



URGE Resource Map for Cornell EAS Department

This is a draft Resource Map for Cornell Earth & Atmospheric Sciences (EAS) URGE pod at Cornell University. This was adapted from the "Sample Ph.D. Mentoring Plan" developed by Vashan Wright (Woods Hole Oceanographic Institution) and Karin Block (City College of New York and CUNY Graduate Center), License: [CC BY-NC-SA 4.0](#). Some of these will be resources common to all and some will be questions for identifying specific resources based on needs/interests identified during initial meetings while implementing the mentoring plan.

The goal of this document is to connect students, faculty, and staff to helpful EAS Department, campus, and community resources. This is a working document that will be continually updated and added to after additional resources have been addressed.

Table of Contents:

| | | |
|--------------|--------------------------------------------------------------------------------------------------------------|-----------|
| I. | EAS Department Contacts | 2 |
| II. | EAS Department Resources | 2 |
| III. | Welcome to Ithaca Resources | 3 |
| IV. | Cornell Community Resources | 4 |
| V. | Skillset Support Resources | 4 |
| VI. | Professional Development Resources | 5 |
| VII. | Outreach resources | 5 |
| VIII. | International Resources | 5 |
| IX. | Fieldwork Resources | 6 |
| X. | Equipment | 6 |
| XI. | Lab Group Recommendations | 7 |
| XII. | Reporting Information | 7 |
| XIII. | The Cornell University Campus Code of Conduct | 8 |
| XIV. | University Policy 6.4, Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct | 9 |
| XV. | Department of Inclusion and Workforce Diversity | 11 |
| XVI. | University Policy Office | 12 |
| XVII. | Additional Needed Resources | 12 |

I. Earth and Atmospheric Science Departmental Email Contact List

- Student Services Programs Coordinator: **Carl Cornell** (cec232@cornell.edu)
- Administrative Assistant/Graduate Field Assistant, Atmospheric Science: **Sahri Chery** (sc2727@cornell.edu)
- Communication Specialist: Erin Philipson (ekp45@cornell.edu)
- Administrative Financial Manager: **Crystal Doner** (clb9@cornell.edu)
- Human resources:
 - College of Agriculture and Life Sciences (CALs) HR: **Tam Shollenberger** (tms6@cornell.edu)
 - College of Engineering (CoE) HR: **Sue Shipman** (srs84@cornell.edu)
- Directors of Undergraduate Studies:
 - Geological Science: **Dr. Esteban Gazel** (egazel@cornell.edu)
 - Atmospheric Science: **Dr. Art Gaetano** (atd2@cornell.edu)
- Director of Master of Engineering: **Dr. Rowena Lohman** (rbl62@cornell.edu)
- Directors of Graduate Studies:
 - Atmospheric Science: **Dr. Toby Ault** (toby.ault@cornell.edu)
 - Geological Science: **Dr. Matt Pritchard** (pritchard@cornell.edu)
- Associate Deans for Diversity and Inclusion:
 - CALs: **Chelsea Specht** ([cgs266@cornell.edu](mailto:cds266@cornell.edu), cals_odi@cornell.edu)
 - CoE: **José F. Martínez** (martinez@cornell.edu)
- The office of Diversity Programs in Engineering (DPE):
 - Director: **Jami P. Joyner** (Jami.Joyner@cornell.edu)
 - Associate Directors: **Cindy Mosqueda Campbell** (cmm522@cornell.edu) and **Nadine Porter** (ndp5@cornell.edu)
- Departmental Leader for Diversity and Inclusion: **Dr. Toby Ault** (toby.ault@cornell.edu)

II. EAS Department Resources:

- [Office of Inclusion and Student Engagement \(OISE\)](#). Contacts:
 - Associate Dean for Inclusion and Student Engagement: **Sara Xayarath Hernández** (sh267@cornell.edu)
 - Director of Postdoctoral Studies: **Christine Holmes** (ch18@cornell.edu, postdocs@cornell.edu)
- CALs [Diversity and Inclusion Committee](#)
- [CALs Resources for helping students in distress](#)
- [Scheduling a meeting with the Office of Diversity Programs in Engineering \(DPE\) staff](#)
 - Can meet for student support, personal concerns, etc
- Calendar(s) of events or mailing lists to join
 - EAS-L@list.cornell.edu: the entire EAS department
 - eas-grad-student-l@cornell.edu: All graduate students in the department
 - eas-gstudent-geol-l@cornell.edu: Geological sciences field
 - eas-gstudent-atmos-l@cornell.edu: Atmospheric sciences field

