

This is an analysis of the demands of THE General Body by the Graduate Student Organization Executive Board, looking at which items have had action taken by the Graduate Student Organization and which items are and are not in line with broad graduate student consensus. This should not be taken as fully definitive of the opinion of all students as areas of importance primarily to undergraduates are best addressed by the Student Association. This specifically details only what actions the GSO and the GSO Senate have taken pursuant to these areas.

Our notes are in red. This document was compiled as of Nov 11, 2014 at 11:00pm.

Needs and Solutions

We, THE General Body, expect to engage the senior leadership of Syracuse University in discussions on implementing the following solutions to meet our needs:

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

Signed immediately

The GSO supports a commitment by the university leadership to not punish students in any way for reasonable actions taken to address concerns they have raised. We find that the overall actions of both students and administrators thus far have been reasonable and fair. So long as the process proceeds in a civil nature, we stand for the rights of students to stand and be heard.

- 1. The student body needs transparency with changes in student services and university policy. Transparency is defined as accessible information about said changes prior to finalization and implementation, student involvement and consultation in the decision-making and change process, diverse student representation at the table and respect for the will of governing bodies such as the Student Association, Graduate Student Organization and the University Senate in addition to the larger student and faculty bodies. The student body needs:**

The GSO fully supports efforts to increase transparency. We are active advocates for increasing the influence and respect of the shared governance structures of this university. As one of the major governing bodies at Syracuse University, an underlying mission of the GSO is to ensure our ability to improve graduate education now and in the future. See the recent [Board of Trustees report](#) by the GSO President.

- 1.1. The Board of Trustees vote on new Mission/Vision Statements for Syracuse University, scheduled to take place Thursday and Friday, November 6 and 7, 2014, must be postponed.**
 - 1.1.1. The entire SU community must participate in a collectively-drafted, co-created 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.*

The GSO welcomes additional student input into all processes at the university. We are willing to work hard at increasing the student voices involved in the vision and mission statement proceedings. We encourage students to read and respond to upcoming email communications around this and other topics. We have serious concerns about passing the vision and mission statements via referendum as asked for here. It has proven extremely difficult to get 25% of graduate students to respond to anything, even with cash incentives involved. See [response rates to the spring 2013 TA/RA survey](#).

1.1. The new University Mission/Vision Statement.¹² See appendix.^{A11}

- 1.1.1. These statements were pushed forward very quickly, without diverse or widespread input, and certainly not with enough time or context for students to adequately weigh in. By October 1, 2014, comments were closed on the new Mission/Vision Statement. This timeline may have worked well for administration and the Trustees, but is completely out of touch with the timeline of students and faculty who are on campus September through May.
- 1.1.2. Indeed, the phrase “strengthen democratic institutions” has been removed from the proposed version. This indicates less interest in democracy, whether within the future of SU, or in the larger world.
- 1.1.3. Lack of the word “safe” in the new versions; “diverse and inclusive” does not necessarily imply safety, and is not sufficient to make campus safer for marginalized students.
- 1.1.4. The phrase “We provide access to opportunity” has been deleted from the proposed Vision Statement.³
 - 1.1.4.1. This indicates that the new vision for SU will be less concerned with making the university accessible to qualified applicants, regardless of financial and other circumstances.
- 1.1.5. Removes the term “diverse backgrounds,” as in the following phrase: “We want our students to feel they have been given real, entrepreneurial opportunities in settings where students with diverse interests from diverse backgrounds can “mix it up.”⁴
- 1.1.6. Includes less language about diversity than the previous iteration.
 - 1.1.6.1. It implies a move away from ensuring the University will keep a commitment to recruiting, serving and sustaining a diverse population among students, faculty and staff.

¹ <http://fastforward.syr.edu/strategic-plan/mission-and-vision-statements/>

² See Proposed New Mission/Vision Statements in appendix. ^{A11}

³ <http://www.syr.edu/about/vision.html>

⁴ http://www.syr.edu/chancellor/selected_works/scholarship.html

- 1.1.6.2. There is no reference to “community engagement” in the current proposed version. They have removed “public good” from the statements.
 - 1.1.6.2.1. This is a clear indicator that the university will be turning away from the commitment to engage with the larger Syracuse community which we experienced during Chancellor Nancy Cantor’s tenure, which means moving towards the older model of the ‘Ivory Tower on the Hill.’
 - 1.1.6.2.2. To move more towards an Ivory Tower model again will breed further division and anger towards not only SU but its students, as well. To be clear, 80% of the students at the Syracuse City School District live in poverty. “Furthermore, among the nation’s 200 biggest cities, only five have higher estimated poverty rates than Syracuse.”⁵
 - 1.1.6.2.3. We cannot step back from community engagement and commitment to the “public good.”

