



Cornell University Employee Assembly

Cornell Employee Assembly
Minutes of the November 28, 2018 Meeting
12:15-1:30 PM
401 Physical Sciences Building

I. **Call to Order & Roll Call**

- a. C. Wiggers called the order to meeting at 12:15pm.
- b. *Members Present:* M. Benda, A. Brooks, T. Chams, C. Dawson, H. Depew, N. Doolittle, K. Fitch, A. Haenlin-Mott, D. Hiner, A. Hourigan, L. Johnson-Kelly, K. Mahoney, E. Miller, B. Roebal, H. Sheldon, C. Sanzone, A. Sieverding, P. Thompson, C. Wiggers
- c. *Members Absent:* P. Andersen, K. Barth, T. Grove, A. Howell, K. LoParco, K. Supron

II. **Approval of Minutes of the November 7, 2018 EA Meeting**

- a. Motion to approve the minutes of the EA meeting of November 7, 2018 – **approved** with no dissent

III. **Announcements**

- a. C. Wiggers gave an update on the Staff Conversations. There are about 27 pages of comments and feedback from staff. They are working with partners in HR to identify areas of priorities to focus on. He anticipates they will compose a report back to the staff to give an update on what they heard, where they are going, and how they expect to get there. There will be more to follow on how this will be communicated back to the staff community.
- b. H. Depew said for anyone interested in reviewing the data to reach out.
- c. C. Wiggers said the data are all accessible in Box and invited EA members to make their own notes.

IV. **Business of the Day**

- a. Mary Beth Grant, Senior Associate Dean of Students, gave a presentation on the Sorority and Fraternity Judicial Review Committee.
 - i. M. Grant gave an overview of the context and charge of the 60+ fraternities and sororities on the Cornell campus. The Office of Sorority and Fraternity Life is directly housed in the Office of Campus and Community Engagement.
 - ii. M. Grant has been chairing The Sorority and Fraternity Life Accountability Committee that consists of a diverse group of 13 people. The committee has been asked to do a comprehensive look at the complaint system. If complaints come in, such as those about hazing, sexual assault, or party management issues, it would come into the Office of Sorority and Fraternity Life. There are then three different ways the issue could be resolved.
 1. Informal resolution for anonymous reports that cannot be confirmed or low-level violations if it were true.
 2. Greek judicial board hearing, in which the board consists of a group of students within the Greek system. This board reviews allegations, such as failing to register a party or not having enough sober monitors, but does not necessarily rise to serious types of misconduct. There is a non-voting advisor.
 3. The board they her committee is looking at concerns the “Recognition Policy,” which states that fraternities and sororities have the right to be part of the Cornell community but they have to follow certain rules.
 - iii. M. Grant said the board first agreed on core values:
 1. Safety of community members is the first priority

2. Fundamental fairness is core to any conduct system
3. Transparency is essential
4. Educational system in a higher education context
- iv. M. Grant said the committee discovered that the current system falls short of these values.
 1. The system is complex in that there are different rules and procedures for each process.
 2. There is a lack of fundamental fairness, such as inequity in access to evidence during a hearing process and investigators sitting on the board making decisions. In addition, the board is *ad hoc*, instead of a set group of people who have had training and more expertise. There is a lack of standard practice here.
 3. Triaging has been imperfect. Some cases of apparent serious misconduct were referred to the student-composed Greek Judicial Board in error.
 4. There is a lack of confidence both within and outside the Greek community on the process, appropriateness of the outcomes, and transparency of the process and results.
- v. M. Grant reviewed the committee's recommendations for short term changes to the current system to take place by next semester.
 1. Procedures in plain English that will be readable and digestible.
 2. Recruiting and training review board panel members for consistency, rather than relying on *ad hoc* practices.
 3. Investigators to not serve on review boards.
 4. Full investigative reports to be provided to all parties.
 5. Maintaining public information of allegations and review board findings for transparency.
- vi. M. Grant also reviewed considerations the committee is looking at for long-term revisions. The following are areas and questions the committee is soliciting input for:
 1. Structure: removal of chapter conduct cases from the Office of Sorority and Fraternity Life?
 2. Membership: should non-Greek community members be part of the Review Board? Students? Faculty members?
 3. Roles: what roles should the following have in the Review Board process: Harmed parties? Alumni/ae? Office of Sorority and Fraternity Life? Advisor of the chapter?
 4. Alternative Dispute Resolution: Use of alternative dispute resolutions, such as mediation or restorative justice?
- vii. M. Grant opened the floor to questions and comments.
 1. The Sorority and Fraternity Life Accountability Committee member Christina Liang said they always encourage people to report concerns about code violations and leave it to their office to decide whether or not it has jurisdiction.
 2. T. Chams asked how the office can ensure safety in the community.
 - a. M. Grant said the work the committee is doing is a small slice of the pie compared to what the campus is trying to do to create healthy environments.
 - b. L. Santacrose said the brutal cases of hazing they see in the news is the tip of the iceberg. There are other forms of hazing not reported on the news as often. When there is a report, there are processes they can undertake, such as putting chapters on interim suspension of they about a form of hazing behavior they are concerned about and either want to prevent further harm or prevent it from happening. However, there is a lot of educational work that needs to be done. Students have gone through hazing experiences that they do not label as such. This is part of the work they are doing with Intervene and other trainings.
 3. M. Grant went over the possible causes of hazing and the challenges they face. Students will often justify hazing as a need to produce a bond and feel they gain something in return. There is a complex psychological component to hazing, and there are many students who do not see this as a problem. However, there have been over the years

