

"Demands and Solutions"

What follows is the University leadership's good faith initial reaction to THE General Body's list of concerns and demands. It is not intended to be an exhaustive response, but rather the beginning of a constructive process of dialog

[Executive VP Marcoccia]

14. An official statement from the Chancellor, acknowledging the distress this has caused the student body, in a meaningful way, and apologizing for:

1.4.1. closing the Advocacy Center without student

The Work Group is now "on point" in communication to the campus community, in addition to ensuring that we achieve an optimal set of policies and services.

[Chancellor's Work Group on Sexual Violence]

[Timeline to be determined by the Work Group]

- 1.5. **An official statement from administration promising that all recommendations and initiatives made by the Chancellor's Workgroup on Sexual Violence, Prevention, and Advocacy will**

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

While the ability of such programs to address issues is necessarily limited, we are willing to explore how more avenues for concerns to be expressed (in addition to Stop Bias, the Office of Equal Opportunity, Inclusion and Resolution Services, Hendricks Chapel and other programs) could be supported.

[Senior VP Reed Kantrowitz]

- 1.7. A seat at the table as part of major or significant decision making on

ensure respectful deliberation of all viewpoints and concerns. That said, not all resolutions or recommendations from these bodies will end up being accepted and implemented for a variety of reasons based on administration perspective or chancellor or trustee fiduciary responsibilities.

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

- 1.9.1. Two students will be appointed annually by each organization of the General Body. 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.
- 1.9.2. This is to help ensure that student voices are heard and solidify proof when they are not.
- 1.9.3. 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

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We acknowledge the value of education and training around campus culture and diversity. It should not be assumed that no administrators have attended these diversity trainings; also, there are other quality training opportunities that many administrators have attended.

The Chancellor's Executive Team will discuss ways in which its members can be acknowledged as leaders in these areas as well as in the general

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2.8.2. This change will occur in the following steps:

2.8.2.1. Creation of a mandatory

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services, advocacy, education, and outreach that combines the advantages of both old and new structures.

- 2.16.1.1. The creation of such a center will be predicated on the input of survivors and students, faculty, and staff involved in sexual assault prevention education on campus.
- 2.16.1.2. *planning must start by the end of the Spring 2015 semester*
- 2.16.1.3. A campus wide survey addressing thijimate of rape and sexual assault modeled after M.I.T.'s recent survey.

Please see 1.4 and 1.5 above, which indicates that the new (representative) Chancellor's Workgroup is actively engaged reviewing our current support and will be responsible for bringing policy and structural recommendations forward. A survey process, based on best practices, needs of campus, and the desire for maximal student response rate, is in the beginning stages and will engage students in the thematic development. We have been a leader in this arena for years:

- being one of the first universities to have an Advocacy Center but also being one of the first Universities to recognize the need and value of providing to victims (in that moment just after the trauma, the person generally has not made (yet) the journey from victim to survivor) with the services of a privileged professional counselor who is knowledgeable regarding working with people who have been traumatized and providing advocacy services;
- being one of the first universities to recognize that even though a professional counselor can (and does at Syracuse University) provide advocacy services, an advocate who is not functioning and licensed as counselor cannot provide the trauma-informed counseling;
- being one of the first Universities to have a Title IX coordinator with over 30 years of relevant experience;
- being one of the first Universities to coordinate the efforts of the professional counselors, the advocates, public safety and others to ensure that a victim can move from victim to survivor to thrive; to ensure that an accused is treated fairly; and to ensure that campus safety and culture issues are addressed.

~~the~~ is essential campus-wide work needing a lens that is not about one issue but is about use and abuse of power, intersectionality, the multitude of ways in which people are oppressed and marginalized. These efforts need to be and are a part of organizations and efforts campus-wide from the Disability Cultural Center to Hendricks Chapel; from Athletics to Fraternities and Sororities; from the Provost's office

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5.3.1. *by the start of the Spring 2015 semester*

The Senate Budget

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that student has found adequate support within one month.

In many circumstances, Counseling Center staff arrange follow-up meetings and/or phone consultations with students who have been referred into the community to insure that the student's needs have been met.

[Senior VP Reed Kantrowitz]

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

26 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."

27 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."