

University Leadership Responses to Revised Demands and Solutions

11/07/14

THE General Body answered the University leadership's meaningful response (provided Thursday at 6 pm) with new demands that are provided below and to which further responses are provided by the University leadership. It is concerning that real dialogue and the University's movement on a number of issues raised by THE General Body have not led to progress, but instead further demands. Nonetheless, we respond to the new issues that are raised.

A legally-binding non-retaliation agreement for all those involved in THE General Body rally and sit-in.

Signed immediately

Open for discussion; see Chancellor's remarks from the November 5th meeting.

1.1.1. The entire SU community must participate in a collectively-drafted, cocreated process to write the new Mission/Vision Statements (if indeed the will of the entire SU community is to have new statements).

1.1.2. *The process will begin immediately.*

1.1.3. It will include a student-focused reach-out to engage directly the entire student body.

1.1.4. Among other efforts, Chancellor Syverud will use his email account to reach out to student, faculty and staff.

1.1.5. Among other efforts, The GSO and SA will email the student bodies as well.

1.1.6. This new Mission/Vision Statement, if we agree we need a new one, must be passed through the SA, GSO, and University Senate, and must have had at least the direct participation of 25% of each section of the entire community.

1.1.7. *The end date for passing these statements will be May 2015.*

Today, the Board of Trustees passed the following motion:

“At the strong urging of the Chancellor, the Board of Trustees approves in draft form the Vision and Mission statements. If recommended by the Chancellor, the Board will consider revisions from various stakeholders.”

The Chancellor is prepared to open a one-month period for additional feedback from the entire campus community regarding the draft Vision and Mission statements.

Please see Fast Forward website (<http://fastforward.syr.edu>), where the current draft statements are provided (revision of the previous version circulated campus-wide is based upon input from faculty, staff, students, and alumni).

1.6.2. All other workgroups should also be given actual implementation power so that their hard work and research does not simply get ignored.

1.6.2.1. The people running the workgroups and the participants come to consensus around their recommendations. Their reports, proposals and minutes will be available publicly on the Fast Forward or other applicable website.

1.6.2.2. Reports from administration showing point by point which recommendations will be used will be reported within two weeks after their official recommendations are made.

1.6.2.3. If the recommendations are not carried out, the administration must report back to the workgroup and other interested bodies about other options.

1.6.2.4. Workgroups will not be used in order to usurp the powers of the governing bodies of the university which are already in place, such as the GSO, SA, and US.

Workgroups, task forces, and ad hoc committees are an important part of any university. Participation in the workgroups is broadly constituted to include people with expertise in the subject areas, and each Fast Forward committee and workgroup is comprised of individuals from official bodies such as the Student Association and the Senate as well as individuals who are not. The administration greatly values the input of students, staff, and faculty who participate in the various workgroups that exist and will exist moving forward. We recognize the effort that has been put forth by THE General Body to keep the institution accountable to the work of the workgroups and their recommendations.

1.8.6. In Fast Forward, there must be at least 1/3rd representation of students in each committee, and at least 2/3rds of those must be undergraduates. The same ratio must also be true of the Fast Forward Steering Committee.

1.8.6.1. If recruitment is seen to be a problem, provide incentives. For instance, some grad students who are on Fast Forward committees are receiving graduate assistantships which effectively pay them to do research for and be on these committees.

1.8.6.2. *begin recruiting students immediately*

Making changes to these committees would need to be done thoughtfully and collaboratively with the existing committees, who have been working diligently throughout the semester. The various committees and task forces are not meeting until next week at the earliest, and these discussions will occur as soon as possible.

2.2. A public address and apology for the POSSE cuts.

2.2.1. Full reinstatement of the POSSE program at its 2014-2015 level, and written commitment to remain at these levels for the next 5 years at minimum.

2.2.2. Syracuse University must honor its original contract with the Posse Foundation and continues to bring Posse's from Atlanta, Los Angeles and Miami for 5 years.