- eas-gstudent-other-l@cornell.edu: Other graduate students working with EAS faculty who are in neither of those fields
- EAS-IDEEAS-L@list.cornell.edu: Inclusion Diversity and Equity in Earth and Atmospheric Science (IDEEAS) working group.
- Monthly Department Newsletter: email Erin Philipson (ekp45), the department's communications specialist if you have announcements/events you would like included
 - There is also an annual departmental magazine for alumni: <https://www.eas.cornell.edu/eas/alumni/eas-magazine>
- Department Intranet: <https://www.eas.cornell.edu/eas/intranet-eas>
- QGrads Weekly Newsletter (LGBTQIA+ graduate student association): <https://qgradsatcornell.weebly.com/join-us.html>
- Departmental and regional seminars, presentation opportunities, and opportunities to meet with speakers for building a professional network:
 - Department Seminar: Usually from 3:45 to 4:45 in Snee 2146 while classes are in session. Due to COVID, online.
 - Andes-Himalaya Seminar: Usually at 3 PM - 4 PM on Fridays in the "Andes Room" (Snee 3147) The list of presenters for each date is usually posted on the door of the Andes Room. Due to COVID, online.
 - Planetary Lunch: Planetary Science/Exoplanet topics. Held "every Monday afternoon 12:15-1:15 pm in room 602 of the Space Sciences Building
 - Atmospheric Sciences Seminar: Held more or less every Thursday at 3 PM in Bradfield 1102 while classes are in session. New location TBD after move to Snee
 - EAS Graduate Symposium: Our annual one-day mini-conference to highlight grad student research in the EAS department!
 - EAS 6920 Intro to EAS: Typically a course for first-year graduate students introducing them to department/campus resources and how to succeed in graduate school, but open to everyone in the department to attend.
- As a department, EAS Guides are in development, specific for:
 - Undergraduate Students
 - Graduate Students
 - Snee Graduate Organization (SGO)
 - SGO President: Kiara Daly
 - Member at Large: Patricia MacQueen
 - PostDocs
 - Faculty
 - [Junior Faculty Resources](#)
 - Staff

III. Welcome to Ithaca Resources:

- The official website of [Ithaca](#)
- Assistance finding accommodation, moving expenses/assistance
 - <https://scl.cornell.edu/residential-life/housing/campus-living/housing-search-proce>

- [SS](#)
 - <https://listings.offcampusliving.cornell.edu/>
 - <https://ccengagement.cornell.edu/off-campus-living>
- Tompkins County Public Library <https://www.tcpl.org/> has details of Community events and resources
- Tompkins Cortland Counties Resources: <https://hsctc.org/>
- [Tompkins County Mental Health Services](#)
- Winter Activities
 - <https://scl.cornell.edu/get-involved/campus-activities/fun-things-do/winter-break-activities>
- Black shop owners in Ithaca: https://docs.google.com/spreadsheets/d/1A-BGqgtU0isfCBoDhE9Yu_WEJCE9IQdff4Z_9mGzBnk/edit?fbclid=IwAR2VnNaFNsrNE51xTEeVbzDK3O6z0KQv4zPk8q8czQvCAH3OKQY17hvsAE#gid=0
- Multicultural Resource Centre, Ithaca: <http://www.multiculturalresourcecenter.org/>
- Child Care:
 - [Cornell Child Care Grant for Faculty and Staff](#)
 - [Cornell University Child Care Center](#)
 - Work/Life Consultant (sdb39@cornell.edu): Consultative assistance is available to Cornell staff, faculty, retirees, and students on topics related to dependent care, such as locating providers, nannies and babysitters, parenting children with special needs, and more.