The GSO supports more conversation around the language in the vision and mission statements, which are arguably too short to accurately describe Syracuse University uniquely. Phrases concerning opportunity, diversity, and inclusion are items we have argued for directly in the past. Our student body is roughly split on the Scholarship in Action concepts of the university as a public good with strong community engagement. These are very important for many of our students, especially masters’ students, but are increasingly counter to the priorities of our PhD students. We welcome further discussion on this language. For a further discussion of Fast Forward communications in general, see the [recent Board of Trustees report](#) by the GSO President.

- 1.1.8. The entire SU community must participate in a collectively-drafted, co-created process to write the new Mission/Vision Statements, i.e., the community will write the new statements, not simply give feedback to the current draft.**
 - 1.1.9. *The process will begin immediately.*
 - 1.1.10. It will include a student-focused reach-out to engage directly the entire student body.
 - 1.1.11. Among other efforts, Chancellor Syverud will use his email account to reach out to student, faculty and staff.
 - 1.1.12. Among other efforts, The GSO and SA will email the student bodies as well.
 - 1.1.13. This new Mission/Vision Statement, 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.
 - 1.1.14. *These new statements will not be completed until May 2015, allowing adequate time for full community participation in the process.*

Ditto to above.

⁵<http://onliteracy.org/uploadeddocs/SyracuseNYCSAP.pdf>

- 1.2. The freezing of current investments in the fossil fuel industry and a plan to withdraw those investments within 5 years.**
 - 1.2.1. by the end of the Spring 2015 semester*
- 1.3. A meeting between Divest SU and the Socially Responsible Investment Matters Committee and relevant parties to begin action on fossil fuel divestment.**
 - 1.3.1. by the end of the Fall 2014 semester*
- 1.4. Disclosure of all names of fossil fuel companies with whom SU is affiliated, and amounts invested in them within the endowment. This includes divulging full records, including any discrepancy in percentages.**
 - 1.4.1. by the end of the Fall 2014 semester*

The GSO has taken no action on fossil fuel divestment in the past. We welcome further discussions between DivestSU and the Socially Responsible Investment Committee, with graduate body input through our representative on that body, the GSO President.

- 1.5. An official statement from the Chancellor, acknowledging the distress the closure of the Advocacy Center has caused the student body, in a meaningful way, and apologizing for:**
 - 1.5.1. closing the Advocacy Center without student or faculty consultation.
 - 1.5.2. closing the Advocacy Center when the majority of students were away from campus, unable to ask questions or say goodbye.
 - 1.5.3. closing the Advocacy Center without replacement services available for those students who were on campus over the summer and without a comprehensive plan to cover for necessary services for victims of sexual assault and relationship violence.
 - 1.5.4. forcing people out of their jobs with only one business day's notice, and essentially forcing them into other positions, while eliminating one position entirely.
 - 1.5.5. breaking trust with the entire community.
 - 1.5.6. in an official email to all faculty, staff and students*
 - 1.5.7. by the end of the Fall 2014 semester*

We agree with the underlying contention that the closure of the Advocacy Center was poorly communicated and that the decision should have been made in a more open manner. We have consistently prioritized service improvements over seeking apologies in our advocacy goals. We officially support improved services and communication, as per Senate Resolution 15.01 and the September Board of Trustees report.

- 1.6. An official statement from administration promising that all recommendations and initiatives made by the Chancellor's Workgroup on Sexual Violence, Prevention, Education and Advocacy will be implemented, and in the timeline the Workgroup proposes.**
 - 1.6.1. The SVPEA Workgroup should become a permanent committee.
 - 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.**
- 1.6.3. *by the end of the Fall 2014 semester*

The GSO looks forward to the recommendations coming from the SVPEA Workgroup and others. The GSO respects the need for the university leadership to vet such recommendations before making final decisions. However, we support efforts to hold university leaders to the recommendations of these groups and if not followed, to issue statements explaining why they are not implementing the recommendations.

1.7. The creation of a program separate from university administration for students to express grievances and have them be addressed.

1.7.1. by the start of the Spring 2015 semester

As per prior conversations and reports, the GSO supports the creation of a comprehensive ombudsman program as well as improvements in publicizing the existing grievance systems.

