

PART ONE: GROUP INFORMATION

Application Academic Year: 2018-19

Community Name: [REDACTED]

Chair Person Name: [REDACTED]

Campus Mail Box: [REDACTED] Cell Phone: [REDACTED] Email: [REDACTED]

Advisor Name: Steven Daniel Sacks

Department or Office: Religion

Campus Mail Box: Office 106 Prall House Office Phone: [REDACTED] Email: [REDACTED]

Abstract (75 words or less describing the societal issue that is your focus and what your group hopes to accomplish):

Cornell Advocates for Safety and Health is a group of students passionate about facilitating personal health and well-being through the promotion of drug safety, safer sex, and mental health. This group educates and supports a community that fosters personal growth and fulfillment, both on and off campus. Group members participate actively through weekly meetings and monthly events, allowing for our goals to be met, and for health and safety to be encouraged throughout the community.

Community Members

Chair: This individual is responsible for the internal maintenance of the LLC within its house or apartment. They submit all Charter-related materials and other program information. They work closely with their RA or Apartment House Manager and Coordinator of LLCs to meet the needs of their members such as building or house maintenance issues, roommate conflicts, questions about the program, etc. They work with their faculty/staff advisor to complete their Charter goals. They may submit budget requests or coordinate fundraising efforts. The Chair may delegate tasks to other members as the LLC sees appropriate.

Rep: This individual is responsible for the external coordination between the LLC and outside entities such as the LLC Council, other Cornell departments, and student organizations. The Rep will commit to the LLC Council meetings occurring at least once a Block.

Member: A general member helps the Chair and Rep as needed. Additional positions can be defined within the LLC such as Treasurer, Public Relations, Programmer, etc. The Residence Life Office only formally requires a defined Chair and Rep.

Alternate: Individual members who are willing to join the group if they are needed but may not necessarily be needed at the time of submitting this Charter. Armstrong, The Cottage, and the RA Smith Apartment house 7 members and all other Smith apartments house 8 members each. Alternates are not required, but highly encouraged.

- 1. (Chair) [REDACTED]
- 2. (Rep) [REDACTED]
- 3. [REDACTED]

- 6. [REDACTED]
- 7. [REDACTED]
- 8. (Alt) [REDACTED]

4.

[Redacted]

9. (Alt)

[Redacted]

5.

[Redacted]

10. (Alt)

[Redacted]

PART TWO: COMMUNITY LOGISTICS

The committee will be looking and giving preference to groups that are able to exemplify the following criteria:

- A focus on learning about and addressing a societal issue
- Learning goals for the members of the community
- Action plan for how the learned information is going to be shared with the campus community
- Detailed information on the intended on-going service opportunities
- Detailed and thorough answers in the Charter Interview

Please provide an explanation of the group's plans related to the following items in a typed, double-spaced format. Address each point in its own section

1. Exploration

Explain the purpose of the Living & Learning Community. Be sure to include a description of what issue will be explored, a clearly defined set of learning goals for the members of the community, and a brief commentary of what community members hope to gain from the experience.

Issue: Health and Safety on a College Campus

We seek to promote personal wellbeing and safety through educating our peers and community about ~~how to~~ effectively cope with risks associated with college and increasing personal responsibility. The specific issues explored include mental illness and health education, drug and alcohol safety, and access to safer sex supplies. Our learning goals include learning how best to educate peers on mental well-being, personal safety (sex, drugs, decision-making), on a college campus as well as the broader community. We also seek to effectively establish a reciprocating and sustainable community of learning and deepen our understanding of the content. To expand knowledge amongst our peers and community in the areas of mental health, sex education, drug safety, and sexuality to foster a community of personal growth and fulfilment whilst allowing for meaningful opportunities to connect and educate on these subjects.

We seek not only to achieve these learning goals but to strengthen the community surrounding us and increase safety across campus. We strive to grow as leaders and advocates, gaining a deeper understanding of our community and ourselves. Finally, we aspire to build meaningful relationships within our community and learn from the experiences of others.