incremental progress in the right direction, such as shortening the new member process. Another complicating factor is that fraternities and sororities often have national headquarters that stipulate what they believe are traditions, but by our definition are hazing and violations of our code of conduct. All new member educators are also required to put forth their plans to be reviewed by the office. However, the challenge is that what students are writing is not necessarily what they are doing, and enforcement is another challenge. In addition, some of these chapter houses are privately owned. Thus, Cornell and Cornell Police do not have jurisdiction, and they have to ask the Ithaca police department to check on them on top of the work their officers already have.

4. M. Grant highlighted that there is a reporting mechanism anyone can use at hazing.cornell.edu. There is also a hazing framework on the website that talks about a comprehensive public health approach to addressing, preventing, responding, and holding accountable individuals and organizations to hazing.
 5. L. Santacrose said any type of group, organization, or team can participate in hazing. It is not limited to Greek life. Hazing is becoming understood as public health concern. It is a form of interpersonal violence that is detrimental to mental health that often involves alcohol and sexual violence. They do try to work with organizations to come up with rites of passage that are not dehumanizing, intimidating, harmful, or hurtful.
- b. Laura Beth Santacrose gave a presentation on the Intervene Program, Cornell's New Bystander Intervention Video and Workshop.
- i. L. Santacrose is from the Skorton Center for Health Initiatives, which is a department within Cornell Health. Her department focuses on the Cornell student population.
 - ii. L. Santacrose gave an overview of her department's mission:
 1. Using a public health approach to address alcohol and other drugs, mental health, sexual violence, and hazing.
 2. Providing institutional leadership, education, research and public engagement on these topics.
 3. Develop, implement, and evaluate evidence based and theory informed strategies across the socio-ecological model (individual, group, institution, community, society).
 - iii. L. Santacrose introduced Intervene. It is a stand-alone, online 20-minute video portraying student bystanders successfully intervening in a variety of situations. In addition to the video, there is an in-person, 60-minute workshop in which students view the video and engage in a facilitated conversation. The video and workshop are based on real-life situations faced by undergraduate, graduate, and professional students. They did this by doing focus groups with students and looking at survey data. It is grounded in social behavior theories and public health research.
 - iv. L. Santacrose highlighted the unique features of Intervene, which include:
 1. Using an empowering and realistic approach to problem solving.
 2. Illustrating how bystander intervention skills can be applied to multiple college health topics.
 3. Successful individual and group interventions.
 4. Depicting a range of severity, from non-urgent, urgent, and emergency scenarios.
 5. Exploring the role of bystanders in situations as they develop over time. Intervene also addresses how to intervene across multiple kinds of relationships, such as friends, acquaintances, classmates, roommates.
 6. Being designed for college students, including undergraduate, graduate, and professional students.
 7. Undergoing rigorous evaluation with a randomized controlled trial. The data shows that both the video and workshop are effective.
 - v. L. Santacrose gave an overview of the development timeline. The project began in Spring 2015 using a video that American University had developed. They worked with the Cornell