1.8. A seat at the table as part of major or significant decision making on issues and services that affect us. This needs to be provided in a systematic and regular manner.

- 1.8.1. While the SA and GSO Presidents are typically brought in to some of these discussions, more students must be directly engaged in the decisions that are made. These additional students, and student representatives to the various university bodies, both permanent and temporary, should be chosen by the student governments and organizations and not by the administrators.
- 1.8.2. More work must be done to bring in all groups of people in the campus. If a significant portion of the SU community has not been part of any particular process, more time and effort should be made to ensure wide participation. There are multiple ways for people to express their thoughts, and being part of administrative initiatives should not be considered the only way to participate.
- 1.8.3. Both voting and nonvoting student and faculty positions on the Board of Trustees must be established.
- 1.8.4. Students should be treated as shareholders and not customers of the university.
- 1.8.5. *by the end of the Spring 2015 semester*

The GSO supports efforts to increase student involvement in all areas of the university. We are very interested in voting positions on the Board of Trustees, but recognize that this is a long-term strategic goal. We would like to discuss further with students the best way to notify them of opportunities to participate as we traditionally have difficulties finding volunteers. We have offered some thoughts on the need for student representation on Dean search committees and others in the [October Board of Trustees report](#).

- 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.
 - 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*

The GSO supports strong student involvement in Fast Forward. As for graduate student representation on the Working Groups and other bodies, we currently find that the students involved are able to offer substantial input. In addition, these groups are well underway, and we need to be thoughtful about additions at this point. We are very supportive of measures to ensure broad student input into the Working Groups' discovery efforts, as noted in the [recent Board of Trustees report](#).

1.9. A policy guaranteeing implementation of the will and resolutions of governing bodies (Student Association, Graduate Student Organization, University Senate, etc).

- 1.9.1. Significant changes must require consultation with governing bodies before finalization and implementation.
- 1.9.2. Resolutions passed and policies proposed by governing bodies must be taken seriously and considered in open-door meetings that include members of the concerned bodies.
- 1.9.3. This policy must include specific repercussions if policy guidelines are not adhered to.
 - 1.9.4. *by the end of the Spring 2015 semester*
- 1.9.5. A written recommitment to implementing shared governance.
 - 1.9.6. *immediately*

The GSO supports measures to ensure its recommendations are seriously considered by the wider university community. We currently maintain strong relationships with administrators in order to bring this about, and have usually found our recommendations taken seriously. We acknowledge the difficulty in binding the university to the decisions of independent governance bodies, but we welcome a renewed assurance to respecting the shared governance structures.

1.10. The creation of a permanent student advisory committee to the Chancellor, his Executive Team, and the Board of Trustees, open to all students.

- 1.10.1. This advisory group must be diverse, large, and representative of the entire student body, with oversight by THE General Body. Representatives will be nominated by THE General Body and other student organizations. The

committee's focus will be on providing cooperative oversight of administrative decisions which will be inclusive to all students. Any new groups wishing to appoint candidates to the committee will be endorsed by a committee vote. This committee will be chosen based on the common interests and concerns of the student body.

- 1.10.2. This is to help ensure that student voices are heard and solidify proof when they are not.
- 1.10.3. This committee must be in the room and receive direct communication about any financial decisions which significantly affect students or any decisions with relation to campus diversity and inclusivity; all committee members must have knowledge of the process and the option of being in the room with administrators at any point during the decision making process.
- 1.10.4. The students on these groups must not be the same students who are on all other groups as well.
- 1.10.5. *Committee members must be appointed by December 5, 2014 and the committee must be functional and all members must be in communication with the chancellor and administration by January 12, 2015.*

A Student Affairs Advisory Board has been created, with membership selected by the SA and GSO. We support efforts to create other such bodies or extend that body's mission. We stress the need for such groups to be appointed by the SA and GSO based on their systems of finding and appointing/electing student volunteers. The GSO is very interested in hearing thoughts about the process of selecting students to such committees. The method of selection to such student advisory bodies is under the sole control of SA and GSO (and therefore by the student bodies) as part of the broad concept of independent student governance.

1.11. The Student Association president must be able to email the entire undergraduate student body.

- 1.11.1. *immediately*

The GSO supports the SA President having direct email access to all undergraduate students, without administrative veto possible, just as the GSO President holds. This support is per Senate Resolution 15.01. The GSO took this position after considerable consultation with the SA President and Cabinet.

