

Cornell University
Graduate and Professional
Student Assembly

Cornell University Graduate and Professional Student Assembly

Agenda of the March 12th, 2018 Meeting

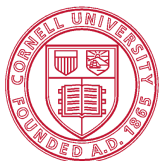
5:30 PM – 7:00 PM

Bache Auditorium, Malott Hall

- I. Call to Order
- II. Roll Call (3 minutes)
- III. Approval of the Minutes (2 Minutes)
 - a. Minutes from February 26th, 2018
- IV. Presentations (30 Minutes)
 - a. Dean Charles Van Loan and Anna Waymack, Consensual Relationship Policy Task Force (30 Minutes)
- V. Division Breakouts (10 Minutes)
- VI. Committee Updates (15 Minutes) (~1 Min/Committee)
 - a. Executive Committee
 - b. Operations
 - c. Communications
 - d. Appropriations
 - e. Finance
 - f. Student Advocacy
 - g. Diversity and International Students
 - h. Programming
 - i. Faculty Awards
 - j. General Committee
 - k. Consensual Relationship Task Force
 - l. Graduate School
- VII. New Business (10 Minutes)
 - a. Introduction to *Resolution 12: Calling for the Creation of Graduate and Professional Student Specific Notice and Respond: Friend 2 Friend' Workshops* (10 Minutes)
- VIII. Old Business (15 Minutes)
 - a. Discussion on *Resolution 9: In Support of E.A. R8: Institutional Commitment to all LGBTQ+ Members of the Cornell Community* (5 Minutes)
 - b. Discussion on *Resolution 11: Tasking the GPSA Operations and Staffing Committee with Developing a Procedure for Disciplining Members* (10 Minutes)

IX. Open Forum (5 Minutes)

X. Adjournment



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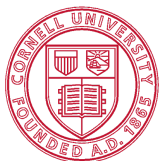
Cornell University Graduate and Professional Student Assembly

Minutes of the February 26th, 2018 Meeting

5:30 pm – 7:00 pm

Bache Auditorium, Malott Hall

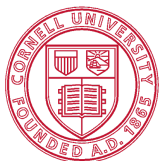
- I. Call to Order
 - a. E. Winarto called the meeting to order at 5:31 pm.
 - b. *Members Present:* K. Angierski, A. Gagnon, J. Goldberg, R. Harrison, S. Hesse, M. Jodlowski, G. Kanter, C. Little, A. Loiben, T. McCann, E. Michel, A. Schofield, C. Stambuk, W. Zhang.
 - c. *Members Absent:* C. Cannarozzo, A. Viarruel.
- II. Approval of the Minutes
 - a. The minutes from the February 12th meeting were approved by unanimous consent.
- III. Presentations
 - a. Samantha Adams gave an update on Maplewood. They have two student employment opportunities: marketing outreach assistants and graduate community assistants. There will be programming including community potlocks, cooking classes, and designated dissertation writing times. Maplewood will be pet friendly. Ten month leases will be available. Contact: ithaca@edrtrust.com
 - i. M. Battaglia asked if they are you looking at how to accommodate professional schools, for instance with their different exam schedules.
 - ii. S. Adams: we're hoping GCAs can help us figure that out.
 - iii. M. Munasinghe asked what percent of beds are filled.
 - iv. S. Adams: fifteen percent.
 - v. M. Munasinghe asked what is the strategy to reach new students.
 - vi. S. Adams: it depends on the program, they will be at events for admitted students. They are working with the Graduate School and Professional Schools to send out information.
 - vii. A. Natarajan thanked EDR for incorporating so many student comments. He asked what the hourly wage is for GCAs under this system.
 - viii. S. Adams: if a student is in a 3 bedroom and they work 14 hours they'll make their rent.



