

**Appendix B**  
**Review of Syracuse University Policies/Procedures and Services**  
**Concerning Dispute Resolution**  
**May 2015**

In May 2015, the Senate Committee on Women's Concerns undertook a review of the [Syracuse University Policies](#) for policies/procedures concerning dispute resolutions. Of the 352 policies listed on the website, 100 were duplicate listings, which left 252 unique policies for closer review by the committee. The committee's review found that there are multiple offices and resources available to students, faculty, and staff who have concerns or experience conflicts related to a variety of areas. These may include issues such as conflicts with supervisors and/or peers, work-place abuse and/or discrimination, workplace conditions, academic advising, sexual harassment, disability accommodations, and a range of other situations that may potentially involve some kind of dispute. However, not all policies included in this list contain clearly stated processes and/or sanctions regarding policy violations, with some simply referring to other policies and/or documents for such information, which can be confusing to an individual searching for dispute resolution-related information relevant to their particular situation. The goal of the committee's review of these policies was to gain a general sense of those policies that include some kind of reference to dispute resolution, as well as to what administrative areas in the University they are generally connected.

The policies listed below include some kind of reference to informal and/or/formal dispute resolution policies/procedures and/or services for dispute resolution

1. [Academic Integrity Policy](#)  
(No clear sanctions stated for policy violations)
2. [Alcohol, Other Drugs, and Tobacco Policies](#) (See IV. Sanctions for Policy Violations)
3. [Athletic Compliance Policy Statement](#)
4. [Code of Ethical Conduct](#)
5. [Code of Student Conduct](#)
6. [Compliance with the Family Educational Rights and Privacy Act \(FERPA\)](#) (See X. Complaints, Concerns or Suggestions)
7. [Conflict of Interest and Commitment for Principal Investigators and Senior Personnel on Sponsored Programs](#)
8. [Conflict of Interest and Commitment for Staff and Faculty Not on Sponsored Programs](#)
9. [Employee Anti-Drug and Alcohol Abuse Policy](#)
10. [Employee Indemnification Policy](#) (Faculty Manual 3.24)
11. [Enforced Medical Withdrawals Policy](#)
12. [Events on University Property](#)
13. [Events, Quad Use Policy](#)
14. [Fraudulent Activities, Prohibition of](#)
15. [HIPAA, Compliance with Health Insurance Portability and Accountability Act](#)
16. [Misconduct in Research, Scholarship, or Creative Activity](#)
17. [Non-Discrimination and Equal Opportunity Policy Statement](#)
18. [Non-Discrimination and Anti-Harassment in Employment](#)
19. [Non-Motorized Wheeled Vehicle Use on University Property](#)
20. [Off Campus Living Policies](#)
21. [Prohibition of Retaliation](#)
22. [Residence Life Policies](#)
23. [Sexual Activity, Non-Consensual](#)

24. [Sexual Harassment Prevention Policy](#)
25. [Statement of Student Rights and Responsibilities](#)
26. [Student Grievance Procedures Policy](#)
27. [Syracuse University Anti-Hazing Policy](#)
28. [University Judicial System Sanctions](#) (University's Student Conduct System Sanctions)

In addition:

- The *Syracuse University Course Catalog* contains the complete and official version of the [Academic Rules](#) governing undergraduate and graduate students. It supersedes all previously published versions of these rules. The general rules in the Undergraduate Course Catalog also apply to graduate students. Additional rules specific to graduate students appear in the Graduate Course Catalog. The catalog does not include clear sanctions stated for rules violations.
- The [Faculty Manual](#) includes rules and policies relating to faculty appointments, promotion, tenure, and research.
- The [Student Handbook](#), published annually by the Division of Student Affairs, the Student Handbook provides information on campus resources, University traditions, and student rights, responsibilities, and policies.

### **Dispute resolution services and resources for students**

There are multiple offices and resources available to students who have concerns or experience conflicts related to a variety of areas, including employment related issues such as peer conflict, discrimination, work conditions, academic advising, sexual harassment, and disability accommodations.