2.2.3. *by the end of the Fall 2014 semester*

Vice Chancellor Spina and Associate Provost Costello Staniec have offered personal apologies in three meetings with Posse students for the way in which the changes to the Posse program were communicated and multiple public statements regarding the changes have been made. We believe that the future number of Posse cohorts is appropriate to support our current and future

Posse students and to address sustainability of the program as a whole. While Posse is a highly successful program nationally and at Syracuse, we believe that our University can best benefit from a range of student support programs. Posse Directors from each city visited campus in October and met with Posse students. In addition, Chancellor Syverud traveled to New York City to meet with Posse Foundation President Debbie Bial and had meaningful discussion about our continuing partnership. In early December, President Bial will visit Syracuse University to continue that dialogue and explore ways to deepen the Syracuse University-Posse relationship. The University remains committed to developing programs that sustainably support the success of all students at Syracuse University.

2.3.1. Written commitment to work with Office of Multicultural Affairs to address the lack of Multicultural Spring and the bring it back by fall 2015. Includes allocating funding.

2.3.2. The Multicultural Spring Program was a very helpful and meaningful program for the minority students here at Syracuse University. Understanding the situation that resulted in the discontinuation of the program, we believe that the program is still a necessity for our campus. If the program is reinstated, to prevent a repeat of the past situation, we would like a more thorough and intensive training for the student host.

2.3.3. for the Fall 2015 semester

The majority of the students involved with this program are not Syracuse University students, are minors, and we have enhanced responsibilities to them and their families to ensure that their visit is safe and well supported by campus and campus services. The “Own the Dome” program best meets these important legal and visitor safety concerns. Collectively, we believe that having early opportunities to have students involved in coming together as a class is important. We are committed to programming that supports and develops communities of differences within the incoming class.

2.4. Conduct cooperative, collaborative research between the administration and departments that specialize in marginalized identities to address funding and other needs.

2.4.1. by the start of the Fall 2015 semester

Needs and directions for all academic units are being determined in the strategic planning process, which is being conducted at the University-level this year and will be done in the schools and colleges early in the 2015-16 academic year.

2.7. The development of intersectional trainings.

2.7.1. There are many types of trainings available through SU, as well as local groups. Those who lead these trainings must meet to create more intersectional trainings.

2.7.2. by start of the Fall 2015 semester

This proposed enhancement in campus trainings will be relayed to the various teams who provide training, with the request that they meet across the University divisions.

2.8. More staff for the LGBT, Disability Cultural Center, SCIS, and OMA centers.

2.8.1. begin hiring by Fall 2015 semester, complete process by the start of the Fall 2016 Semester

Any such plans for cultural centers will also come out of the strategic planning process, both the University-wide and Student Affairs processes.

2.9. Commitment to hire more faculty of color.

The Office of Academic Affairs is working with deans and faculty hiring committees to ensure that hiring pools are diverse. We are all committed to understanding implicit bias in the search process and have introduced workshops to reduce implicit bias and to provide tools for building diverse search pools and recruiting a diverse faculty.

2.10. Commitment to recruit more students of color representative of U.S. demographics.

A working group populated by students, staff, and faculty that came out of the Express Yourself forum is tackling this issue; we believe that they should continue to be empowered and should come forth with recommendations rather than being short-circuited by an administrative decision at this point. They have already begun a full discussion of this area of intervention.

2.11. Expansion of the Intergroup Dialogue program and campus wide diversity requirements in academic curricula.

2.11.1. This change will occur with the consultation and consent of a diverse and large student representation.

A working group populated by students, staff, and faculty that came out of the Express Yourself forum is tackling this issue; we believe that they should continue to be empowered and should come forth with recommendations rather than being short-circuited by an administrative decision at this point. They have already begun a full discussion of this area of intervention.

2.11.2. This change will occur in the following steps:

2.11.3. We would like all first year students to take an online Diversity Training course during the summer before they come to Syracuse.