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- ix. A. Natarajan asked how does this support international students who can't pay the deposit.
- x. S. Adams: about 80 percent of all residents are paying the deposit, as for the second question they are still looking into it.
- xi. J. Kent-Dobias: even with a 20% discount on rent, Maplewood is still more expensive. He asked if there is a plan to raise wages to cover rent and cover the cost of graduate life.
- xii. S. Adams: Maplewood is considerably less expensive than colleegetown and we set the rents with Cornell, but we'll look into it.
- xiii. M. Munasinghe asked how students with families are charged.
- xiv. S. Adams: we do rent by the bed. Occupancy is determined by fair housing laws. We will look into that too.
- xv. A question from the audience asked why do renters have to pay the full month of August (even though occupancy starts August 20).
- xvi. S. Adams: we figure out rent from August 20 to July 31 and divide that by 12 so all payments are equal.
- xvii. A question from the audience asked does this count as Cornell housing (so international students can work there).
- xviii. S. Adams: unfortunately you do have to be able to work in the U.S. to work at Maplewood, they are talking to Cornell about this though.
- xix. M. Munasinghe stated the administration is aware of the problem and they are trying to find a solution.
- b. A. Loiben then made his presentation on the GPSA Structure Discussion (see attachment in 2/26/18 meeting packet).
 - i. A. Loiben summarized the duties of field members, voting members, tier 3 and 4 organizations, and where they come from.
 - ii. He gave a summary of the current structure of the GPSA and its issues.
 - iii. The attachment to the 2/26/18 meeting packet lists some example ideas for ways to address these problems and others. The Executive Committee is open to ideas.

IV. Division Breakouts

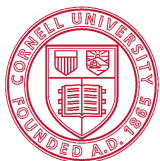


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- a. Professional Schools discussed creating a standing committee for the professional schools to increase their advocacy. They also suggested that having a guide book for new members could be helpful.
- b. Social Sciences discussed general outreach techniques/reaching out to certain field organizations, holding an orientation for new field reps, and having field reps attend committee meetings instead of GPSA meetings.
- c. Life Sciences discussed maybe having a committee meet and greet in the second GPSA meeting of the year (so field reps can see all of them at once).
- d. Arts and Humanities discussed the difficulties field reps have communicating with their fields. They are strongly in favor of having field reps vote. They thought hopefully allowing field reps to vote would address apathy. They mentioned that shrinking the scope of the GPSA might be a good thing.
- e. Physical sciences discussed field rep voting, rethinking quorum, and if the same reps need to come every meeting or if different reps can take their place.
- f. The Executive committee noted that they will come back to this in division breakouts and Operations and Staffing meetings.

V. Committee Updates

- a. Executive: nothing to report.
- b. Communications: nothing to report.
- c. Appropriations: meeting this Friday (3/2) at 6pm 132 Morison.
- d. Finance: February budget review meeting right now!
- e. Student Advocacy: next SAC meeting will be Monday March 5th. Email bmk76 with questions.
- f. Diversity and International Students: they are looking at international student language proficiency requirements. Email epl49 with questions.
- g. Programming Board: nothing to report.
- h. Faculty Awards: nothing to report.
- i. General Committee: nothing to report.
- j. Consensual Relationship Policy Committee: they are coming to the next GPSA meeting. The committee will be meeting Thursday (3/1), Day Hall 305, at 3pm.



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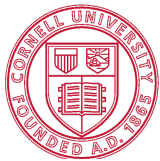
- k. Graduate School: there are tax tips in the Monday Grad Announcements. The Graduate School is also looking at English language proficiency for international students.
- l. A motion was made to amend the Agenda to place Open Forum directly after Committee updates, there was no dissent.
- m. Operations and Staffing: they will be continuing the restructuring conversation in their next meeting (rescheduled to 3/9 due to snow day). They will post a follow up of what happened at the meeting.

VI. Open Forum

- a. The Ezra Box team gave a presentation. Their platform is a new way to store belongings during breaks. They want to utilize space that is unused during breaks at 50% of the cost of current options. It's like airbnb. Their goal is to benefit the community and help low-income students. They plan to launch in late March or early April.
- b. A. Natarajan made a statement thanking all the members of the GPSA for the work they do in making Cornell a better place, and he asked everyone to join in a round of applause for this reason.
- c. D. Brown is looking to recruit GRFs and TAs for a Trustee reception on March 21st. They want to discuss GRFs' and TAs' other duties besides teaching (i.e. supporting students through tough times). Email dpb73 with questions.

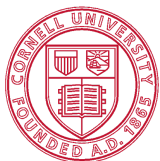
VII. New Business

- a. Introduction of **Resolution 10**:
 - i. J. Goldberg: This resolution comes out of recent events (the removal of a GPSA appointee from a UA committee). This is a grievance with the UA over the fact that they can revoke a GPSA appointee to a UA committee themselves, without consulting the GPSA. This seems to infringe on the autonomy of the GPSA. That mechanism where the UA removed the appointee was just crafted in the last year.
 - ii. M. Battaglia stated he is still confused about exactly what happened with the complaint and why. He stated that GPSA members are being asked to condemn an action but we don't know what the action was.



