Advancements in the Quality of Graduate Student Life in Recent Years Organized by topic areas identified in the GPCI, 2013 Initiative October, 2016

The Graduate and Professional Community Initiative (2013), created by the Graduate and Professional Student Assembly, is a framework for strategic discussions to identify and address issues related to graduate and professional student life. This report provides a summary of progress on GPCI-related issues.

Student Center
GPCI: "GPCI suggests that the Big Red Barn—the Graduate and Professional Student Center— could better foster interactions among graduate and professional students. The food and beverage service at the Big Red Barn could align more closely to what the graduate and professional student community would want in their center. The GPCI also asks that an expanded graduate and professional student center be included in long-term planning by the University. Additionally, Willard Straight Hall can serve graduate and professional students better. Finally, a centralized physical space should be set up to provide common resources that are available from different units across campus."

Many of the suggestions for the Big Red Barn require significant financial support and long term planning. So that students' voices continue to be heard and influence decisions about space usage, the Big Red Barn Advisory Committee meets regularly to discuss programming, food, and how to better serve the needs of the graduate and professional student community.

- **BRB Renovation:** The BRB underwent a $1.2 million dollar renovation funded by the University that included building stabilization work, a new roof, paint, shingles, and copper trim. (Project completed: Summer 2014.)
- **New and Improved Graduate Student Meal Plan:** Since January 2013, a Graduate Student Meal Plan was implemented with no administrative fee, allowing students to benefit from the 8% tax-exempt discount and offers an additional 5% discounts for purchase at the BRB. (Effective January 2013.)
- **Big Red Barn Advisory Committee:** The Big Red Barn Advisory Committee brings student voices into conversations about the BRB space for food and programming, along with many opportunities to voice their opinions on how it can better serve the graduate and professional student community. (Established in 2013.)
- **New Dining Options at the BRB:** The BRB surveyed current graduate and professional students to understand perceptions, current usage, and future wish list for the BRB. As a result of survey results, Cornell Dining changed the dining menu to a coffee bar with grab-and-go lunch options. (2016)
- **BRB Newsletter and Social Media Presence:** Communications about the Big Red Barn's events and programming were improved through a streamlined weekly newsletter, which is sent to all registered graduate and professional students, as well as new Facebook and Twitter accounts. (Implemented in 2014.)
- **Write-Ins:** The BRB sponsors Write-Ins (held from 8:00–11:00 a.m. daily when the BRB is open), during which students can go to the BRB to work on writing projects and receive free coffee. (Initiated in 2013.)

Sense of Community
GPCI: "The lack of a strong sense of community is a continual concern for graduate and professional students at Cornell. The GPCI recognizes that more could be done to improve opportunities for meaningful interactions and interdisciplinary collaboration across the broad community. Programming, events, and activities are important components to building social cohesion, connectedness, and communication and could be strengthened. Furthermore, the GPCI calls for increased support for students' personal growth and development, as well as better communication and integration across departments and units on campus. Cornell can and should support the development of a diverse and vibrant intellectual graduate and professional student community on campus."

While some of the programs and initiatives listed below arose independently of the GPCI, all programs were influenced by the GPCI. For example, the Graduate School recognized the need for academic writing support programs prior to 2013 and began planning for a slate of writing programs. We created a format emphasizing peer support and connectedness across fields due to the GPCI suggestion for increasing social cohesion and connectedness.