2. The student body needs faculty, staff, students, and administrators to acknowledge, learn about, and redress the oppressions, aggressions, violences, and discriminations faced by students with marginalized identities and experiences (race, gender, sexual orientation, ability, mental health status, religion, nationality, documentation status and socio-economic class). The student body needs:

2.1. Further sexual assault advocacy training for the SU Title IX Coordinator

- 2.1.1. This training should consist of the 20 hour Department of Health training on sexual assault advocacy completed by Vera House advocates.
- 2.1.2. *by the start of the Spring 2015 semester*

The GSO has taken no specific action on this item. We would be interested in determining the nature and extent of training currently taken by the Title IX Coordinator if we were to take any action or make recommendations.

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. **The student body needs Syracuse University to 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*

The POSSE program is an undergraduate scholarship program. Following longstanding tradition, we have not taken any action on this item as we have not gotten a formal request for action from the SA or another undergraduate group. If presented, we would consider taking action, although the GSO traditionally wishes to understand all options for financial aid and other spending when taking such stances.

2.3. Reinstatement of the Multicultural Spring Program.

- 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*

Similar to the above, this is an undergraduate program. In the interest of avoiding a precedent of one student body interfering in the affairs of the other without a request, the GSO has not taken action on this item.

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*
- 2.4.2. **Updated facilities for the African American Studies' MLK Library and increased funding for the department as a whole.**
- 2.4.3. *begun by the start of the Spring 2015 semester*

The GSO advocates on behalf of graduate students in all 167 graduate programs across the university. As such, we do not advocate for additional funding for one department or program except in extreme circumstances. We support an inclusive strategic planning process to determine our funding priorities between our academic programs.

2.5. Conversations Around Race and Ethnicity (CARE)/Safer People Safer Spaces (SPSS) trainings for all senior administrators, as well as on-going diversity training.⁶

2.5.1. *by the end of the Spring 2015 semester*

2.5.2. Timeline: Begin meeting as soon as possible, during the 2014-2015 year to revamp for Spring 2015 semester

While we have never taken official action on this item, we would support these trainings for a wide variety of individuals at the university.

2.6. Mandatory CARE and SPSS trainings for DPS, Department Chairs, Faculty, Elected Student Association representatives, RAs, Conduct Board members, and executive boards of RSOs.

2.6.1. *by the end of the Spring 2015 semester*

As above, the GSO has not taken official action on this item, but broadly supports such trainings. We would like to examine what training currently takes place for these individuals before making specific recommendations. In addition, we generally do not take action or make recommendations in relation to Resident Advisors without a request from the SA for support. We support a conversation over appropriate trainings for RSO officers and GSO officers. The GSO takes a strong stand against the administration mandating such training, or mandating any actions, on GSO officers as this violates the independence of student governance. We would be very interested in having the conversation within our Senate to effect a Constitutional change to implement such a requirement. Finally, the GSO insists on being directly part of any conversations about placing additional requirements on Registered Graduate Student Organization officers, as the GSO is a registrar of such organizations. We must insist on having direct input into changes to the registration requirements of such organizations.

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*

The GSO has taken no action on this matter, but broadly supports additional training offerings.

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*

The GSO stands in support of efforts to make staffing levels reflective of the enrollment levels at the university. In particular, the GSO urges in the strongest language possible increased staffing of SCIS. Slutzker has demonstrated insufficient staffing levels to handle the needs of a

⁶ Including Chancellor Kent Syverud, Rebecca Reed Kantrowitz, Senior Vice President and Dean of Student Affairs, Eric Spina, Vice Chancellor and Provost, Andria Costello Staniec, Associate Provost, Rebecca Dayton
Email lgbt@syr.edu to sign up for Safer People, Safer Spaces (SPSS)
Email jswest@syr.edu to sign up for C.A.R.E.

rapidly expanding international student body. Approximately 33% of graduate students are international, making this a particularly urgent issue for the GSO.

2.9. Commitment to hire more faculty of color.

The GSO has taken no action on this in the past. However, we broadly support increased diversity across all areas of the university. As a participant in planning the Express Yourself forum and initiative, we support the work of the Express Yourself workgroups toward this and other goals.

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

Same as 2.9.

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.

2.11.2. This change will occur in the following steps:

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

2.11.2.1.1. 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.

2.11.2.1.2 *for Summer 2015*

The GSO has taken no action on this item. However, we support improved orientation programming on this and other issues for graduate students. We look to any Express Yourself workgroups to put in the hard work of implementing upgrades along these lines.

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

2.11.2.2.1. *by the start of the Fall 2015 semester*

2.11.2.2.2. 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.