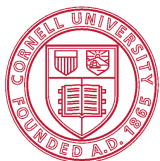
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- iii. J. Goldberg: the GPSA appointed an individual to a UA committee. They can revoke a member of their committees even if that member was appointed by another assembly. What this is condemning is that the UA can veto our appointments.
- iv. M. Battaglia stated the mechanism is dated 2015 so it's more than a year old. He asked what do our documents say about removing an appointee.
- v. J. Goldberg: we don't have a lot of substance about what we do when we want to remove someone. We can ask them to resign, but that is it.
- vi. A question from the audience asked what is to stop the UA from removing elected or appointed members to their committees from other assemblies.
- vii. J. Goldberg: it's my understanding that they could do that.
- viii. G. Kaufman (UA Chair) stated that the UA is okay with changing their procedures, but that he would prefer that they have a healthy dialogue rather than be sidelined by a resolution.
- ix. A. Waymack stated it is her understanding that the Office of the Assemblies counseled against the removal.
- x. B. Howarth (UA member) stated that they spent two and a half months debating what to do about this complaint. He thinks we should explore better ways to do this in the future. That said, in the end it was a unanimous decision by the UA Executive Committee.
- xi. J. Kent-Dobias: this (bringing forward resolutions) is our method for making decisions as a body. The way we decide to raise something with the UA is by voting on it.
- xii. M. Jodlowski: this whole thing was ridiculous. If the complaint was being reviewed by the UA we should have known. She stated she is angry that we didn't know this.
- xiii. A motion was made to move into discussion, there was no dissent.
- xiv. J. Anderson (Campus Welfare Committee Chair) stated he thinks this is a conversation that can be solved by dialogue. A resolution gets sent to the President; it's possible for the UA and the GPSA to sit down and work this out. He stated this Resolution is childish and that this is why people hate the Assemblies (because there is unnecessary drama).



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- xv. J. Goldberg stated he has been doing the work for six years. He gets that the performance of politics can be crappy, but the idea that this is substituting for the work he has put in is not ok.
- xvi. E. Law stated we can make motions that aren't resolutions if the body wants to investigate an issue in anyway, they don't have to be resolutions. He doesn't believe that promulgating this resolution is helpful for the assemblies.
- xvii. C. Little stated that because some of the matters are confidential, we can't make a fully informed decision on the resolution.
- xviii. M. Battaglia asked if each assembly is sovereign and has control over internal committees, why can't the UA do this. He still doesn't understand what this is about. He asked what is going on here and why was this action was taken.
- xix. J. Goldberg stated a lot of the conversations "we" have is a very small "we". It's a small group of people making these decisions in shared governance in general. A small number of people having non public discussions about who should be going where and doing what. We need to have these conversations here, in the open.
- xx. M. Battaglia asked what was the rationale for the UA Executive Committee taking this action.
- xxi. G. Kaufman stated they feel uncomfortable talking about this in a public setting. He would only feel comfortable if the affected individuals would be ok with that. He said they don't want to embarrass anybody and that's the reason they didn't consult everybody.
- xxii. A. Natarajan: it seems obvious we need to revisit the UA's process. He doesn't like the last resolved clause in Resolution 10 because it implicates the GPSA Executive Committee unfairly. He is strongly against pointing fingers at our own members: we're only as strong as we are together.
- xxiii. A motion was made to extend the meeting by five minutes, there was no dissent.
- xxiv. M. Battaglia motioned to table the resolution indefinitely. The Resolution was **Tabled** by a vote of 10-1-5.