- **Writing Boot Camps:** The Office of Academic and Student Affairs sponsors an award-winning week-long writing boot camp that includes Dissertation Writing Boot Camp, Thesis Writing Boot Camp, Proposal Writing Boot Camp, and a Virtual Boot Camp. (Launched in 2013.)
- **Writing Groups Program**: Through collaboration with the Graduate School, the English Language Support Office, and Cornell Libraries, the Writing Groups Program began in Spring 2016. This program is open to all graduate/professional students and postdocs and aims to create interdisciplinary writing groups where students can work on existing projects and develop strong academic writing skills while interacting with peers across disciplines. Due to positive response, the program was continued in Fall 2016.
- **Fellowship Workshops:** The Graduate School offers programming that supports applicants for external funding opportunities (including the NSF and HHMI fellowships) by providing technical information, peer review, and fellowship tips. The NSF reception has been held annually since 2014.
- **3 Minute Thesis:** The 3-Minute Thesis Competition, in which students present their dissertation research in three minutes or less to a graduate student audience and interdisciplinary group of judges, has been held annually at Cornell since 2014.
- **Olin Lecture:** For nearly three decades, the Graduate School has promoted interdisciplinary discussion by sponsoring the Olin Lecture. Suggestions for the Olin Lecture speaker are provided by the graduate community, including GPSA. In 2017, a different format focusing on more direct interactions with graduate students will be implemented.
- **Lab Crawl:** Since 2014-15, Lab Crawls are sponsored to promote interdisciplinary interactions. Students visit labs across campus, where peers discuss the nature and significance of their work.
- **More Successful Communications Platforms:** Improved communications through the revamped Graduate School Announcements, Twitter, and Events Calendar. Included in the Announcements is recognition of outstanding student achievement through the Kudos column. (Ongoing since 2011.)
- **Orientation Events:** The Graduate School hosts an orientation program for newly admitted students. In 2013, students viewed the video debut "Graduate Students, Graduate Stories," which provided students with an opportunity to hear directly from current students about adjustment to graduate school life, resources, and caring community. A robust resource fair and formal welcomes from University leadership are a part of the event. The Graduate School

sponsors an extended [Navigating Graduate School](#) series to continue orientation. (New in 2013 was the addition of an annual Spring semester orientation.)

Family Services
GPCI: "Given that around 10% of graduate and professional students have children and almost 25% are married, family services are an important topic for the graduate and professional community. The GPCI recognizes that students with families should have access to high quality information about resources available to them and the student families should also have access to affordable child care options. The GPCI also encourages the university to be a supportive environment for students with families and stresses the importance of support for partners and spouses."

Many of the policies, programs, and support structures listed below predate the GPCI, for example the parental accommodation policy was implemented in 2008 and the student child care grant program was created in 2004. The GPCI focused additional effort on better communicating and marketing our programs and creating "one stop" places for resources and information. The Family Services work group, which includes student-parents, student partners and staff from across campus, continues to meet and develop initiatives to benefit students with families.

- **Parental Accommodation:** Since 2008, graduate and professional students are eligible for [parental accommodation](#) to help balance competing demands of school and family life. (Implemented in 2008.)
- **Student Care Grant Program:** The [Student Child Care Grant Program](#) was created in 2004 to make the grant subsidy available to as many Cornell students with child care expenses as possible. In 2015, funding for the [program increased](#) from $100,000/year to $250,000/year to reflect the increased demand on the program and costs associated with child care expenses. (Created in 2004.)
- **Students with Families Website:** In 2015, the [Family Services Work Group developed](#) a new [university-wide website](#) which lists all University resources and services available to support students with families. Also, a [Facebook](#) page was created to provide updated information and community.
- **Partner/Spouse Employment Workshops:** Since 2012, a [three-part series](#) is available to partners and spouses each semester to support them in their employment pursuits (Working at Cornell, Working in Tompkins County, and Volunteering). Partnership with [Tompkins Workforce](#) allows individual job coaching/counseling for partners/spouses. Partners/spouses can sign up for weekly announcements of positions available through a listserve.
- **Students with Families Events:** Since 2012, the Family Services Work Group has sponsored a variety of opportunities to establish community for our students with families: [Time Out](#), [Spouse & Partner Happy Hour](#), BRB Family Fellow, and many [orientation activities](#).

Career Resources
GPCI: "Acknowledging the substantial progress that has been made on career resources on campus in recent years, the GPCI asks that additional support be given for graduate students who are looking to pursue non-academic careers. The GPCI also recommends that offerings by Cornell Career Services be more accessible to and valuable for the graduate and professional student community and that transferable professional skills resources that span all fields be strengthened. Lastly, the GPCI suggests that better data collection on alumni and current students can greatly improve the offerings of career resources."

