is to set up a committee that re-nominates, and that the committee meets in the Fall, finalizes its deliberations, and have a decision, Right?
 5. M. Hatch- there is no reappointment procedure?
 - a. G. Kaufman- no there is not.
 6. J. Kruser- meeting with the President’s Office was helpful, and not adversarial.
 7. E. Leow- what is the intent of JA?
 8. G. Kaufman- believes the current JA intends to serve as the JA indefinitely.
 9. E. Leow- so why go through all of this trouble? This seems like something that can be solved by Executive Committee in a handshake.
 - a. M. Battaglia- the Campus Code of Conduct only allows two-year terms, not one year. The President has encouraged us to follow the rules and procedures, and the President has expressed her concern for the re-appointment process, and right now, there is no procedure for re-appointment. The President has also said that she doesn’t want us to change the



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process while there is still a JA re-appointment pending. This amendment says, if what is needed is not done, and a process is not in order, in October, the UA will convene a JA search committee.

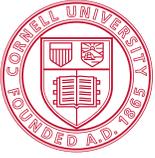
10. J. Kruser- motion to amend to add “on October 1, 2018.”
 - a. M. Battaglia seconded the amendment.
 - b. M. Battaglia- we don’t need “beginning.”
 - c. M. Battaglia-call the question- to make an amendment to the amendment- there was no dissent. The amendment was adopted.
11. E. Leow called the question. J. Kruser seconded.
 - a. By a vote of 14-0-1, the amendment was adopted.
- iii. G. Kaufman- who is regarded as a “stakeholder?”
- iv. G. Kaufman- motined to amend the amendment to change stakeholders to “By the University President and the University Assembly”
 1. There was no dissent to the amendment.
- v. M. Battaglia- the CJC met last Wednesday. The CJC recommended a change on line 21. The CJC also expressed concern about line 15, where it states “that is more in line with HR practices and peer institutions;” because, at our peer institutions, the community is less involved in this process.
- vi. M. Battaglia- motion to amend line 21 to read “the University Assembly concurs with the President’s proposal”
 1. E. Leow called the question. R. Bensel seconded the amendment.
 - a. There was no dissent. The amendment was adopted.
- vii. M. Battaglia- motion to amend line 15 to strike “that is more in line with HR practices and peer institutions;”
 1. E. Leow called the question. There was no dissent. The amendment was adopted by unanimous consent.
- viii. J. Kruser called the question on the resolution. There was no dissent to voting.
 1. By a vote of 14-0-1, the resolution was adopted, and will be conveyed to President Pollack.
- c. Resolution 9: Reinstating the Budget Planning Committee (J. Anderson) (5 minutes)
 - i. J. Anderson- the goal is to amend the bylaws to allow the UA and other assemblies to have a role in the budgeting process, since only the Faculty



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Senate is really involved. It allows shared governance to participate in the most important process of the University.

- ii. M. Battaglia- is this language resurrecting old language? Is this a new committee?
 1. J. Anderson- no, it uses other language; it is a brand-new initiative.
- iii. G. Kaufman- this is L. Copman and J. Anderson's initiative.
- iv. K Fitch- point of information- why was this committee dissolved?
 1. G. Kaufman explained why the committee stopped meeting in 2000.
- v. C. Schott- have you spoken to anyone in higher administration, and what are their feelings on this?
 1. J. Anderson- no, there has not been any contact with higher administration
- vi. J. Anderson- sentiment is well taken. The reason this presents itself differently is because there is much more of a focus on funding and budgeting. Undergraduate students and graduate students have always been interested in budgeting, but certain situations, like the Mitch McBride case last year, have not helped that. Let's give this to the President, and see what she says, because we need this for shared governance.
- vii. R. Bensel- in 2000, there was no Cornell Tech, now, there is a Cornell Tech; in the faculty senate, there is a concern about jurisdiction because it creates a space normally outside of the jurisdiction of the Faculty Senate and the UA, does this resolution cover Cornell Tech?
 1. J. Anderson-that would be too difficult, because shared governance must first mold the relationships with Cornell Tech and integration; administration should coordinate that.
- viii. J. Kruser- is there a group on campus that already has these talks? If so, we could send a liaison. There has to be a group that already has these high-level discussions.
- ix. J. Anderson- this committee would not be under the UA, but only put into the Bylaws of the UA. There is a group that is already having these discussions, but the group discussing this is more focused on academics.
- x. J. Kruser- is there a chance that we could get any eyes in the room on the existing committee? Also, consider committee staffing, as it is already difficult to staff the current committees.
- xi. E. Leow- this committee is advisory; it has no power. It depends on the willingness of the Provost, not the President. We used to have fiscal



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responsibility, and we lost that, because we weren't willing to do anything with the power that we had. I'm not sure that we need another committee that is going to provide opinions. If Michael Kotlikoff doesn't want to do anything, he won't do it.