IV. Cornell Community Resources:

- [Cornell Caring Community](#). Please remember that your mental health and emotional well-being are just as important as your physical health. [If you need help](#), Cornell has a multiplicity of consultation and support services available to meet the emotional, physical, social, and spiritual needs of the university community. Whatever support you need to pursue a healthy lifestyle, there are a variety of resources easily accessible on campus. Living well to learn well is an essential foundation of your active participation in the caring community around you. Some direct links:
 - [Crisis](#)
 - [General](#)
 - [Emotional](#)
 - [Physical](#)
 - [Social](#)
 - [Intellectual](#)
 - [Spiritual](#)
 - [Financial](#)
 - [Family Life](#)
- Cornell Health:
 - [Information especially for students of color](#)
 - [Let's Talk drop-in free consultation](#)

- [Mental healthcare](#)
- [2020 Cornell Mental Health Review](#)
- [Cornell Campus Groups](#)
 - Campus Groups is the official online community platform at Cornell where you can find over 1500 groups, student organizations, graduate/professional organizations, spiritual, multicultural, international, and more!
- [Student and Campus Life](#)
 - Asian & Asian American Center (A3C)
 - First Generation & Low Income Support
 - LGBT Resource Center
 - Multicultural Student Leadership and Empowerment
 - Office of Spirituality and Meaning-Making
 - Undocumented & DACA Support
 - Women's Resource Center
- [CALS Student Organizations](#)
- Graduate organizations that promote DEI:
 - <https://gradschool.cornell.edu/diversity-inclusion/student-organizations/>
 - Arab Graduate Student Association
 - Black Graduate and Professional Student Association (BGPSA)
 - Cornell Latin American Student Society (CLASS)
 - First Generation & Low Income Graduate Student Organization (FiGLI)
 - Graduate Womxn in Science (GWIS): Supporting Gender Diversity & Inclusion in STEM
 - GPSA Diversity & International Student Committee (DISC)
 - Graduate & Professional Students International (GPSI)
 - Indigenous Graduate Student Association (IGSA)
 - Latinx Graduate Student Coalition (LGSC)
 - QGrads (LGBTQ+ Graduate Student Association)
 - Multicultural Academic Council (MAC)
 - Society for Asian American Graduate Affairs (SAAGA)
 - Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- [Student Club Advisors](#)
- Religious Groups and Organizations: [Office of Spirituality and Meaning-Making](#)
- [Resources for Students, Staff, and Faculty PDF](#)
- Celebrating Campus Diversity and Inclusion [Resources](#)
- “[The Safe Place](#)” is a Minority Mental Health App geared towards the Black Community.
- Graduate Student [Big Red Barn](#)
 - Employment opportunity
 - \$1 beers
 - Social events
 - Study space

V. Skillset Support Resources:

- First Aid training
 - CPR and Basic first aid and CPR training
<https://emergency.cornell.edu/training/>
Further CPR/First Aid Resources
<https://cuems.cornell.edu/cpr-firstaid/>
<https://cornell.sabacloud.com/>
 - Wilderness First Responder Courses
<https://scl.cornell.edu/coe/pe-courses/fall-pe-courses/wilderness-medicine/wfa>
<https://www.nols.edu/en/coursefinder/courses/wilderness-first-responder-WFR/>
- Coding Resources:
 - [Cornell Statistical Consulting Unit](#)
 - [Virtual Workshops](#)
 - [R](#)
 - [Python](#)
 - [Matlab](#)
 - [Miscellaneous Coding Workshops](#)
- Bystander intervention training
 - <https://health.cornell.edu/initiatives/campaigns-materials/intervene-bystander-campaign>
- Implicit bias training
 - <https://gradschool.cornell.edu/diversity-inclusion/faculty-resources/implicit-bias-resources/>

VI. Professional Development Resources:

- Outline available resources for training/development or best practices in:
 - Career Development
 - <https://gradcareers.cornell.edu/>
 - <https://gradschool.cornell.edu/career-and-professional-development/pathways-to-success/build-your-skills/tips-and-takeaways/>
 - [Careers Beyond Academia](#)
 - <https://futurefaculty.cornell.edu/>
 - Teaching/pedagogy
 - Center for the Integration of Research, Teaching and Learning (CIRTL):
<https://cirtl.cornell.edu/>
 - <https://teaching.cornell.edu/programs/graduate-students-postdoctoral-felloWS>
 - Project management/budgeting
 - Media training
 - Proposal writing
 - <https://knight.as.cornell.edu/also>
 - Public speaking