- Interactive Theatre Ensemble, vetted the script with over 100 people, hired a cast, scouted locations, and filmed. In Summer 2016, they edited the video and developed the workshop and evaluation. The program was finally launched in Spring 2017, and it was presented at a national conference. The resources were shared for free to other universities.
- vi. L. Santacrose gave an overview of the awards and recognitions Intervene has received.
 1. 2018 NASPA Bronze Student Health, Wellness, Counseling & related Excellence Award
 2. 2018 American College Health Association Best Practice Award in Health Promotion and Education
 3. Screened at the Public Health Association's 2017 American Global and Public Health Film Festival.
 4. 2017 Silver Telly Award for short videos
 - vii. L. Santacrose said the seven different topics explored in the film are emotional distress, hazing, intimate partner violence, racial bias, alcohol emergency, sexual harassment, and sexual assault.
 - viii. L. Santacrose gave an overview of their research outcomes on the likelihood of people to intervene after 4 weeks post-viewing.
 1. Those who watched the video were significantly more likely to intervene for four of the scenarios: hazing, racial bias, intimate partner violence, and sexual harassment. The three other scenarios that did not see higher likelihoods to intervene were alcohol, sexual assault, and emotional distress. They hypothesized that people were already likely to intervene for alcohol and sexual assault, so there was not much room for growth. The emotional distress scenario was more of asking a stranger or an acquaintance for help, which can be scary for many people.
 2. The video was equally effective for undergraduate and graduate students.
 - ix. L. Santacrose said Intervene has been used with students and other campuses.
 1. The Intervene video has been shown to varsity athletes, all prospective new Greek members, and during student leader online trainings. Workshops have been used with student staff (such as Big Red Shuttle, 626 student staff, Resident Advisors, co-op leaders, ROTC students, APO service fraternity, sorority and fraternity chapters, and athletic teams.
 2. For graduate and professional students, workshops have been done with the Graduate Women in Science group, Graduate student staff on West Campus, College of Veterinary Medicine peer mentors, Graduate Perspective Sessions, and the Graduate and Professional Student Mental Health Committee.
 3. Over 30 other college campuses are using Intervene.
 - x. L. Santacrose said Intervene and corresponding materials can be accessed for free at health.cornell.edu/intervene.
 1. To request an intervene training, she can be contacted at LBS65@cornell.edu.
 2. To learn more about and request a Notice and Respond: Friend 2 Friend for undergraduate students or Notice and Respond: Assisting Students in Distress training for graduate students, faculty or staff can contact Catherine Thrasher-Carroll, Mental Health Promotion Program Director at the Skorton Center for Health Initiatives, at CT265@cornell.edu.
 - xi. L. Santacrose opened the floor for questions.
 1. L. Santacrose said the EA can assist with intervention and advocacy. If there are student groups EA members work with, her office would be happy to coordinate training. It can also be helpful for staff to learn about the student experience. These are real situations and if a student is not showing up to their job, coming in a fragile state, or acting in a way, staff members can think about what might be going on and connect with that student. The topic is also very applicable. When she has done trainings with staff departments, there have been conversations of how staff can intervene when they are

- concerned about a colleague. She is also happy to speak with anyone about resources available for staff, such as The Faculty Staff Assistance Program that is free for employees to talk confidentially to counselors.
2. C. Wiggers added that he was invited to join VP Ryan Lombardi to recognize Mr. Rogelio Gordon, who intervened when a Cornell student attacked two women in North Campus last month. He was also publicly acknowledged by the university.
- c. Director of Dining Dustin Cutler and Chef Paul Zullo introduced a new meal plan.
 - i. D. Cutler said Cornell Dining has partnered with HR to create a new program that would provide convenient, take-home meals for those who do not have time to cook after work. "Take Us Home" was the result after four months of work on figuring out how they can provide fresh, prepared food that can be chilled and dropped off to retail locations across campus. The price point for the meals range from \$7.99 to \$9.99. It can be found at Bear Necessities at Robert Purcell, Mattins' Café in Duffield Hall, Café Jennie at The Cornell Store, Amit Bhatia Café in Olin Library, Trillium at Kennedy Hall, Jansen's Market at Noyes and Green Dragon in Sibley Hall.
 - ii. Chef Zullo said they initially came up with a list and narrowed it down to about eight different products over the summer. Items have a two-day shelf life, and the four final entrees are Chicken Parmigiana, BBQ Pulled Pork, Chicken Street Tacos, and Southwest Style Tofu and Grain Bowl. Challenges included figuring out the best packaging, and the one they finalized on will heat the plated food up in roughly three minutes. Everything is made from scratch and also fresh daily. They did incorporate vegetable portions, and there may be more coming in the future once they work out the logistics.
 - iii. D. Cutler and Chef Zullo opened the floor up for questions.
 1. D. Cutler said Director of Campus Life Marketing and Communications Karen Brown is working on an email blast that the EA can send out to their listservs.
 2. D. Cutler added that the grain bowl is gluten-free, but is not produced in a gluten-free facility.
 3. Chef Zullo said the tray is polyethylene, which is microwavable-safe.
 - a. D. Cutler added that it is fully recyclable, but is made out of plastic.
 4. Chef Zullo said the nutrition information will be listed online in about a week, but the packaging itself does list allergens.
 5. D. Cutler said they are considering getting reusable bags that people can purchase. They are looking at expanding once they see how participation looks like.

V. **Committee Reports**

- a. C. Wiggers announced that they were out of time. At the next meeting, after a presentation from VP Mary Opperman and Director of HR Strategy Reginald White, the EA will go directly into committee reports.

VI. **Adjournment**

- a. C. Wiggers said he and H. Depew have been thinking about low-cost ways to potentially connect with second and third shift employees. They are considering leaving a note and a stamp-return addressed envelope for these employees to let the EA know how things are going. The letters would be mailed to the Office of Assemblies, and this could be another way to get some feedback.
- b. C. Wiggers thanked everyone and adjourned the meeting at 1:30pm.

Respectfully Submitted,
Catherine Tran
Clerk of the Assembly