The GSO has taken no action on this item. We assume this is to apply to undergraduate degree requirements, and thus defer to the SA on it. Conversations around mandatory university-wide graduate course requirements in this direction should be undertaken with great care, as this would represent an unprecedented change to graduate program requirements.

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

- 2.11.2.3.1. 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 to the new students that Syracuse University is a safe space for students of all backgrounds.
- 2.11.2.3.2. *by the start of Fall 2015 semester*

The GSO has taken no position on this matter. As it is an undergraduate matter, we traditionally do not take action without consulting with SA first.

2.11.2.4. Expansion of the Intergroup Dialogue Program

- 2.11.2.4.1. in terms of funding, number of facilitators, number of sections per semester, and potential cross-listings
- 2.11.2.4.2. expansion as deemed appropriate by current Intergroup Dialogue Program facilitators.
- 2.11.2.4.3. Dialogue facilitators will continue to receive training and participate in workshops and regularly scheduled team meetings that cover theory and praxis for intergroup dialogue as social justice education.
- 2.11.2.4.4. maintenance of current classroom dynamics despite influx of students.
- 2.11.2.4.5. this sustainable expansion will create a foundation for the eventual requirement of Intergroup Dialogue Program for graduation.
- 2.11.2.4.6. *by the start of the Fall 2015 semester*

The GSO has taken no action on this item. We would be interested in having a conversation about the university's strategic needs in this area and others.

- 2.11.2.5. **Requirement of the Intergroup Dialogue Program or other diversity coursework for graduation beginning with the Class of 2019.**

See 2.11.2.2.

2.12. New student center that houses LGBT Resource Center, Disability Cultural Center, SCIS, and OMA in a safe, central, accessible location.

- 2.12.1. Including a nonacademic Women's (& Trans-friendly) Center
 - 2.12.1.1. *by the start of the Fall 2015 semester*
 - 2.12.1.2. The planning of this center must include a diverse and large student representation of the students that would be accessing resources at this new facility.

The GSO broadly supports a more functional student center. Schine has little relevance to the average graduate student. We look forward to continuing to engage with the Campus Master Planning process and the Strategic Planning process on how to best implement this.

2.13. Revise “No place for hate” to include “No place for silence” and encourage empowered bystanders.⁷

- 2.14. Written commitment to begin conversations with Office of Residence Life
 - 2.14.1. *by the start of the Fall 2015 semester*

The GSO has taken no action on this item. We generally do not take a stance on issues related to undergraduate students without a request from SA, especially in the sensitive area of housing and residence life.

2.15. Readily accessible information about methods for reporting DPS targeting, harassment, and misconduct.

- 2.15.1. These databases must be beyond the jurisdictional influence of the Department of Public Safety for fear of bias or tampering.
- 2.15.2. This evidence must be reviewable by a council of said SU student's peers as well as representatives of DPS (who are not the accused or charged persons).
- 2.15.3. *by the start of the Spring 2015 semester*

2.16. With the advent of body cameras for DPS officers, it must also be permitted that those who are recorded via the officer's point of view also be allowed to submit video evidence without the threat of invalidation.

- 2.16.1. Cameras should never be permitted to be turned off.
- 2.16.2. *by the start of the Spring 2015 semester*

2.17. Readily available public access document for students and faculty that addresses the relationship, rights and responsibilities between Department of Public Safety (DPS) and the Syracuse Police Department (SPD).

⁷ This emphasizes not only the need to end the mistreatment of all members of the SU community, especially those marginalized, but also the need to end the fear of speaking out for what is right.

- 2.17.1. The student body understands that there will be cases handled that affect the Syracuse University community in which SPD officers will be involved because of geographical jurisdiction overlap.
- 2.17.2. DPS officers are to have video evidence of their conduct recorded and submitted for review, and so must SPD officers when operating in the Syracuse University limitations and boundaries (this way, cases that affect students would fall similarly under the guidelines of imposition and requests made of DPS).
- 2.17.3. We also demand public access to the University Area Crime-Control Team operations modus operandi inclusive of information of registered officers and their titles (badges, precinct position, etc.).
 - 2.17.3.1. There is no official document for the joint effort collaborative that can be accessed for the relationship between DPS and SPD.
- 2.17.4. Anonymity cannot be the plausible basis for dismissing accusations and/or information on the grounds for contesting harassment cases as members of the student body.
- 2.17.5. *By the end of the Spring 2015 semester*

The GSO has taken no action with respect to DPS. Before THE General Body group raised these issues, we were unaware of any such problems within DPS. We would be interested in gathering more data on the experiences of graduate students in this area before taking action.

