Minutes
Wednesday, April 13th, 2016
4:00pm-5:30pm
McManus Lounge, Hollister Hall

Attending: Joe Burke; David Delchamps; Greg Eells; Kappy Fahey; Carol Grumbach; Jen Gudaz; Kent Hubbell; Jody Kunk-Cziplicki; Janna Lamey; Laura Lewis; Joanie Mackowski; Tim Marchell; Elena Michel; Carolina Panisello-Mantero; Brigitta Putnam; Lisa Ryan; Rebecca Sparrow; Jai Sweet; Catherine Thrasher-Carroll; Dave Honan

1. Greg Eells (Introductions):
   a. PULSE Data Discussed (see PowerPoint presentation)

2. Ken Cohen – CAPS Counselor/Therapist:
   a. Shared statistics on LGBT+ and mental health
   b. Based on experience with CAPS patients, current campus climate is generally supportive
   c. Students may feel anxious about coming out and fear facing potential rejection
   d. LGB – a lot of experiences based on stereotypes—propagated by the media
   e. Is the identity of being gay/lesbian what it really means to be gay/lesbian?
   f. Almost no data on completed gay suicides
   g. Suicide attempts confounded by potential false attempts
   h. Gay-suffering, suicide script present in our society today
   i. Bisexuals highest of most depressed, but lowest among sexual minorities
   j. Minority stress problem: there is no data to support increased minority stress
   k. Gender non-conforming and racial/ethnic minorities with LGB identities have been found to be the most bullied
   l. What can we do? Become a more supportive community
      i. Heterocentrism serves as a potential issue in the community
      ii. Recognize the positive of LGB lives, not always a focus on suicide/depression

3. Brian Patchcoski (see ppt slides):
   a. Cornell community is doing well, but there is still room to grow
      i. Increasing need for resources
   b. Students aren’t just LGBTQ—they have many identities on top of that
   c. Students may have difficulty finding their own communities here
   d. Multitude of complexities and issues surrounding the LGBT community, surrounding mental health and other-related problems
e. How can we extend the reach of LGBT resources? LGBT resource center is currently the only resource center of its type available for Cornell students.

f. As the community becomes increasingly narrowed down to individual identity groups, there are potential issues surrounding this “silo-ing” students—must consider how can we bring it back to a general community.

g. There exists plenty of uncertainty in the LGBTQ+ community.

4. **Student panel—Carolina Panisello-Manterola, Joanne Wang, Christian Waibel:**

a. Christian:
   i. Mental issues cannot be narrowed down to just having an LGBTQ identity. From personal experience, there is frustration around CAPS waiting times. Let’s Talk also potentially harmful for students seeking help since student-provider relationship is not fully established. Access becoming an issue in the [LGBTQ] community.

b. Joanne:
   i. International students may have varying views on the LGBT community. In her role as an RA, students have had questions about what it may be like to come out. Generally, there is a fear of repercussions with disclosing identity to others.

c. Carolina:
   i. Bisexual invisibility. There are stereotypes around bisexuality and promiscuity. Students may feel uncomfortable coming out to others at Cornell, fearing judgment or differential treatment.

5. **Greg Eells (facilitated discussion) comments/themes:**

a. International students may find difficulty coming out due to differing cultures/languages in which the LGBT identity is not recognized or accepted.

b. Question: If you had the power to solve these issues, what would that look like?
   - Intergroup Dialogue Project—every student ought to participate in this course.
   - Make it easier access to mental health resources (issues with waiting times in CAPS).
   - Educational improvements would include opening spaces where people can have these types of conversations around these topics. Our campus is accepting, but very ignorant. Many people are willing to learn but just don’t know how. Understanding may not always come from day to day conversation, but a good place to start would be with faculty/staff creating academic and campus environments for students to engage in conversations with them as well as with peers.
   - Students come in with limited knowledge. It may be difficult to approach people who don’t understand or know what some of these terms [that we’ve discussed here today] mean. Start by opening up the dialogue.
   - Starts with faculty/staff. Students have to be accountable for their actions, but professors have to as well.

*Minutes taken by Andrew Eng*