- xii. M. Hatch- suggested that the two enthusiastic individuals should go to the Provost and the Office of Budgeting and Planning, then ask if a resolution could be put forth that would show that we are eager to be included in the process.
 - xiii. M. Battaglia- motion to table the resolution to discuss at a future meeting.
 - 1. By a vote of 14-0-1, the resolution was **tabled**.
 - xiv. M. Battaglia- motion to suspend the agenda to allow time for the guest speakers.
 - 1. There was no dissent. The agenda was suspended.
 - d. Resolution 10: In Support of E.A. R. 8: Furthering the Institutional Commitment to All LGBTQ+ Member of the Cornell Community (J. Anderson) (10 minutes)
 - i. J. Anderson- motion to table. M. Battaglia seconded the motion.
 - 1. By a vote of 10-0-2, the resolution is **tabled**.
- IV. Late Additions to the Agenda (2 minutes)
- a. There were no late additions to the agenda.
- V. Assembly Reports
- a. Student Assembly (J. Kim) (2 minute)
 - i. C. Schott- There is a new member on the Executive Board who is trying to rework the website. There has been a net-print task force set up to investigate the issues surrounding printing. The SA is also considering adding a liaison veteran chair.
 - 1. J. Kruser- recommend reaching out to the veteran network.
 - b. Graduate and Professional Student Assembly (E. Winarto) (2 minute)
 - i. E. Winarto- there was a GPSA meeting on Monday. There was a discussion about internal processes and procedures.
 - c. Employee Assembly (C. Wiggers) (2 minute)
 - i. C. Wiggers- very happy to be here to represent the EA. With the transition in leadership, the EA is focused in cleaning up any old business and providing updates as to where certain resolutions stand in their current stage.
 - d. Faculty Senate (C. Van Loan) (2 minute)



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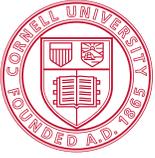
- i. C. Schaeffer- setting up an ad-hoc committee to explore how well non-faculty academics and post-docs have their interests represented.
- VI. Committee Reports
 - a. Executive Committee (A. Waymack) (2 minute)
 - i. G. Kaufman- Anna Waymack resigned from her position. The UA Executive Committee decided to remove a member of the CJC; this can be discussed with individual members, but for privacy reasons, it will not be discussed to everyone.
 - b. Codes and Judicial Committee (M. Battaglia) (2 minute)
 - i. The HSWG is making progress in its staffing and has met.
 - c. Campus Welfare Committee (J. Anderson) (2 minute)
 - i. The date for the referendum is in April; This is not a student-based issue. Everyone is welcomed and encouraged to participate. We are trying to find ways to interpret the data to ensure that everyone has a fair and equal voice in the voting.
 - d. M. Battaglia- motion to extend the meeting by five minutes. There was no dissent.
 - e. Campus Infrastructure Committee (C. Schott) (2 minute)
 - i. The meetings alternate bi-weekly with the UA. Looking to expand the access gender neutral bathrooms and feminine hygiene products.
- VII. Liaison Reports
 - a. Policy Advisory Group (E. Winarto) (1 minute)
 - i. E. Winarto- there are no updates.
 - b. Transportation Task Force (K. Fitch) (1 minute)
 - i. K. Fitch- disappointed for not filling the Transportation and Review Board; we need to do this; there have been 18 appeals, that all have been denied. These positions need to be filled.
 - ii. J. Kruser- those on Executive committees of the assemblies have receive multiple emails about this now.
 - iii. G. Kaufman- at this point, I believe that it is in the bylaws that you [J. Kruser] can appoint people.
 - c. Council on Sexual Violence Prevention (K. Quinn) (1 minute)
 - i. K. Quinn- there is a meeting on Wednesday.
 - d. Student Health Benefits Advisory Council (J. Anderson) (1 minute)
 - i. J. Anderson- there is a meeting on Wednesday.
 - e. Campus Planning Committee (M. Hatch) (1 minute)

If you are in need of special accommodations, contact Office of the Assemblies at (607) 255-3715 or Student Disability Services at (607) 254-4545 prior to the meeting.



