



October 8, 2020

This document describes the precise actions the University commits to take in response to each request presented by the Indigenous Students at Syracuse, Native Student Program, Ongwehonwe Alumni Association and Haudenosaunee/Indigenous Alumni Representatives in their December 3, 2019 document titled “Undergraduate and Graduate Indigenous Student Concerns and Solutions” and their subsequent July 14, 2020 document titled “Student Concerns List.”

The organization of the contents follows the July 14, 2020 document.

1. “Native Student Program & Learning Community Space”

1a. “Maintain Residency at 113 Euclid.”

The University is committed to allowing the Native Student Program to remain in 113 Euclid until another mutually agreed upon space is identified. Renovations to 113 Euclid including the addition of a kitchen will be concluded in fall 2020.

1b. “Native students will have first priority to live in the Native Student Learning Community in Haven Hall.”

Native students will have first priority to live in the Native Student Learning Community currently located in Haven Hall.

1c. “Construction of new building using Indigenous design.”

The University commits to working with donors on a long-term plan to fund an Indigenous-designed space.

2. “Native Student Program Support”

2a. “Need two staff to support Regina Jones and students.”

The University has reviewed staffing of the Native Student Program and finds that programs and services are comparable, and in some cases exceed, other similar programs on campus. The University commits to creating an Indigenous student mentoring program with necessary staffing.

- 2b. “Clarify tutoring and similar supports available to NSP students against HEOP, Say Yes, etc.”

Services offered by the Native Student Program are comparable with other programs and tutoring support is already in place. Funding to address gaps with other programs is already in place through the Financial Aid appeal process. The University commits to increasing communication about the Financial Aid appeal process.

- 2c. “Hire an Indigenous Career Counselor in Career Services.”

The University will prioritize the recruitment of staff with diverse identities when vacancies occur on the career counseling staff. Future recruitment efforts will be targeted to Indigenous nations/tribal communities.

3. “Increase Indigenous presence on campus”

- 3a. “Invite Tadodaho Sid Hill to reinstate Thanksgiving Address at Convocation & Graduation.”

We agree to reinstate the Thanksgiving Address at Convocation and graduation ceremonies.

- 3b. “Add Onondaga and Haudenosaunee language greetings to HBC hall list of greetings.”

The Department of Languages, Literatures and Linguistics sign will be updated to include Onondaga and Haudenosaunee greetings indicating, “Welcome to our Multicultural Community.”

- 3c. “Fly Haudenosaunee flag as high as US flag above new veterans building.”

The Haudenosaunee flag will be flown at the National Veterans Resource Center.

During the design and construction of the National Veterans Resource Center, the University requested permission to do so from Onondaga Nation Tadadaho Sydney Hill, who enthusiastically agreed, and attended the Center’s opening ceremony and flag raising.

Consistent with the University’s practice of displaying the US flag higher than other flags when flown at Syracuse University, the Haudenosaunee flag will fly at the same height as the seven other flags being flown at the Center.

4. “Hire a minimum of 2 Indigenous/Native mental health counselors” (Increasing presence on campus continued)

- 4a. “Counselors of color and counselors who represent marginalized groups on campus are needed. Indigenous mental health counselors are in particular need as we do not have any at all and Indigenous students often statistically face high rates of suicidality and violence.”

An Indigenous-identifying counselor has been hired in the Barnes Center and the University will prioritize the recruitment of staff with diverse identities when vacancies occur on the counseling staff. Future recruitment efforts will be targeted to Indigenous nations/tribal communities.

- 4b. “Develop Syracuse University’s reputation for excellence in Native American and Indigenous teaching and research”

A Cluster hire has been approved for Indigenous Studies in the Environment. The Faculty Diversity Hiring Program will incentivize hiring of faculty from marginalized identities across all schools and colleges and many departments.

As this program evolves, the University commits to providing additional incentives for hiring new Indigenous faculty members.

- 4c. “Institute an Elder-in-Residence Program”

Syracuse University will implement an elder-in-residence program to best support bridging Indigenous and higher education, creating spaces for Indigenous student success, and fostering partnerships and improved relationships with the Onondaga Nation and other nearby Indigenous communities.

5. “Update Native Student Curriculum and Include Indigenous Pedagogy”

- 5a. “Create a study abroad (cultural exchange) program.”