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b. Introduction of **Resolution 11**

- i. R. Harrison introduced Resolution 11 and read a statement (attached at the end of these Minutes) calling for the need to institute clear standards of conduct and implement fair processes for resolving complaints.
- ii. A motion was made to extend the meeting by five minutes, there was no dissent.
- iii. E. Law stated that Robert's Rules lays out a policy for dealing with complaints, but we haven't been following it. He thinks it's not quite right to start from "we don't have a procedure," because Robert's Rules does have one whether we want to use it or not.
- iv. R. Harrison clarified that she didn't think people shouldn't talk about this outside of the GPSA, but rather it seems that the main incident in question was a piece of drama that should have been handled outside of the GPSA. In the incidents she highlighted, we haven't followed the procedures that may exist in Robert's Rules.
- v. M. Battaglia stated we need to fix this because we don't have a process for dealing with complaints.
- vi. R. Harrison stated that's the fundamental outcome of this; we need to have a procedure.
- vii. S. Bossert stated he felt like this is bringing this to the President's eyes and highlighting that we don't know how to address this. He doesn't know if this is constructive.
- viii. M. Battaglia motioned to **table** discussion of Resolution 11 and the rest of the agenda until the next meeting and to adjourn right now, there was no dissent.

The meeting was adjourned at 7:09pm.

Respectfully Submitted,
Matthew Ferraro
Clerk of the Assembly

Rebecca Harrison
Statement on GPSA Resolution 11
February 26, 2018

If nothing else, the incident Jesse speaks to highlights the GPSA governing documents' lack of standards or procedures for handling conduct issues among our membership. While this precedent is something we wish we didn't need, its absence has opened our Assemblies to perceptions and accusations of unfairness and illegitimacy.

Within the Assemblies, myself and other voting members are very frustrated with how ad hoc process was used against one of our colleagues in the January 29 meeting. An incident that could probably have been addressed more efficiently over a beer than in vague reference to Robert's Rules, the incident in question was not explained well to voting members, who were asked for permission to let the Operations and Staffing Committee create an arbitrary process for discipline. When we pushed back about the ambiguity, the cause was simply dropped from GPSA discussion via email and addressed independently and quietly by the UA.

This is not the first time our lack of disciplinary process has caused difficulties.

For example, we very recently had a voting member asked to resign because of inappropriate sexual comments. I only found out about this because of rumor after the fact, which, as a voting member, I find unacceptable. What if this particular voting member had not agreed to resign when their resignation was requested? What procedures would we have needed to move forward with disciplining the member? I don't think any of our limited policies – which more thoroughly address unseating of members because of lacking participation than because of behavior that does not represent our constituents – are satisfactory.

I personally know of many people who are frustrated with these issues, and how, at present, this lack of process been indirectly been used to undermine work being done to address the issue of hate speech in the code of conduct. We need to remember that this was an initiative requested at the behest of *our constituents*: Constituents who have since all but given up on shared governance.

It's also important to reflect on our history of shared governance at Cornell University, which arose from student unrest on campus nearly 50 years ago. Because of the hard work and activism of many students before us, we are quite privileged to have even the little access we do to participate in decisions about the University. Before returning to Cornell for graduate school, I started my program at an institution where the very idea of having the ear of the President and the Board was unthinkable.

I happen to know that many members of the administration, at many levels, think that what is currently happening in our Assembly – resulting from our lack of process – is an embarrassment. When President Pollack, who has expressed both her support – and increasing reservation – for shared governance potentially sees us as kids just playing government, we are potentially very quickly squandering the voice we do have. I hope this resolution can be a step towards taking our work and our constituents more seriously ourselves.

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

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

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


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

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

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

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

The Public Rough Draft

 theuniversityfaculty.cornell.edu/news/consensual-relationships-policy-committee/the-public-rough-draft-page/

Posted comments are totally anonymous—your identity is hidden from the website moderators and the committee. Details on the public commenting period and the subsequent approval process are [here](#).

Policy 6.X Consensual Relationships

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Reasons for Policy

Post Comments on this Section

As an institution where any person can find instruction in any study, Cornell demands ethical and conscientious behavior from all who are engaged in its mission of teaching, research, service, and outreach. Romantic or sexual relationships between faculty and students can jeopardize the integrity of that mission. Professional and institutional power differentials are part of academic life, but it is unacceptable when they become instruments of coercion, making it difficult for a student to refuse an advance or leave a relationship. Problems are magnified when there are different perceptions of the underlying power imbalance and that is likely to be the case when the individuals involved have different levels of university experience.

Even where fully consensual, romantic or sexual relationships between students and faculty can harm the overall academic environment by compromising the instructor's professional judgment and impartiality then and in the future, impacting grading, distribution of resources, academic or professional recommendations, and more. They often undermine collegial dynamics among the students themselves because of rumored or actual favoritism. They can tarnish the academic reputation of the instructor, the student, the field, and Cornell itself. When these relationships end, or when favoritism becomes apparent, they raise the specter of legal action against the instructor and Cornell. Regardless of their outcome, their presence can linger within the careers of both parties, potentially driving the student from their discipline or hampering their lifelong academic and professional progress.