Since 2010, the Graduate School has improved delivery of career information through partnerships with Career Services that include a dedicated career advisor, through two grant-funded centers to address future faculty (CU-CIRTL) and non-academic (BEST) careers, and via a menu of professional development programs, events, and workshops. In 2015-16, the Graduate School interacted with nearly 8,500 student participants in 185 programs providing over 570 hours of programming.

- **Graduate and International Career Advisor:** To address a gap in career programming and advising, the Graduate School and Cornell Career Services partnered to create the full time position of the Graduate and International Career Advisor. The Career Advisor recently left the position for another opportunity, and a search for a new Career Advisor is being launched. (Position created in 2012.)
- **Center for the Integration of Research, Teaching, and Learning:** In 2012, CU-CIRTL (the Center for the Integration of Research, Teaching, and Learning) was established as a member of a national network of research universities (now including over 40 institutions). creates opportunities for cross-field interaction around preparation for effective and inclusive teaching, research mentoring, and academic careers. It offers cross-campus opportunities for interaction with faculty and students from other CIRTL Network institutions through regional symposia, online courses, webinar series, exchange visits, and summer training institutes.
- **BEST Program:** Through the National Institutes of Health, the BEST ("Broadening Experiences in Scientific Training") Program is available to graduate students and postdocs. This is a university-wide initiative that offers workshops, off-campus alternatives to the traditional rotations in years 1-2, and mentorship or externship opportunities for careers beyond the academy.
- **Alumni Networking Events:** Alumni networking opportunities for graduate students have increased through collaborative opportunities. These include: a President's Council of Cornell Women (PCCW) networking luncheon for graduate women from any field; three alumni career talks; a networking event at Reunion; and graduate student participation in Cornell's alumni job-shadowing Extern program. Alumni Engagement opportunities have been expanded through a Provost funding mini-grant program to support graduate fields in the humanities and social sciences to engage alumni in professional development events focused on non-academic career pathways for PhDs.
- **Career Outcomes:** In partnership with the Survey Research Institute and Institutional Research and Planning, the Graduate School continues to implement and fine-tune processes for delivery and analysis of four student survey instruments to obtain information on students' experiences. Included in these surveys is a Career Outcome project to develop an approach for tracking alumni or former student career outcomes.
- **Pathways to Success:** Professional development is supported at the Graduate School through Pathways to Success. The framework helps graduate and professional students be successful in their research and scholarship and establish the necessary skills for their future career. Workshops and events are organized into the following thematic focus areas: Navigate Academia, Build Your Skills, Create Your Plan, and Prepare for Your Career. Programming is provided through the Graduate School (offices of Graduate Student Life, Academic and Student Affairs, Inclusion and Student Engagement, and Postdoctoral Studies), CU-CIRTL, Center for Teaching Excellence, and Career Services. (This is the latest of a series of improvements to professional development programming that began in 2012.)
- **Navigating Your Future**: Launched in 2015, the Navigating Your Future program is a seminar series that highlights a variety of academic and career development topics relevant to the growth and success of graduate students.

- **Graduate and Professional Degree Networking Group:** The Graduate School has encouraged alumni/student interactions through the new Graduate and Professional Degree Networking Group in [CUVolunteer](#).
- **Colman Leadership Program:** Through a partnership with the College of Engineering established in 2015, the Graduate School now offers the [Colman Leadership Program](#), an intensive 4-day leadership immersion program, to PhD students from across all graduate fields.

Mental Health and Wellbeing
GPCI: "Broadly, the GPCI recognizes that mental and physical health and well-being services for graduate and professional students needs improvement. The GPCI strongly recommends that targeted emotional and psychological resources for graduate and professional students should be more adequately provided. The GPCI asks that physical fitness facilities and programs accommodate the unique needs of graduate and professional students. Work-related stress is an important dimension to being a graduate or professional student and the GPCI suggests that more and better programming could be offered to address these stressors. The GPCI additionally recognizes that the development of meaningful relationships can be facilitated better through programming."

