Updated: Tuesday, August 23, 2016

SYRACUSE UNIVERSITY | NEWS

Advancing Diversity and Inclusion at Syracuse University

A Status Report on the Short Term Recommendations Made by the Chancellor's Workgroup on Diversity and Inclusion

In the fall of 2015, Chancellor Kent Syverud announced the creation of a new University-wide Chancellor's Workgroup on Diversity and Inclusion.

The Chancellor's Workgroup, co-chaired by Francine D'Amico, associate professor in the Maxwell School of Citizenship and Public Affairs, and Barry L. Wells, special assistant to the Chancellor, was tasked with developing solutions on how to further create a more diverse and inclusive climate at the University.

Last spring the Chancellor's Workgroup provided recommendations directly to Chancellor Syverud, who shared them with the campus community. Implementation of those recommendations by University leadership is already underway. Below is the status of each recommendation:

1. Establish a Diversity and Inclusion Council, representing relevant offices, programs, committees, schools, colleges, and undergraduate and graduate students. This council will support and inform the work of the (proposed) chief diversity officer (CDO) and help build on existing plans to develop and implement a University-wide strategy on diversity and inclusion.
   Responsible: Bea Gonzalez, Rebecca Reed Kantrowitz, Barry L. Wells, and Michele G. Wheatly

   Status: Currently Underway

   The Chancellor will appoint a University-wide Council on Diversity and Inclusion by September 14, 2016. The SU Council on Diversity and Inclusion will be the primary advisory committee to the Chancellor on matters of diversity and inclusion. The council will also serve as a resource to academic and administrative units. The priorities of the council will be to review and advise on critical diversity and inclusion matters, including, but not limited to, issues related to campus climate, implementation of recommendations from the Chancellor's Workgroup on Diversity and Inclusion, and additional steps related to increasing the diversity of students, faculty, and staff.

2. Establish an Ombuds Office and official ombudsperson whose mandate is to serve as an informal, confidential resource for all faculty, staff, and students.
Responsible: Michele G. Wheatly

Status: Currently Underway

The Office of the Provost is currently studying the International Ombudsman Association (IOA) Code of Ethics and Standards of Practice. In addition, the Provost's Office is currently investigating best practices for ombudsperson services at peer universities. The office will make a final recommendation by October 31, 2016. Recommendations will include tailored roles and processes for concerns surfaced by students, faculty, staff, or other individuals.

3. Restore staffing positions at the Slutzker Center for International Services and Native Student Program to previous levels to meet the urgent needs of their constituents. Reinstate the position of assistant provost for equity and inclusion/associate dean of the Graduate School.
Responsible: Rebecca Reed Kantrowitz and Michele G. Wheatly

Status: Currently Underway

A significant amount of work has already been done on this issue, and more will occur this academic year. The Office of the Provost and the Division of Student Affairs staff are already following the recommendations made by the Academic Strategic Plan Workgroup on Internationalization. The workgroup's recommendations include multiple leadership and staffing proposals. This includes strengthening staffing of the Slutzker Center to enhance the University's capacity to recruit and support international faculty and staff. The Office of the Provost continues to address staffing needs in consultation with the leaders of Slutzker, SU Abroad, and the Workgroup on Internationalization. The office will complete this analysis and initiate new searches by November 1, 2016.

In July, the University announced the creation a new Division of Enrollment and the Student Experience. A search is underway to identify a new senior vice president to oversee this new division. As part of this leader's assessment of the division, he/she will conduct a 360 review to identify any additional investments that are needed in this area.

In addition, the University is immediately funding a graduate student to support the assistant director of the Native Student Program during this academic year to ensure that critical supportive services continue to be provided to Native students. The student assistant will work closely with the assistant director to provide academic support, programming, and counseling

for students in the program. Data will be collected for the new senior vice president and staffing and space recommendations will be implemented in the spring semester.

The Office of the Provost will follow the Academic Strategic Plan by enhancing the scope and reach of the Office of the Vice President for Research (OVPR) as recommended by the Academic Strategic Plan Workgroup on Research and Discovery. Following a comprehensive needs analysis that will occur in September 2016, the office will establish new senior staffing at the Graduate School by October 31, 2016. The new staff will work in partnership with the vice president for research. Responsibilities for new OVPR staff include planning, coordinating, and executing pipeline success programs for women and historically underrepresented students across scholarly disciplines.

4. Offer free tutoring for all undergraduates across campus to address inequities and to support and retain undergraduates from marginalized and underrepresented groups.
   Responsible: Michele G. Wheatly

   Status: Currently Underway

   The provost will follow a recommendation in the Academic Strategic Plan and establish a method for campus-wide provision of academic success programming by December 30, 2016. The plan will include an essential level of free tutoring hours per student per semester, with a sustainability plan that includes premium options and support by schools and colleges in the event of excess demand for tutoring.