2. Action

List and describe in detail (i.e., block by block) any activities the community will facilitate or participate in throughout the year. Also include a description as well as the contact information of the agency the community will volunteer with, what the need of the agency is, how the agency connects with the community's learning goals, and what will community members do as volunteers. It is recommended that at least one member schedule a time to meet with the Coordinator of Civic Engagement to discuss our group's service project ideas prior to the Charter interview date.

1) Block One

- a) **Weekly meetings:** Members are required to attend weekly meetings in order to plan for upcoming events, share ideas for improvement, and maintain connection to our mission.
- b) **Blockly Safer Sex Supplies Distribution:** Condom/dental dam baskets and informational sheets placed in dorm room bathrooms, and replaced at the beginning of every block
- c) **Seek and find for health and wellbeing services**
 - i) Enhance students' knowledge of the resources on campus through a fun community activity as well as increase visibility of ██████ on campus.
 - ii) A fall kick-off party following this event and awarding prizes to winners of the seek and find

2) Block Two

- a) **Weekly meetings**
- b) **Blockly Safer Sex Supplies Distribution**
- c) **October 10th, world mental health day OC event Self care workshop**
 - i) Mental health resource printouts handing out
 - ii) College transition stress management ideas handout
 - iii) Self care kit making

3) Block Three

- a) **Weekly meetings**
- b) **Blockly Safer Sex Supplies Distribution**
- c) **Alcohol safety workshop**
 - i) **Activities**
 - (1) What is one drink, what does that look like
 - (2) How to stay safe at parties (date rape drugs, knowing your limits, bring a friend to stay with etc)
 - (3) How to help someone with alcohol poisoning

(4) Common medication interactions with alcohol and effects

4) Block Four (December)

- a) Weekly meetings
- b) Blockly Safer Sex Supplies Distribution
- c) Set up a table on the 3rd floor of TC during lunch handing out resources on drugs that you may encounter and associated risks
 - i) Educate about how to identify/deal with overdose

5) Block Five

- a) Weekly meetings
- b) Blockly Safer Sex Supplies Distribution
- c) Talk to Mt. Vernon High School Seniors about how to live a healthy life as a college student
 - i) Mental health/stress problems that may be exacerbated by the transition into college
 - ii) drugs/alcohol safety
 - iii) Safer sex supplies and consent

6) Block Six

- a) Weekly meetings
- b) Blockly Safer Sex Supplies Distribution
- c) Feb. 14th- Condoms and self love- table distribution at lunch
 - (1) Safer sex information and supplies
 - (a) How to use the supplies, common STIs and what barrier protection does to help avoid them
 - (b) Types of barrier protection
 - (2) Self love themed valentines
- d) Block 6 & 7 *February 26 – March 4, 2019* National Eating Disorders Awareness Week
 - i) Bring this huge issue, especially on college campuses, into discussion.
 - (1) Partnering with the psychology department (████████████████████) for a formal presentation on eating disorders in the commons
 - (2) Inform about screening on NEDA website

(3) Spread stats on Eating Disorders (i.e.- Highest mortality rate of any mental illness)

ii) Signs about warning signs and treatment options

7) Block Seven

a) Weekly meetings

b) Blockly Safer Sex Supplies Distribution

c) Contraception options workshop

i) Hormonal, non-hormonal, barrier

(1) Pros and cons of both

ii) Emergency contraception options

iii) Where to find these resources and prices

8) Block Eight

a) Weekly meetings

b) Blockly Safer Sex Supplies Distribution

c) Consent, peer pressure, and College: A Discussion on How to Live a Healthy Life as a College Student

i) Cumulatively discuss the content of the year passed

ii) Decompress

iii) Have a gathering in Smith to discuss questions about our topic and what was learned

(1) Marketing this in the commons during lunch before this event as well as posters

3. Reflection

What ways will the community encourage members to reflect on their living and learning experience? Specifically, how will your community know people are learning from participation? How will you measure success?

Weekly meetings will include discussions of both upcoming and past projects to determine personal growth as well as areas for improvement. Weekly meetings also allow members to check on each other to ensure that all parties are achieving their goals.

4. Education

In addition to the required "LLC Expo", how do you intend to educate the campus community about your issue or topic, the work you are doing with your agency, and encourage others outside of your community to become involved?

Events held every block will serve to make the campus community aware of and knowledgeable about our goals and organization, as well as the broader notion of personal health and safety and how to facilitate its maintenance and propagation.