Since 2012, the Graduate School has worked with members of the GPSA to address the mental health and wellbeing of the graduate community. In recent years, we have partnered with successful programs across campus to ensure that graduate and professional students are aware of and included in resources, programs, and workshops. In some cases, we tailored these programs to the needs of graduate and professional students.

- **Health and Wellness Resources:** The Graduate School continues to promote [wellness resources](#) on the [website](#) and through emails to all graduate and professional students, and by implementing new surveys addressing the graduate and professional student experience.
- **Counseling Programs:** [Gannett and Counseling and Psychological Services (CAPS)](#) have increased programming for graduate and professional students. Specifically, "[Let's Talk](#)" programs and weekend hours for counseling services.
- **Perspectives Series:** The Graduate School hosts [Perspective Series](#) to address health and well-being topics for our graduate and professional students. (Launched in 2013.)
- **[Empathy, Assistance, and Referral Service (EARS)](#):** EARS piloted the expansion of peer-based support through EARS program where graduate/professional students are the EARS trained counselors. (Implemented in 2016.)
- **Personal Financial Education:** In recognition of financial stress graduate and professional students may experience, and with support from the [Council of Graduate Schools](#), the Graduate School secured a grant in 2013 to enhance student personal financial literacy across the university. Students have the opportunity to participate in [CA$H COUR$E](#) and our [financial literacy website](#). (Programming began in 2013; website launched in 2016.)
- **Graduate and Professional Student Mental Health Committee:** In Spring 2016, the [GPCI Mental Health Committee](#) was reconfigured to align with existing Cornell resources and units and to become a standing Graduate and Professional Student Mental Health Committee to function under the University's [Council of Mental Health and Well-being](#).
- **Graduate and Professional Student Sexual Violence Prevention Work Group:** In Spring 2016, the Graduate School established the Graduate and Professional Student Work-Group to work on addressing issues of sexual violence prevention in the graduate/professional student community.

Diversity and International Students

GPCI: "The graduate and professional student community is the most diverse community on campus, but many aspects of that diversity still need improvement. The GPCI suggests that the GPSA should work to increase the diversity of its membership and engage in more outreach. The GPCI also requests that additional consideration and resources should be given to support international students, Students of Color, female students, and LGBTQI graduate and professional students."

Diversity and inclusion goals are a priority for the GPSA, Graduate School, and Cornell University; in fact, they are prominently featured in Cornell University's most recent Strategic Plan. Over the last several years, the Graduate School has included academic, professional, and career support for diverse graduate students, including first generation students.

- **Diversity Student Organizations:** Since 2007, the major graduate and professional diversity student organizations has grown significantly in membership, event production and visibility in the Cornell community supported through the Graduate School: Black Graduate and Professional Student Association (BGPSA), Cornell Latin American Student Society (CLASS), Indigenous Graduate Student Association (IGSA), Latino Graduate Student Coalition (LGSC), Society for Asian American Graduate Affairs (SAAGA), Out in STEM (oSTEM), Graduate Women in Science (GWIS). All of these organizations along with the GPSA Diversity & International Students Committee are represented on the [Leadership Council for the Graduate School Office of Inclusion & Student Engagement](#).
- **Graduate Student Ambassador Program:** The [Graduate Student Ambassador Program,](#) started in 2013, engages current graduate students in the recruitment and enrollment of prospective graduate student from backgrounds historically underrepresented in graduate education.
- **Summer Success Symposium:** Established in 2015 in partnership with the College of Engineering, the [Summer Success Symposium](#) is a one-day event for new and continuing M.S./Ph.D. and Ph.D. students from across all graduate fields who have received fellowships in support of diversity, and/or identify as first generation college (FGC) students and/or students of color. Through this symposium, participants have the opportunity to form connections and establish community. This symposium also provides participants with the opportunity to engage with successful Cornell Ph.D. alumni and faculty, and to acquire knowledge and insights that help them navigate their successful transition to and progression in their graduate studies.
- **[Future Professors Institute](#):** Launched in 2016 as a collaboration between the Graduate School, CU-CIRTL, and the Office of Postdoctoral students, this one-day institute features workshops and guest speakers from multiple institutions discussing the topic of preparing for successful faculty careers. The target audience for this institute includes doctoral students, postdocs, JD, JSD, and MFA students interested in academic careers, with the primary audience being students and postdocs who identify with backgrounds historically underrepresented in the professoriate.
- **Intergroup Dialogue Project.** In 2016, the [Intergroup Dialogue Project (IDP),](#) in collaboration with the Graduate School and CU-CIRTL, piloted an IDP program for graduate students. This program focuses on social identities (such as race, socio-economic status, sexual orientation, ability/disability, and gender) and aims to promote the development of consciousness about social identity, oppression, and privilege; to explore the effects of social inequality at personal, interpersonal, and structural levels; to build relationships across differences and conflicts; and to strengthen individual and collective capacities to promote social justice and equity.
- **Engage Lunches:** Launched in 2015 as a monthly event during the academic year, the Engage Lunches feature alumni speakers and provide the opportunity for current graduate students to

