

From discussion on these questions

Brainstorm: Responding to major events that impact our students in the future

For consideration by the Executive Team, to be communicated back to Senate later

How do we engage with world events when they impact the lives of our Cobbers?

What is our obligation to respond to world events?

- How do we find out that events are affecting our students?
- How do we center their voices?

Jayden: as a Senate, we should have a rules and procedures to deal with crises. When we are dealing with crises, that need immediate and delicate response, Robert's Rules may not help. A specific rules and procedures. Different than Robert's Rules.

Sumaya: at the very least, acknowledge it and address it. Dealing with it with grace, perspective taking. Don't have to rush to say something. Understand that Cobbers may have family members directly impacted. Don't view it with negativity, not harshly. Focus on being kind hearted

Fanan: de-centering ourselves. As leaders we tend to take things personally. When we get feedback, criticism, if we are too emotional, it's not in our job description to tone police. It's in our job to take the feedback, we are here for the students. SGA needs to take a stance on things that happen. Yes it's political, everything is political. But it's not just about politics. We don't take a stance based on emotions. It's based on history. Listen to activists, read a book or two. This will help us be more effective. As an example, I condemned the Israeli government. All human lives are important. You can condemn a government for committing genocide.

Paula: I agree with Sumaya. A question – what kind of conversations can we have with the students to find out what kind of support they need? Can we advocate for something to be in place? <Anna – is it to clarify for the student body what resources are here already?> Yes.

Hakima: acknowledging something that is going on, is a crucial way to support. Feeling seen or heard, by SGA, is a tremendous amount of support. Acknowledge the facts. SGA can encourage conversation. <Anna – should this be done in a public way?> Yes, sending an email.

Ruel: difference between acknowledging and taking a stance. I think SGA should acknowledge, should condemn violence in any form, cherish all human life. We can have a stance, but we also need to consult with people who are certified experts. I know there are people in this room who are passionate and who have studied. I am curious, I read books and news. Taking a stance on Israel-Palestine, seemed like we

were condemning the killing of civilians in Gaza, but not people in Israel. People felt that if they didn't agree, they were being called genocide ____.

Rachel: referring to Jayden's suggestion of different rules/procedures – we must remember to educate ourselves at the same time. There are so many varying perspectives. Political standpoints, moral standpoints. Yes we need to get things done. But it can scare people away who need to educate themselves. So we need to remember to educate ourselves. Even local conflicts, know what is going on. So we can better share and better communicate.

Leah: we need to show our support in actual practices. A statement is important, but a student may delete it from their inbox. We could make more change if we take part in events, make accommodations for students impacted, sit in our discomfort and encourage other students to do so too.

Seema: an emergency Senate meeting. So we can react faster.

Ivana: I agree with Leah. Create a space for people to talk, to express their opinions, and bring in people that have studied the current events. Mentioned a panel like with Ukraine. We could facilitate events like this.

Jayden: some of these ideas can be combined. Concern and question I have (how do we find out how we know what events are affecting our students?)? What means do we have?

Kadar: can we use the Concordian for educational purposes. To share facts.

Paula: empower students to not carry hard things by themselves. Turkey/Syria earthquake fundraising example – it didn't work out. Students need to know how to do these things. How are we going to reach out to students and know if they are impacted – I think we should discuss this more.

Ashley: we need to bridge the gap between SGA and students. So people know who their SGA members are – some kind of platform.

Fanan: we should have students answer these questions themselves. Shared example of trans students struggling internally when hate crimes spiked, no one was talking about it. Made them feel isolated. We could ask this anonymously, this would be of great value.

Ruel: re: Ashley's point about bridging the gap. On Sept 21st we discussed the need for a centralized Instagram page. Some people delete Cobwebs. So I think we need a decentralized way – having individual accounts, affiliated. Reach more students. Mentioned The Concordian, how they are doing their work

Jayden: I agree with Ruel on some points. I'm trying with a survey on the skyway, utilizing Res Life to send to all on-campus students. Will also send to off-campus students through email. Surveys is one way. But thinks we need a centralized Instagram. Insta surveys are really good; a survey once a week pertaining to one issue. It's what we use Instagram for as young people. Put QR codes around campus. We have the means and we have the people.

Jacob: how do we hear the affected students? We could make structured changes. Use class reps more. Making class reps more available and accessible. Referred to Ellie's event where people can meet members of SGA, it was a really good event.

Jesus: the Concordian has been here of their own free will. We aren't outsourcing info to them, we don't require them to attend.