5. Community

What are the community's expectations for members? Be specific in explaining meeting expectations, participation requirements for the group's activities, and how you will handle conflict within the group. Please include the list of community standards for your community covering such issues as quiet hours, guests, cleaning schedules, etc. List all additional roles besides Chair and Rep if your community is designating them. What is your community's 2 week grace period process for selecting a new member if you have a mid-year vacancy? Finally, include what steps the group will take to address members who are not meeting the expectations and requirements of the community.

Community members are required to attend weekly meetings. If unable to attend they must notify the Chair at least one hour prior to the meeting. Meeting minutes will be shared with the group following every meeting and all members are expected to be familiar with meeting content regardless of attendance.

The shared spaces are to be kept clean and tidy. Members will be assigned weekly cleaning duties via chore chart. Public spaces, such as the shared storage space in smit, must be kept organized as well. Guests, whether overnight or groups of people, must be approved by all group members prior to arrival. Members who fail to meet the above stated requirements three times will be called to attention at the weekly meeting and the offender will be put on probation; an offence while on probation will result in termination.

In the event of conflict between two roommates, the issue must be raised to the chair before the next weekly meeting for mediation. If the problem cannot be mediated internally, it will be brought to the attention of the RA, and escalated to resident life if necessary.

6. Budget

Communities may likely need some form of funding in order to carry out their learning objects and goals. Groups are not allowed to charge fees or dues to members. Also, 100% of all proceeds from any fundraising opportunities are required to be donated or used for LLC specific purposes. Please consider what funds will be necessary to support the goals and activities of your Living & Learning Community. How do you intend to generate this funding? Please provide a detailed budget of projected expenditures and potential sources of income in a spreadsheet format. Also, limited funds are available for Living & Learning Community programming. Access to these funds must be applied for and approved through the Coordinator of Living & Learning Communities during the academic year.

There is little need for a budget, as our primary expense would be condoms for distribution are going to be provided for free. We are working with planned parenthood (~~Center for Family Planning Services~~) to get safer sex supplies and training for free. Minimal other expenses would include supplies for making self-

care kits, printing, and snacks for our fall kick-off party following the seek and find event, we are requesting \$50 for these expenses. Willing members will also be asked to contribute small amounts to expenses that are related to the mission of ~~XXXX~~ in the unlikely event of exceeding this budget.

PART THREE: ADVISOR

Community Name: _____

The faculty or staff advisor with each Living & Learning Community must play a key role in providing community members with on-going support in structuring the learning experience and reflecting on their experiences. Advisors should meet with the community members as an entire group at least once a semester; however, more frequent interactions are encouraged. Advisors are also welcome to attend any related programming activities hosted by the individual communities or the Living & Learning Communities Council. The advisor will receive the community's Block Reflection assignments every 2 blocks and reach out to students as needed.

Each community's faculty or staff advisor is asked to write a letter of support and return it to the group's chair along with a signed copy of this document to be included in the Charter application prior to the Charter deadline. In the letter of support we ask that advisors also specify how they will help the community to:

- develop and refine learning goals
- guide contextual learning opportunities
- support service-learning activities
- engage members in reflection
- encourage the Community to educate the campus on their topic
- assess the outcomes of the Community

Advisor Commitment Statement

I have met with the _____ Living & Learning Community, reviewed their Charter proposal, and agree to provide on-going guidance, challenge, and support to the community members as a faculty or staff advisor for the assigned academic year.

Application Academic Year: 2018-2019 _____

Signature: _____



Date: _____

Print Name: _____

Steven Sacks

Title & Department: _____

Associate Professor of Religion

E-mail: _____

Sample Faculty/Staff Letter of Support



[REDACTED]

To the Committee:

The issues of safety and education in drug use, sexual behavior and mental health at Cornell College are recurrent ones, requiring collaboration among students, staff and faculty. Accordingly, the opportunity for Cornell to partner with an exceptional group of students thoughtfully devoted to ensuring the well-being of our community in these arenas is an extraordinary one for partnership in and among the members of our community. As a recurrent member of faculty committees concerning student life, it has been my pleasure and honor to work alongside staff and student representatives to discuss campus policy. The proposal by [REDACTED] to foster and promote health and education in these areas, always in need of support and conversation, through a Living and Learning Community is a unique opportunity for the college for engaged action, and I cannot be more enthusiastic to serve as their advisor, and to support their work.