engage with the speakers in an informal environment. The diverse alumni featured through this program series are from a variety of employment sectors and include new professionals through highly accomplished, seasoned professionals.

- **[Inclusive Teaching Institute for Graduate Students and Postdocs](#):** Launched in 2016 by CU-CIRTL, this institute brings aspiring educators together to engage proactively in complex discussions about aspects of diversity at Cornell and beyond. Additionally the institute supports early career academics and professionals in incorporating inclusive teaching practices into their classrooms, and helps to nurture a peer network that can serve as a resource on matters of diversity in higher education.
- **English Language Support Office:** In Fall 2014, the [English Language Support Office](#) (ELSO) [was created](#) to [provide](#) seminars, individual tutoring and consultation, conversation and writing support groups, and acculturation activities for graduate and professional students whose English is a second language. (Launched Fall 2014.)
- **Graduate Writing Service:** The Graduate Writing Service was piloted in Spring 2013 through the Knight Institute for Writing in the Disciplines and has continued throughout. While open to all graduate and professional students, international students may benefit greatly from these services. (Piloted in Spring 2013.)
- **PCCW and GPWomeN:** Since 2013, the Graduate School has worked toward building a relationship with PCCW and GPWomeN to provide [women's professional development](#) opportunities; at the PCCW Annual Luncheon, and a new collaboration to have a GPWomeN – PCCW Seminar Series (piloting in Fall 2016).

Housing

GPCI: "The GPCI addresses both on-campus and off-campus housing for graduate and professional students. The GPCI suggests that the university should consider various aspects of the university-run housing for graduate and professional students such as room allocation for families, parking for residents, and facilities. Additional resources could be provided for the vast majority of the graduate and professional student community who live off-campus as well. And the GPCI also suggests that the university could do more to facilitate a high quality of life for graduate and professional students who live off campus, in the broader Ithaca community."

The redevelopment of the Maplewood property has provided an opportunity for graduate students to have a voice in housing. To help students living off campus, the Graduate School now works with the Off Campus Housing Office to develop information specially designed for newly admitted graduate and professional students.

- **Maplewood Redevelopment:** Graduate student representatives are participating in a University-wide committee to provide input on the redevelopment of the [Maplewood property](#) for improved access to graduate/professional student housing.
- **Off Campus Housing Office Improvements:** To support the off-campus student life experience, the [Off Campus Housing Office (OCHO)](#) has developed presentations and information for admitted students. Changes include: 1) A redesigned website with more information specific to graduate students, 2) Presentations for graduate fields and admitted students, 3) A list of best practices to help students find and sign leases for off campus housing, 4) Prominently features the New York State Tenants Rights Guide, 5) Neighborhood descriptions including distance from campus.
- **Housing Webinar:** In Spring 2016, OCHO and other offices sponsored the first [off-campus webinar](#) for incoming students with success (and plans to continue).

Transportation
GPCI: "GPCI offers a number of action statements to improve parking options for graduate and professional students. Additionally, the GPCI asks that the public transportation in Ithaca should be improved to better serve graduate and professional students. Some suggestions in the GPCI include selecting a graduate or professional to serve on the TCAT Board of Directors, creating a TCAT app for smartphones, and improving information available about public transit."