- Course: PMA 3814 - Public Speaking: Contexts, Techniques and Analysis
- Networking
- Design/drafting of figures using Adobe Suite/Python/ArcGIS
- Getting involved in professional societies
- <https://www.futurerxdoc.com/> compiles a lot of great resources for students/early career scientists in the geosciences. The list of grants/fellowships may be especially useful
- Funding Resources:
 - <https://experience.cornell.edu/opportunities>
 - Diversity Fellowship Programs ([DFP](#))
 - Alfred P. Sloan Foundation (<https://sloan.org>) - Cornell is a Sloan member
 - Cornell Colman and GEM Fellowship - mostly for Engineering-related disciplines
 - <https://www.engineering.cornell.edu/engdiversity/current-students/graduate-students/diversity-fellowship-programs>

VII. Outreach resources:

- [Small Group Mentoring Program](#) - designed to bring together faculty underrepresented in their discipline who share an interest in a broad topic, a discipline or disciplinary group (e.g. “engineering”), or even a career stage.
- Expanding Your Horizons’, a one-day Cornell extravaganza organized by students to support high school girls in STEM: <https://www.eyh.cornell.edu/>.
- Volunteer at [Museum of the Earth](#)
- Graduate Students Mentoring Undergraduates provides mentoring for undergraduate participants in programs for economically disadvantaged and/or underrepresented students
<https://gradschool.cornell.edu/diversity-inclusion/signature-initiatives/graduate-students-mentoring-undergraduates/>

VIII. International Resources:

- <https://international.globallearning.cornell.edu/>
- Visa Information:
 - <https://international.globallearning.cornell.edu/travel/about-your-visa>
 - Visas (& worth in the US) after graduation:
<https://international.globallearning.cornell.edu/maintaining-your-status/visas-after-graduation>
 - Other resources suggested by the international students' office:
<https://international.globallearning.cornell.edu/life-cornell/student-resources>
- English Language Support Office (ELSO) Speaking Groups:
<https://knight.as.cornell.edu/SGP>
 - For both native English and non-native English speakers

IX. Fieldwork Resources:

- Official EAS Guidelines for Safe Fieldwork is held on the intranet
- CALS inclusive fieldwork policy and practices:
<https://cals.cornell.edu/diversity-inclusion/fieldwork>
- Cornell offers Fieldwork gear rentals: <https://scl.cornell.edu/coe/outfitting>
- Webinar and associated resources on strategies to protect at-risk researchers while doing fieldwork: <https://cals.cornell.edu/saferscience>
- Demery & Pipkin 2020 article 'Safe fieldwork strategies for at-risk individuals, supervisors and institutions': <https://www.nature.com/articles/s41559-020-01328-5>
- Field safety resources from Berkeley: <https://ehs.berkeley.edu/field-safety>
- Field safety resources from AdvanceGeo:
https://serc.carleton.edu/advancegeo/resources/field_work.html
- Resources to prevent sexual harassment and assault in the field: [SHA in Field Settings: Educational Resources \(ucsc.edu\)](#)
- Fieldwork leadership training series from UC Riverside: [2021 Fieldwork Toolkit Leadership Training Series | Risk & Safety Training \(ucr.edu\)](#)
- <https://www.diversifyoutdoors.com/> - Website that promotes diversity and equity in the outdoors
- Cornell Outdoor Education: <https://scl.cornell.edu/coe/pe-courses/spring-pe-courses>. Courses include:
 - [Self-Guided Courses](#)
 - [Backpacking and Camping](#)
 - [Biking](#)
 - [Caving](#)
 - [Circus Arts](#)
 - [Hiking](#)
 - [Paddling](#)
 - [Personal Growth](#)
 - [Rock Climbing](#)
 - [Snow Sports](#)
 - [Trail Running](#)
 - [Tree Climbing](#)
 - [Wilderness Medicine](#)

X. Fieldwork Equipment:

- Cornell offers Fieldwork gear rentals: <https://scl.cornell.edu/coe/outfitting>
- In person Ithaca stores:
 - Old Goat Exchange (used and new outdoor stuff, changes seasonally)
 - Eastern Mountain Sports (all outdoor things, has a website as well)
 - The Outdoor Store (pricey)
 - Walmart/Target may also have suitable things

- Fontana's (shoes)
- Online stores:
 - Recreational Equipment, Inc. (REI) (<https://www.rei.com/>)
 - REI Used Gear (<https://www.rei.com/used>) - REI has a 100% return guarantee, so sometimes people will return things and they are resold at a discount.
 - Steep & Cheap (<https://www.steepandcheap.com/>) - New, highly discounted gear.
 - For women/females:
 - <https://jocelynesze.wordpress.com/2017/05/05/doing-fieldwork-as-a-female/>
 - A Woman's Guide to the Outdoors by Ruby McConnell - A guide to the outdoors written BY a woman FOR women.
 - For BIPOC (Black, Indigenous, People of Color):
 - <https://www.melaninbasecamp.com/> - Website devoted to BIPOC in outdoor activities. Includes gear reviews, practical advice, and inspiring stories.