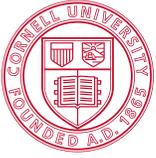
Cornell University University Assembly

- i. M. Hatch- there are a lot of projects underway, including a transportation study that is limited. In wanting to reduce traffic on campus, it would helpful to know who is driving around.
 - ii. K. Fitch- the Transportation Task Force is putting out an over ranging survey.
 - iii. G. Kaufman- I will talk with the office about getting a more comprehensive dinner.
- VIII. Greek System at Cornell (C. Nastos, A. Araya & P. Russell) (30 minutes)
 - a. C. Nastos, A. Araya, and P. Russell introduced themselves as leaders within the Greek Community.
 - b. M. Battaglia- If there is one thing in your system that you could improve, what is that, and how can we help?
 - i. C. Nastos- The JA uses 75%, clear and convincing, while we use preponderance of the evidence, at 51%; Probationary statuses are given out more frequently, so they resonate less with Greeks.
 - c. R. Bensel- the thing that came up at the faculty senate was the “pig roast;” the question comes down to putting fraternities and sororities outside of the code makes it difficult to reach individuals.
 - i. P. Russel- what happens now, is that the JA can reach individual people.
 - ii. WHO? -there are cases in which individuals can be found responsible and go through a judicial process. There is sometimes a challenge in identifying the responsible individuals.
 - iii. R. Bensel- is the line between organizing, abetting, initiating, and tolerating. The officers step aside after these issues arise, then there is problem with giving responsibility.
 - d. E. Winarto- were organizers of the events (used for consequence) consulted? Some people have complained, in that those events serve as safe spaces.
 - i. Kara Miller- acknowledge that the organizers were not consulted; it would be no problem reaching out to them, especially going forward; and in the future, we can always change this if necessary.
 - e. J. Kruser- What do you all see as a benefit to standardizing and consolidating Greek life under the Campus Code of Conduct, and what do you see a negative?
 - i. A. Araya- There is a benefit with a new increase in engagement with the community. As a drawback, there is still a great sense of liability, and we, as Greek life, would have no input in what happens.
 - f. Community member- shouldn't everyone respond to that question.



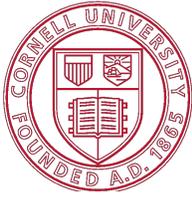
Cornell University University Assembly

- i. G. Kaufman- yes.
- ii. P. Russell- the benefit of having the process under the OJA is that people won't see it as unfair. The drawback would be not having someone with Greek life experience in the room. I fear that there could be more confusion in the process.
- iii. C. Nastos- Holding chapters to a "clear and convincing" standard is beneficial. Holding Greek life accountable the same way as other organizations would help the perceptions of Greek life. A challenge that I would see, is that I would still like to see student voices and opinions in the judicial process.
- iv. J. Kruser- part of the concern is about the makeup of the hearing boards; what can the UA offer in terms of support?
- g. M. Hatch- How is it that Greek life can be exemplary? Why is that we hear about it in hazing and racial incidents associated with fraternity? Why is it that people have to think that people can drink so much so that they kill their little grey cells? Why is the pig-roast associated with fraternity?
- h. P. Russell- when a student comes from campus, they come from a homogenous background and bring their biases, when they are around others like that, there is no one to check that, then those issues are exacerbated. We wonder, how can we get others to experience a different side of campus? These are broad issues that we have to figure out.
- i. C. Nastos- my impression of the Greek community is that there is a pervasive hierarchy; there are good chapters, bad chapters, and those in-between; people in Greek life don't want to be associated with the bad.
- j. A. Araya- Our organizations do emphasize the partying aspects of Greek life, and not the service and philanthropy aspects.
- k. M. Hatch- it seems like this is a leadership issue; the leadership issue is important. There needs to be strong leadership so that the bad behavior is not normalized.
- l. M. Battaglia- motion to extend the meeting by 5 minutes
 - i. Motion withdrawn
- m. J. Anderson- on a personal level, I don't think members of the LGBTQ+ should be in the room. The concern becomes, as an individual who had a negative experience with members of the Greek community, how can I be confident in the judicial process?
 - i. P. Russell- having someone who is not a part of Greek life involved in the Greek judicial process, would be a benefit.



Cornell University
University Assembly

- IX. Adjournment (1 minute)
- X. Executive Session (15 minutes)
 - a. Purpose: To Elect a New Executive Vice Chair



Cornell University
University Assembly

U.A. Resolution # 9

Reinstating the Budget Planning Committee

February 13th, 2018

1 **Sponsored by: Joseph Anderson, Chair of Campus Welfare Committee; University**
2 **Assembly and Linda Copman, Employee; University Assembly**

3
4 **On Behalf Of: University Assembly Campus Welfare Committee**

5
6 **Whereas,** the Budget Planning Committee was a former working committee that convened from
7 2006-2009; and

8
9 **Whereas,** the Faculty Senate still continue to be involved in the budget planning process
10 regarding specific needs and concerns of faculty via the Financial Policies Committee;
11 and

12
13 **Whereas,** shared governance at Cornell University enables members of the community to have
14 access to information, involvement in matters of concern to them, and the authority to
15 examine these issues and make recommendations to the appropriate administrative officers
16 and the President; and