2.11.4. This diversity assessment would feature interactive learning and virtual education similar to the Drug and Alcohol quiz mandated for first year students to take the summer before arriving on campus. The assessment would educate all students on race, religion, sexuality, and gender identities so that everyone will have a chance to be educated on social and individual topics. The program will offer different testimonies of students that have felt discriminated against at Syracuse University by the use of hate speech and the program will encourage future students to stand up against such actions.

2.11.5. for Summer 2015

We commit to studying all of the online training, education, and assessment that are part of first-year and transfer programs.

2.11.5.1. Creation of a mandatory university-wide curriculum requirement.

2.11.5.1.1. by the start of the Fall 2015 semester

2.11.5.1.2. Students could fulfill this requirement through coursework from a

pre-approved list of courses from specific departments such as African American Studies, Asian/Asian American Studies, Disability Studies, Jewish Studies, Latino-Latin American Studies, LGBT Studies, Native American Studies, Women's and Gender Studies, etc., as these departments regularly and palatably address identity intersections, structural oppression, and critical theory in lower-division coursework. The diverse constitutions of these classes often involve students from other disciplines who have never before encountered their privilege in an academic setting; professors are prepared for such interactions and successfully lead discussions on power and oppression.

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2.11.5.1.3. Reinstatement of *This is My Story* first-year student week event.

2.11.5.1.4. This was a very influential program for entering first-year students that occurred as a tradition during freshman week that gave a good first impression on the new students that Syracuse University is a safe space for students of all backgrounds.

2.11.5.1.5. by the start of Fall 2015 semester

We are happy to have student input on orientation activities for upcoming years, and Senior Vice President Reed Kantowitz and her staff should receive your detailed recommendations.

6.11. A workgroup established to look at mental health concerns and necessary structural changes in the campus mental health system.

6.11.1. Beginning immediately

Leadership in Health & Wellness in the Division of Student Affairs is committed to reviewing and seeking input on how to best provide services to students.

7. A safe, supportive space for international students on this campus, and their voices must be included in discussion.

7.1. It must be understood that not holding US citizenship does not mean international students are not also members of this community and do not suffer from systems of oppression.

7.2. More diversity in the staff of The Slutzker Center of International Services, and hire people who have experiences in marginalization.

7.3. Including international students in diversity training programs.

7.4. Eg. Not referring to a broad "We" when professors address students in classroom.

We are committed to supporting our international students and greatly value their presence on campus as an integral and integrated part of our community. We will continue to look for ways to enhance the international student experience within this community of difference and beyond across the entire student body.

8. Complete the search for an Asian/Asian American Studies Minor Director.

8.1 The Director should be qualified with regard to his or her academic concentration and expertise with an emphasis on Asian American Studies, not just Asian Studies.

8.2 The Director should be committed full-time to the advancement of the Asian/Asian American Studies Minor.

8.3 The Director should hold a tenure-track faculty position within the University in addition to the Director position.

8.4 Involve interested students, faculty, and staff in the search for the Asian/Asian American Studies Minor.

8.4.1. by the end of the Spring 2015 semester

Needs and directions for all academic units are being determined in the strategic planning process, which is being conducted at the University-level this year and will be done in the schools and colleges early in the 2015-16 academic year.

9. Add “Hate Speech (speech that attacks a person or group on the basis of attributes such as gender, ethnic origin, religion, race, disability, or sexual orientation)” to the student code of conduct as words that are prohibited on this campus.

9.1. Currently, the Student Code of Conduct states: Harassment, whether physical or verbal, oral or written, which is beyond the bounds of protected free speech, directed at a specific individual (s) easily constructed as “fighting words,” and likely to cause immediate breach of the peace.

9.2. Immediately

We believe that the current language of the current Student Code of Conduct, as well as the University’s Code of Ethical Conduct, provides sufficient direction of speech as conduct that violates University’s policies.