Terminology and Scope

Post Comments on this Section

This policy is about sexual and romantic relationships that are *consensual* and have a dynamic that involves *power imbalance*. This means that one individual in the relationship (the *authority*) can influence the academic or professional progress of the other (the *subordinate*). [More](#)

Throughout this policy *graduate students* are students who have an undergraduate degree. Post-doctoral fellows, post-doctoral researchers, visiting critics, visiting fellows, and veterinary interns are *post-graduates*. All other academic title-holders are *faculty* from the standpoint of this policy, including those whose titles are modified by “visiting,” “courtesy,” “acting,” “adjunct,” or “emeritus.” [More](#)

The policy applies only to those situations where the subordinate is either an undergraduate student, a graduate student, or post-graduate. The authority is typically a faculty member, but it can also be a post-graduate, a graduate student, an undergraduate student, or a member of the non-academic staff.

In this context, *sexual harassment* becomes an issue and Policy 6.4 becomes relevant when academic authority is used coercively to initiate or maintain a romantic or sexual relationship with a subordinate against the wishes of the subordinate. A central aim of the Consensual Relationships Policy is to prevent situations that lead to sexual harassment. [More](#)

Rights and Restrictions

Post Comments on this Section

It is the responsibility of the faculty to guarantee that every undergraduate has the freedom to pursue their academic and professional interests across campus in an environment that is free of preferential treatment, unfair advantage, discrimination, and bias. A faculty member who chooses to engage in a romantic or sexual relationship with an undergraduate is calling into question that responsibility. All undergraduates have the right to take courses and participate in research throughout the university based solely on their academic abilities. Any interference with that dynamic runs counter to the Cornell principle of “any person any study.” Therefore, all romantic or sexual relationships between faculty and undergraduate students are prohibited under this policy

A romantic or sexual relationship between a faculty member and a subordinate who is either a graduate student or post-graduate is prohibited under this policy if the faculty member has authority to make decisions that can affect the academic progress or professional advancement of the subordinate. This includes faculty members who hold administrative positions in the subordinate’s department, school, college, center, field, laboratory, or research group. [More](#)

Romantic or sexual relationships among staff members, undergraduate students, graduate students, or post-graduates are prohibited whenever one party can make decisions that can affect the academic progress or professional advancement of the other party. [More](#)

Disclosure

Post Comments on this Section

There are situations not covered by the above restrictions where the disclosure of a consensual relationship is necessary in order to maintain an academic environment that is free of bias, discrimination, and conflict of interest. Disclosure is the responsibility of the authority in the consensual relationship. Its purpose is to set in motion a plan that guards against the potential misuse of academic authority.

Disclosure in a timely manner is required by a faculty member who has (or has had) a consensual relationship with a graduate student or post-graduate in the same department, graduate field, center, or research group:

1. The disclosure should be made to either the [6.x Office](#) or the individual who is responsible for the academic workplace that is shared by the faculty member and the subordinate, e.g., the director of the student's graduate program or the chair of the faculty member's department.
2. After consulting with the 6.x Office and the Dean of Faculty, the recipient of the disclosure develops a [Recusal Plan](#) or determines that one is unnecessary. The Recusal Plan identifies situations where participation by the faculty member is limited because of the potential for conflict of interest, thus mitigating the academic power imbalance.
3. The Recusal Plan is signed by the faculty member, forwarded to the 6.x Office, and enforced by the recipient of the disclosure. It must be renewed every year.
4. The subordinate is contacted by the 6.x Office shortly after the disclosure is made to inform them of the disclosure and of relevant resources.

Certain consensual relationships that do not involve faculty must also be disclosed. For example, consensual relationships involving academic power imbalances between undergraduate students, graduate students, and post-graduates (e.g. supervising in research groups or grading as a T.A.) must be disclosed to the faculty member in charge. It is the faculty member's responsibility to develop a Recusal Plan to ensure that all formal and informal channels of academic authority are free from bias, discrimination, and conflict of interest.