As advisor for [REDACTED], I would strive to refine their coordination with internal and external partners, and to develop their experience with and fluency in the most effective approaches to developing strategies for the communal and policy challenges of drug use, sexual behaviors, and mental health. My role as advisor would be to facilitate the organization's contact within the college and with these external partners, as well as to assist the community with its understanding of and advocacy within a variety of legal, governmental, institutional and organizational infrastructures. As an advisor and as their advocate, I will strive to make myself available to [REDACTED] as a resource as well as to assist in the articulation of their mission to the Cornell community and beyond, which may include experiential education, grant development, outreach, and assessment of the impact of their efforts.

If you have any questions or concerns regarding my role as advisor, please contact me at your convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven Daniel Sacks". The signature is fluid and cursive, with a prominent loop at the end.

Steven Daniel Sacks
Chair, Department of Religion

PART FOUR: INDIVIDUAL MEMBER COMMITMENT STATEMENT & LETTER OF INTENT

Member Name: _____

Campus Mail Box: _____

Cell Phone: _____

Email: _____

Community Name: _____

Each Living & Learning Community participant must complete this individual member commitment statement and write a separate letter of intent explaining why they are interested in being involved with the proposed program. The letter of intent will address:

- What you hope to gain and how you plan to accomplish that by participating in the community. If you have prior experience with a community, please comment on what you learned during the previous year and what will be new for you in the coming year.
- What skills and talents will you bring to support the success of the community? Will you take on any leadership role, and if so, what?
- A list of curricular and co-curricular commitments for the year, and how you will manage those commitments with your participation in your Living & Learning Community.

The letter of intent should be typed, double-spaced with standard margins, 12point font, and be no longer than one page in length. Provide a copy of your letter with this completed page to your chair by the Charter application deadline.

Commitment Statement by Individual Community Member

I commit myself to adhering to the _____ Living & Learning Community Charter proposal for the assigned academic year. I understand that this participation includes, but is not limited to, implementing the community's action plan, assisting with the documenting of activities and accomplishments, participating in leadership development activities and program evaluations, attending applicable meetings, engaging in meaningful on-going service opportunities and presenting the work of the community to the campus. I also commit to adhering to all policies and procedures set forth by my group and the Living & Learning Community program. If I fail to meet these expectations, I understand that I may be removed from this community and re-assigned to a different housing assignment that is available on-campus.

By signing this document I acknowledge that I am aware of and understand the additional individual opportunities and responsibilities, including cleaning and conflict resolution, which come with living in a house, apartment and/or suite. Also, I authorize the Dean of Students Office to share my conduct history at Cornell College with the Residence Life professional staff in order to ensure my eligibility to live within the college's houses, apartments and/or suites.

Application Academic Year: _____

Signature: _____

Date: _____

Sample Letter of Intent

To whom it may concern,

Participation in [REDACTED] is an excellent experience for learning, teaching, and personal growth. It is of great personal concern of mine that my peers are educated on personal health, particularly in the aspects of safer sex, mental health, and drugs, because these are areas which are infrequently talked about, yet frequently encountered, and hard to ask about. Living in this LLC will allow immersive leadership and education experience which will be a great learning experience.

As it stands, I am Chair of [REDACTED]. I have a wealth of leadership experience from high school, having started a highly active GSA and maintained leadership in this group, in addition to being president of the National Honor Society, Captain of the Academic Decathlon team, while also participating in student government and ambassador programs, while still managing to graduate at the top of my class. As such I have advanced time management skills and administrative skills for someone in my age group. I also have direct experience in peer safer sex education and mental health education.

Next year I anticipate having an E-Board position in alliance, though [REDACTED] is a priority of mine, as it will have a broader impact on the campus. As previously stated, however, I do have advanced time management skills, in conjunction with the block plan, meaning that I am confident in my ability to dedicate myself to both groups and maintain my academic standard.

Thank you for your consideration,

[REDACTED]