The University runs short term, faculty-led programming both internationally and domestically, and commits to expanding this program to include local and global Indigenous communities. These programs will be supported through Syracuse Abroad and the University will provide financial support for those students who would otherwise be unable to participate in these programs.

When fully implemented, these programs will not only improve the University’s relationships with local and global Indigenous communities, but will also offer opportunities for a rigorous, competitive, and innovative academic experience for participants.

- 5b. “Incorporate Indigeneity and Settler Colonialism into SEM100 and future Diversity & Inclusion Curricular offerings”

Indigenous faculty and students have been appointed to participate on the SEM 100 Ad Hoc Committee for 2021.

5c. “Hire more Indigenous tenured & tenure-track faculty

A Cluster hire has been approved for Indigenous Studies in the Environment. The Faculty Diversity Hiring Program will incentivize hiring of faculty from marginalized identities, and will prioritize recruiting and retaining new Indigenous faculty members.

5d. “Include Indigenous curriculum and pedagogy in the curriculum”

A Cluster hire has been approved for Indigenous Studies in the Environment. The Diversity Opportunity Hires Program will incentivize hiring of faculty from marginalized identities.

Indigenous faculty and students have been appointed to participate on the Ad Hoc Committee to replace SEM 100 as a required course for all first year students starting 2021, together with an upper level 3-credit “social justice/social difference” course requirement for all undergraduates. The University commits to working with Indigenous students and faculty to ensure that Indigeneity is represented in both the 1-credit first year course and in many of the 3-credit course offerings. These courses will be assessed by the Office of Institutional Effectiveness.

Broader curricular change will require an in tandem approach with hiring more Indigenous faculty. In the meantime, Academic Affairs staff will work with the Indigenous Student Curricular & Diversity Committee, and other stakeholders to craft thoughtful ways to influence curriculum changes in departments across the University.

5e. “Add a Haudenosaunee language course, allow language immersion classes to count as foreign language requirements, and review high school transcripts that show Native language courses as favorably in the admissions process as transcripts from other students with other foreign language classes (i.e. French or Spanish).”

High school Haudenosaunee language courses will count toward the three-year language requirement for admission. Academic Affairs and University College will consider expanding course offerings in the Iroquois Linguistics for Language Learners program.

5f. “Institute Indigenous Law Center.”

The Law School is not in a position to invest in this Center. However, the University commits to supporting the research of newly recruited and hired Indigenous faculty, and the University commits to helping launch a Center or Institute on a related topic, should the incoming faculty seek to start such an enterprise.

5g. “Create a Native American & Indigenous Studies Major and Graduate Department of Study, and Indigenous Research Center.”

Academic Affairs has commissioned a study through the Educational Advisory Board to determine the feasibility of the initiative. Meanwhile, Academic Affairs will work with new cluster and diversity faculty to further develop the NAIS course offerings, with an eye to building a robust set of courses that could become the backbone of an independent program.

Academic Affairs will proactively work with relevant staff, faculty and students and with the University's Office of Advancement and External Affairs to develop and advance grant funding for this purpose.

5h. "Hire a dedicated staff for the Native American & Indigenous Studies Program."

Academic Affairs will review staffing, and share the review with relevant stakeholders to define a path forward in the short and long term.

6. "Financial Assistance and Recruitment"

6a. "Create Graduate Scholarships."

This initiative will require fundraising and will be added to the Forever Orange campaign.

6b. "Outside of the Haudenosaunee Promise Scholarship, institute Indigenous-specific grants for undergraduate students."

The University will award need-based grants to newly admitted Indigenous undergraduate students who are enrolled in state and/or federally recognized tribes (and children of individuals who are enrolled in state and/or federally recognized tribes) including First Nations, Inuit and Metis students with status cards starting in Fall 2020.

6c. "Haudenosaunee Promise Scholarship recipients who begin in the spring semester have been inconsistently offered access to HPS funding. Commitment to Haudenosaunee Promise Scholarship dollars for students who start in the spring semester."

Any student admitted for fall or spring determined eligible for the Haudenosaunee Promise Scholarship will be offered such.

6d. "Add and hire an Indigenous alumni representative and begin outreach, inclusion, and networking with Syracuse University's over 650 Indigenous alums. Clarify who will be taking the lead on this initiative."

The Office of Alumni Engagement will partner with the Native Student Program to plan an event for Indigenous alumni during Orange Central in October 2020 and will also host a networking event for Indigenous alumni in the coming year. Donors may now contribute to the Native Student Program through the University's website.