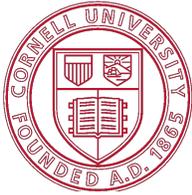
17
18 **Whereas,** the University Assembly is a stakeholder in major university policy initiatives and
19 works to establish and maintain open, effective, and efficient channels of communication
20 between and amongst the community and university administration; and

21
22 **Whereas,** the University Assembly Committees report to the University Assembly and are charged
23 with seeking advice and comments from non-members while discussing a specific issue or
24 policy which impacts a substantial segment of the university community; and

25
26 **Whereas,** the University Assembly's Budget Planning Committee was previously charged with
27 reviewing policy and making recommendations to the university provost concerning
28 development of the university's long-range plan and budget policies with regards to such
29 financial issues as tuition, student fees, financial aid, graduate student stipends, enrollments,
30 compensation, and endowed Ithaca employee benefits rates; and

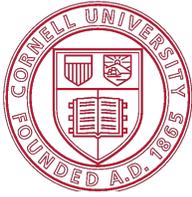
31
32 **Whereas,** the university's budget guides institutional decisions about where to invest resources;
33 and

34
35 **Whereas,** the university's budget is of common interest to all members of the Cornell community
36 since it impacts a substantial segment of the university community; and



Cornell University University Assembly

- 37
38 **Whereas**, the University Assembly wishes to reinstate its Budget Planning Committee and charge
39 this committee with reviewing policy and making recommendations to the university provost
40 concerning development of the university's long-range plan and budget policies; therefore
41
- 42 **Be it therefore resolved**, that the University Assembly formally requests that the president and
43 provost, and the University Assembly reinstate the Budget Planning Committee as an
44 associated committee of the University Assembly, to convene its first meeting in September
45 2018; and
46
- 47 **Be it Further Resolved**, that all assemblies will have the ability to appoint members to the Budget
48 Planning Committee; and
49
- 50 **Be it Further Resolved**, that the bylaws be amended to reflect the changes in the attached appendix;
51 and
52
- 53 **Be it Finally Resolved**, that the university administration should consult with the Budget Planning
54 Committee to ensure that members of the Cornell community are invited to share in the
55 budget planning process and participate in shaping the university's budget policies.



Cornell University University Assembly

Appendix

56

57 **Section 5.4: Budget Planning Committee**

58

59 The Budget Planning Committee (the “Committee”) supports comprehensive and financial stewardship
60 and clear budgetary planning processes across the university.

61

62

63 **Sub-Section 5.4.1: Responsibilities**

64

65 A. The Committee’s charge is to review and make recommendations to the President regarding budget
66 and financial planning, including, but not limited to:

67

68 1) Long-range budget planning;

69 2) Tuition;

70 3) Financial Aid;

71 4) Graduate student stipends;

72 5) Enrollment management;

73 6) Endowed Employee compensation and benefit rates

74

75 B. Furthermore, the BPC shall review, in consultation with the appropriate committees of the University
76 Assembly, all plans for alterations of or additions to policies regarding Financial Aid, tuition, enrollment
77 management, graduate student stipends and endowed employee compensation and benefits, and all
78 matters related to the business development of the university

79

80 C. The BPC shall conduct meetings in closed session, and all members will hold seats contingent upon
81 their maintaining a high-level of confidentiality and their written consent to non-disclosure agreements.
82 The Chair of the Committee may hold public meetings to solicit public feedback, as needed.

83

84 **Sub-Section 5.4.2: Composition**

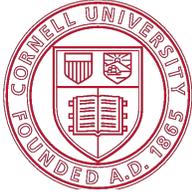
85

86 A. The BPC shall consist of seventeen members: Seven Presidential appointments, one of whom the
87 President may designate as Chair of the Committee, and ten additional at-large members.

88

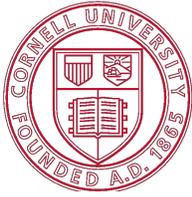
89 B. The President of the University shall make seven appointments, and those individuals will serve three-
90 year terms on a staggered basis.

91



Cornell University University Assembly

- 92 C. The ten at-large members shall be appointed by the University Assembly and each constituent
93 assembly. Each of the five assemblies shall make two appointments, and those individuals will serve two-
94 year terms on a staggered basis.