Parking on campus presents challenges for students, faculty, and staff alike. The Graduate School has advocated for improved parking options for graduate and professional students. Recent advances have included a parking pass for vet students to help with their on call requirements and limited mobility access.

- **Parking and Omnibus Benefits**: Beginning in 2007, changes to parking and omnibus benefits have been ongoing. Changes include: Short-term parking permits can be purchased; an occasional-parker program exists; OmniRide can be purchased by spouses; and the first year of OmniRide is free for graduate students. (Ongoing since 2007.)
- **Veterinary Student Parking Passes:** Reduced parking pass fee for B parking lot is now available to all graduate and professional students. The main beneficiaries are veterinary students whose on-call requirements are in CUHA, located directly across from this parking lot.
- **Ithaca CarShare:** In 2015, Ithaca Carshare location was piloted at Hasbrouck with success. The result was that a Carshare location is now a permanent option at Hasbrouck.
- **Accessible Parking:** Since the early 1990's, short-term handicap parking permits are available to the graduate and professional student community. (Early 1990's.)
- **Limited Mobility:** In 2015, additional efforts were made to provide students with limited mobility information about CU Lift and accessible parking. Information has been made available on various websites, along with working directly with SDS, Gannett Health Services and the Students with Families Advisory Committee.

Other Noteworthy Accomplishments for Graduate/Professional Student Life

Student Voice in University Decisions
The **Graduate and Professional Student Assembly** is the shared governance body of graduate and professional students, who work with the university administration to improve the quality of the student experience at Cornell. In addition, the **General Committee**, the policymaking body for the Graduate School, includes two voting student members. Cornell's senior leadership interacts regularly with the GPSA. See details in a Chronicle article about shared governance.

Numerous advisory bodies, committees, and task forces across the university include students, such as the Student Health Benefits Advisory Committee, and the Students with Families Advisory Committee. At the highest level of policy-making, the Board of Trustees for the University includes two voting student members elected by the student body, one of whom is a graduate/professional student.

Graduate Student Surveys

To better inform our efforts, the Graduate School developed four surveys for different phases in the graduate student lifecycle. You can view some of the reports that have been published on this

Assistantship Stipend Rates

Many Cornell graduate students are supported on assistantships (Teaching Assistantships, Graduate Research Assistantships, Research Assistantships, and Graduate Assistantships). **University Policy 1.3**, established in 2001 and last updated in 2013, describes assistantship assignments and appointment letters, mentoring, appointment periods, graduate student rights and responsibilities, and procedures for conflict resolution.

The Graduate School Dean with the Associate Dean for Administration compile data on Cornell and peer school trends in 9-month stipend rates for comparisons, data on Ithaca-area living costs, and data on graduate student debt. This information is then discussed with various groups to solicit their input before the Dean makes a recommendation to the Provost, who makes a recommendation to the Board of Trustees.

- Chronicle Story – 2016-17
- Chronicle Story – 2015-16

Policies Search

The Graduate School has been working on improving communications around key policies, procedures, and benefits for graduate students. To make it easier to find policies, the Graduate School developed a filterable search tool to make it easier to find important policies, procedures and benefits by key word, category, or type.

Some of the most frequently searched topics in the policies search tool are:

- **Workers' Compensation:** Injury claims from students who receive financial support through assistantships or hourly paid appointments and who are injured while conducting the duties of their appointment are sent to the New York State Workers' Compensation Board. The NYS Workers' Compensation Board reviews each case and determines compensability under NYS Law. Eligibility determination for Workers' Compensation is ultimately made by the NYS Workers' Compensation Review Board, not Cornell.

    Note: There was some media coverage in 2014 about an individual who was seeking Workers' Compensation from Cornell, but the media coverage did not include the complete context that the individual was not on a paid university appointment at the time of the injury. Because of FERPA restrictions (Family Educational Rights and Privacy Act), we are not able to discuss the specifics of any individual student's situation, but if an individual is not on a paid university appointment, Workers' Compensation is not applicable.