Getting Help

Post Comments on this Section

Any subordinate or third party who believes that their academic or professional pursuits are in jeopardy because of a past or current consensual relationship should contact the [6.x Office](#). They can be reached anonymously, by email, or in person.

There is frequently an understandable reluctance to consult with individuals who know and/or regularly interact with the authority. Nevertheless, there are “local options” that can be pursued at the discretion of the subordinate:

If the authority is a faculty member, then the director of the subordinate’s degree program or the chair of the authority’s department can be contacted.

If the authority is a member of the staff, then the authority’s supervisor can be contacted.

If the authority is not a faculty member or staff, then the individual who is the supervisor or advisor of the authority can be contacted.

Enforcement Procedures

Post Comments on this Section

Procedures for faculty, students, and staff are in place to handle allegations of sexual harassment and coercion and other forms of misconduct that are prohibited under Policy 6.4.

Violations of this policy by an authority include: failure to disclose in a timely manner, failure to adhere to the recusal plan, participation in a prohibited relationship, and retaliation against a subordinate who, while acting in good faith, provides information about a suspected violation of Policy 6.x.

In all cases the procedures below shall conclude within six months so as to give the respondent and the subordinates and/or complainants involved a timely resolution to the situation.

If the authority is a faculty member:

1. The allegation is immediately shared with the 6.x Office, the Dean of Faculty, and the Chair of the authority’s department, hereafter referred to as “the group”. (If the faculty member is part of a center and not a department, then the center director plays the role of chair. If the chair or center director is involved in the allegation, then suitable substitutes must be found, e.g., the associate chair.
2. The 6.x Office initiates an investigation to determine whether the allegations are correct. It shares the results with the group once the investigation has concluded.
3. If the allegation involves a failure to disclose or noncompliance with the recusal plan, then corrective steps without sanctions may be an option. If the group is unanimous in this belief, then those corrective steps are communicated in a letter to the authority with a copy sent to the Dean of the authority’s college. The 6.x Office will ascertain through periodic check-ins that these corrective steps are being followed and may reinstate this process if necessary.
4. Unless the option in the previous step is exercised, the group recommends a sanction and conveys it to the Dean of the authority’s college in writing. Possible sanctions include mandatory training, suspension for a specified period of time, limitation of access

to students of all genders, and dismissal.

5. The Dean of the authority's college enacts those sanctions, or enacts alternative sanctions providing a written rationale that is communicated to the group.
6. The authority may initiate an appeal procedure.

If the authority is a staff member or postgraduate:

1. The allegation is immediately shared with the 6.x Office and the Chair of the authority's department, hereafter referred to as "the group". (If the faculty member is part of a center and not a department, then the center director plays the role of chair. If the chair or center director is involved in the allegation, then suitable substitutes must be found.)
2. The 6.x Office initiates an investigation to determine whether the allegations are correct. It shares the results with the group once the investigation has concluded.
3. If the allegation involves a failure to disclose or noncompliance with the recusal plan, then corrective steps without sanctions may be an option. If the group is unanimous in this belief, then those corrective steps are communicated in a letter to the authority with a copy sent to the Dean of the authority's college. The 6.x Office will ascertain through periodic check-ins that these corrective steps are being followed and may reinstate this process if necessary.
4. Unless the option in the previous step is exercised, the group recommends a sanction and conveys it to the Dean. Possible sanctions include mandatory training, suspension for a specified period of time, limitation of access to students of all genders, and dismissal.
5. The Dean of the authority's college enacts those sanctions, or enacts alternative sanctions providing a written rationale that is communicated to the group.
6. The authority may initiate an appeal procedure.

If the authority is a student:

1. The allegation is immediately shared with the Chair of the authority's department and the supervising faculty member, hereafter referred to as "the group". (If the chair or the supervising faculty member is involved in the allegation, then a suitable substitute must be found.)
2. The 6.x Office initiates an investigation to determine whether the allegations are correct. It shares the results with the group once the investigation has concluded.
3. If the allegation involves a failure to disclose or noncompliance with the recusal plan, then corrective steps without sanctions may be an option. If the group is unanimous in this belief, then those corrective steps are communicated in a letter to the authority with a copy sent to the Chair of the authority's department and the supervising faculty member. The 6.x Office will ascertain through periodic check-ins that these corrective steps are being followed and may reinstate this process if necessary.
4. Unless the option in the previous step is exercised, the group recommends a sanction. Possible sanctions include mandatory training, denial of future grading assistantships, teaching assistantships, or research assistantships, transcript notation, and expulsion.