2.18. Accessible gender-neutral single occupancy bathrooms (with showers for residence halls) in all buildings.

- 2.18.1. *Construction should begin by the end of the Spring 2015 semester*

The GSO has taken no action on this issue. However, additional such facilities would be in line with actions to better accommodate many individuals in our community.

2.19. The changing of Columbus Day on the SU Calendar to Indigenous Peoples' Day.

- 2.19.1. *by the start of the Fall 2015 semester*

The GSO has taken no action on this item. As Columbus Day is not on the university calendar at all, we do not consider this a priority item.

2.20. Commitment to being a worldwide leader in addressing and ending sexual assault.

- 2.20.1. The creation of a new standalone center for sexual assault and relationship violence services, advocacy, education, and outreach that combines the advantages of both old and new structures.
 - 2.20.1.1. The creation of such a center will be predicated on the input of survivors and students, faculty, and staff involved in sexual assault advocacy and prevention education on campus.
 - 2.20.1.2. *planning must start by the end of the Spring 2015 semester*

- 2.20.1.3. A campus wide survey addressing the climate of rape and sexual assault modeled after M.I.T.'s recent survey.⁸

The GSO has taken a stand broadly supporting the Campaign for an Advocacy Center in [Senate Resolution 15.01](#). We look forward to the final report of the Chancellor's Workgroup on SVPEA in December.

2.21. Mandatory consent training for all entering students, including graduate.

- 2.21.1. Consent training should be intersectional in nature, and couched in a positive sexuality framework.
- 2.21.2. The training will take place over several weeks, beginning from the first day of orientation. Potential trainers include groups such as A Men's Issue, Vera House, SASSE, and others.
- 2.21.3. The training will avoid victim-blaming mentality.
- 2.21.3.1. *by the start of the Fall 2015 semester*
- 2.21.4. Clarification of responsibilities and appropriate training for all responsible employees.
- 2.21.4.1. *by the start of the Spring 2015 semester*

The GSO has taken no specific action on this item, but supports improvements to graduate orientation programming. We would appreciate efforts to create broad student-body wide programming in addition to the international student and TA orientation programs currently conducted.

2.22. A university-wide affirmative consent "Yes Means Yes" Policy. See appendix.^{A18}

- 2.22.1. *by the start of the Spring 2015 semester*
- 2.22.2. **University policies addressing sexual assault offenses must be revisited and reevaluated with a survivor-first lens.**
- 2.22.2.1. *by the end of the Spring 2015 semester*

The GSO has taken no action on this item. We welcome continued conversations over this topic – we have supported "Stop the Blame Game" and similar events this semester which aim for similar goals.

2.23. A widespread, comprehensive campaign to notify all students about the currently available sexual assault resources.

- 2.23.1. New stickers must be made to fix the errors in the current ones, to clarify which resources are available and which are confidential and privileged. These stickers must be put in every bathroom on the entire campus, including all residence halls. Additionally, stickers on dorm room doors must also be updated.
- 2.23.1.1. *by December 12, 2014*

The GSO continues to work with the Student Affairs Communications Director to improve signage and general communication about available resources.

⁸ <http://web.mit.edu/surveys/casatips/develop.html>;
http://web.mit.edu/surveys/casatips/CASA_2014_Student_Final.pdf