- **Student Injuries:** After seeking medical attention, an injured graduate/professional student should file a **University injury report**. Filing the report will begin the process to aid an injured student.
    - Injury claims from students who are appointed on assistantships or are on hourly paid appointments will be handled through the Workers' Compensation process described above.

- **Parental Accommodation (maternity/paternity leave):** Cornell's **Graduate and Professional Student Parental Accommodation Policy** provides graduate students with two options:

  1) Six weeks of paid accommodation (or eight weeks for the birth mother for a cesarean section delivery) for students receiving full funding from the university as assistants, whether as TAs, GRAs, RAs or GAs, fellows, or trainees; or

  2) Up to two semesters of reduced load status to serve their needs surrounding childbirth, adoption, newborn care, foster care, and acute child health care.

- **Grievance Procedure:** This procedure provides a mechanism through which grievances can be fully investigated and decisions rendered. The grievance procedure was developed and written by the General Committee of the Graduate School in May 1992, and amended in May 1997 and last updated March 2013. The "Grievance Procedure for Graduate Students Relating to Graduate Education and Support" outlines general provisions and procedural steps for handling grievances involving graduate students and faculty members. This procedure is intended to provide a mechanism through which grievances can be fully investigated and decisions rendered. It covers grievances that involve individual graduate students and faculty on issues relating to graduate education and support, and involves up to 4 steps (as needed). The fourth step, a Graduate Grievance Review Board, involves a hearing by the Review Board that includes two graduate student members.

  Four-step grievance procedures similar to ours are common in higher education, such as:
  - **Rutgers Grievance Procedures for Part-time Lecturers**;
  - **University of Pennsylvania Academic Grievance Procedure;**
  - **University of Rochester Grievance Procedure**.

- **Child Care Grant Program:** The **Student Child Care Grant Program** helps graduate, professional, and undergraduate students pay for eligible childcare so that they can attend to their academic responsibilities. Students receive a taxable grant subsidy each year based on the grant funds available, their annual household income, and the age and number of child(ren) in care. Covered child care includes: infant and toddler child care, pre-school/pre-k day care, summer camp programs for school age children, and before/after school care.

- **Health Insurance:** The individual student health plan (SHP) premium is paid for fully-funded graduate students by the university or by external award. SHP is a platinum level plan that provides coverage anywhere in the world. Students may purchase additional coverage for dependents as well as dental and vision care for themselves and dependents. Responding to the new requirements of the Affordable Care Act, rates were lowered considerably for dependents, equalizing single-person rates for student, spouse/partner, child in 2016.

  The 2016-2017 student health plan rates for individuals are the same for students ($2,560/yr), spouses/partners ($2,560/yr), and one child ($2,560/yr), and for 2 or more children the cost is $5,120/yr. Optional dental ($278) and vision ($185) plans are available.

Additionally, the health plan options have been enhanced for students with the creation of **SHP-M**, an innovative low-cost health plan option designed specifically for Cornell undergraduate, professional, and self-paying graduate students.

- **Research Degree Student Debt:** Among 2016 research degree graduates, only 4% of doctoral students graduating and 5% of master's students graduating had educational debt incurred during their Cornell graduate program. For these doctoral students incurring debt, 62% incurred educational debt in only one year, and 24% incurred educational debt in 2 different years. Under different repayment plans, for these students who incurred debt their 10-year annual repayment would be $2,598/yr (doctoral) or $5,414/yr (master's), or their 25-year annual repayment would be $1,567/yr (doctoral) or $3,265/yr (master's).

- **Reporting Bias, Harassment, Discrimination, and Sexual Misconduct:** Faculty, administrative and academic staff members, postdocs, and undergraduate, graduate and professional students are prohibited from engaging in any form of prohibited discrimination protected-status, harassment, sexual harassment, and sexual assault/violence. Cornell University expects these individuals to refrain from committing acts of discrimination, bias, or sexual assault/violence within the university's jurisdiction. Reporting, understanding, and preventing unacceptable behaviors such as bias is essential to maintain Cornell's caring community. The **online incident report form** should be used to report any non-emergency incidents.