Cornell University
University Assembly

U.A. Resolution # 10

**In Support of E.A. R. 8:
Furthering the Institutional Commitment to
All LGBTQ+¹ Members of the Cornell Community**

February 13th, 2018

1 **Sponsored by: Joseph Anderson, Chair of Campus Welfare Committee; University**
2 **Assembly, Elena Michel, Graduate; University Assembly, Manisha Munasinghe, Executive**
3 **Vice President; Graduate and Professional Student Assembly**

4
5 **Whereas,** the Cornell Lesbian, Gay, Bisexual, Transgender Resource Center (LGBTRC) was
6 founded in 1994 and was originally run by two full-time staff members² to be “the central
7 hub of LGBTQ life at Cornell” and to specifically support students, faculty, and staff
8 across the LGBTQ+ spectrum³; and
9

10 **Whereas,** the LGBTRC provides a myriad of services to the LGBTQ+ community including
11 but not limited to the LGBTQ Mentorship Program, the First Year Queer Peer, and
12 Lavender Graduation⁴; and
13

14 **Whereas,** the LGBTRC also provides support and guidance for numerous LGBTQ+ student
15 organizations on campus such as Haven: The LGBTQ Student Union, MOSAIC, and Out
16 in STEM (oSTEM); and
17

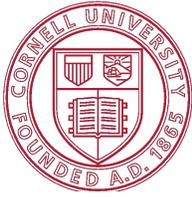
18 **Whereas,** the LGBTRC supports the functions and inclusion of the LGBT Colleague Network
19 Group for all faculty and staff, which raises awareness about workplace issues faced by
20 LGBTQ+ faculty and staff, provides professional networking opportunities for LGBTQ+
21 faculty and staff, and supports recruitment and retentions efforts for LGBTQ+ faculty and
22 staff; and
23

¹ For the ease of reading, the resolution will use the acronym LGBTQ+ to refer to the Lesbian, Gay, Bisexual, Trans, Queer/Questioning, and others, unless referring to a specific entity or directly quoted by an individual or previous document

² <http://cornellsun.com/2013/03/10/university-reflects-on-shift-in-lgbt-presence-on-campus/>

³ <http://dos.cornell.edu/lgbt-resource-center>

⁴ <https://dos.cornell.edu/lgbt-resource-center/signature-programs-annual-events>



Cornell University University Assembly

24 **Whereas**, the LGBTRC supports the inclusion of LGBTQ+ issues in the academic setting by
25 providing resources for the incorporation of LGBTQ+ issues into the classroom, made
26 available to all faculty members; and

27
28 **Whereas**, the LGBTRC supports a set of general services to all LGBTQ+ faculty and staff,
29 including but not limited to: advocacy, advising, consultation and referrals, and
30 community development; and

31
32 **Whereas**, the LGBTRC is instrumental in advising and advocating for Cornell's LGBTQ+
33 community, which includes students, faculty, and staff; and

34
35 **Whereas**, in 2017 the Dean of Students Vijay Pendakur issued a directive for the LGBT
36 Resource Center (LGBTRC) to no longer serve staff and faculty due to being
37 understaffed; and

38
39 **Whereas**, on November 30th, 2017, the Employee Assembly conveyed Resolution 8: Furthering
40 the Institutional Commitment to LGBTQ+ Inclusion (EA:R8) to Cornell University
41 President Martha Pollack⁵; and

42
43 **Whereas**, EA:R8 states "Be it therefore resolved, The Assembly urges the Division of Student &
44 Campus Life and the Office of the Dean of Students to rescind the directive for the
45 LGBTRC to no longer serve the ongoing support and educational needs of staff and
46 faculty"; and

47
48 **Whereas**, EA:R8 continues with "Be it further resolved, The Divisions of Human Resources and
49 Student & Campus Life shall identify the resources to fully fund and staff (3) additional
50 full-time, long-term professional staff positions in the LGBTRC"; and

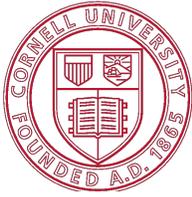
51
52 **Whereas**, on January 2nd, 2018, President Pollack acknowledged EA:R8⁶; and

53
54 **Whereas**, President Pollack rejected the EA's recommendation that the directive for the
55 LGBTRC to no longer serve the needs of staff and faculty be rescinded stating "to
56 provide the appropriate levels of service, separating educational and support services for
57 students from faculty and staff allows Cornell to meet the unique needs of our LGBTQ
58 students, as they pursue their degrees"; and

59

⁵ <https://assembly.cornell.edu/resolutions/ea-r8-furthering-institutional-commitment-lgbtq-inclusion>

⁶ <https://assembly.cornell.edu/resolution-actions/ea-r8-furthering-institutional-commitment-lgbtq-inclusion-3>



Cornell University University Assembly

60 **Whereas**, President Pollack also rejected the EA’s recommendation that The Divisions of
61 Human Resources and Student & Campus Life should identify the resources to fully fund
62 and staff (3) additional full-time, long-term professional staff position in the LGBTRC
63 writing “At this time, there will not be any additional long-term professional positions
64 added to the center’s staffing”; and
65

66 **Whereas**, we strongly support all LGBTQ+ members of the Cornell Community, including staff
67 and faculty; and
68

69 **Whereas**, we dismiss the notion that, in order to “provide the appropriate levels of service...[for]
70 our LGBTQ students”, the LGBTRC must no longer support faculty and staff;
71