2.24. Disability accessibility must be enforced.

- 2.24.1. The university must engage in an immediate and transparent search for an ADA coordinator who will lead all areas of SU in meeting the requirements of the ADA and, where possible, to surpass them. This will include open-door sessions for interviews, the time and dates of which will be distributed through mainstream channels.
 - 2.24.1.1. *by the start of the Spring 2015 semester*
- 2.24.2. Provide money immediately to a centralized fund, allocated by the ADA Coordinator, dedicated to providing equipment and services that create equal and inclusive access for people with disabilities that falls outside of the jurisdiction of ODS that students, faculty, staff, student organizations, and programs of Syracuse University can utilize in a quick and convenient manner. (Examples include, but are not limited to: Student groups or campus programs seeking inclusive, accessible transportation for off campus events and activities; providing faculty or staff accommodations such as ASL interpreter or guide dog for travel to international locations for academic research or professional related purposes; wheelchairs for students with mobility impairments in order to functionally maneuver around campus)
 - 2.24.2.1. *by the start of the ADA Coordinator position*
- 2.24.3. Implement and track enforcement mechanisms that ensures all events and activities on campus and off campus be made fully accessible. These accessible event and activity policies need to be designed based off of the Accessible Events Planning Guide published on the Disability Cultural Center website
- 2.24.4. The commitment to maintain funding and support for Inclusive U over the next 10 years.
 - 2.24.4.1. Expansion and greater flexibility of transportation for OnCampus Students so students can attend events and activities later at night and early in the morning.
 - 2.24.4.2. *by the start of the ADA Coordinator position*
- 2.24.4.3. \$100,000 for research and development funds to develop a disability ally training for use on the SU campus, with administration, staff, and students, along with an ongoing commitment for implementation.
 - 2.24.4.4. *by the start of the spring 2015 semester*
- 2.24.4.5. \$250,000 for research and development of a required inclusive pedagogy training for faculty to improve the quality of teaching for all students' educational needs, not just disabled students, along with ongoing commitment for implementation.
 - 2.24.4.6. *by the start of the fall 2015 semester*
- 2.24.4.7. Office of Disability Services must be re-evaluated by a diverse and large group of students, faculty, and staff who use or have experience with those services, and through a campus-wide survey. The findings must be used to immediately improve services.
 - 2.24.4.7.1. *by the start of the Spring 2015 semester*

- 2.24.5. For the improvement of campus buildings' and grounds' disability access, 1 minor physical access update must be made per month and at least 2 major physical access updates must be included in all renovation projects. This requirement is to ensure physical access progress be made in a timely manner with minimal inconvenience to the student body.
- 2.24.5.1. *by the start of the Spring 2015 semester*

The GSO has taken no action on these items. It is important the university remain a leader in ADA compliance. Given the substantial resource allocation requests being made here, we are interested in conducting the overall strategic planning process as part of making these allocations. That said, ODS and other areas should receive priority in these discussions. The GSO would like any groups looking to restructure or re-evaluate ODS to include instructors, as ODS interacts substantially with instructional personnel.

3. Public discussions on the funding level of the library systems at SU

- 3.1. The Libraries system needs an additional \$7 million in the base budget just to reach the median of our peer group. No discussions beyond emergency funding additions have occurred. More funding for principal collection acquisitions is needed, in addition to more funding for physical renovation of Bird Library.
- 3.1.1. *by the start of the Fall 2015 semester*

The GSO takes a strong position that for Syracuse University to call itself a research university, we need a better funded library system. Access to basic library research materials is crucial to the success of graduate students in many programs, especially PhD programs. We urge the university to make the library a top priority in the new strategic plan being built within Fast Forward. Anything less is a disservice to our student body. This has been a long-standing priority: the Senate called forth Dean Thorin in 2010 to explain why materials were being removed from Bird library, the Senate has on multiple occasions called for increased funding, and the Library system has been a major topic of many Board of Trustees reports the GSO has issued in the last three years.

4. Better pay and services to graduate staff and commuters.

- 4.1. A minimum of \$14,102.40 for a 9 month, 20 hour per week contract period is necessary to meet the 2014 living requirements of TAs, RAs and GAs in Syracuse.

Raising TA/RA minimum stipends has been a long-standing issue for the GSO. After conducting a major survey in the spring of 2013, the GSO argued for a significant increase in the minimum stipends. This resulted in a 7% increase. The GSO stands firm that additional increases of 6.25% in each of the next two years are necessary to reach an inflation-adjusted living wage level of \$14,672.14 in FY 2016. This has also been an area of significance in reports to the Board of Trustees.

- 4.2. Graduate students who work as TAs, RAs and GAs (and their dependents) must be offered enrollment in dental care each year.

The GSO has taken no specific action on this. However, the GSO strongly insists that TA/RAs be offered dental insurance as has typically been the case in prior years.

- 4.3. For the support of commuters, Syracuse University has a responsibility to reserve the parking spots commuters pay for and not double charge for land already long since been paid off when visitors come to the university for entertainment purposes.
- 4.4. *by the start of the Fall 2015 semester*

The GSO has taken no action on this item. Graduate students, who largely park in the Manley and Skytop lots, have voiced concerns over availability of parking during athletic events for academic purposes. The increased bussing and information about alternate lots has helped improve the situation.