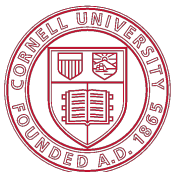
5. The appropriate degree program director, department chair, or college dean enacts those sanctions, or enacts alternative sanctions providing a written rationale that is communicated to the group and the 6.x Office.
6. The authority may initiate an appeal procedure.

[Depending upon the final form of current revisions to Policy 6.4, that policy may call for alleged violations of 6.x to be handled under the processes described by 6.4, with the Title IX Office handling the investigation, a university hearing panel making the decision as to the conduct, the dean or unit head implementing any sanctions, and a three person panel of the Vice President of HR, Vice President of Student Life, and Provost hearing appeals. Should this process be adopted, findings and sanctions must be communicated in writing to the relevant “groups” as described above.]

In all cases, the power imbalance must be mitigated. Any harm rendered to a student that results from a violation of this policy must be remedied by “the group.”

The 6.x Office will maintain records of violations of the policy. Non-punitive corrective action and sanctions will reflect prior violations, with the most extreme corrections and sanctions reserved for the most severe or for repeated violations of the policy

When enforcing this policy, “the group” should be alert for instances of academic or research misconduct that unfairly benefits or detracts a subordinate and should report that behavior to the appropriate office.



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**GPSA Resolution 9: In Support of E.A. R8: Institutional
Commitment to All LGBTQ+¹ Members of the Cornell Community**

Sponsored by: out in Science, Technology, Engineering, and Mathematics (oSTEM); Elena Michel, Biological Sciences Voting Member and Co-President of oSTEM; Manisha Munasinghe, Executive Vice President and member of oSTEM; Joseph Anderson, Chair of University Assembly Campus Welfare Committee; Eugene Law, Chair of GPSA Diversity and International Students Committee, Breanne Kisselstein and Nicholas Carre, Co-Chairs of GPSA Student Advocacy Committee on behalf of SAC

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

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

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

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

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

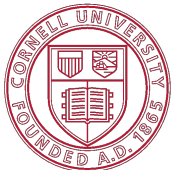
Whereas, the LGBTRC supports a set of general services to all LGBTQ+ faculty and staff, including but not limited to: advocacy, advising, consultation and referrals, and

¹ For the ease of reading, the resolution will use the acronym LGBTQ+ to refer to the Lesbian, Gay, Bisexual, Trans, Queer/Questioning, and others, unless referring to a specific entity or being

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

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

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



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community development; and

Whereas, the LGBTRC is instrumental in advising and advocating for Cornell’s LGBTQ+ community, which includes students, faculty, and staff; and

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

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

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

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

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

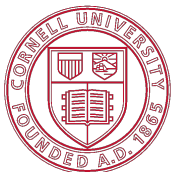
Whereas, President Pollack rejected the EA’s recommendation that the directive for the LGBTRC to no longer serve the needs of staff and faculty be rescinded stating “to provide the appropriate levels of service, separating educational and support services for students from faculty and staff allows Cornell to meet the unique needs of our LGBTQ students, as they pursue their degrees”; and

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

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

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

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



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

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

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

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

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

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

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

Whereas, a refusal to rescind this directive negatively impacts the LGBTQ+ community and is antithetical to Cornell’s “promise to support the LGTBQ+ community”; and

Be it therefore resolved, that the Graduate and Professional Student Assembly reiterates the recommendation from the Employee Assembly for the Division of Student & Campus Life and the Office of the Dean of Students to rescind the directive for the LGBTRC to no longer serve the ongoing support and educational needs of staff and faculty;

Be it finally resolved, that The Divisions of Human Resources and Student & Campus Life should identify the resources to fully fund and staff (3) additional full-time, long-term professional staff position in the LGBTRC.