5. Adopt a University-wide policy on information and communication technology (ICT) accessibility. Within Information Technology Services, hire permanent, full-time staff who focus solely on ICT accessibility and assistive technology.
   Responsible: Andrew R. Gordon and Michele G. Wheatly

   Status: Currently Underway

   A broad-based University committee has met monthly since April 2015 and completed a draft of an information communication technology accessibility policy that is currently being reviewed by the provost and the senior vice president and chief human resources officer. By August 31, 2016, the draft will be submitted to the University Policy Committee. Following proper review, the policy will be in place by October 31, 2016.

   The Information Technology Services Department (ITS) hired one person in November 2014 who is responsible for providing information and communications technology accessibility assistance. Further evaluation by ITS leaders will be conducted during the fall semester. This effort will identify

the need and required skills for additional personnel and other resources, including costs necessary to achieve the goals of the new policy.

This policy mandates University-wide changes to how electronic communications (of all types) are prepared and created (i.e., academic and administrative). As such, the committee has recommended hosting four open forum discussions in September and October. In addition, the committee further recommended a two-week open comment period in October, culminating in the creation of the final version of the policy for leadership review by October 31, 2016.

6. Create a centralized budget for faculty/staff disability accommodations to promote inclusion and relieve individual schools and departments of the costs of such accommodations.
Responsible: Andrew R. Gordon, Gwenn B. Judge, and Michele G. Wheatly

Status: Currently Underway

Under current University practice, it is the responsibility of each school, college and other responsibility centers, and administrative support units to pay for any faculty or staff accommodations that are identified as reasonable and necessary under the Americans with Disabilities Act (ADA). By September 1, 2016, a central University fund will be created to assist sponsoring schools, colleges and other responsibility centers, and administrative support units to pay for faculty or staff ADA accommodations. To qualify for such funding:

1. The University's ADA coordinator will make a determination that a reasonable accommodation is required for the faculty or staff member.
2. The cumulative accommodation expense incurred for each center or support unit must exceed an annual dollar threshold of $5,000.
3. Any request for expenses in excess of $20,000 will be transmitted by the ADA coordinator to the provost, the senior vice president and chief human resources officer, and the interim vice president and chief financial officer for joint consideration and approval.

The Office of Budget and Planning will monitor cumulative expenses incurred for accommodations for each center and support unit on a monthly basis. A journal entry will be initiated to transfer accommodation expenses incurred by centers or support units above the established threshold to the central funding source. The Office of Budget and Planning will track total expenses charged to the central funding source during fiscal year 2017. This will be a pilot program this year, with appropriate changes made after an assessment at the end of the year.

7. Commit appropriate and permanent financial support for the Women in Science and Engineering (WiSE) program. Merge WiSE with SU-ADVANCE. Over the longer term, consider whether these personnel and principles can be extended to support the diversification of other fields (e.g., architecture, philosophy).
   Responsible: Michele G. Wheatly

   Status: Currently Underway

   The provost has met with the leadership of WiSE and the principal investigators of the NSF-funded ADVANCE grant. Discussions of both programs will continue, with Jeffrey M. Stanton, associate provost for academic affairs and ADVANCE co-principal investigator, and LaVonda N. Reed, associate provost for faculty affairs, to develop a plan by January 1, 2017, to absorb best-practice faculty development functions originating with STEM women to further the diversification of underrepresented faculty in STEM and other disciplines. The provost will also identify appropriate sources of funds for groups such as WiSE that are working to diversify the academic disciplines at the student, staff, and faculty levels.

8. Require attention to diversity and inclusion as key components of all faculty and staff evaluations, CV updates, and tenure and promotion decisions. Require an expanded statement on diversity and inclusion in all syllabi.
   Responsible: Andrew R. Gordon and Michele G. Wheatly

   Status: Currently Underway

   The creation of new processes and criteria for personnel evaluations differs greatly between faculty versus staff. Policies based on these recommendations require a shared governance process with structural collaboration across Senate committees and between the Senate committees and academic and administrative personnel. The provost will initiate discussions with the relevant Senate committees and the Senate as a whole by November 2016.

   The Department of Human Resources is developing a guide to help encourage and support managers and employees in setting diversity competency goals. Each of the human resources senior HR business partners will meet with the leadership of their respective schools, colleges, and administrative units by September 30, 2016, to ensure that these guidelines are distributed to managers and employees and that support is provided. This will include follow-up meetings in departments and teams to set diversity goals and discuss those goals throughout this academic year and beyond.