5. A financially transparent university.

- 5.1. Provide transparent records that offer an explicit breakdown of the distribution of students' tuition to the university. Include all salaries.
- 5.2. The administration must provide the necessary salary data to the American Association of University Professors (AAUP). The Administration's failure to provide this data last year led to the AAUP's inability to write the Z report (a critical data source on faculty salaries) for the first time in nearly 50 years.⁹
- 5.3. The administration must be more transparent about budget priorities at the University. This requires the administration be willing to meet with the Senate Budget Committee with regularity (a privilege not afforded to the committee last year for the first time in years).
 - 5.3.1. *by the start of the Spring 2015 semester*
- 5.2. Provide a complete, detailed record of the current location of each of the 1.044 billion dollars, which was raised in The Campaign for Syracuse University, concluding on December 31, 2013.¹⁰
 - 5.2.1. *by the start of the Spring 2015 semester*
- 5.3. Provide a complete, detailed accounting of the financial transactions involving the major SU sports teams, particularly men's basketball and football. Contrary to popular opinion, we have heard that all told, the sports programs do not actually bring a direct net gain into the university.
 - 5.3.1. *by the start of the Spring 2015 semester*

The GSO has not taken action on this item. We generally support appropriate ways of making the university more transparent.

6. Better mental health services and support.

- 6.1. *These changes must be taken seriously and implemented without delay, as they are, for many students, a matter of life and death.*
- 6.2. Psychiatrists and Counselors should be in the same building. This would streamline mental health concerns and makes it much less confusing for students.
 - 6.2.1. *by the start of the Spring 2015 semester*
- 6.3. There must be more than one psychiatrist on campus. If 1 in 4 students have mental health issues, and our psychiatrist serves both SU and ESF, with a

⁹See, official AAUP statement here: <http://suaaup.org/>

¹⁰<http://sumagazine.syr.edu/2013fall-winter/features/cantor.html>

combined enrollment of 23,517 students, this means there is one psychiatrist serving 5,879 students. This is unacceptable.

6.3.1. *At least one more psychiatrist must be hired by December 1, 2014*

- 6.4. Psychiatrists must be able to see students on an emergency basis. If a student's life is at risk, they should not have to wait.
- 6.5. Psychiatrists must see students on an ongoing basis, rather than short-term.
- 6.6. The Counseling Center must provide information about all options so that students are able to make informed decisions.¹¹ "I at first was not told about the option to go to the hospital, and then I was not told enough about it to make an informed decision."
- 6.7. Non-Emergency medical transportation must be made available for mental as well as physical health appointments and services.¹²
 - 6.7.1. *immediately*
- 6.8. The Counseling Center must expand its full-time professional staff, its office hours, the length of counseling sessions, and the number of sessions offered to students.
 - 6.8.1. *by the start of the Fall 2015 semester*
- 6.9. The Counseling Center must clarify its policies regarding how they make their decisions about who they agree to see, and who they send out into the community.
- 6.10. If a student is sent out into the community, the Counseling Center must follow up to make sure that student has found adequate support within one month.
- 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*

The GSO has concerns about mental health availability for graduate students, especially summer access to mental health services. Graduate students who have been enrolled in a spring semester and are enrolled in courses for the fall are turned away in the summer except in extreme cases. Given our propensity to live in the area and remain, conducting research, we need better access to these services. This is even more critical given the very low level of available capacity in the Syracuse area and the high stress nature of most graduate programs. It is not at all uncommon to have one to two graduate students commit suicide each year at SU. The GSO views this as a top priority, "life or death" situation that needs funding immediately, before the current strategic planning process has completed.

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.

¹¹ An undergrad student wrote, "I at first was not told about the option to go to the hospital, and then I was not told enough about it to make an informed decision."

¹² An undergrad student wrote, "I am sure that the school means no harm in the way it has mental health set up here. However, the way it is currently can absolutely cause harm. I am very lucky to still be here today and to be able to talk to you about this. I could not have been so lucky. I do not use my experience to guilt you, only to let you know of the absolute importance of this issue. Things need to change, and they must change as soon as possible. Thank you for reading this."

- 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.

The GSO supports more staffing in the SCIS. With 33% of the graduate student body coming from outside the US, we are very sensitive to the need to include international students in all discussions that take place on this campus. We are committed to ensuring appropriate resources are available to them.

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*

The GSO has taken no action on this item. As in item 2.4, we are wary of committing resources to various departments and programs before the conclusion of the strategic planning process.

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*

The GSO has taken no action on this specific item. We have passed a resolution calling for more specific language around similar restrictions in the Electronic Harassment Policy in [Senate Resolution 15.06](#). We call for more in depth discussions around this issue, as there is a need to craft a policy very carefully so as to reflect our community’s commitment to forbid such language while not being so overbroad as to limit legitimate speech.