**GPSA Resolution 11: Tasking the GPSA Operations and Staffing
Committee with Developing a Procedure for Disciplining Members**

February 26th, 2018

Sponsored by: Becca Harrison, Graduate and Professional Student Assembly Humanities Voting Member

Whereas, the GPSA does not have a procedure for disciplining members who have violated the standards of behavior that the GPSA expects from its membership; and

Whereas, the GPSA has not set forth those standards of behavior, on which it is naïve to expect perfect agreement; and

Whereas, any attempt to discipline individuals without clear standards of behavior and a clear and fair process for holding them accountable to those standards is arbitrary, unjust, and prone to abuse; and

Whereas, the lack of a procedure and standards of behavior is a fundamental oversight in our governing documents; and

Whereas, this lack has caused significant difficulties for this and other Assemblies on multiple occasions, resulting in confusion, wasted time, and a perception of unfairness and illegitimacy within and without the Assemblies; and

Whereas, the Operations and Staffing Committee is the committee responsible for changes to our governing documents;

Be it therefore resolved, that the GPSA commits to the Operations and Staffing Committee the task of drawing up community standards and a clear and fair process for disciplining members who violate them, to be approved by the Membership; and

Be it further resolved that, the Operations and Staffing Committee shall consult with law students and/or other resources to ensure that this process includes procedural protections; and

Be it finally resolved that, the GPSA will not attempt to formally discipline or remove any member via any process that does not currently appear in our governing documents until this process has been approved.



GPSA Resolution 12: Calling for the Creation of Graduate and Professional Student Specific ‘Notice and Respond: Friend 2 Friend’ Workshops

March 12th, 2018

Sponsored by: Manisha Munasinghe, GPSA Executive Vice-President, Carol-Rose Little, Social Sciences Division Chief, Matthew Battaglia, University Assembly Delegate.

Whereas, a recent study published on March 6th, 2018 found that “graduate students are more than six times as likely to experience depression and anxiety as compared to the general population”, and¹

Whereas, a 2014 survey of graduate students at the University of California Berkeley found that “about 47% of PhD students and 37% of Master’s and Professional students score as depressed”²; and

Whereas, LGBTQIA+, racial/ethnic minority, and older students report lower well-being compared to their peers²; and

Whereas, at least 50% of graduate students who experienced anxiety or depression did not feel valued by their mentor or that they even provided “real” mentorship¹; and

Whereas, when students feel sorrowful, anxious, or depressed, they are far more likely to turn to peers than to mental health professionals for help³;

Whereas, bystander intervention training aimed at “increasing students’ awareness of risky-behaviors and helping them to take responsibility to intervene during high-risk situations” teaches students how to safely intervene in instances where a student may be at risk due to mental health stressors⁴; and

Whereas, Cornell Health developed the “Notice and Respond: Friend 2 Friend” (F2F) Workshop “designed to help students consider their role in Cornell’s support network and ways they might respond when peers show signs of distress”³; and

Whereas, this workshop has received “overwhelming positive” feedback with over 2,500 students participating as of 2011³; and

Whereas, the current F2F Workshop features situations specifically tailored to the undergraduate population; and

¹ <https://www.nature.com/articles/nbt.4089>

² http://ga.berkeley.edu/wp-content/uploads/2015/04/wellbeingreport_2014.pdf

³ <http://news.cornell.edu/stories/2011/10/workshop-teaches-students-respond-struggling-peers>

⁴ <https://health.cornell.edu/initiatives/skorton-center/bystander-initiatives>



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Whereas, despite the popularity and success of the F2F Workshop with undergraduate students, no analogous workshop has been developed for graduate and professional students despite the interest from both the graduate and professional student community as well as Cornell Health; and

Whereas, graduate and professional students would greatly benefit from an analogous workshop catered to their unique needs and to assist in navigating the collegial and professional space they operate in; and

Whereas, efforts to secure funding for this project via alumni donations have stalled; and

Whereas, Vice President for Student and Campus Life Ryan Lombardi identified “investing in other key elements of the comprehensive approach to support student well-being, campus health and safety” as an area of mental health care that needs further attention⁵; and

Whereas, developing bystander intervention training programs directly further this aim; and

Be it therefore resolved, that we call upon the administration to secure sources of funding necessary to develop an analogous ‘Notice and Respond: Friend 2 Friend’ workshop program for graduate and professional students; and

Be it further resolved, that this workshop specifically contain situations that address shared and unique professional student as well as graduate student needs; and

Be it finally resolved, that we call upon the administration to provide an update to the Graduate and Professional Student Assembly by the end of Fall 2018 at the latest regarding the status of securing funding and developing this Notice and Respond workshop.

⁵ <http://news.cornell.edu/stories/2018/01/cornell-reviews-its-mental-health-approach-looks-ahead>