72 **Whereas**, President Pollack states: “Further, the LGBTRC will continue to serve as a resource to
73 the Division of Human Resources as it provides education and support for our LGBT
74 staff and faculty colleagues;” and
75

76 **Whereas**, this statement acknowledges the fact that the Division of Human Resources is not
77 fully equipped to provide support for LGBTQ+ staff and faculty; and
78

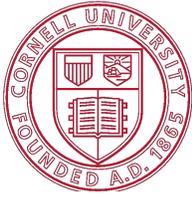
79 **Whereas**, this statement contradicts the purpose behind the directive issued to the LGBTRC to
80 stop providing support and education for LGBTQ+ staff and faculty as it indicates they
81 will still be doing so, just with the added burden of passing this support through the
82 Division of Human Resources before it gets to the staff and faculty; and
83

84 **Whereas**, via discussions with LGBTQ+ students, we believe that finding additional resources
85 to increase the number of full-time staff members working at the LGBTRC to support all
86 LGBTQ+ community members, including faculty and staff, would be more effective in
87 supporting the “unique needs of LGBTQ+ students”; and
88

89 **Whereas**, all LGBTQ+ Cornell Community members, including faculty and staff, should be
90 served by the LGBTRC as it is the hub of LGBTQ+ life at Cornell; and
91

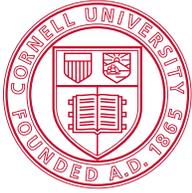
92 **Whereas**, the LGBTRC was founded to serve LGBTQ+ students, faculty, and staff, and we
93 reject any attempt to alter its initial founding purpose that would fracture the LGBTQ+
94 community at Cornell; and
95

96 **Whereas**, this directive negatively impacts the LGBTQ+ community and is antithetical to
97 Cornell’s “promise to support the LGTBQ+ community”; and
98



Cornell University University Assembly

- 99 **Be it therefore resolved,** that the University Assembly reiterates the recommendation from the
100 Employee Assembly for the Division of Student & Campus Life and the Office of the
101 Dean of Students to rescind the directive for the LGBTRC to no longer serve the ongoing
102 support and educational needs of staff and faculty; and
103
- 104 **Be it finally resolved,** that The Divisions of Human Resources and Student & Campus Life
105 should identify the resources to fully fund and staff (3) additional full-time, long-term
106 professional staff position in the LGBTRC; and



Cornell University
University Assembly

U.A. Resolution # 12

**Increasing Access to Gender Neutral¹ Bathrooms on
Campus**

March 13th, 2018

1 **Sponsored by:** Christopher Schott, Undergraduate; Chair, Campus Infrastructure
2 Committee

3 **On Behalf Of:** Ian Wallace, Undergraduate; Chair, Student Assembly Infrastructure
4 Committee and Lavanya Aprameya, Undergraduate; Chair, Haven: The LGBTQ Student
5 Union

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

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

11 **Whereas,** bathrooms in dorms on West Campus operate under the gender inclusive “E” system;

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

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

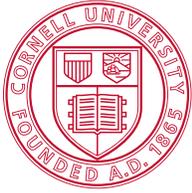
14 **Whereas,** Robert Purcell Community Center, Appel Commons and the Townhouse Community
15 Center, three important community centers for freshman, contain no gender neutral bathrooms;

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

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

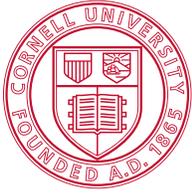
19 **Be it therefore resolved,** that Cornell University set the goal for itself that every building on
20 campus will contain at least one gender neutral bathroom and residential buildings housing more
21 than 400 people contain at least 2;

¹ The term “gender neutral” is used interchangeably with “all gender”



Cornell University University Assembly

- 22 **Be it further resolved,** in future renovations Cornell University will incorporate designs for gender
23 neutral restrooms;
- 24 **Be it further resolved,** that Willard Straight Hall enters a trial period in which all bathrooms on the
25 fourth floor be designated all-gender;
- 26 **Be it further resolved,** that Bartels Hall, Duffield Hall, Statler Hotel, Robert Purcell Community
27 Center, Appel Commons, Helen Newman Hall, Myron Taylor Hall, and Day Hall be considered
28 high priority for inclusion of gender neutral bathrooms;
- 29 **Be it finally resolved,** that this resolution be forwarded to the Campus Planning Committee, Dean
30 Vijay Pendakur and Vice President Ryan Lombardi.