XI. Lab Group Recommendations:

Building an equitable inclusive workplace in which all members feel valued requires expectations to be clearly communicated and regularly revisited. Some recommendations to adopt include:

- Create a code-of-conduct that addresses inclusivity and diversity, mental health, publications or outputs, social media use, working hours, and vacation
- Outline expectations for taking vacation (e.g., 3 weeks) and for reasonable work hours (e.g., 40-50 hrs/wk; be explicit!)
- Create a communication plan and expectations, e.g. how do members communicate with each other and what times are appropriate
- Establish a plan for working with new hires/students for connecting them with resources that will be of most use to them, e.g. schedule for initial call(s) and/or meeting(s) to identify needs/interests
- Establish individual/group meeting expectations (interval/frequency, journal articles, presentations, socializing, time management, reviewing manuscripts, revising manuscripts/dealing with rejection, careers, current events, media requests)
- What skills or experiences are required for their (course)work? e.g., driving, hiking/outdoors activities, compass/GPS navigation, swimming/SCUBA, operating power tools, first aid, etc.
 - How will you support your team in building these skills?
- Conference and workshop participation (how often and who pays for it?)
 - Be explicit about opportunities for this type of participation and at what point they will be expected to attend conferences
 - [Conference Resources](#)
- Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas, Institute on Teaching and Mentoring, and others
- Evaluations: rubric, frequency for advisor/committee evaluations, encourage

self-evaluation (reflection) and review long term goals and how to achieve them

XII. Reporting Information:

- [The Advocacy Center](#): 607 277-5000 (24/7 hotline)
- [Cornell's Victim Advocacy Program](#). Conversations with a Victim Advocate are private and do not commit you to any future action. Discussions with an Advocate do not constitute making a report or filing a formal complaint. An Advocate will not contact academic or university staff, parents, or others without the client's consent. To assure privacy, the office does not keep formal records for Cornell Health or the University.
- Sexual Misconduct Reporting
 - Contact nosexualmisconduct@cornell.edu if you need to report gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual misconduct.
 - [SHARE](#): Sexual Harassment and Assault - Response and Education
 - [Resources](#), [Maintaining relationships](#), [Safety concerns](#), [Helping a friend](#), [Staying connected](#).
 - To [contact a Title IX coordinator](#), email titleix@cornell.edu for a response during business hours.
- Reporting Hazing
 - [Cornell Hazing Website](#)
 - [Online Report Form](#)
 - To overcome secrecy and to help prospective members know about a group's history of hazing, the university has created the [list of violations](#) by campus organizations and teams.
- University Ombudsman Office
 - The [Office of the University Ombudsman](#) offers a safe place where community members may discuss problems or issues within the University.
- Ethical Conduct and Compliance
 - [Ethical Conduct and Compliance Hotline](#)
 - Report activities or conduct that you believe violate a state or federal law or University policy directly or anonymously. This includes violations of Cornell's Standards of Ethical Conduct Policy, life safety concerns, non-compliance with grants and contract requirements, financial irregularities or misreporting, violations of applicable state or federal laws and regulations, conflicts of interest, and other related concerns.
 - [Standards of Ethical Conduct PDF](#)
 - [Letter from the Executive Vice President](#)

XIII. The Cornell University Campus Code of Conduct

- This policy includes all members (staff, students, and faculty) of the Cornell University community.
- The purpose of the Campus Code of Conduct is to protect and promote the University's educational goals as per Title I, Article I: Fundamental Principles.