9. Strengthen the systems, publicity, and resources for the STOP BIAS reporting system. The Division of Student Affairs and the Office of Equal Opportunity, Inclusion, and Resolution Services should address any existing gaps in resources available to those who experience bias, discrimination, or harassment. For example, increase education of faculty, staff, and students about how to respond to bias incidents and concerns.
Responsible: Andrew R. Gordon and Rebecca Reed Kantrowitz

   Status: Currently Underway

   Syracuse University will create and implement an effective communications plan, pilot the STOP BIAS Training Program, and assess and evaluate the effectiveness of resources and training. The Division of Student Affairs and the Office of Equal Opportunity, Inclusion, and Resolution Services (EOIRS) will engage with University Communications to create an effective communications campaign that will address gaps in awareness of the resources available for all students, faculty, and staff. The data received from the Campus Climate Assessment will be reviewed to address gaps in awareness and resources and to pilot the STOP BIAS Training Program.

   EOIRS recently hired for the newly created position of equal opportunity training and development specialist. For the fall semester, EOIRS has developed three intensive new courses directed at bias, discrimination, and harassment. In particular, EOIRS will conduct a pilot of these courses for the following administrative units during the fall 2016 semester: the Office of Human Resources, the Athletics Department, the Division of Student Affairs, and the Department of Business, Finance, and Administrative Services. All schools and colleges will be invited to also participate in this important program.

   EOIRS and the Division of Student Affairs will continue to seek feedback from the University community regarding the effectiveness of resources and training in this particular area. This information will be gathered using multiple methods, including, but not limited to, online surveys and brown bag luncheons/forums during which all constituents will have an opportunity to share this information.

10. Enhance orientation and onboarding for international students, faculty, and staff so they are aware of the full range of programs, services, and resources available to them.
Responsible: Daniel J. French, Rebecca Reed Kantrowitz, and Michele G. Wheatly

    Status: Currently Underway

Partly in response to this recommendation, the Office of First-Year and Transfer Programs and the Slutzker Center for International Students already partnered last academic year to plan for an enhanced orientation for incoming undergraduate international students this fall. These programming improvements were made possible by $10,000 allocated from the Division of Student Affairs to hire a full-time graduate student during summer 2016. An optional pre-orientation program has already been established to offer international students early arrivals to attend orientation sessions prior to Syracuse Welcome. Half of the incoming international first-year class (250 students) is now currently participating in this new option. In addition, international student orientation sessions are now woven into the Syracuse Welcome schedule: International students spend more time in on-campus facilities such as the Schine Student Center, which is the hub of Syracuse Welcome activity.

11. Improve New Student Orientation to deepen understandings and forge relationships across racial, ethnic, religious, and other lines. Create a Syracuse Reads Program, and consider the selection of books that foster a sense of understanding and inclusion, such as Ta-Nehisi Coates' *Between the World and Me*. Follow such readings with small-group meetings facilitated by diversity educators.
Responsible: Rebecca Reed Kantrowitz and Michele G. Wheatly

Status: Currently Underway

Research suggests that summer reading programs can work well if fully integrated into the freshman curriculum. The Provost's Office will create, by January 1, 2017, a pilot program to introduce this initiative to a select group of students to help inform and evaluate a broader reading program to connect with new student orientation. In addition, by September 15, 2016, the Provost's Office will work with curriculum groups in the schools and colleges to achieve the specified diversity and inclusion learning outcomes by enhancing freshman forum offerings. This approach will help to ensure comprehensive faculty involvement in matters related to teaching and learning and will establish the necessary integration with freshman curricula. Likewise, in reference to the pillar of the Academic Strategic Plan focused on the student experience, this approach will dovetail with other curriculum enhancement efforts such as the Syracuse Core 4+4.

12. Conduct a comprehensive accessibility audit of University spaces, and update the Campus Access Map, including all-gender bathrooms.
Responsible: Andrew R. Gordon, Gwenn B. Judge, and Peter E. Sala

Status: Currently Underway

An accessibility audit is underway, and physical inspections as part of that audit have already been completed. As of August 15, 2016, all 9 million square feet of University buildings have been inspected as part of the University's Overall Campus Facilities Conditions Assessment. This assessment is designed to identify any and all physical barriers to access in University buildings and on its grounds. Data from the assessment will be shared with Campus Planning, Design, and Construction (CPDC) and EOIRS by October 28. Staff from those offices have identified an external company that will then use the data gathered to develop a physical access plan by November 30.

During summer 2016, a total of 80 new private/all-gender accessible bathrooms were created, with 64 units added in Dellplain Hall and 16 in Haven Hall. These new facilities bring the total number of private/all-gender bathrooms that currently exist across campus to 708; that includes approximately 598 in residence/dining halls and 110 in academic/administrative buildings. New uniform signage will be installed to identify our single-occupancy bathrooms.