Cornell University
University Assembly

U.A. Resolution # 13

Risley Crosswalk Resolution

March 13th, 2018

1 **Sponsored by: Christopher Schott, Undergraduate; Chair, Campus Infrastructure**
2 **Committee**

3
4 **On Behalf Of: Ian Wallace, Undergraduate; Chair, Student Assembly Infrastructure Fund**
5 **Commission and Savannah Lim, Undergraduate; Freshman Representative, Student**
6 **Assembly**

7
8 **Whereas,** the Student Assembly Infrastructure Fund Commission (SAIFC) has received multiple
9 requests from students regarding the addition of a crosswalk on Thurston Ave by Risley over the
10 multiple years;

11
12 **Whereas,** SAIFC has received two requests from students regarding the addition of the crosswalk
13 during the 2017-18 school year;

14
15 **Whereas,** students, especially freshman, find crossing the road from Balch to Risley or vice versa to
16 catch the bus to be extremely dangerous;

17
18 **Whereas,** in addition to being next to a bus stop, Risley constitutes both a residency and a dining
19 hall;

20
21 **Whereas,** many students dangerously jaywalk across Thurston Ave by Risley;

22
23 **Whereas,** the Campus Planning Office has acknowledged the importance of a crosswalk at this
24 location;

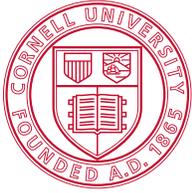
25
26 **Whereas,** there has been no official statement from administration regarding the crossing;

27
28 **Whereas,** there has been anticipated construction of the Risley Crosswalk that the SAIFC finds to
29 be an unreasonable amount of time;

30
31 **Whereas,** that the SAIFC urges the administration to take swift action to implement a crosswalk;

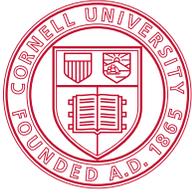
32
33 **Be it therefore resolved,** that the SAIFC urges the administration to take swift action to implement
34 a crosswalk;

35



Cornell University University Assembly

- 36 **Be it further resolved**, that Cornell University recognizes the dangers of the crosswalk and
37 promptly take action to ensure the safety of all students;
38
- 39 **Be it further resolved**, that the Campus Planning Office research student safety regarding the
40 intersection of Cradit Farm and Thurston, specifically regarding the curb radius;
41
- 42 **Be it further resolved**, that Cornell University work with the City of Ithaca to construct a crosswalk
43 that allows for students to walk safely across Thurston Ave;
44
- 45 **Be it further resolved**, that Cornell University release an official timeline regarding the
46 implementation of a crosswalk on Thurston Ave between Risley and Balch Hall;
47
- 48 **Be it finally resolved**, that this resolution be forwarded to Leslie Schill and Steven Wolf.



Cornell University
University Assembly

U.A. Resolution # 14

Making Cornell's Economics program STEM-certified

March 13th, 2018

1 **Sponsored by: Christopher Schott, Undergraduate; Chair, Campus Infrastructure**
2 **Committee**

3
4 **On Behalf Of: International undergraduate students in the Economics department**

5
6 **Whereas,** CIP code 45.0603 is a STEM-certified program¹, while Cornell's current Economics
7 major CIP code 45.0601 (Economics, General) is not;

8
9 **Whereas,** international graduates of STEM-certified majors can apply for a two-year extension of
10 their OPT (Operational Practical Training) work authorization, granting them a total of three
11 years of work authorization²;

12
13 **Whereas,** non-STEM majors, including Cornell's Economics major, grant only one year of work
14 authorization³;

15
16 **Whereas,** the opportunity of a three-year work authorization conveys enormous benefit upon the
17 employment prospects of international students, including additional opportunities to apply
18 for H1-B visas, increased employability and extended professional training;

19
20 **Whereas,** Cornell's Economics program meets the general description of the 45.0603 code:

21
22 "A program that focuses on the systematic study of mathematical and statistical analysis of
23 economic phenomena and problems. Includes instruction in economic statistics, optimization
24 theory, cost/benefit analysis, price theory, economic modeling, and economic forecasting and
25 evaluation."⁴

26
27 **Whereas,** our peer institutions Brown, NYU, Princeton, MIT, Yale, Columbia, Williams, Pomona,
28 Wellesely and Wisconsin-Madison have all recently recertified their Economics majors to
29 CIP code 45.0603 (Econometrics and Quantitative Economics)⁵

30

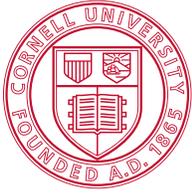
¹ According to the US Department of Education

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)



Cornell University University Assembly

31 **Whereas**, Cornell’s Economics program has identical or nearly identical quantitative course
32 requirements to those of its peer institutions⁶,

33
34 **Whereas**, Cornell’s Economics major certainly possesses a more technical curriculum than STEM-
35 certified majors such as New York University’s “Media, Culture and Communications”⁷;

36
37 **Whereas**, the recertification of our peer institutions’ Economics programs has involved a mere
38 technical change in the description of the Economics program;