In May 2015, the subcommittee reviewed the websites and other available information for the following offices and resources available to students who have concerns or experience conflicts related to a variety of areas, including employment related issues such as peer conflict, discrimination, work conditions, academic advising, sexual harassment, and disability accommodations:

- Office of Student Rights and Responsibilities
- Office of Resolution Services
- Title IX Coordinator
- Program for the Advancement of Research on Conflict and Collaboration (PARCC)
- Hendricks Chapel
- Office of Student Assistance
- The Graduate School
- Graduate Student Organization
- LGBT Resource Center
- Office of Disability Services
- Office of Multicultural Affairs

Some of the gaps identified include:

- Resources do not always communicate all of the areas with which they are concerned.  
In particular, some resources that may deal with workplace issues, such as salary/benefits or performance review and supervision of work, do not actually state anywhere that students can come to them for help with these issues. Examples include the Graduate School and Hendricks Chapel. Awareness about some services may therefore depend on preexisting relationships with the office, word of mouth, or referral from another resource.

- Advisor issues  
If a student had a conflict with or a concern about their primary academic advisor and wants to find a neutral resource outside of their department, where can they go?
- Workplace and employment concerns for undergraduate and non-matriculated student employees  
What office or service deals with their concerns?
- Concerning fairness of academic assessments or grade disputes and the related policies  
Is there an independent and neutral resource for students to go to with questions and concerns about their academic performance?
- Concerning academic integrity cases  
If a student is involved/or may be involved in an academic integrity case, where can the student find an outside and neutral party?
- Concerning informal conflict resolution services for students in conflict with other students  
Multiple resources provide informal conflict resolution services for students in conflict with other students, but at present there does not appear to be any resource(s) dedicated to providing informal conflict resolution for students in conflict with non-student entities such as faculty, staff, degree programs, or administrative actions.
- Senate committees might be considered quasi-independent since they report to the Senate rather than a supervisor, but committees consist of individuals who report to someone higher in the administrative hierarchy and do not have the resources, freedom, or independence needed to pursue all inquiries.

None of the resources available to students are truly independent resources, since they do not report to the University's highest administrative level and, therefore, do not have the freedom or independence needed to pursue all inquiries. In short, It is not clear where students can go if they feel they have nowhere else to go, or if their issue does not move forward.

There have been attempts to assess and identify gaps in employee policies and procedures, both by various administrative units across campus, as well as the University Senate. For example the revised *Staff Complaint Process*, launched in January 2003, was a collaborative effort between the Senate Committees on *Women's Concerns* and *Services to Faculty and Staff*, the Office of Human Resources, and University Administration to rectify many of the issues surrounding the previous document. In January 2012, a University Senate motion called for an *Ad Hoc Committee to Investigate Administrative Policies and Practices* to review administrative policies and practices regarding internal investigations of alleged misconduct by University personnel. The introduction to the ad hoc committee's final report stated,

*Because our committee was set up by the University Senate in the aftermath of the Bernie Fine case, which produced a great deal of negative publicity about Syracuse University and many questions, we spent some time initially talking about issues of information and transparency. We believe that the natural proclivity of any institution is to limit the flow of negative news and information. Such news and information threaten institutional stability and continuity by inviting the possibility of sanction, humiliation, retribution, and disruption. As such, promoting a culture of transparency is difficult for institutions, especially those that are highly bureaucratized. Yet transparency promotes trust, candor, integrity, accountability, and responsibility. Promoting a culture of transparency may demand the alteration of institutional protocols and practices, such as mandating the sharing of certain kinds of news and information. Indeed, the "Report of the Special Committee of the Board of Trustees of Syracuse University" (issued in July, 2012) noted that the university would have been much better served by being much more transparent. That report suggested that many members of the University community had been unwilling to share negative news and information, thereby impeding the university from acting immediately, decisively, and appropriately.*