13. Acknowledge at all major public events on campus that Syracuse University sits on Native land. Fly the Haudenosaunee flag wherever the American flag is flown on campus (e.g., the Carrier Dome, outside Hendricks Chapel on the Quad, Goldstein Student Center). Make sure dedications and invocations at University events are nondenominational.
Responsible: Rebecca Reed Kantrowitz, Kevin Quinn, and Peter E. Sala

Status: Currently Underway

The Haudenosaunee flag has already been installed at the Carrier Dome. In addition, the Haudenosaunee flag now has a dedicated flag pole at Manley Field House to permanently fly it as well. Physical Plant will install new flag poles at Hendricks Chapel, Physical Plant, the Carriage House, Goldstein Student Center, and the Skytop Office building by October 31, 2016. A statement acknowledging that Syracuse University sits on Native land has already been developed. It will be disseminated to relevant event organizers and read at major public events on campus (e.g., Commencement, annual Martin Luther King Jr. Celebration). In addition, Chancellor Syverud will use this statement during his remarks at the 2016 New Student Convocation and will continue to do so at other major events on campus. In addition, as of August 21, 2016, Hendricks Chapel policy has been amended to ensure that all dedications and invocations at University events are nondenominational. This policy will be clearly communicated to all chaplains and spiritual life group leaders.

14. Institute Indigenous Peoples Day as a campus initiative to honor indigenous history and culture on the second Monday of October.
Responsible: Bea Gonzalez and Candace Campbell Jackson

Status: Currently Underway

Columbus Day is not a Syracuse University recognized holiday, nor does it appear on the Academic Calendar. Beginning this fall, the University will institute Indigenous Peoples Day as a campus initiative to honor indigenous history and culture on the second Monday of October. This new initiative recognizes that the indigenous students of Syracuse University have been celebrating Indigenous Peoples Day on campus for several years.

As part of this new initiative, the Indigenous Students at Syracuse (ISAS) and the Indigenous Graduate Students (IGS) will plan and sponsor events, work to raise awareness, and create dialogue on campus to continue discussions around indigenous world views, cultures, and histories. Syracuse University will work with ISAS and IGS to outline a process for a campus-wide dialogue, modeled after the process at Brown University, to build awareness of and support for adding Indigenous Peoples Day to the academic and University calendar and to develop an institutional practice of recognizing Indigenous Peoples Day on calendars published on campus. The University will support ISAS and IGS in their planning efforts for Indigenous Peoples Day events being planned for October 10, 2016.

15. Compile an online inventory of diversity and inclusion programs and activities across campus. Create a Diversity Portal—with links to this resource and the central University calendar—to provide extensive information on Syracuse's efforts to foster a richly diverse and inclusive learning community.
Responsible: Bea Gonzalez, Kevin Quinn, and Barry L. Wells

Status: Completed

This recommendation has already been implemented. The Advancing Diversity and Inclusion website, which launches on August 29, 2016, will provide a portal to the curricular and co-curricular programs, activities, services, offices, groups, and other resources available to advance and sustain a richly diverse and inclusive learning environment at Syracuse. The 90-plus-page site will feature information from schools, colleges, and administrative units along with research, reports, upcoming lectures, videos, current news, and events with a link to the central University calendar. This website is designed to support and implement the recommendations of the Express Yourself Diversity and Inclusion Committee, the Senate Committee on Diversity, and others.

16. Conduct a needs analysis of how to make American Sign Language and CART services available for all University events. Consider hiring one or more full-time American Sign Language interpreters, as determined by the analysis.
Responsible: Michele G. Wheatly

    Status: Currently Underway

    In spring 2016, the Information Technology Services (ITS) department examined the technology needs related to mobile CART services as well as permanent CART installations. Starting on September 19, 2016, the Provost's Office will use the data produced by ITS to conduct the need analysis in conjunction with ITS and the University's Office of Special Events.

17. Offer transportation to La Casita and other community sites to give students physical and curricular access to important aspects of the Syracuse community.
Responsible: Bea Gonzalez and Gwenn B. Judge

    Status: Completed and Underway

    La Casita will become a recognized stop on the Connective Corridor as of the first day of classes, August 29, 2016. Parking and Transit Services will work with Centro to update the schedules and stops. The Division of Student Affairs will work with the Mary Ann Shaw Center for Public and Community Service, Parking and Transit Services, and the Department of Public Safety to determine other community sites that would benefit from transportation services.

18. Offer inclusive food options (e.g., kosher, halal, vegetarian) at Syracuse University events where food is included. The annual Martin Luther King Jr. Celebration is a good model.
Responsible: Gwenn B. Judge

    Status: Currently Underway

    Kosher, vegetarian and halal food is offered through University Catering and served at various events when requested by the event organizers. Syracuse University Food Services will create a policy by December 30, 2016, requiring departments serving food at University-sponsored events to order diverse food offerings to accommodate the dietary and cultural needs of the event attendees. When event organizers contact University Catering to schedule dinners, luncheons, and other events at which food is to be served, University Catering staff will ask the event organizers if diverse food options are required.