39
40 **Whereas**, Columbia University achieved aforementioned recertification of their Financial
41 Economics program within 3 months (September 2017 – December 2017) and of their
42 general Economics program in 5 months (September 2017 – February 2018)⁸;

43
44 **Whereas**, the Chair of the Faculty Senate, Dean Van Loan, has deemed this initiative “a nice idea”⁹

45
46 **Whereas**, Professor Blume, Chair of the Cornell Economics program, said of this initiative: “[It]
47 seems like something we should attempt”¹⁰

48
49 **Be it therefore resolved**, that President Martha Pollack, Provost Kotlikoff and Dean Ritter apply to
50 the New York State Department of Education, in cooperation with Economics department faculty
51 such as Professor Blume and Professor O’Donoghue, to initiate the recertification of the Cornell
52 Economics program to CIP code 45.0603 (Econometrics and Quantitative Economics) as soon as
53 possible,

54
55 **Be it finally resolved**, that the application to the New York State Department of Education for the
56 reclassification of the Cornell Economics major be submitted within one month of the conveyance
57 of this resolution.

⁶ See Appendix B (Appendix p. 3)

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](#)
[CIP Selector](#)
[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	<input checked="" type="checkbox"/>	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.

BY RAHIL KAMATH ([HTTP://COLUMBIASPECTATOR.COM/CONTRIBUTORS/RAHIL-KAMATH/](http://columbiaspectator.com/contributors/rahil-kamath/)) |

FEBRUARY 22, 2018, 5:34 PM

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.

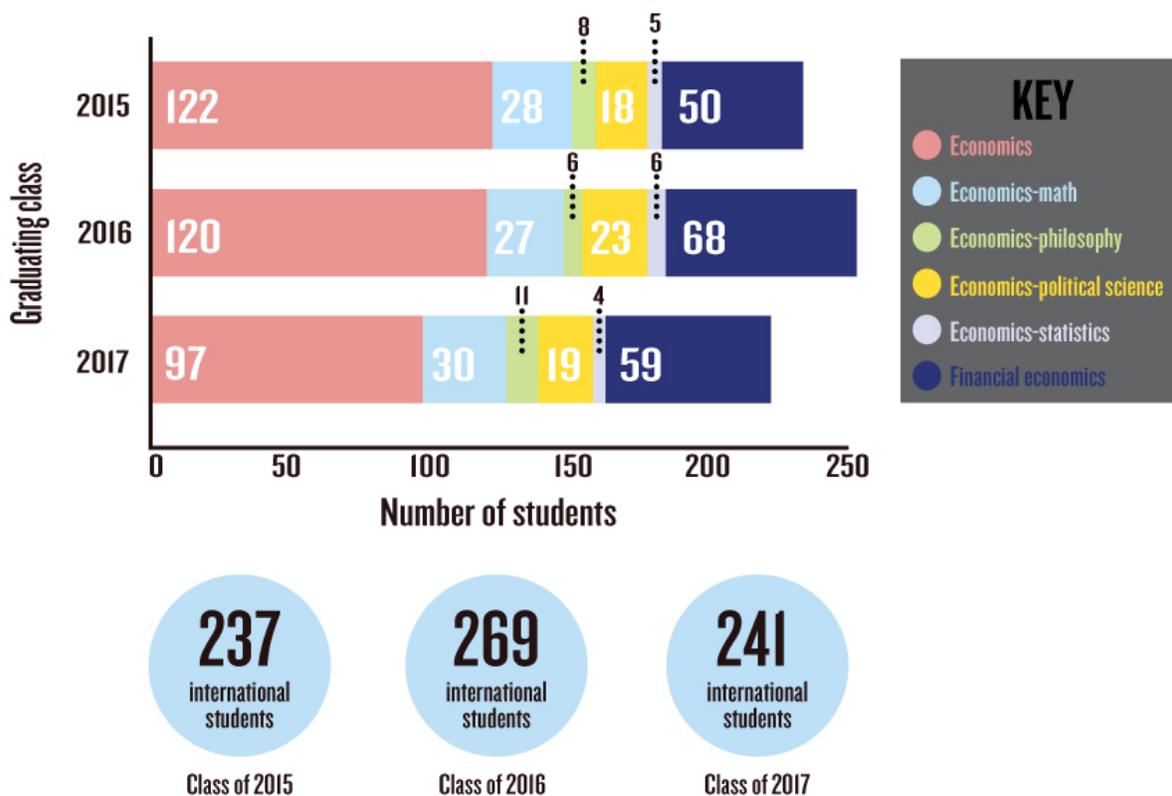
Although international students are able to remain in the country for one year after completing their degree through the Optional Practical Training extension, which applies to those pursuing careers specific to their field of study, those students must leave immediately afterward unless they receive 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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