

12.01.2016

GPSA Student Advocacy Committee Meeting Minutes

GPSA Student Advocacy Committee Meeting

Thursday, December 1st, 2016

5:00 PM – 6:30 PM

Weill 121

1) Administrative Business (5 minutes)

a) Attendance

i) SAC

- (1) Alex
- (2) Madhur
- (3) Iian
- (4) Andrea
- (5) Manisha
- (6) Anna
- (7) Frank (late)

ii) Guests

- (1) Laura Santacrose, Health Initiatives Coordinator, Gannett Health Services
- (2) Catherine Thrasher-Caroll, Mental Health Promotion Coordinator, Gannett
- (3) Janna Lamey, Assistant Dean for Student Life, Graduate School
- (4) Sara Hernandez, Associate Dean for Inclusion and Student Engagement, Grad School

b) Approval of Minutes from 11.10.2016

i) Approved by unanimous consent

2) New Business (60 minutes)

a) Guest Presentation and Discussion of Bystander Intervention Program (60 minutes)

i) Background and plans for “Intervene” (10 minutes)

(1) Background

- (a) “Intervene” is the result of a 1.5 year long project on bystander intervention, envisioned as a way to address multiple issues, including sexual violence, alcohol abuse, and suicide
- (b) Inspired by a video from American U. on alcohol, hazing, sexual assault
 - (i) Focused on undergrads
- (c) Current training program, “gatekeeper”, promotes intervention for suicide prevention
- (d) Good Samaritan law protects those who report alcohol poisoning

(2) Content

- (a) “Intervene” informed by data from surveys, climate report, and focus groups
- (b) Scenes based on real reports from Cornell students
- (c) Seven scenarios spread over 19 minutes
- (d) Evaluated based on randomized control trials; data yet to be released
- (e) Scenes have varied appeal to undergrads and grads

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- (i) Students are primary audience; staff, faculty, alums, etc. are secondary audience
- (f) Scenarios address potential sexual assault, racial bias, hazing, academic stress, gender bias, intimate partner violence, alcohol poisoning
- (3) Plans
 - (a) Ideally, the program will be shared with other universities
 - (i) Skorton Center staff will be available for facilitation
 - (ii) Videos and talking points will be publically available
 - (b) Will not be used at Orientation
 - (c) Will be accompanied by workshops to discuss issues brought up in the video
- ii) Viewing of “Intervene” (20 minutes)
- iii) Discussion and guidance on how to reach graduate and professional students (30 minutes)
 - (1) Q: Can the scenarios be made independent or presented in separate groups?
 - (a) A: The power is in their collective presentation, displaying the diversity of situations where intervention may be appropriate. The scenarios could potentially be displayed in separate packages, but this is not the intent.
 - (2) Q: Can the order of the scenarios be changed?
 - (a) A: This is the final version which was tested in the study, so no.
 - (3) Q: The scenarios are useful, but are presented in rapid succession. How can you be sure the viewers have enough time to digest the information?
 - (a) A: The accompanying workshops will break down the individual scenarios and allow for ample discussion and clarification.
 - (4) Q: Many times, grad students most need help when they are isolated and alone in their offices. How do you hope to address this via this program?
 - (a) A: This has been discussed during the development of the program.
 - (5) Q: What differences have you noticed between grad and professional student workshops?
 - (a) A: Professional students have different concerns, and the alcohol and hazing scenarios seem to be more relevant.
 - (6) Q: How big are the workshops? How familiar are the attendees with each other? What happens if there is minimal response during the workshops?
 - (a) A: The workshops have had varied sizes, but optimally they are 30-40 students. Some of the workshops are attended by a single department, so the students naturally know each other; some have students of varied backgrounds. The facilitators are trained to bring up key points and drive the discussion if necessary.
 - (7) Q: How will this be used with the graduate student community at large? Will students be organized into workshops based on age, department, etc.?
 - (a) A: This is still under consideration. We are considering other factors such as international students, backgrounds, etc. We will follow up later with more info.
 - (8) Open questions and other talking points
 - (a) Postdocs are more like peers, whereas faculty are usually higher in the power structure. Hopefully, viewing and follow-up discussion would clarify the proper avenues for recognizing and reporting incidents as they pertain to these groups.
 - (b) May be vital to have the workshops attended by students at different stages in their programs, as they will have different backgrounds and experiences.
 - (c) It would be helpful to have a web platform of some sort where students could see

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examples of good responses by students to actual situations.

- (d) How will students be able to provide feedback post-graduation?
 - (e) How will the workshops distinguish between non-urgent, urgent, and emergency situations?
 - (f) Does it make sense to show this video and hold a workshop with the GPSA constituency as a focus group?
 - (i) Manisha may follow up on this
 - (g) The graduate student population is diverse, but the cast of this video is not terribly representative.
- b) Future Agenda (20 minutes)
- i) What should SAC prioritize for the coming semester?
 - (1) Options
 - (a) Surveys
 - (i) Surveys can address many issues, and even just giving the data to the grad school can yield positive changes
 - (b) Student Resource List
 - (i) The resource list is already duplicated in various places, and shouldn't be a priority
 - (c) Work/Life Balance
 - (i) Work/life balance is definitely worth exploring, as the reporting system for unreasonable work expectations from PIs is ill defined
 - (d) Students Helping Students
 - (i) Students Helping Students is a fund operated by the SA that can be accessed by undergrads in case of a serious financial emergency
 - (ii) GPSA could make their own version using rollover funds to initiate, but we would have to make a new committee to operate it
 - (e) Dine and Discuss Event
 - (i) Dine and Discuss topic should be selected by February
 - (2) Consensus order of prioritizing
 - (a) Surveys
 - (b) Work/Life Balance
 - (c) Dine and Discuss
- 3) Open Forum (5 minutes)**
- i) Next semester's meetings
 - (1) Meeting times for next semester will be determined in mid-January
 - (2) The chair for next year's committee needs to attend meetings next semester
 - (3) The food for meetings will be determined based on who attends on a regular basis