- **Link:** [Campus Code of Conduct](#)
- **Reporting Form:** [Reporting form for Campus Code of Conduct](#)
- **Contact:** The Office of the Judicial Administrator (judadmin@cornell.edu) ***Note that the Office of the Judicial Administrator is being taken over by the Office of Student and Campus Life
- **Police Involvement:** Instances that involve police or other public officials is noted in Title I, Article II: Supporting Policies. The University will not involve police unless the report incident alleges conduct that is criminal in nature or is otherwise illegal or in violation of University policy, which requires Cornell to report it to the Cornell police and/or the appropriate University official for review and action.
- **Process:** The Judicial Administrator will start an investigation upon receiving a complaint or information regarding a violation of the Campus Code of Conduct. The process is determined on a case by case basis, but may involve a hearing by the [University Hearing Board](#) and [University Review Board](#). A detailed process, timeline, description of the complainant and victim roles, consequences, and jurisdiction over students, faculty, and staff can be found under Title II of the Campus Code of Conduct. A list of violations and procedures can be found under Title III of the Campus Code of Conduct.
- **Reports:** [Annual Report – AY 2020](#) (July 1, 2019 – June 30, 2020)- Office of Judicial Administrator Report

XIV. University Policy 6.4, Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct

- This policy includes all members (staff, students, and faculty) of the Cornell University Community at Ithaca-based locations, the Cornell Tech Campus, and Weill Cornell Medicine campuses.
- **Policy Statement:** Cornell University is committed to providing a safe, inclusive, and respectful learning, living, and working environment for its students, faculty, and staff and does not discriminate on the basis of protected status, including sex, in the education programs and activities it operates. Admission and employment are included in the requirement not to discriminate in the education program or activity that Cornell University operates. To this end, through this policy, the university provides means to address bias, discrimination, harassment, and sexual and related misconduct
- **Link:** [University Policy 6.4, Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct](#)
- **Reporting Form:** [Reporting Form](#), Reports can be made anonymously, however in certain circumstances in order to follow up with an investigation, a name and formal complaint may be required
- **Reporting Disclaimer:** Please note that this report may become part of Cornell's administrative record keeping and therefore may be available to the students to which it pertains under the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student education records. Cornell University Policy 4.5: Access to Student Information and the related Student Record Privacy Statement explain how FERPA is implemented at Cornell. Note also that reports of Clery Act crimes will be used by the University to fulfill certain of its Clery Act responsibilities, including annually disclosing de-identified Clery Act crime

statistics in its annual security report, Campus Watch.

- **Contact:** The [Office of Institutional Equity and Title IX](#) oversees all instances regarding University Policy 6.4
- **Who are Designated Reporters:** With the exception of University Policy 6.4 Designated Reporters are supervisors and managers with a duty to respond per this policy, other faculty and staff are no longer subject to a reporting obligation under this policy. However, they may have reporting obligations under other policies or state or federal law.
 - Although they are not subject to a reporting obligation under this policy, all faculty, staff, and students are encouraged to report incidents to the university and to consult the Title IX coordinator regarding conduct prohibited by this policy.
- **Who has access to the report:** The Title IX Coordinator and a small group of professionals with a “need to know” who are trained to respond with sensitivity and in accordance with university policy. The report is considered private and maintained in accordance with university record keeping requirements.
- **What happens after a report is made:** When the Title IX Coordinator receives a report of prohibited sexual or related misconduct, they will contact the complainant, if known, or another individual reporting the prohibited conduct to offer Supportive Measures. The individual will also be advised of the option to pursue a formal complaint, if such an option is available, and any other available reporting options and resources.
- **Police Involvement:** Individuals are encouraged to report to law enforcement any actions that may constitute a crime. If an individual is the victim of sexual or related misconduct under policy 6.4 they may choose to report to law enforcement and/or the university. Police are not involved unless the report incident alleges conduct that is criminal in nature or is otherwise illegal or in violation of University policy, which requires Cornell to report it to the Cornell police and/or the appropriate University official for review and action.
- **Process:** There are a number of resources available including confidential services to discuss and report any misconduct under University Policy 6.4, which are listed under ‘Resources’ within this policy. Specific procedures are listed under ‘Procedures’ within this policy document and specific procedural documents for associated misconduct are listed below:
- [Procedures for Resolution of Reports Against Students Under Cornell University Policy 6.4 for the Following Acts of Prohibited Conduct:](#)
 - Aiding Prohibited Conduct;
 - Attempting to Commit Prohibited Conduct;
 - Dating and Domestic Violence;
 - Retaliation;
 - Sexual Assault;
 - Sexual Exploitation;
 - Sexual Harassment and Sex/Gender-Based Harassment;
 - Stalking; and
 - Violating a Supportive Measure and/or Temporary Suspension
- [Procedures for Resolution of Reports Against Staff under Cornell University Policy 6.4](#)

for the Following Acts of Prohibited Conduct:

- Prohibited Discrimination;
- and Retaliation
- Procedures for Resolution of Reports Against Employees Under Cornell University Policy 6.4 for the Following Acts of Title IX Prohibited Conduct:
 - Attempting to Commit Prohibited Conduct;
 - Dating and Domestic Violence;
 - Retaliation;
 - Sexual and Sex/Gender-Based Harassment;
 - Sexual Assault;
 - Stalking
- Procedures for Resolution of Reports Against Employees Under Cornell University Policy 6.4 for the Following Acts of Non-Title IX Prohibited Conduct:
 - Aiding Prohibited Conduct
 - Prohibited Discrimination
 - Protected Status Harassment, including Sexual Harassment and Sex/Gender-Based Harassment (Non-Title IX)¹
 - Sexual Misconduct (which includes Non-Title IX Dating and Domestic Violence, Sexual Assault, Stalking, and Sexual Exploitation)
 - Retaliation
 - Violating a Supportive Measure and/or Temporary Suspension
- **Interim Measures:** Potential Interim Measures for Title IX:
 - assistance obtaining access to counseling, advocacy, or medical services;
 - assistance obtaining access to academic support and requesting academic accommodations;
 - changes in class schedules;
 - assistance requesting changes in work schedules, job assignments, or other work accommodations;
 - changes in campus housing;
 - safety escorts;
 - “No-contact” orders (curtailing or prohibiting contact or communications between or among individuals); and
 - Temporary Suspensions.

XV. Department of Inclusion and Workforce Diversity

- The Department of Inclusion and Workforce Diversity provides institutional leadership by promoting a learning, living, and working environment in which we encourage full participation of all members of the Cornell community. Using data collection and workforce analysis, we design and deliver innovative strategies to achieve inclusive excellence in our systems, structures, and culture.
- **Bias Reporting:** The Department of Inclusion and Workforce Diversity is responsible for collecting and tracking all reported bias activity that occurs at Cornell University that

could potentially impact our commitment to diversity and inclusion, including all reports made by faculty, staff, students, and visitors to the Ithaca, Weill Cornell Medicine, and Cornell Tech campuses.

- Decision tree for [Students](#)
- Decision tree for [Faculty/Staff](#)
- **Reports:** [Annual Report 2020](#) - Bias reporting
- **Diversity and Inclusion Resources**
 - [Inclusive Excellence Academy](#): Courses designed to develop an inclusive educational environment and workplace. Programs incorporate interactive theater and experienced speakers that engage audiences, open eyes, and change minds.
 - *Related: [Talking about Diversity](#), Ezra Magazine, Spring 2014*
 - [Diversity Council Resources](#): Information about Cornell's diversity recruitment and retention programs and resources, including training and networking opportunities to support communities of color, disabilities, LGBT, military veterans, women, and religions.
 - [Bias & Reporting](#): Information and resources regarding Cornell policy and procedures regarding discrimination, harassment, and bias.
 - [Equal Opportunity & Affirmative Action](#): Learn about Cornell's Affirmative Action Plan, including contacts for university Affirmative Action representatives.
 - [2018 Diversity and Inclusion Strategic Plan](#): Learn about the goals established to create change around diversity and inclusion at Cornell University.

XVI. University Policy Office

- [Process for policy change and development](#)
- Through personal communication with the University Ombudsman, the “easiest route” to affect policy change is to determine which administrator the policy change would fall under, and to find stakeholders to get administrator involvement (e.g., graduate assemblies)

XVII. Additional Needed Resources:

- Businesses or other needs, e.g. gyms, barber shops/hair services, etc.
- Fund membership fees for organizations like SACNAS, NABG, AISES, GeoLatinas, and others
- Outline opportunities, expectations, benefits, and/or compensation for mentoring new hires and/or students who wish to engaged in belonging, accessibility, justice, equity, diversity, and inclusion (Be A JEDI) efforts
- Explicitly acknowledge, discuss, and suggest policies to limit the “time tax” put on people of color for participation in Be A JEDI activities and support a clear path for opting out
- Information on honoraria and establishing/charging speaker fees
- Tax information.
 - For graduate students (process varies depending on funding source & if an

international student or not):

<https://gradschool.cornell.edu/financial-support/tax-information/>